



PHILIPPINE
NORMAL
UNIVERSITY



Graduate Theses

CGSTER

April 2019

Unfolding of Filipino School Managers' Experiences in International Schools in Doha

Kris Anne M. Del Rosario

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Del Rosario, K.A.M. & Ancho, I.V. (20190)

Unfolding of Filipino School Managers' Experiences in Internarional Schools in Doha

(Master's Thesis, Philippine Normal University)

Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/772

**UNFOLDING OF FILIPINO SCHOOL MANAGERS' EXPERIENCES IN
INTERNATIONAL SCHOOLS IN DOHA**

A Thesis

Presented to the
College of Graduate Studies and Teacher Education Research
Philippine Normal University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
with Specialization in Educational Management

KRIS ANNE M. DEL ROSARIO

April 2019

APPROVAL SHEET

ABSTRACT

Name : Kris Anne M. del Rosario

Thesis Title : Unfolding of Filipino Managers' Experiences in International Schools in Doha

Degree : Master of Arts in Education with Specialization in Educational Management

Key Concepts : Leadership Experience
: Leadership Challenges
: Leadership Practices

Adviser : Dr. Inero V. Ancho

Due to internationalization, Qatar is hiring foreign educators and leaders to share expertise in their country. Filipinos are mostly hired as domestic helpers, yet there are also Filipino leaders in educational institutions that exist. Moreover, the experiences of Filipino school leaders are rarely found to leadership researches overseas, yet the researcher finds it significant to reexamine it due to the rising number of educators and school leaders in Qatar. Romanowski (2018) cited that there is a very few studies regarding principalship and diversity of educators notwithstanding the enormous knowledge of research that emphasize leadership in school and diversity of students. The study attempts to unfold the lived experiences of Filipino school managers in international schools in Doha, Qatar specifically with: 1) the experiences of Filipino school managers in terms of: (a) Planning; (b) Organizing; (c) Leading and (d)

Controlling. 2) What are the challenges of being a school leader in international schools in Doha?; and 3) What are the leadership practice used? There were four (4) themes emerged in the study with twenty (20) subthemes that depicted the experiences and challenges of Filipino school leaders. Theme 1 explains the Filipino school leaders in complying with mandates and policies. Theme 2 discusses the Filipino school leaders in adapting with culture. Theme 3 defines the Filipino school leaders as to conforming with programs. Theme 4 depicts the Filipino school leaders in conforming with resources. Six (6) leadership practices were also described based on their challenges and experiences. The study is beneficial to the aspiring and current school leaders not only to Filipinos, but also to other nationalities interested in or are presently managing international schools in Doha.

ACKNOWLEDGEMENT

My sincerest gratitude...

- For the guidance and encouragement of my Research Adviser, **Dr. Inero V. Ancho**;
- For the constructive comments of the panel defense: **Dr. Adonis P. David, Dr. Rene R. Belecina, and Dr. Ma. Glenda de Lara**;
- For the trust and participation of the **school leaders in Doha**;
- For the assistance of **Miss Tintin, Miss Karen, and Miss Penilla-Santillan**;
- For the patience of and endless consultation with **Dr. Arthur, Miss Candice, Miss Djhoana, and Miss Rezel Love**;
- For the help of **DepEd Mabalacat City**;
- For the moral support and motivation from my **Dee Hwa Liong College Foundation family, Philippine Normal University friends, Doha family and colleagues**;
- For the reinforcement and love of my sister, **Miss Arianne del Rosario-Aguilar**;
- For the enlightenment and inspiration of my friends, relatives, and family: **Romeo, Flordeliza, Adrian, Jahm, Jescyn, Alexis James, Sophia Gabrielle, Adrielle Jamian, Austin Jace, and Stephen Gabriel**; finally
- For the will and grace of our **Almighty God** to send His instruments in accomplishing and pursuing the study.

Ora et Labora – Saint Benedict

DEDICATION

The study is dedicated to the:
Filipino teachers and Filipino school leaders in Doha,
teachers and school leaders in Doha,
aspiring school leaders,
researchers, and
educational research institutions especially, to the
Philippine Normal University

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
ACKNOWLEDGEMENT	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
Chapter 1 The Problem and Literature Review	
Background of the Study	1
Literature Review	4
Conceptual Framework	24
Research Questions	27
Scope and Limitations	27
Definition of Terms	29
Chapter 2 Methods	
Research Design	32
Research Setting	34
Instruments	35
Participants of the Study	35
Data Gathering Procedure	39
Instrument's Validation	41
Data Analysis	43

Ethical Consideration	46
Chapter 3 Results and Discussion	
A. Core Experiences and Challenges of Filipino School Leaders	48
B. Core Leadership Practices of Filipino School Leaders	81
Chapter 4 Summary, Conclusion, and Recommendations	
Summary of the Study	86
Summary of Results	87
Conclusion	89
Recommendations	91
Appendices	
Annex A: National Professional Standard for School Leaders	104
Annex B: National Professional Standard for School Leaders Categorized in Planning, Organizing, Leading and Controlling	106
Annex C: Informed Consent to the Supreme Education Council	107
Annex D: Informed Consent to the International School	109
Annex E: Informed Consent to the Participant	111
Annex F: Interview Guide	113
Annex G: Sample Transcript of a Participant	116
Annex H: Sample Coding of Responses	135

List of Tables

Table 1. Demographic Profiles of the Participants	36
Table 2. Sample Responses of Coding	44
Table 3. Experiences, Challenges, and Leadership Practices of Filipino School Managers	48

List of Figure

Figure 1. Conceptual Framework

25

Chapter 1

The Problem and Literature Review

Background of the Study

Many Filipinos abroad work as domestic helpers. Qataris used to hire Filipinos as house helpers. In 2009, the Philippine Overseas Employment Administration (POEA) reported 669,042 Filipinos work in the Middle East and 13% of them are employed in Qatar (Dolaman, 2010). According to a study 28% of the Qatar population are Arab, 24% Indian and 16% Nepali, while the remaining population consists of Filipino, Pakistani, and Sri Lankan nationals including other few Western Europeans (Donn & Al Manthri, 2013). According to the latest report of the Gulf-Times in 2016, a daily newspaper in Qatar, the Ministry of Interior (MOI) recorded that the number of Filipinos working in the country had increased from 188,000 in 2015 to 222,712 (Aguilar, 2016). This was because during that year Qatar needed Filipino workers with technical and high skills (Dolaman, 2010).

The Philippine Overseas Labor Office (POLO) in Doha still expects Filipino workers to come including skilled, semi-skilled, low-skilled, household service workers, and professionals (Aguilar, 2016). Qatar is heavily reliant on migrant labor that Qataris do not want to accept low-paying jobs that is why they demand outsiders to work for them (Dolaman, 2010). It is further explained that Filipino workers still prefer to work in the Middle East since the minimum wage that they can get in the Philippines is far lesser compared to the salary that they can get equivalent to 13,500 pesos minimum in Qatar (Dolaman, 2010). Moreover, news reported that foreign employers prefer to hire Filipino workers not just because of low wage labor but also for

the unrivaled skills and good characteristics which are described by Labor Secretary Marianito Roque (Ubalde, 2009). He also added that OFWs are chosen because of their positive attributes like their proficiency in English language, industrial skills, flexibility, ability to easily learn and their happy disposition (Ubalde, 2009). Concerning domestic job, many Qataris afford to hire house helpers and Filipino women are prime candidates (Dolaman, 2010). This means that Filipinos are believed to be hired mostly as house helpers rather than professionals such as school managers.

Meanwhile, in the year 2006/2007, Qatar only had more than 2,600 teachers who responded to the demands to educate the children in Qatar (Volante, 2012), in which currently, the demand in hiring foreign educational staff increased. With this, the researcher became eager to find out if there are Filipino school managers, and what are their experiences and challenges in managing an educational institution. Moreover, the experiences of Filipino school leaders are rarely found in leadership researches overseas, yet the researcher finds it significant to reexamine it due to the rising number of educators and school leaders in Qatar.

In the Philippines, a school head should be present to deliver quality educational programs, projects and services, which may be with the support of an assistant school head, who are both an instructional leader and administrative manager (Official Gazette of the Republic of the Philippines, 2001). While in Qatar, to lead and manage the learning and teacher within the school community, there should be school leaders such as the senior managers who are the school operators/principals and vice principals and the middle managers, who are the staff with positions of responsibility (Supreme Education Council, 2007). Volante (2012) said that school principals are necessary to manage teaching and learning approaches, curriculum standards, and evidence-informed decision making. However, Qatar school leaders have added responsibility in

investing effort to foster English language skills, changing work culture, address teacher values and beliefs, and involve community within the school as Volante (2012) further discussed. He added that the empowered school principals who can start and systematize school processes, and can engage their staff in school direction, can in fact surpass the challenges of the past such as educational beliefs, practices, and achievement. School processes like goal-sharing and needs-based planning create a cohesive school climate, affirmed of having higher influence in teacher efficacy, thus, a school leader must cultivate school environment and possible interactions for network learning to lead culture change (Volante, 2012). This shows that managers truly have indefinite number of traits, knowledge, skills and attitude to be effective and efficient and it is a challenge for them on how to do all, who are the very person in a most strategic position to lead the direction of the system of education having the greatest responsibilities to deliver best educational services in achieving quality education for development (Nolasco, 2014).

School management experiences differ among educational managers for having various environmental conditions and people they serve. This may seem a lot more different when talking about Filipino school leaders managing schools abroad. Thus, the study aims to reveal the experiences of Filipinos in managing schools in Doha. Through this, current leaders may be more knowledgeable on how to work on with the challenges they face that may lead them to employ appropriate leadership strategies. It will also serve as a guide to the participants to improve their educational leadership and practice. This study is also for the future leaders who would like to be oriented on how to manage international schools particularly in Doha, Qatar.

Literature Review

The following related literature and studies explain the existence of foreign leaders such as the Filipinos in international education through internationalization process across countries, including Qatar. Proceeding topics magnify the experiences of school leaders in their respective institutions. Although, the study finds out about the leadership, particularly of Filipino leaders in Doha, Qatar, related literature regarding the leadership experiences in the Middle East and leadership in the Philippines and other international studies in a wider view were included due to limited resources discussing Filipino school leadership abroad. Researches or any parallel investigations that unfold leadership functions and viewpoints of female principals are seldom conducted in the Saudi Arabian East Province, thus eastern education remains not comprehended by the western educationalists (Mathis, 2010). Moreover, House et. al. (2004) added that researchers innately find difficulty in facilitating researches that focus on leadership in Middle East, therefore studies are almost non-discoverable.

The internationalization subject in Qatar provides us insight on the existence of international schools and foreign educators and school leaders. Particularly, the review of related literature and studies elaborated were about the experiences of school leaders in planning, organizing, leading, and controlling. The challenges that surfaced and their developed leadership style were also discussed.

1. Internationalization of Education

To cope with the changing world, globalization and internationalization are considered in some countries. Internationalization is influenced by globalization (Lin & Chen, 2013; Erickson 2009; Bunnell, 2010; Stewart, 2007). Thus, many governments promote internationalization in

education to prepare the youth to face a global world from the middle school to even in elementary levels (Erickson 2009; Bunnell, 2010; Stewart, 2007). Internationalization takes place when there is a transformation process where leaders and teachers fit in their school to perform in international condition, in accordance with an institutional level of transnational cooperation (Heidemann, 1999). The focus of international education at the elementary school level are to provide learners early orientation regarding international involvement, connection and relationship to impart knowledge, build an international perspective and acquire advanced training and experience through competition and cooperation with international collaborator and challenger (Lin & Chen, 2013).

Qatar is brisk at change and is currently driven by international curricula and curriculum standards all adapted from Western sources (Romanowski, 2015). Western governments use internationalization of higher education as a way of mutual understanding, retaining and building special partnership to a particular place (Branderburg and Bonn, 2012). It was further elaborated by Branderburg and Bonn (2012) that in Qatar, it is used in the process of nation-building, thus needing policy references, local students are urged to study abroad, recruit experienced academic staff and foreign programs and establishments to function in a country. Moreover, programs offered in Qatar are based in leadership approach to import excellent educational establishments, which depends on foreign professional and experts (Branderburg and Bonn, 2012). In fact, Qatar is currently one of the world's most dynamic traders of foreign education (Becker, 2009).

Nolan and Hunter (2012) mentioned that internationalization ideas may be crafted by the international experience of leaders through reflecting on their lived experiences, meaningful activity participation and active involvement among colleagues from international and local places. Internationalization needs to have a strengthened policy, financial resources, faculty

engagement and leadership (Nolan & Hunter, 2012). In connection to resource management, school leaders are vital to distribution of needed resources, making goals from internationalism, and realization of effective cultural involvement (Diaz et. al., 1999). Leadership plays a significant role in internationalization such that these leaders should guide their teachers to attain common goals (Nolan & Hunter, 2012).

Synthesis

The process of internationalization gives foreign leaders a chance to impart their leadership competencies to enrich a particular country new experiences and knowledge to its residing locals or expatriates. This also attracts foreign students to visit not only to acquire education but also to encounter culture from leaders as well as from other international learners. The success of internationalization is also depended as to how leadership is exercised. It is through the leader whether the aforementioned policy is strategized to be implemented, that pertains to planning; financial resources be generated, that refers to controlling, faculty engagement as instruments to attain institutional goal, that is related to organizing; and leadership that concerns with leading. This study revealed the experiences of Filipinos in international schools in Doha specifically in planning, organizing, leading and controlling.

2. Experiences and Challenges in Educational Planning

This part discusses the functions of school leaders in terms of the planning framework of Bauer, Carpenter, and Erdogan (2012) that includes areas on: 1) mission and vision, 2) strategy, and; 3) goals and objectives. The study collated literatures regarding the experiences of school managers in planning are the following presented. The contexts are from the Middle East and the

experiences of Filipino school managers in the United States. In the Middle East, the execution of goals and curriculum improvement were described in planning as mentioned by Arar, Barakat, Oplatka, and Turan (2017), Mathis (2010) and Male (2015).

The study of Arar et al. (2017) talks about the result of globalization and modernization to their education system, leadership in education and its scholarships in the Middle East, specifically to Egypt, Turkey and Israel. As for planning, the study discussed about the educational reforms implemented. The educational management systems of Egypt, Turkey and Israel were compared to share similar characteristics such as initiation of external reforms that shows little applicability to their cultural and historical frameworks, thus, the full implementation of these reforms yields to be unsuccessful (Arar et al., 2017). Because of globalization, the Middle East administer educational reforms, on the other hand it doesn't suit its societal structure. Moreover, Qatar believes that Western education can help their striving system of education, however will create a challenge to its culture, norms and values (Althani & Romanowski, 2013).

A similar study from Saudi Arabia discusses about the leadership role of principals and the issues they face regarding curriculum and educational reforms. Specifically, Mathis (2010) mentioned that in planning, leaders talk about the implementation of goals from the Ministry of Education (MOE). For a manager, being a principal is a responsibility to manage the school assigned by the Ministry which their goals should be attained to be implemented in all aspects of academics and behavior (Mathis, 2010). Furthermore, Mathis (2010) continued that a participant leader on his study shared that there is responsibility in administrative planning, revising and following-up, a responsibility to students' level, as well as being the mediator between the school and the ministry in terms of teacher problems or financial problems, who should be firm and

should use varying strategies through their abilities. In the study of Male (2015), the characteristics of leadership were described as well as the challenges and obstacles of leaders. In planning, the study talked about creating a vision and achievement of goals. Male (2015) added that there should be appropriate map for short and long term goals.

Mathis (2010) also declared about the leaders' planning in curriculum that in improving the curriculum, the teaching force conducted a project and involved themselves to provincial activities. Moreover, Male (2015) stressed on the curriculum that leaders monitor the execution of student assessment and its results. He further expressed that organizing time is not much problematic since the time allotment and curricula done daily makes it a routine, thus, students come to school prepared and have set expectations in mind (Male, 2015).

Al-Omari (2011) added that leaders in Jordan have the characteristics of being open-minded in unraveling problems, checking employee maximum productivity yearly, and being flexible to the tasks to be accomplished. Romanowski (2015) described that leaders in Qatar should administer Supreme Education Council's (SEC) instructions while considering varying viewpoints concerning change management. This should result to settled output of learning and they should be sensitive to the emerging problems to sight predictions on the factors of an arising issue.

Finally, the experiences of Filipino leaders abroad are about their ethnic and cultural individuality as resulted by colonialism and imperialism. The collected literature was a study from United States. It discussed that one of the roles of school leaders is to be active in school and contribute academic identity in the working environment (Rapaido, 2011).

However Male (2015) also added that Saudi school managers have challenges faced such as developing the capabilities of school staff to use the learner-centered approach rather than

learning-centered approach to focus on knowledge construction rather than in assessment results respectively, as well as prevention of educational trips for safety and security reasons, that is why even if it would be beneficial to learners, leaders avoid the risks since they would be responsible for any circumstances that might happen. In Qatar, a study points about the challenges of leaders in their respective schools concerning planning. It was mentioned that principals are challenged in accommodating reform policies and changes. Romanowski (2015) stated that leaders in Qatar expressed that they need a rigid training about planning specifically in working with the curriculum which is one of the greatest challenges of leaders in Qatar, since they feel that crafting a new curriculum and aligning it to its standards is very exhausting even if there are books of which professional and curriculum standards that require latest knowledge about teaching and curriculum are necessary to use (Romanowski, 2015). Furthermore, Romanowski (2015) said that in the government setting of Qatar, principals should be Qatari, however it is a dilemma since they do not have any educational background and school leadership experience; thus, the leaders were suggested to study for skills improvement. Toumi (2011) mentioned that this is also the case of teachers, where 30% are not qualified and 31% do not have teaching qualification as the SEC said (as cited by Romanowski, 2015).

Synthesis

The studies of Saudi Arabia discussed about the roles of leaders that include being responsible in attaining and implementing goals through individual competence in administrative planning and revisions and student follow-up. While in Qatar, leaders should be sensitive to developing challenges. The Filipino experience in the United States said that they should be active in school and in bringing academic identity.

The aforementioned studies described the challenges of leaders. They consist of improving staff, safety of learners, implementation of changes, planning and working with the curriculum, and strategizing of recruitment of leaders and teachers. In this study, planning may talk about curriculum plans and implementation goals of leaders the same as presented in those literatures.

3. Experiences and Challenges in Educational Organizing

This part discusses the functions of school leaders in terms of the organizing framework of Bauer et al. (2012) that contains: 1) organization design, 2) culture, and; 3) social network. A study in Saudi Arabia by Almudarra (2017) in terms of organizing explained the emotional aspect of leader, while Mathis (2010) and Male (2015) talked about relationships. Male (2015) emphasized to talk about teamwork as well. The study of Arar et al. (2017) discussed the social condition of the countries in the Middle East. In Qatar, diversity in ethical and cultural milieu was stressed (Romanowski et al., 2018). While Filipino experience in terms of organizing narrated about culture shock (Rapaido, 2011).

Emotional intelligence was given importance to remediate relational conflicts between leader and subordinates which would benefit to respectful and helpful working milieu (Almudarra, 2017). But it was added that this would depend upon the emotional intelligence and leadership instructiveness. This implies that a pleasant working environment equates both the emotional quotient and the nature of leadership present. However, there are teachers who show less motivation, involvement and commitment at work, so leaders were found to need assistance in supervision skills and a problem about lack of trust between subordinates and leaders became a major concern to the ministry (Almudarra, 2017). The diversity of subordinates in terms of

personality places of origin, and age were also cited as factors of human relations difficulty so, human relations was targeted for improvement by spending time with teachers and allowed them to take personal leave as their right to make things lighter for them (Mathis, 2010).

In letting people to follow, participants of Mathis (2010) mentioned that the power of conviction should be used, together with giving significance to voice out in order to attain goals, and recognizing the community and its members for a better course. Some participants compared their leadership to motherhood where lectures to mothers were offered. Parents opinions were also collected (Mathis, 2010; Male, 2015) to gain knowledge about the extent of benefit the school can provide to their children (Mathis, 2010), and to enhance progress or to surpass their challenges (Male, 2015). This, therefore resulted to student's better performance, where students were able to obtain reward from Ministry of Education, as participants on researches (Mathis, 2010). Alhamzi (2010) mentioned that head teachers should maintain good relationship among PTA. Alsunbul (as cited by Male, 2015) added that being optimistic to the society such as helping them comprehend about their social aspects, cultural and social ethics provide significance to conversations. The study of Duffet and Farkas (2014) explored that individual and community patterns of communication and behavior can either smooth the way for change or prevent it at every turn. Stakeholders may feel ownership and meaningful purpose for being involved on activities when they understand the school's mission and vision (Batalla, 2014) through the initiation of the manager. This meant that communication to stakeholders is imperative to educational success.

In the classroom context, having cooperation among students motivate cognition more than competition should be imposed by teachers (Male, 2015). A response of Mathis's (2010) study said that one of factors of school improvement is the cooperation of students and teachers.

Teachers' behavior has confirmed to develop when leaders are knowledgeable about them, their background and personality. He emphasized that the traits of leaders relies on cultural values that covers curriculum, teaching and learning, leadership and management (Mathis, 2010).

This in contrast are not given to most leadership theory and practice references of Western values and culture which are unsuitable for other cultures such as the Middle East (Mathis, 2010). Avney Rosha (2009) mentioned that Jewish and Arab school principals face social and achievement gap as well as gap among ethnic groups (as cited by Arar et. al., 2017). Arar et al. (2017) declared that Middle East consists of different countries with various culture, society, organization and system of education. In Qatar, Romanowski et al. (2018) mentioned that a numerous number of researches tackle about school leadership and student diversity but few are written about principals and school staff diversity especially focusing on GCC. His findings showed that principals perceive diversity concerning nationality that yields to ethnical and cultural challenges especially about equality, thus, he recommends that school leadership in Qatar should be more competent to lead diverse faculty individuals (Romanowski et al., 2018).

There were Filipino leaders found in California. Their experiences were regarding their professional challenges. These include: 1) culture shock to classroom discipline in comparison to Philippine setting; 2) the clash of Filipino and Western values in terms of elders respect, humility, silence and collective-collaborative leadership style; 3) being Filipino-American and being marginalized by the ethnic group; 4) lack of workplace role model; 5) commitment being an educational leader; and 6) upper management conflict (Rapaido, 2011).

Moreover, one of the role perceived by principals mentioned that offering a conducive learning setup positively influence student attendance and education (Alhamzi, 2010). Another participant added that his role is to provide a right environment such as clean and decorated one

(Mathis, 2010). However, although social development among early grades should be a priority, Saudi schools have insufficient time for extra-curricular and leisure activities to focus on academic achievements as implemented by MOE (Male, 2015).

Synthesis

The mentioned studies discussed that harmonious relationship results to a collaborative working setting in reliance to their emotional quotient and participative leadership. Conviction and communication to the school community are vital towards goal achievement. Societal gap hinders leadership due to diversity and suggests for a competitive leadership. Cultural challenges are impact of environmental setting and foreign identity. The intention of acquiring the experiences and challenges of Filipino leaders in Doha may be comparative to these literatures.

4. Experiences and Challenges in Educational Leadership and Control

This part discusses the functions of school leaders in terms of the leading and controlling framework of Bauer et al. (2012) that focus on the following themes: as for leading, it composes of: 1) leadership, 2) decision-making, 3) communications, 4) groups/teams, and motivation, while controlling has subjects of: 1) systems/ processes, and; 2) strategic human resources. The following discuss the roles of leaders in the Middle East as well as the roles of Filipino leaders in the United States. In the Middle East, specifically in Israel, principals are accountable for learners, teachers, learning, and administrative functions and activities in the school (Arar et al., 2017). It is further added that principals act as bureaucrats to develop outcomes that intend to add competitiveness to the learners. The learners should be instilled principles, discipline and

talents and skills and there should be improvement of school bulletin boards as well as assessment of student weaknesses, introduction of weekly plans and construction of improvement plan such as student worksheets (Mathis, 2010).

In Saudi Arabia, they are adroit in educational supervision to support teachers in remediating problems and improving their competencies, leading them to the right path by assessing and observing them to improve student attainment through giving training and courses so they can assist their slow-performing students, and cooperating with them and not to judge, control or find fault to teachers (Almudarra, 2017). Alhamzi (2010) further explained that head teachers should acquire a broad comprehension of educational objectives, and to be more knowledgeable about the learners' level. Leaders should make an optimistic working environment through developing their personalities and their relationship to develop job fulfillment (Mathis, 2010). School principals should focus on individuals and lead school community partnership (Arar et al., 2017).

School principals should improve the vision of the school and manage change; (Almudarra, 2017; Arar et al., 2017). The assessment of school leaders vary between students and teachers. Assessment composes of observations to teacher's and learner's performance, as well as the resources if they are relevant, effective and adequate to learning outputs, and if the standards are met as anticipated by evaluators (Male, 2015).

The parents should be accepted to communicate with them (Mathis, 2010). School environment is also prioritized such as arranging resources and equipment, and creating an encouraging environment for teachers, by providing laptops and projectors (Mathis, 2010). O'Sullivan (2015) said that most private schools in UAE do not have sufficient funds to compensate the needed finances such as hiring of quality educators and develop standards to

qualify for accreditation. Moreover, there is also an increase to faculty turnover in which the administration is aware, but is not interested or not capable of funding it. Their reason is that diverse faculty of expatriates is expected to come and go, and the organizational structure to fill in is more important. However, it was added that it is a fact that employees leave and stay, but the challenge is the change that may occur to be either good or bad. Al-Asmari and Rabb Khan (2014) mentioned that KSA faculty has deficiency knowledge on e-learning and are reluctant to apply a modern teaching method utilizing computers. Furthermore, the administration is challenged to comply to be at trend with modern system since there is lack of professional e-learning assistance in the country, so there is a need to import trainers.

Leadership shows importance to every organization. Saudi Arabian study gave emphasis on the significance of leadership as for the new generation to obtain relevant skills to be productive in their respective regions for the advancement of Saudi Arabia's system of education (Almudarra, 2017). Mathis (2010) pinpointed that effective leadership should possess face saving and status, more than charisma, cooperation and participative-decision-making.

There are criteria that are enlisted to qualify leadership; on the other hand, there are also issues and problems that are found in leading. The list of requirements as Almannie (cited in Almudarra, 2017) said that to be an educational supervisor in Saudi Arabia: a) possesses an Education degree with at least average rating; b) has not less than four years of teaching experience; c) has a superior remark in the last four years of teaching; d) has communication and influencing skills; and e) can cope with trend on innovations in the field. However, Alderweesh mentioned (cited in Mathis, 2010), that 32% of participants obtained bachelors' or higher degree of education which explained that teachers can apply to be a principal or assistant if they have a little years of teaching. In comparison to Abu-Saad's (1985, 1991) study in Israel,

he mentioned that school principals in the primary level receive preparation training to be eligible in the position after being appointed (as cited by Abu-Saad & Hendrix, 1995). Likewise, Abu-Saad (1991) and the Southern District Records (1994) mentioned that most of the principals had 2 (two) years training, but only 5 (five) out of 29 (twenty-nine) had bachelor's degree (as cited by Abu-Saad & Hendrix, 1995).

Furthermore, western leadership is in contrary with the belief and practice in Saudi Arabia (Eastern) which proves that the leadership in Middle Eastern countries is a lot more dissimilar of other groups that explains what is effective to Westerners may be perceived differently by Easterners, thus, Badawood (2003) suggested that colleges and universities in Saudi Arabia should offer courses that should benefit to leadership in terms of theories, concept and skills as well as the styles (Mathis, 2010). The study of Althani and Romanowski (2013) in Qatar expressed that the system of education supports policies and implementations without substantial consideration to the cultural circumstances. Litz (2014) discussed that UAE considers using the western leadership style but with some adaptations to fit the country's culture to successfully implement it, which is also recommended to other Arab nations. Al Suwaidi and Schoepp (2015) noted that collaboration and assigning tasks to teachers empower them to be leaders that promote teacher leadership. This helps the leader to accomplish lesser administrative tasks and foster democratic community. Leaders should be committed and fulfill educational leader demands (Rapaido, 2011).

In Qatar, leaders stressed out that it is necessary for them to be at trend on the several problems in education to help them to cope, despite of disagreements, they should inform the school community about needed educational changes. It was pointed out that the ability to lead during an inevitable change is a principal skill for an effective leadership and smooth

implementation of educational change such that fundamental to flexibility to change is the leadership style that can lead the subordinates to that change which, principals should filter the insights of each member or group if they may serve useful for the school, staff and learners, leaders feel the need to change their leadership practice and delegate work to comply with educational change and trust and ability to identify subordinates' potentials are necessary to keep moving forward (Romanowski, 2015).

Gibton (2011) mentioned about an issue regarding system of education in the Middle East is the control of the Ministry of Education, that, according to Oplatka and Waite (as cited in Arar et al., 2017) impedes leaders to exercise their role as a community and educational leader. Stakeholders also need to manage their conflicting roles (Arar et al., 2017). Mathis (2010) added that one of their major problems was the bureaucratic administration of the Ministry. It could be traced back from Ali (1990) who added that the influencing variables in the practices of every Arab organizations are: 1) customs and religious ethics, 2) family practices, 3) colonial history, 4) westernization, and; 5) political interferences from the government (as cited by Abu-Saad & Hendrix 1995).

The deficiency of leadership preparations is also observed. In Egypt, Korany (as cited in Arar et al., 2017) found out that there is limited educational leadership and role in educational reform knowledge. In Turkey, it is said that there is no official training course for principals (Arar & Abu-Asbe, 2013 as cited in Arar et al., 2017). In Saudi Arabia, it is reported that school leaders are in need of training and qualifications to fit in the field since there is no standard practice, which leaders perform more administrative roles more than improving their educators and their connections with them (Mathis, 2010). Furthermore, Mathis (2010) added that a challenge of a school principal in the study revealed that nobody informed him of the points on

how to be a principal and they were put in the position without clearly knowing their role, consequently, the knowledge on how to be one was self-study through online and through meeting other co-principals.

In the Middle East, it was also added that practices are based on tradition instead of leaders' creativity, personal preferences and experiences (Almudarra, 2017). Shanine (as cited in Almudarra, 2017) said that in line with tradition, it is also a challenge for women in Egypt to progress a career being a leader since there is stereotyping towards female leadership. Al-Suwaihel (2009) also mentioned that female leadership in Kuwait is not promoted. In Qatar, there were only three (3) percent of Qatari women had leadership position, compared to two (2) to four (4) percent in the previous years (Al-Hassan & Romanowski, 2013). There were four (4) reasons cited on this: 1) Arab women were expected to hold cultural ethics and standards responsible of being a mother, thus they also feel reluctant in holding a leadership role since it needs time and energy, 2) There is a belief that man is the family's wage earner, 3) Women are viewed with high reputation and dignity, so women are restricted to deal with men, and; 4) The Islamic religion believes that men are supreme in the family and in society (Al-Hassan & Romanowski, 2013). Furthermore, female leadership is not studied on researches at a great extent in Saudi Arabia (Almudarra, 2017).

The presence of nepotism in Turkey is in the process of preparation and selection as compared similar to Israel (Arar & Abu-Asbe, 2013 as cited in Arar et al., 2017). Idrees (cited in Almudarra, 2017) said that a challenge in doing clerical works is when principals do not cooperate to supervisors which become the dilemma in Saudi Arabian educational supervisor. The lack of teacher-supervisor trust is also a challenge of the ministry which hinders their harmonious relationship for personal improvement (Almudarra, 2017). Mathis (2010) added that

the challenge in harmonious relationship impedes implementation of changes and school development. Abu-Saad and Hendrix (1995) further said that teachers tend to be reliant and compliant with a paternalistic and autocratic leadership, facing difficulties in coping between traditional and modern globalized management standards and ethics. However teachers still lack unity, which contrasts that job satisfaction is attained through successful social relationships rather than professional success.

Personal challenges were on the other hand, the challenges of the Filipinos in US, such as family obligations, assimilating with school activities since they feel that they don't fit in because their perceptions that they are minority, being a Filipino of which they struggle to be accepted by people, unable to make friends and confidence, having disagreements with the upper managers for their authoritativeness, unsupportiveness and for not guiding and mentoring them for the position as well as experiencing demotion or no promotion at all (Rapaido, 2011).

Finally, technology specifically e-learning systems results to the overall achievement of students (Fook & Hassan, 2012). However principals in Qatar are challenged to use new technology, to employ new strategies. It is because they need to inform teachers, to administer new strategies and other teaching facets, thus principals describe that they find this difficult and that day often depend on professional development (Romanowski et al., 2018).

Synthesis

The authoritativeness of leaders is because of the bureaucratic system that creates role confusion. The necessity for professional development is realized due to lack of standard recruitment policy and requirements. Female leadership stereotyping was one of the challenges faced as well as lack of self-esteem, family obligation, socialization, and technological illiteracy.

Educational background, expertise, authority and innovativeness are qualifications in educational supervision. Conducive learning environment uplifts learning-teaching productivity and results. The weakness of educational system affects material, financial, human resources as well as the achievement of mutual goals. Leader inexperience impacts negative organizational climate that hinders change and improvement.

The review of related literatures mentioned concerning planning described the challenges of leaders such as staff improvement, assurance of learners' safety, change implementation, curriculum planning, and recruitment strategizing, with which this study focusing on Filipino managers may also be found out. The studies discussed in organizing were the effect of relationships to a collaborative working setting depending on the emotional quotient and participative leadership. Conviction and communication to the school community are vital towards goal achievement. Societal gap hinders leadership due to diversity and suggests for a competitive leadership. Cultural challenges are impact of environmental setting and foreign identity. The intention of acquiring the experiences and challenges of Filipino leaders in Doha may be comparative to these literatures.

The literatures in leading and controlling showed that autocratic leaders are impacts of bureaucratic system that creates role confusion. The need for professional development is realized due to lack of standard recruitment policy and requirements. Female leadership stereotyping was one of the challenges faced as well as lack of self-esteem, family obligation, socialization, and technological illiteracy. The educational background, expertise, authority and innovativeness are requirements in educational supervision. Conducive learning environment uplifts learning-teaching productivity and results. The weakness of educational system affects material, financial, human resources as well as the achievement of mutual goals. Leader

inexperience impacts negative organizational climate that hinders change and improvement. The sources collected can be useful in understanding the experiences and challenges of Filipino school managers in Doha in this research.

5. Leadership Practices of School Managers

Educational institutions are managed upon its type, its environment and the people within it. The needs of each school vary on what does it have and what it is composed of. There are also various leadership behaviors and management characteristics. Administrators feel to have more work, performing their manifest and latent functions. The leadership style of a manager may also affect students' behavior. Communication among the members of the organization including other stakeholders, like parents, plays a vital key on the success of a school. School management is how the authority takes care of the organization. Effective management can increase academic and teacher performance. It can also motivate and positively influence not only the staff but also the students. Effective leadership can shape the future of all the members of an organization.

Effective leadership requires a good heart not only for the teachers but also for the center of the educational process – the students, to create conducive working and learning environment that yields to a harmonious school climate (Salonga, 2014). Zimmerman (2009) noted that leaders can practice leadership through reading widely including books and articles from business world. Leaders should guide the teachers and other stakeholders in giving meaning, motivation, and participation to everyone so they have one vision to achieve, which develops a cultural change (Fullan & Hargreaves, 1991). On the study of Alsubaie (2016), it is mentioned that positive behavior and discipline issues of students may be caused by leadership of teachers

and administrators that slow down their pace of learning. Therefore, school leadership highly recommends teachers to make a positive relationship with their students in the class. This reduces the discipline issues among elementary school children (Institute of Education Sciences, 2008). It is also added that educational leadership and teachers should help students to clear the idea of acceptable and unacceptable behavior, and that inappropriate behaviors will be punished (Bushnell Way Elementary, 2012).

Blanford and Shaw (2001) listed the features that shape the context for international schools leadership as: 1) High but diverse parental expectations; 2) High rate of staff turnover and student mobility; 3) Politics surrounding the position of the school head; 4) Unclear roles or inappropriate involvement of school owners and Board members in school operations; 5) Conflicting pressures emerging from the need for compliance with host country education laws and policies and the educational goals and processes guiding international education; 6) Fluid participation of members of the school board of governors; 7) Cultural diversity of staff, students and board members; 8) Conflicts between local and global curriculum standards and expectations; and 9) Competitive pressures for student intake.

Administrators possess qualities, approaches, styles and systems in managing that help them effectively perform their roles in management functions of planning, organizing, leading, and controlling. They also must have the potentials, competencies, ethics, charisma and spiritual beliefs in portraying their roles and responsibilities as one of the highest authority (Nolasco, 2014). Guzman and Tropicales (2014) mentioned that charismatic leadership yields to higher possibility of wise leadership development, transformational and visionary leadership results to contribute most on leadership and if any of the following are merged concludes a stronger impact on wise leadership: visionary-charismatic, charismatic-ethical, transformational-ethical,

transformational-visionary and transformational-charismatic. However, Collins (as cited in Zimmerman, 2009) found out that less charismatic leaders produce long term achievement, if they have balanced control by bringing out the best in others (Clawson as cited in Zimmerman, 2009). Moreover, school leaders should be flexible and should possess diverse skills and abilities because of ever changing population, social and emotional issues (Zimmerman, 2009). Therefore, Marx (2006) warned leaders that it is their responsibility to create a future needed by the society and not just to defend what we have. Filipino experiences in California regarding professional challenges include the clash of Filipino and Western values in terms of elders respect, humility, silence and collective- collaborative leadership style (Rapaido, 2011).

Grossman and Sharf (2018) concluded that experience and leadership are connected, wherein those who have more experience tend to raise their transformational leadership. Moreover, the effective leaders do not only provide physical resources and conducive setting but also provide transformational leadership to teachers and learners (Wolf, 2018). Ak Küçükçayır, Arar, and Örücü (2018) said that in Turkey, culturally relevant leadership supports the stimulus of principals through compassionate pedagogy, repression, and humanistic-universal dedication. A study in Middle East declared the roles of leaders such as representing the authority that mediates policy for implementation who serve as leader if education and pedagogy among learners and perform to be charismatic national leader to participate in a wider-ranging reform (Arar et al., 2017). While Gartzia and van Engan (as cited in Almudarra, 2017, p.44) said that they also show democratic, interpersonal and transformational female leadership as well as autocratic and task oriented male leadership. Principals perceive themselves as people and task oriented (Mathis, 2010). Abu-Saad and Hendrix (1995) indicated that leadership is measured through being hard worker, open to innovations, provide and accept constructive criticisms,

appreciates employee work, and involves people in policy-making. They further explained that a leader who has a high rate on these and is into employees' welfare is considered to possess a supportive/ interactive leadership style. The leadership style used in United Arab Emirates is the mixed of transformational and transactional to improve its education, people as well as its nation (Litz, 2014). However, the teachers do not view their principals use transformational leadership even if principals perceive themselves as transformational leaders. It was concluded that it may be because of the different interpretation and background education of teachers, the reason why they don't agree.

Synthesis

There are numerous characteristics that a leader must possess in order to be effective. Not only qualities are important to consider, but also the type of environment that a leader is, to employ what leadership style is best. This research may obtain the same characteristics and leadership styles of the aforementioned studies.

Conceptual Framework

Figure 1 presents the basis of the study. The understanding of this concept was through the reflection of the management functions. The experience of the managers was the main interest of the study. The experience was anchored on the following management functions according to Henri Fayol in connection of the school leaders' managerial standards used in Doha (Annex A), the National Professional Standards for Teachers and School Leaders (NPSTSL): 1) Planning; 2) Organizing; 3) Leading; and 4) Controlling. The challenges were reflected from each of the managers' experience, which led them to employ their leadership practices.

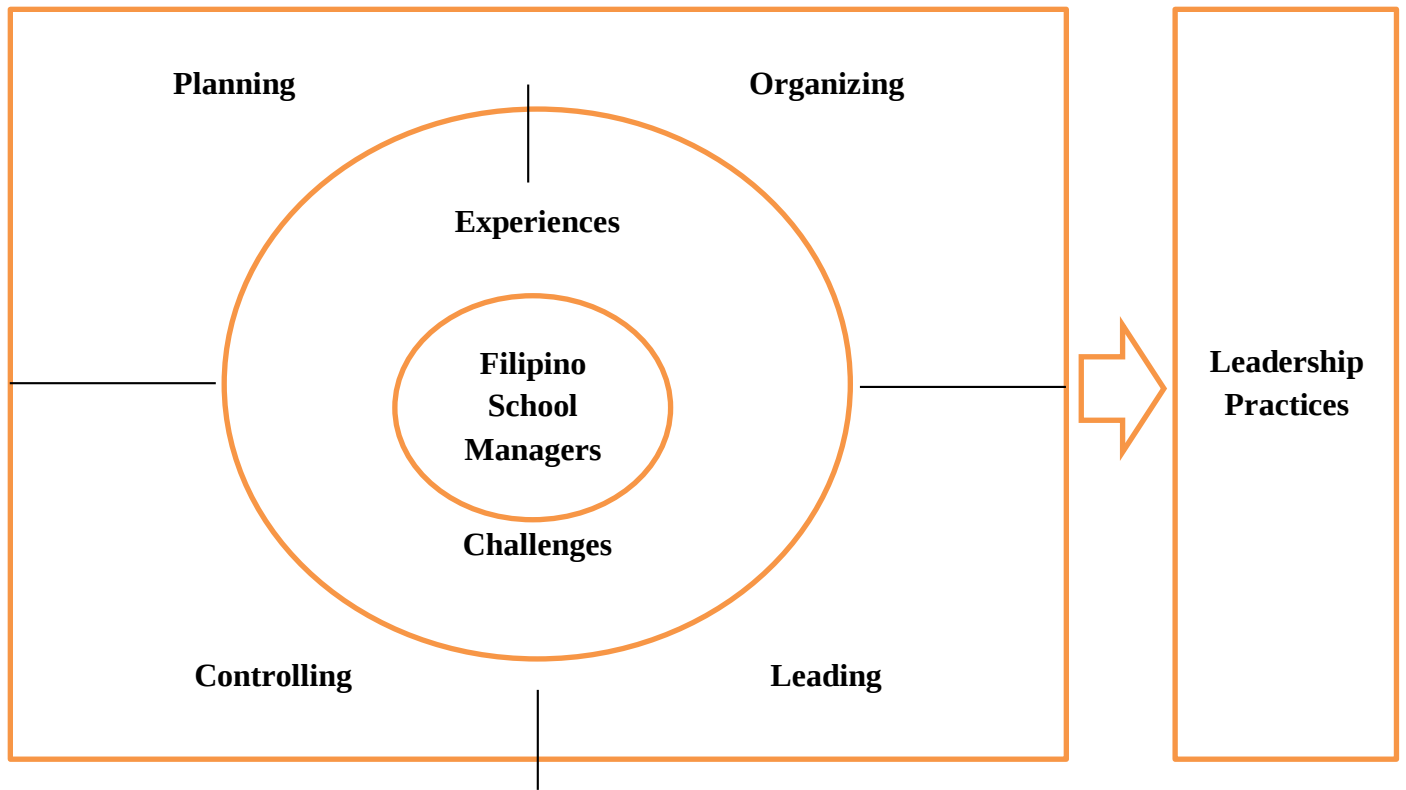


Figure 1: Conceptual Framework of the study

Bauer et al. (2012) constructed the POLC Framework where this study's conceptual framework was based. Planning consists of the topics: 1) mission and vision; 2) strategy; and 3) goals and objectives. Organizing includes: 1) organization design; 2) culture; and 3) social network. As for leading, it composes of: 1) leadership; 2) decision-making; 3) communications; and 4) groups/teams and motivation. While controlling has subjects of: 1) systems/ processes; and 2) strategic human resources.

In Qatar setting, the principals who are empowered can initiate and make the school processes systematic that actively engage their staff towards school direction, thus, surpassing the obstacles faced before about beliefs, practices, and achievement; that should cultivate

knowledge networks in their schools as well as the surrounding ones and foster possibilities for school interactions needed for network learning (Volante, 2012). It was elaborated that school leaders should focus on: 1) Building a mechanism into organizational infrastructure that emphasizes school leaders' support in understanding knowledge management processes practice; 2) Creating learning opportunities for school leaders to model experiences to teachers; 3) Developing guidelines for school principals to construct professional communities of learning in their respective schools; 4) Encouraging development and maintenance of professional learning communities; 5) Assisting, scaffolding, and reinforcing systematic and collaborative decision-making within and across schools; 6) Assisting, scaffolding, and reinforcing change management skills to set expectation and reality checks; 7) Assisting, scaffolding, and reinforcing priority setting for slow and deep progress to ensure principals appreciate the role of time to maintain school success; 8) Collecting monitored progress in urgent specific areas needed for improvement; and 9) Assisting, scaffolding, and reinforcing leadership that are distributed in schools. Furthermore, school principals are expected to provide motivation, set and follow-up agenda, allot resources, lead, support and build capacity, with which cultural change will be attained through strategic and patient school leaders (Volante, 2012).

The National Professional Standards for Teachers and School Leaders (NPSTSL) were established in August, 2006 (Volante, 2012). The NPSTSL lists the needed knowledge and abilities, the understanding and application of such knowledge and the quality of teaching and leading of teachers and leaders (United Nations Educational, Scientific and Cultural Organization, 2011). To sum up the competency standards of Qatar (NPSTSL), the researcher integrated the classical management functions of Henri Fayol and sorted the standards as seen in Annex B.

Research Questions

The study attempts to unfold the experiences of Filipino school managers in international schools in Doha, Qatar. To be specific, this study sought answers to:

1. What are experiences of Filipino school managers in terms of:
 - 1.1 Planning;
 - 1.2 Organizing;
 - 1.3 Leading; and
 - 1.4 Controlling?
2. What are the challenges of being a school leader in international schools in Doha in terms of:
 - 2.1 Planning;
 - 2.2 Organizing;
 - 2.3 Leading; and
 - 2.4 Controlling?
3. What leadership practices did the school managers employ in leading international schools in Doha?

Scope and Limitations

The researcher conducted a qualitative research to gather rich and thick data on lifestyle, values, experiences and worldview of Filipino school managers in Qatar. The study was limited to the Filipino school managers in international schools in Doha, Qatar who belonged to the top or middle managerial positions employed in the Academic Year 2016-2017. The study aimed to conduct the study in international schools in Doha, wherein safety and protection and ethical

considerations of the participants were practiced. The participants were chosen if they were: 1) educational administrator like principal, assistant principal, coordinator, or any position performing management functions; 2) Filipino in nationality; 3) currently working in Academic Year 2016-2017; 4) assigned in primary level; and/or 5) participants from higher level took part since there had limited volunteers. The gender, higher degree of attainment, year of experience managing, and age were not of particular preference, but were also useful for the study. Only the participants who confirmed to the informed consent were involved in the study. Purposive sampling was employed to know who are qualified. The volunteers were oriented about the purpose, significance of the study, research objectives and brief explanation on what the study would like to achieve, and how they contributed for the success of the paper. They had the freedom to withdraw at any time they desire. The researcher constructed guide questions and set interviews to the participants on the preferred time and place. The investigation and analysis was centered only on their experiences in management functions namely: 1) Planning; 2) Organizing; 3) Leading; and 4) Controlling. The researcher acted as the interviewer. Gender, language, culture and ethnic bias were avoided. Again, safety and protection and privacy and confidentiality were observed. The data were analyzed with the help of experts as well as other resources such as books and journals.

All data collected were from the Filipinos in international schools in Doha. Since the study only focused on the managers, there had limitations in generalizing to teachers and other school leaders. Another limitation was the number of participants who confirmed was lesser than the number of intended participants, so the results only reflect the outputs from those who confirmed. The research also does not intend to reflect any negative statements regarding other nationalities that the participants work with.

Definition of Terms

The following terms were used in the study. To understand these terms and concepts, herewith are the conceptual and operational definitions.

Controlling - It is the steps of effort to generate outputs, while acting upon the risks from internal and external obstacles of the organization (Fourcade, Giraud, Lorain, Morales, Saulpic, & Zarlowski, 2011). In this study, controlling are the systems and processes in the school structure as well as the strategic human resources.

Experience - In this study, it is the processes planning, organizing, leading and controlling involved in the school management fulfilled by a Filipino school manager in an international school.

Leading - This term creates the foundation of skills and abilities necessary for organizational achievement (Anderson, Azad, Brooks, Garza, O'Neil, Sobotka, & Stutz, 2017). In this study, leading is about leadership, decision-making, communication, groups and teams, and motivation (Bauer et al., 2012) by a Filipino school manager in an international school.

International Schools - These are schools having diverse nationality of population who are multinational, multilingual and multicultural that use English as the medium of instruction (Hayden, Levi, & Thompson, 2015). In this study, these are the schools where Qatari students and other nationalities pursue their study.

Management Functions - The planning-organizing-leading-controlling (POLC) management functions are the most popular way to describe the roles and responsibilities of managers that summarize management discipline (Bauer et al., 2012). In this study, these are the

process of planning, organizing, leading, and controlling as theorized by Henri Fayol which serves as the researcher's framework in exploring the experiences of Filipino school managers.

Organizing - Organizing involves developing an organizational structure by sectioning the parts of the organization by department, cluster, or jobs to coordinate effort effectively and to assign human resources to individual jobs they are most effective with to ensure the objectives to be accomplished (Bauer et al., 2012). In the study, these are the organizational design, culture and social networks of international schools with Filipino school managers.

Planning - Planning perceives what would take place next, and supplying the needs discerned with a prepared list of action and method for a specific time (Fayol, 2016). In the study, planning is one of the management functions used in crafting vision, mission, strategy, goals and objectives in an international schools lead by Filipino school manager.

School Manager - A school manager is any of the administrative authority with an academic position in the school handling teachers whose position may be a coordinator, assistant principal, principal or academic dean and the like. In this study, school managers are the Filipino school leaders who plan, organize, lead and control subordinates in an educational environment.

School Management, School Administration and School Leadership – These are used interchangeably to mean one and the same. School Management is the system of managing schools in terms of staff, resources, parents and facilities (Beatriz, Deborah & Hunter, 2008). In this study, school management is the manner of handling teachers and school staff performing management functions.

Unfolding - This is the process of revealing or disclosing information. In the study, unfolding is the process of revealing the school management experiences and challenges of educational leaders that yields to their leadership practices.

Chapter 2

Methodology

The following section shows the steps how the research was conducted. Methodology consists of the selection of research participants and locale. Parts of this chapter are also the instrumentation and data analysis and interpretation.

Research Design

The researcher employed a qualitative research approach using phenomenological technique in this study which obtained detailed information about the research topic. Employing qualitative research approach is the most useful method to get rich and thick data for any study (Lichtman 2013; Mertens 2009). Similarly, Bogdan and Biklen (2007) have declared that employing qualitative research approach provides more detailed knowledge to researchers about research topic based on the sense of the peoples' living styles, values, experiences, and worldview.

Shosha (2012) cited that phenomenology is created in discovering and identifying daily lived involvements of individuals. Its aim is to reveal the core lived experiences of participants aligned with a consistent phenomenological structure that is: in the nature of reality, phenomenological approach is used to take advantage of realism; in the nature of knowing, it is based in reality and knowledge from interactions between people and their world; in theory, it is a subcategory of the understanding and justifying existence of humans which is called phenomenology (Flynn & Korcuska, 2018).

Sosha (2012) further cited that the descriptive phenomenology is used to gain real implications by involving in-depth into reality; observed by human awareness should be a scientific study object. Further elaborated is that bracketing is the restriction of personal biases, assumptions, and presuppositions of the researcher to maintain what is already found out about the phenomenon described, aside from the researcher's description, to assure that information gathered is valid and that the phenomenon objectivity is retained and helpful to acquire knowledge into usual structures of any lived experiences, which are universal principles to unfold the authentic character of the investigating phenomenon. Flynn and Korcuska (2018) mentioned that phenomenological research involves, but are not limited to, comprehensive semi-structured interviews, focus groups, and artifact gathering. Sample questions cited (Shosha, 2012) include what does the experience like? What kind of experience is it like? What is the importance of the phenomenon as encountered by people? And what is the importance of the phenomenon to those who encountered it?

Face to face interview was conducted to gain open-ended answers. Data were transcribed and some data uttered in Filipino were translated in English. Interviews were played again to rechecked transcriptions. The transcriptions were read multiple times to identify each of the participants focus points. Then important answers were collated and interpreted. Additional information cited was set aside, and then themes were analyzed.

The study had the following phases:



First Phase: *Communication to International Schools*

The first step conducted to acquire participants was to find the official list of international schools in Doha. Then, the contact numbers of all international schools were listed and called to inquire if there are Filipino school managers. Other schools were visited for follow-up and confirmation.

Second Phase: *Appointment and Interview*

After the visit and confirmation, the researcher and the participants set their respective appointments to conduct individual interview. Video and audio recordings were used for verification and back-up with the permission of the participants. The participants signed the informed consent as an evidence of their agreement with the researcher.

Third Phase: *Analysis of Data*

The recordings were transcribed and analyzed to acquire the findings of the study. The researcher conducted the Colaizzi process to obtain significant data. These findings were associated with the review of related literature.

Research Setting

The study was conducted in Doha, the capital and largest city of Qatar. It is the locus of all important government offices and ministries. The international airport and harbor that link the state with the world are located here. Its surrounding suburbs are Al Muntazah, Bin Mahmoud, Al Saad, Al Rayyan, Najma, Abu Hamour, Al Dafna, Al Waab, Al Aziziya, Old Ghanim, and The Pearl (Internations, n.d.). On these areas, districts shopping complex, transport facilities and schools are widely available. The researcher conducted the study in international schools.

Instruments

Qualitative research is most appropriate to elicit feelings, values, and perceptions that serve as basis and influence human behavior (Sanchez, 2008). The main instrument used in obtaining the data was in-depth interview. The researcher crafted the guide questions after studying the literature review. After the construction, it was presented to the adviser for comments and revisions. Then, it was submitted again to the adviser and expert for comments before it was directed to the participants. The questions focused on the experiences of the managers emphasizing the management function use. The main topic to the questions was about: 1) the experiences of Filipino school managers in terms of problems and challenges; and 2) how managers perform their management functions of planning, organizing, leading and controlling. The interview lasted for two (2) to three (3) hours to answer the questions and follow-up questions or probe questions. The answers satisfied the researcher before proceeding to the next question by assuring that questions were clearly and directly responded. The researcher made sure to store the instruments used in recording the responses safely, to ensure the security of the researchers. Participants' names were not mentioned in the interview, as agreed by the two parties.

Another set of interview was held for the follow-up queries, verifications and clarifications. This took for about 30 minutes. The participation of the study was purely voluntary, that a participant had an option to decide to refuse involvement at any time.

Participants of the Study

The participants chosen were: 1) educational administrator like principal, assistant principal, coordinator, or any position performing management functions; 2) Filipino in

nationality; 3) currently working in Academic Year 2016-2017; 4) assigned in primary level; and/or 5) participants from secondary level took part since there had limited volunteers. The gender, higher degree of attainment, year of experience managing, and age were not of particular preference. However, these were still considered to be collected which might be purposeful in the completion of the study.

Table 1

Demographic Profile of the Participants

<u>Participant</u>	<u>Gender</u>	<u>Age</u>	<u>Degree</u>	<u>Year(s) of Management Experience</u>	<u>Reason of Going Abroad</u>
1	M	40	Degree Completed: AB Political Science MA in Public Administration Bachelor of Laws PhD in Public Administration Public Administration Other Degree: Master of Arts in Educational- Academic Units	10	To share expertise For salary, benefits, and privileges
2	F	52	Degree Completed: Bachelor of Secondary Education Major in English Other Degree: Master of Arts in Education Major in Educational Management – 18 units	12	For greener pasture

<u>Participant</u>	<u>Gender</u>	<u>Age</u>	<u>Degree</u>	<u>Year(s) of Management Experience</u>	<u>Reason of Going Abroad</u>
3	F	43	Degree Taken: Bachelor of Science in Business Administration Major in Management	3	To be with family
4	F	28	Degree Completed: Bachelor of Elementary Education Major in Content Course Other Degree Taken: Master of Arts in Education Major in Educational Management – Academic Units	7 months	For greener pasture and salary
5	F	44	Degree Completed: Bachelor of Elementary Education Major in Guidance and Counseling	3	For financial purposes
6	F	39	Degree Completed: Bachelor of Secondary Education Major in Technology and Livelihood Education Other Degree Taken: Master of Arts in Education Major in Educational Management – 15 Units	2	For salary
7	M	32	Degree Completed: Bachelor of Secondary Education Major in Biology	2.5 years	To be with wife

<u>Participant</u>	<u>Gender</u>	<u>Age</u>	<u>Degree</u>	<u>Year(s) of Management Experience</u>	<u>Reason of Going Abroad</u>
8	F	35	Degree Completed: Bachelor of Secondary Education Major in Math Other Degree Taken: Master of Arts in Teaching Math-Academic Units	1.5 years	To substitute an a relative as a teacher and for salary
9	F	46	Degree Completed: Bachelor of Elementary Education Major in Preschool	3	For experience
10	F	44	Degree Completed: Bachelor of Secondary Education Major in Filipino	4	To be with husband
11	F	49	Degrees Completed: Bachelor of Secondary Education Major in Communication Arts, Minor in Child Development Master of Arts in Educational Administration	14	To be with husband
12	F	50+	Degrees Completed: Bachelor of Science in Elementary Education Master of Arts in Educational Management Doctor of Philosophy	20	For greener pasture

The population of participants who are international school managers were finalized by purposive sampling technique. The decision of the selection was in accordance to the international school where they manage and/or to the participant's decision himself. Purposive

sampling was utilized in the study to find out who fit in the inclusion criteria. A permission letter was endorsed initially to the Supreme Education Council, followed the permission to the schools and/or to the administrators. The letter of consent provided the purpose, significance of the study, research objectives and brief explanation on what the study would like to achieve, giving them orientation on how will they contribute for the success of the paper. It also indicated how it intended to gather information, participant's responsibilities, and their expected participating time. Their access of the study to be accomplished and the confidentiality of their information were explained by the researcher. It was also stated that task is voluntary, which they may decide to withdraw at any time they desire.

Data Gathering Procedure

A permission letter was endorsed initially to the Supreme Education Council (Annex C), followed the permission to the schools (Annex D) and/or to the administrators (Annex E). An informed consent was provided as a proof that the participant was protected, and his rights were expressed. After the document was signed, the participant/s have done the following: 1) The participant could refuse to participate in the study; 2) The participant was only asked about management experiences; 3) The data that provided was kept confidential; 4) The results were only accessible to the participants; 5) The participation was voluntary, without coercion; and 6) The participant could withdraw at any time. The names of participants were not revealed to preserve their private and confidential responses as per ethics in research. The researcher opted to invite the total of 12 participants to obtain the parametric reliability and validity of the data collected by interview.

The collection of data employed in-depth face-to-face interview. Particularly, there had semi-structured individual interviews. Interviews were aids in exploring and gathering

experiential narrative instruments serving as a reference to improve enriched and in-depth understanding of human experiences (Chute, 2008). For the interview safety, the sites followed the general requirements and safety standards provided by the Supreme Education Council regarding school safety. This took account of fire-fighting equipment and emergency exits and the like. School sites should be listed by the SEC.

The participants were physically fit to effectively answer questions. The location chosen was comfortable to the participants, which was free from noise and distraction that achieved the maximum output. The setting for interview kept the confidentiality and privacy of the participants' answers by not permitting friends, co-workers, family, or any other individual to hear the conversations that will contribute hesitancy, harm or embarrassment for the interviewee. With this, the conduction of the research was set in the preferred locations of the participants. Four (4) participants opted to be interviewed in coffee shops. In this case, the distance from other seats was also considered to maintain the secrecy of the responses. Six (6) of them chose their respective offices as their interview locale. The remaining two (2) participants were asked in vacant classrooms in their respective schools. Phone interview or mail responses were least preferred by the interviewer, although they were still considered for follow-up and clarifications. The researcher promised to keep the data protected for the safety of both parties. The interview lasted for two (2) to three (3) hours to answer the questions and follow-up questions or probe questions. The answers satisfied the researcher before proceeding to the next question by assuring that questions were clearly and directly responded.

Data obtained were analyzed through Colaizzi's procedure on phenomenological analysis of data. Researches, journals and books were examined to gather data regarding the topic. Next was gaining deeper understanding of data and reading every source in detail summarizing the

points and findings emanating the review of related literature. Finally, important responses were obtained which were scrutinized to form the initial coding and final coding where the final themes were accorded.

Instrument Validation

The interview guide seen in Annex F served as a standard for focus and consistency in the conduct of all interviews which was verbally permitted by the Supreme Education Council through personal inquiry in their office, and was approved by the researcher's adviser. It was based on the existing professional standards of school leaders in Doha that can be referred to Appendix A. The data was recorded for transcriptions and analysis and used as a tool to document the researcher's reflection. The notes used to describe the experiences and challenges of the school managers. The responses allowed for the meanings and themes reflected by the researcher and the subjects. Reflexive journal was carried at all times to note reflections on epistemological assumptions and possible biases in the data collection. Afterwards, the participants were involved in verification and modification of findings.

The researcher also conducted a pilot interview to the principals and district supervisors in the City of Mabalacat, Pampanga, Philippines to pretest the semi-structured questions, the recording material, and the transcription process, thus, helped for honing the skills of the interviewer. The pilot study ensured that the researcher understood the research process, tested the language and structure of interview questions. The test of language also helped the researcher identify if the instrument is free from gender, language, culture or ethnic bias. There should be understanding, respect and application of rules of gender culture appropriately (Norton, 2008). Biased language may be an offense to other personal or group affiliation. There

had no language that belittled a person. No question was used to insult an individual or group based on age, ethnicity, sexual preference or political beliefs that violate public and private standards of decency that ranges from civil rights to corporate regulations (Bauer et al., 2012).

Qualitative research uses standards to attain good and convincing study that is worth to trust, is valid and reliable. For the quality and credibility of the study, it was paralleled to criterion for validity which includes researcher bias, triangulation method of collecting data, or use of multiple methods to authenticate the obtained evidence by various means (Bloomberg & Volpe, 2008). Saturation, member checking and self-disclosure (Reflexivity) was also used. The researcher asked critiques to scrutinize the vital data obtained.

Triangulation is checking of the consistency generated on the findings using various collections of data. The triangulation was through individual interview, and responses review. To minimize research bias, findings were carefully scrutinized to assure accurate expression of the participants, and member checking was utilized. Member checking is typically viewed as a technique for establishing to the validity of an account. The researcher transcribed the collected data to examine them with the help of experts.

Theoretical saturation is when data, analytic categories, interpretations and conclusions are tested with members of those groups from whom the data were originally obtained. This was done formally and informally when members had opportunity to check during the normal course of observation and conversation. In the same manner, the participants were able to revise and clarify earlier statements.

The researcher scrutinized extensive literature to gain interpretations and understanding of the participants' responses and bring data into focus. The researcher exerted all effort to establish trust with participants by candor, communication, and body language. The researcher

held a high level of regard of confidentiality and attempt to truly listen from phenomenological stance to prevent any bias at any form. The researcher strove to maintain objectivity throughout the data collection and analysis process to sustain focus on the phenomenon. To avoid bias, the study was done through analysis of experts, which can foster comparisons, lead to the development of complementary as well as divergent understandings of a study situation and provide a context in which researcher's, who often has hidden beliefs, values, perspectives and assumptions can be revealed and challenged (Dipeolu, 2010). Furthermore, the researcher did not have any idea of the identity of the participants before scouting and implementing the study.

Data Analysis

The research revealed the unique challenges of the managers that they encountered. To analyze, interpret, and produce results, the researcher needed to collect data to the participants. Using Colaizzi's procedure on phenomenological analysis of data, the following were done in the study as cited by King, Morrow, and Rodriguez (2015).

1. Data of the participants were read over and over again to gain an overview of the answers.
2. The important lines were determined that precisely applies to the phenomenon under study.
3. The applicable data were scrutinized to extract appropriate meanings related to the phenomenon that surfaced through extensive study of important lines of participants. Pre-suppositions should be bracketed to stay close to the experienced phenomenon.
4. The meanings obtained were clustered into themes that are common across the data. Bracketing was again avoided in this step.

5. A complete and comprehensive description of the phenomenon was written where in all the themes emerged were assimilated.
6. The covered aspects that are seen as essential statements were attained by compressing in-depth description into a brief, packed statement.
7. The participants were asked to validate the data gathered, if it described their actual experience. Feedbacks were also accumulated.

For the analysis of data, the researcher visited university school libraries and internet resources and examined researches, journals and books to gather data regarding the topic. The materials that collected were scanned quickly and resources were listed. The next phase was gaining deeper understanding of data and reading every source in detail summarizing the points and findings emanating the review of related literature. The analysis of data started with gathering of important responses. An example of a participant's responses may be referred to Annex H. After that, responses were analyzed to determine the initial coding. The initial coding labels the meaning of the responded experience. The latter part was the final coding of resources which terms the general experiences into a brief phrase that describe it, thus, generating the final themes. The following is the sample coding from Annex I.

Table 2

Sample Responses Coding from Planning, Organizing, Leading, and Controlling

<u>Responses</u>	<u>Initial Coding</u>	<u>Focus Coding</u>
“In terms of curriculum standards there are certain procedures to follow in the university especially when you are undergoing accreditation for international recognition. First from the Ministry of Education, Supreme Council of Education for example in case of Qatar and then second is the internal standards. So when you	Strict compliance to curriculum standards and school's strategic vision and aims	Complying with Mandates and Policies

implement them, make sure that they are according to what is required.” (Participant 1)

“This school year mag-fofocus kami sa American Curriculum.” (Participant 3)

“This school year, we will focus on American Curriculum.” (Participant 3)

Use of internationally acknowledged curriculum

Complying with Mandates and Policies

The researcher and the participants worked together in this collaborative dialogic relationship. Data were in the form interview transcripts. To this list, the researcher used audio and video recordings, as these were also useful data in narrative research. However, there was sensitivity in acquiring the data since it may inflict harm to the population; especially they are the educational managers in their respective schools. Thus, the researcher considered a data protection plan. To do this effectively, the study is conducted wholeheartedly, without any vested interest, malicious intent may it be financial, proprietary, or familial. Moreover, the researcher acted only as an investigator.

Privacy is respecting the right of the participants in the context of research protocols, to be free from unauthorized intrusion, such as control over the extent, timing and circumstances of getting personal information about them. Privacy was exercised by giving inform consent beforehand. Only those who confirmed were involved in the study will be allowed to acquire information. Data of those who were unwilling to participate in the study will not be acquired so their privacy will not be invaded. The participant had a right not to mention his name during the data collection. The researcher also protected the participants from being witnessed, overheard, or inadvertently intercepted or viewed, by not interviewing the participants all at the same time. The interview was conducted one at a time to protect the information from leakage, thus, the participants' privacy was secured.

Confidentiality, on the other hand is showing of respect to the participant's right to be free from unauthorized release of information that an individual has disclosed in a relationship of trust and with the expectation that no divulgement will take place without permission in ways that are inconsistent with the understanding of the original disclosure. The researcher promised in the informed consent that all data acquired were not known with others, as by not mentioning the participants' name upon the publication of the book, and translating of sensitive issues through word of mouth or in any written communication. They had the right not to indicate their name upon interview, and they were given codes to replace their real identity. The participation of the study was purely voluntary, without any direct benefits, nor compensation from the participants at hand. The only benefit that the research could provide are the results of the study with rich information to the body of knowledge, beneficial for the school managers, government units, private institutions, the researchers, and the country. In addition, the participants were given the right to know the information yield from the results available. The research sites could also be provided library copy.

This study is for the future leaders who would like to be oriented on how to manage international schools in Doha. This is also for the current leaders who would like to be more knowledgeable on how to work on with the challenges they face. It may also serve as a guide to the participants on their strengths and weaknesses in educational leadership.

Ethical Consideration

The conduct of the study was made wholeheartedly, without any vested interest, malicious intent may it be financial, proprietary, or familial. The researcher only acted as an investigator for the study. Moreover, the researcher was the interviewer and note-taker. His role

was also to analyze the data gathered. The researcher scrutinized extensive literatures to gain interpretations and understanding of the participants' responses and bring data into focus. The researcher made sure that the data are safe and that it will not be copied or made known by others since this will be confidential used only for the research itself. The access to data was only for the researcher who collected the data, even if the data gathered may also be useful for other researchers. Lastly, the data gathered were documented scientifically.

The researcher expected ethical challenges in all stages of the study, from designing to reporting. These involve anonymity, confidentiality, informed consent, researchers' potential impact on the participants and vice versa. It seems of greater importance that educators and other professions to be well informed of all the different aspects of their roles when acting as qualitative researchers (Austin & Sutton, 2014). To acquire the experiences of the managers, they needed to discuss and to explain their daily tasks and challenges. With this, the researcher foresight that some managers might felt hesitant that they might disclose negative testimonials about the institution where they work. They might have had the thought that there would be an offense for their school. Or they might had a fear of being blamed by their authority. The participants might have thought as well that they were damaging the school reputation. The researcher also anticipated that other schools might think espionage to the researcher, since the researcher is a teacher in an international school in Doha as well. However, the researcher made sure and promised not to share any personal information or any data that opposed research ethics, and that the research did not use the institution where the researcher works, indeed. The researcher only represented the graduate school and not the working institution. The research was focused only to the school leaders and not their institutions. It was conducted without any comparison or bias among the participants and their respective schools.

Chapter 3

Findings and Discussion

This part of the study illustrates the findings of the study. These were obtained from the face-to-face interview with participants. Responses were categorized as to themes and subthemes acquired from their planning, organizing, leading and controlling questions.

The table below presents the sample responses of the participants categorized in themes with the description and sample statement as regards to their experiences, challenges and leadership practices as school managers in Doha.

Table 3

Core Experiences, Challenges, and Leadership Practices of Filipino School Managers

	<u>Core Theme</u>	<u>Description</u>	<u>Sample Statement</u>
Core Experience	Theme 1: Complying with Mandates and Policies		“There’s nobody should refuse, because, it’s not something that they cannot refuse. Because, especially when it comes to base on policies. Otherwise if you refuse that becomes illegal. Illegal position on why are you not following which is a policy? They should comply mandatorily.” (Participant 1)
	Sub-Theme 1: Complying With Curriculum Standards, School Strategic Vision and Aims	This refers to the experiences of Filipinos School leaders regarding complying with curriculum standards, school strategic vision and aims	
	Sub-Theme 2: Complying with Safety Measure Policies	This refers to the experiences of Filipinos School leaders regarding complying with safety measure policies	“It’s really very important because our clients are all kids.” (Participant 10)

	<u>Core Theme</u>	<u>Description</u>	<u>Sample Statement</u>
Core Challenge	Theme 1: Complying with Mandates and Policies		<i>“If you have any issue or concern, relay it to the social worker, the social worker will communicate, since most of the parents are not good in English. “</i> <i>(Participant 4)</i>
	1. No Direct Communication to Parents	This refers to the major challenges that Filipino school leaders face as they comply with communication policies	
	Theme 2: Adapting with Culture		<i>“Because living in a country where system is very big, it’s hard to be in this place. Not all Filipinos were given an opportunity here. Not even to be a teacher. Most of the Filipinos here even they are teacher in the Philippines, they work as an assistant.”</i> <i>(Participant 10)</i>
	2. Racial Discrimination	This refers to the major challenges that Filipino school leaders face as they adapt with culture	
Core Leadership Practice	Theme 1: Complying with Mandates and Policies		<i>“In terms of curriculum standards there are certain procedures to follow in the university especially when you are undergoing accreditation for international recognition. First from the Ministry of Education, Supreme Council of Education for example in case of Qatar and then second is the internal standards. So when you implement them, make sure that they are according to what is required.”</i> <i>(Participant 1)</i>
	1.Enforcive Leadership	This refers to the management description based on the experiences and challenges of a Filipino school manager in compliance to the mandates and policies	

<u>Core Theme</u>	<u>Description</u>	<u>Sample Statement</u>
Theme 2: Adapting with Culture		
2. Acculturative Leadership	This refers to the management description based on the experiences and challenges of a Filipino school manager in adapting to culture	“Because the lifestyle here in Qatar is not like the setting also in the Philippines where in it’s easy for you to communicate within the community. But here is different.” (Participant 10)

A. Experiences of Filipino School Managers and Challenges of Being A School Leader in International Schools

1. Complying with Mandates and Policies

This theme refers to the experiences and challenges of Filipino school leaders pertaining to being compliant. Answers gathered are from the questions on planning, leading, and controlling. “Describe your implementation of curriculum standards and school curricula” and “Explain the engagement of the Board of Trustees concerning how to develop, review, and decide on the strategic vision, aims and operations of the school.”

In planning, nine (9) responses mentioned about strict compliance to curriculum standards and school’s strategic vision and aims. Seven (7) responses collected about strict compliance to the use of internationally acknowledged curriculum. This indicates that Filipino leaders in Doha are submissive to the implementing policies. Five (5) responses were also obtained that talked about leaders’ eligibility in checking school safety, as well as the compliance to safety measures. Two (2) leaders revealed that there is no direct communication

to parents, and that the reception office communicates. An answer also said that social workers are hired to be mediators between managers and parents.

Talking about planning, one of the challenges mentioned was the confusion in using two (2) curriculums. They need to use worksheets from British references and books from American references. Because of this, it showed that the alignment of curriculum became an obstacle. There was also a challenge in minimizing the content of the curriculum because of the differentiation of student levels. The high-leveled will cover all the standards, and low-leveled should only cover the minimum standards. This means that the low-leveled students may not learn all the standards prescribed for the grade.

1.1. Complying with Curriculum Standards, School Strategic Vision and Aims and its Challenges

Leaders need to comply with the Supreme Education Council, and to the Ministry of Education in Qatar and the internal standards to the Ministry of Education and Higher Education, where in the prescribed subjects should also be followed such as the subjects required like Qatar History, Islamic studies and Arabic. For the responses that use Philippine curriculum, they follow the Department of Education. The school leaders follow and implement the curriculum.

Participant 1: *In terms of curriculum standards there are certain procedures to follow in the university especially when you are undergoing accreditation for international recognition. First from the Ministry of Education, Supreme Council of Education for example in case of Qatar and then second is the internal standards. So when you implement them, make sure that they are according to what is required.*

Talking about planning, one of the challenges mentioned was the confusion in using two (2) curriculums. They need to use worksheets from British references and books from American references. Because of this, it showed that the alignment of curriculum to the references used became an obstacle. The Supreme Education Council called the attention of the manager about this, so it was decided and promised that one curriculum should be followed and implemented for the rest of the school year. There was also a challenge in minimizing the content of the curriculum because of the differentiation of student levels. The high-leveled will cover all the standards, and low-leveled should only cover the minimum standards. This means that the low-leveled students may not learn all the standards prescribed for the grade.

In the interview, there were a numerous times that the word compliance was mentioned. Leaders need to comply with the Supreme Education Council, wherein the participants comply with the Ministry of Education in Qatar and the internal standards to the Ministry of Education for Higher Education, where in the prescribed subjects should also be followed such as the subjects required like Qatar History, Islamic studies and Arabic (Ministry of Education & Higher Education, 2016). For the responses that use Philippine curriculum, they should follow the Department of Education. The school leaders follow and implement the curriculum.

Participant 1: *There's nobody should refuse, because, it's not something that they cannot refuse. Because, especially when it comes to base on policies. Otherwise if you refuse that becomes illegal. Illegal position on why are you not following which is a policy? They should comply mandatorily.*

Schools should adapt to the given curriculum framework. All plans and projects should be anchored to the SEC/ MEHE programs, although they also have their own. As participant 1 explained that compliance to their demands and needed documents is very important, otherwise, they won't have a license. Schools should conform to all the forms that are asked to submit or

else, they won't be recognized to operate in Qatar. They should align to what is asked and to their protocol. The school should adapt to what the council informed them. Compliance to curriculum is carried out because the curriculum describes greatly if the education is comprehensive, if it ensures reasonable provision (Stabback, 2016). Mathis (2010) explained that to succeed with the goals of the Ministry of Education, leaders should be firm and should use varying strategies through their abilities.

1.2. Complying with Safety Measure Policies its Challenges

To make the learning environment safe, the school should prioritize safety, the Ministry of Education safety measures should be followed, the department heads should be aware of the safety rules, the safety precautionary measures should be followed, rules should be strictly implemented, classrooms should have discipline plans, there should be a nurse to take care of the students, the security should be attentive, observations and classroom checking, use of CCTV all over the campus, presence of in-charged person in the bus area, encourage teachers to enroll safety course, use railings to have an organized line in the canteen, classrooms should have entrance and exit and should not be crowded, assure aged-appropriate activities, there should only be short cabinets, electric outlets should be taped, TVs should be eye level, tables are sanitized, and the school gate has password. The rules set by the Ministry of Education are strictly followed such as the safety measures on stairs, fire and switches. Fire extinguishers, fire hose and fire alarms are available. There are safety precautionary measures being followed such as fire drills. Regular drills are conducted wherein fire drills that are conducted every month or every two (2) months, and another mentioned it every end of the school year. It is part of the

school activities. Classrooms should have exits which students and teachers should know anytime needed. It should not be crowded to practice safety especially in times of disaster. Seminars and trainings are held to ensure student safety which may be held together with other schools through the Association of Filipino Educators in Qatar. Teachers and staff attend first-aid training as well.

Participant 6: *The principal is roaming around to inspect the entire campus if it's really safe enough for the children, if it's conducive to learning. Then, some of our teachers are also enrolled in Nebosh if you're familiar with it. That is a safety course, because the principal was also able to enrol there... Then there are fire extinguishers although it is I think mandatory here in Qatar, it is being checked as well by the civil defense.*

A participant mentioned that accrediting agencies in universities have specific requirements on laboratory safety to each of the programs such as chemistry, biomedical and physics. In addition, the university itself has the safety measures being followed and monitored by having its own safety department such as traffic police and university police to ensure the security of the campus. Doors need ID cards to access premises, so there are only certain people who are required to particular areas, thus, providing safety to the environment.

While with the response of others revealed that safety is very important to the clients. One of the priorities of the school principal is to ensure the safety of the students since the school is a private sector and that it possesses a big responsibility to its clients. Managers are very sensitive to the health needs of the students especially if the child is really sick or if the child just make an excuse to leave the class. Department heads are aware of the safety rules of the learning environment. During classes, the manager observes and checks classrooms if they are free from danger such as if there are falling books or charts. Their principal encourages the teachers to have a safety course since one of the participant's principal was able to enroll the course and

pass the exams. Fire exits are checked by the managers if they are open and if keys are available.

Moreover, maintenance personnel check the fire extinguishers weekly, as well as the fire exits and the facilities. CCTVs all over the campus, inside and outside are available. There are also security guards in the school to practice safety. The play area for a participant is near the gate, so it is ensured that the security is attentive. There is also an in-charge person for the bus area so that the flow of traffic will be regulated. It is assured that there is a nurse to take care of the students when there are health issues, and to look and take care of them while playing, and to remind them to drink water since the weather outside is hot. Team captains lead the children in case of disaster.

A manager sees to it that there are no broken toys in the play area to practice safety. On break times, all children are supervised outside and no one is allowed to stay in the classroom. After classes, the rooms are checked if they are clean and arranged.

Policies are implemented strictly and firmly. While teaching, teachers should observe the students individually if they are doing acceptable behaviors or not. Always make the students busy to avoid them making noise. Assure that activities are aged-appropriate. Classes should have classroom discipline plans. Class rules should be implemented strictly. Classroom procedures are also imposed per class for the student safety like having one line, no running, and putting hands at the back when in line. No going upstairs is also put into effect. Students are not allowed to bring a pair of scissors and to cut by themselves because teachers do not just trust them to use. Children are also supervised to sharpen pencils. Breaks are supervised by teachers and floor agents.

With regards to cabinets, there should only have 1-2 short ones in the room. Their edges should be taped and coffees are not allowed on top of them. The learning area should be far from these. Tables are sanitized before and after classes. Electric outlets are being taped when not in use. TVs are eye-leveled. Sharp objects are kept. Windows should be locked and there should have door stoppers. There are railings in the canteen to organize everyone. The gate has a password.

The challenge for the managers concerning complying with safety measures policy is their accountability in assuring safety to all school stakeholders. Safety is always a priority. The Supreme Education Council (2016) issued a licensing booklet concerning school safety discusses that the health and safety of the staff and students is of paramount importance with which the all staff should be trained about safety course. Furthermore, the Ministry of Interior will have additional inspections in compliance to national safety regulations.

Participant 8: *The safety of the students is included to the pillars of school because it's a private sector and that no matter what, even if students are truly naughty, it's your responsibility.*

1.3. Complying with Communication Policy its Challenges

Two (2) leaders revealed that there is no direct communication to parents. The reception office is the department to conduct communication. An answer also said that social workers are hired to be mediators between managers and parents.

Participant 8: *We don't have that chance to communicate with them as open as we want to... the reception will be the one to call the parents but it's seldom to talk to the parent face to face. Because their culture is different.*

Social workers act as guidance personnel who communicate to students who have behavioral problem as well as to parents to inform them about their children. They also communicate about students' performance. The challenge here is that managers do not have direct communication to parents.

Participant 4: You will bring them to the social worker. They will call the parents. If you have any issue or concerns relay it to the social workers.

Another said that contact numbers of parents are not advised to acquire. The only way the participant communicates with parents is when there are concerns about transportation, medical certificates and tuition fees. Although in the ideal setting, managers should have a healthy relationship and communication with parents. Communication is the vital competency that a supervisor must possess, who are accountable in informing all the facets of the organization including the external stakeholders (HR Council, 2015). Moreover, a principal stated that the personal number should be publicized and receive calls from the community after work hours to obtain respect (Budge, 2006) and being a principal is being publicly-owned at any time (Budgen, Lock, & Lunay, 2012).

1.4. Complying with School Calendar its Challenges

Philippine Holidays and Qatar Celebrations are commemorated. If there are no classes in the Philippines, they will follow it. And if there are announcements in Qatar for holiday, then they also follow. This is because they comply with the mandates of both countries.

Participant 9: We are running out of time. Because of the holidays in the Philippines, and in Qatar, so we compress the time. Our time is very limited.

As with the student assessment, a participant cited that they extend instructional time if needed, after class hours to focus on the weak students about a topic. However there are teachers that truly cannot comply and the participant understands that it's because of exhaustion of the whole day class. Feedbacks that yield to challenges are due to lack of time to finish lessons because of Philippine Holidays and Qatar Holidays, according to a participant's teachers. This implies that there is a short period of time to execute the necessary educational standards, same as through with assisting weak students.

The benefits of having long holidays to learners are the opportunity to travel to experience culture, to do seasonal activities, and to celebrate religious traditions (DeNeen, 2012). However DeNeen (2012) further discussed those students may have forgetfulness, teachers may have critical dilemmas to necessary repeat the lessons, and the big chance that student will not do any homework. Furthermore, Niang (2017) declared that instructional time may relate to the impression of quality education, wherein instructional loss may be from social, political, economic and cultural factors. It was further stated that school time loss in quantity impacts to quality class time that affects scope of school courses and the quality of education. However, in Qatar, there were participants who said that the cause of lacking of instructional time is because of the holidays of the country they operate and the country they represent. The reason of having these holidays are mandates of both countries which they should strictly comply.

1.5. Complying with School Data Confidentiality its Challenges

Three (3) responses stressed out that school data are treated very confidential. School data are very confidential which are upon request or approval of the academic supervisor.

School managers do not have their own copy except if there are needed modifications. This indicates that school data are not easily accessed unless necessary or requested.

Participant 4: *School data are very confidential*

Participant 10: *The secretary will be in charge. But I don't have my own copy*

School data were confidential. The challenge of the managers here is that because of confidentiality of records, they cannot follow-up the development of students. They also tend not to understand the reasons of student behavior or academic status.

There were participants who stated that school data are confidential. The challenge of the managers here is that because of confidentiality of records, they cannot follow-up the development of students and they are unable to understand the reasons of student behavior or academic status. However, in Qatar, the researcher found out that there are well-known and highly respected families that secure their confidentiality, and even to change their real names to be used in school at times for protection purposes. The National Center for Education Statistics (1997) mentioned that there should privacy of information to safeguard families whose children attend to school, and that all school staff is accountable in keeping the honesty and definiteness of information collected.

2. Adapting with Culture

This theme discusses the adaptation of Filipino school leaders to the country, people and the place they work with. The environment has various kinds of nationality language and culture. The following shows the experiences and challenges of Filipino school leaders in international schools. Questions that answered regarding this theme consist of “What are your

steps in leading the school community in planning the introduction and facilitation of change?”, and “Clarify your creation of positive relationships with families to enhance student learning.”

2.1. Acclimatizing with culture of environment its Challenges

The first process in resettlement is acclimatization (Kohli, 2011 as cited by Bhabha, Kaniks and Hernandez, 2018). This is when migrants need to survive with an environmental shock in a new setting. Eldosougi (2016) mentioned that acclimating to a first-time environment abroad may be mentally demanding, yet being open to new culture having self-consciousness may be helpful in experiencing a country’s culture.

Regarding organizing, five (5) responses were gathered about the adaptation to culture. An example given was the removal of Christmas decors in the school. This is because since not all in international schools celebrate Christmas.

Participant 2: *There was an instance that MEHE visited us, they asked “What’s the tree doing in your school?” referring to the Christmas tree with Christmas décor, they questioned us. We were advised about the rules.*

Working with other nationalities is still a big challenge to a participant. It is also mentioned that Filipino leaders should voice out so they would be heard. Acquiring information regarding a country’s community was also given emphasis. Culture is needed to be considered in as little others may think such as in taking pictures, parents approval should be requested. According to Law Number 4 of 2017, anybody who violates the privacy of life of people will be punished of being jailed in not more than two (2) years, or to pay a fine of not more than 10,000 Qatari riyals such as taking or transferring photos without consent (“Defamation, Misuse of Photos,” 2017).

Participant 1: *Considering their culture, considering their culture itself. You cannot, we should ask waiver from parents, they need to ask their approval if they are going to put their faces on the website.*

Culture is also underpinned to organizing. Since schools are in Muslim country, stakeholders should be aware on the traditions celebrated, as well as to the types of students they have in the school. Gift-giving and Christmas party were removed because a participant unfolded that they received a memorandum from the Ministry of Education regarding the matter.

2.2. Acculturating with multicultural colleagues its Challenges

Another unique experience is the merging of multi-culture in one house. This is usual if employees one sponsorship. Then an accommodation is offered.

Participant 4: *I live with my teachers in the house since we are sponsored by Madame.*

Crab mentality among other nations and with fellow nationality was also mentioned. Employees in Qatar came from different islands of the Philippines, having different mindsets and mentality. Therefore there is fear with authorities. On the other hand, the manager would like to instill respect where they can both freely give opinion or disagree, and talk about it. With the Filipino being a manager, some would just look at you as a Filipino that they will not believe. But showing one's capability then respect can be gained. Respect is not asked but it is gained.

Participant 3: *My weak point could be their strength and their weakness could be my strength so one I see that I am not expert on this, I am trying my best and I have this eagerness to learn to show... it's a relationship, give and take*

Regarding harmonious relationship with members, a manager thinks it is difficult because of variations in nationalities. Because even if you work hard, do everything you think is the best,

at the end of the day, there are still issues. “It’s really a challenge for me and up until now, it is being a challenge. But since I am the manager, you have to really put more effort into understanding all of them.”

2.3. Assimilating with Multi-Oriented Filipinos its Challenges

The manager feels that the most difficult members to deal with are fellow Filipinos. They know that something should be done but they will not do it intentionally. So the manager will remind them that what they need to do is from the principal. Sometimes they will do it but they will first piss you off. When the manager tells that those who will not follow will be reported, then that is the time they will follow. Other fellow Filipinos view that when one is in the position, they will think that, he is unreachable where they will not care anymore what is required because of having the same nationality. The manager’s direct subordinates are usually the assistant teachers because they are assigned to get the materials the teachers need. Assistants are confident because they are really teachers from the Philippines in which in fact, some have their master’s degree as well.

Teachers have individual differences since they came from different parts of the Philippines, having different educational and social backgrounds. Because of different orientations, the difficulty in dealing with one another cannot be avoided. So in the first year of being an administrator, the teachers who are involved in conflict were focused, by talking to them to know their concerns. The participant believes that relationships affect the children. There might also be conflict with parents and their performance may be affected because of misunderstanding. The manager studies the sides of the involved ones, and makes sure to listen to know how to respond and understand them.

Participant 9: *...because people are all different here. They were from different places in the Philippines. Like if you want their respect then we have to respect them first. Because Filipinos have different mindsets here.*

Despite the fact that teachers are empowered as authorized individuals to be entrusted with children, there are still school policies needed to follow. Teachers should not argue with parents if there are issues to be solved. Instead, ask help to the manager to deal with them.

Participant 6: *Their work will get affected then the children would get affected, then they might also have problems with the parents.*

Having the same leader-member nationality does not guarantee mutual understanding. A participant described that, even if they have the same nationality, teachers need more of coaching. Coaching topics compose of how to deal with their classes and to have a good relationship among the members of the organization.

There are teachers that are doubtful to the manager because they believe that they know their class more than the leader. In spite of this, the manager still pursues to encourage teachers to follow the instruction of the principal. Others will intentionally disobey.

Another participant said that it is very important to put more effort in understanding all subordinates. Give-and-take relationship is experienced by a manager with Filipino subordinates. In the contrary, it was foretold that this is not applicable to other nationalities.

2.3. Being Tolerant Towards Crab Mentality its Challenges

Teachers have individual differences since they came from different parts of the Philippines, having different educational and social backgrounds. Because of different orientations, the difficulty in dealing with one another cannot be avoided. So in the first year of

being an administrator, the teachers who are involved in conflict were focused, by talking to them to know their concerns. The participant believes that relationships affect the children. There might also be conflict with parents and their performance may be affected because of misunderstanding. The manager studies the sides of the involved ones, and makes sure to listen to know how to respond and understand them.

A leader expressed about the challenge on subordinates. It was mentioned that it is possible that the leader's young age could be a factor why teachers do not follow. Or it may also be because of the new tasks that are assigned to them, which they don't do before.

Participant 4: *...Because they are questioning why I became a coordinator, knowing that I was just hired for two months, and it's my first time in the school. You will see the underestimation.*

The different Filipino cultures of subordinates do not meet, such as their way of dealing with people and how to teach children. Thus, a participant believes that coaching is very challenging. This is because members are still having difficulty in following even when coached for a number of times.

The participant realized that the challenge in mentoring is because of the trait or character of the person himself. It is further added that teaching does not solely depends upon the educational qualification but also more on attitude on how to impart knowledge to the children in a disciplined manner, and how to deal with colleagues and superiors. Apart from this challenge, a personal coaching is also strengthened to keep oneself role models in keeping personal family, so it is strictly reminded as well that they went abroad for work and not for any vices.

There was also an underestimation to a participant where colleagues ask how the position was attained even if she is just working for two months, with a very young age. A challenge explored notes that there are subordinates who feel fear due to unemployment power of the

manager so crab mentality is observed. But the participant clarified that there is process in firing employees such as reviewing reports of the violator, although there are a lot of considerations given if it is deserved. Violators are indeed provided verbal warning beforehand. Most violations are regarding punctuality, using of profane words and physical abuse.

There are co-workers that do not understand the protocol that the leader does in firing employees. Kumar and Soubhari (2014) describes that the act of bringing someone down, belittling and disallowing one to achieve aspirations is known as crab mentality as commonly used by Filipinos. It is more deeply explain by Bulloch (2015) that the reason of crab mentality in the Philippines may be enviousness that one is better than the other, aggressiveness to attempt to grab a position, and burden that accounts oneself for a success. From the interview, a participant explained that because of the opportunity of being the only Filipino as managers, co-workers show enviousness. Racial discrimination is also an experience and a challenge for the school managers, not being heard or obeyed at times. In connection to the related studies, Romanowski's (2018) findings showed that principals perceive diversity concerning nationality that yields to ethnical and cultural challenges especially about equality, thus it is recommended that school leadership in Qatar should be more competent to lead diverse faculty individuals.

Participant 10: *Because even if you work hard, do everything you think is the best, at the end of the day, there are still issues.*

2.4. Having a Subtle Community Involvement its Challenges

There is also lack of community involvement. There are participants revealed that there is not much school-community building in their school. Mostly, parents come to attend presentation for their children without any significant interaction with teachers.

Another experience of community interaction was held for a university project where students were pulled out to have an activity outside school. However, there were no parents participated. There was also no school staff that was involved in the said activity.

Regarding external linkages outside, there had a lot of contests and invitations three years ago where students win. On the other hand, there are no more invitations on the department two years ago and up now because of the difficulty of reaching out to the community as well as to other schools in Qatar nowadays. But the participant took note to focus on that for the next organizational targets.

The lifestyle in Qatar is different from the Philippines when it comes to school community. It is only composed school stakeholders, parents and learners. In the Philippines, school community comprises of the school staff and students, parents, government and non-government bodies. In comparison to Qatar, other response cited that there are no external activity-involvement and they are not into activities and competitions. They are only focused on the academics. Some national events are celebrated in the main city of Qatar, but schools may opt to do school-based celebrations considering the age of participants, especially in preschool and primary departments.

Participant 10: *Because the lifestyle here in Qatar is not like the setting also in the Philippines where in it's easy for you to communicate within the community. But here is different.*

Participant 6: *Because how we are here in Qatar. It's mostly about work.*

As mentioned in the experiences of leaders about the absence of community involvement, they explained that parents visit the school for school celebrations but without parent-teacher interaction. There had project participation from other school but there was also no interaction. External invitations are rare if not limited. There were also no invitations of partnership from

other schools. A participant described that the lifestyle in Qatar is different from the Philippines when it comes to school community, which is only composed school stakeholders, parents and learners. In the Philippines, school community comprises of the school staff and students, parents, government and non-government bodies. Rather than activities and competitions, schools in Qatar are only focused on the academics. If ever schools participate in national celebrations, events are celebrated in the main city of Qatar, but schools may opt to do school-based celebrations considering the age of participants, especially in preschool and primary departments.

The leaders revealed that there is lack of community involvement in Qatar. They explained that it is very different compared to the Philippines because of the culture of Qatar. It is not the same in the Philippines that the school is involved with barangays, local government units and non-government organizations. A participant said that in a small community, parents, staff and the owner are indeed the school community. Harmon and Schafft (2009) cited that more success in rural principalship is through recognition and support in school-community bond. The enrichment of community-working hand in hand and of expressive school community development guarantees to surpass challenges to cope with rural communities and the 21st century learners (Stabback, 2016). Furthermore, they suggested that one of the strategies in improving schools include building the family and community supports bolster learning (Duffet & Farkas, 2014).

Collaboration, not only starts with student attainments, but also with the inseparably united strategy of community and educational leadership promising learners _academic triumph (Harmon & Schafft, 2009). When collaboration is pursued, school community connectedness is encouraged resulting to a fresh and developed working interaction together with the other

stakeholders around the district. This proves that the academic victory and youth development of the students is not the responsibility of the formal educational setting alone, but by all the stakeholders. Thus, the awareness of the students' academic attainment will be cultivated as educators and community work for it together interdependently to acquire better results (Anderson, Bean, Boone, Kwiatkowski, Lawson et al., 2004). When stakeholders reflected on the importance of collaboration, then, there is an increase probability the curriculum will be wide-ranging and realistic, meeting the diverse needs of students it serve, thus, helping employers to supplement the process of developing the curriculum with relevance in real-life atmosphere. With this, the capacity of the employers to help promote learners determination can be possible (Stabback, 2016).

Harmon and Schafft (2009) cited six (6) standards of a strong leadership that leaders should focus on so that student success is stimulated. Fourth of these is the cooperation of the educators and civil members to act upon community diversity attention and necessities as well as to activate resources from the community. However, this (Western) is in contrary with the belief and practice in Saudi Arabia (Eastern) thus, proves that the leadership in Middle Eastern countries is a lot more dissimilar of other groups which explains what is effective to Westerners may be perceived differently by Easterners that illustrates references to be unsuitable for other cultures such as the Middle East (Mathis, 2010).

2.5. Dealing with Multilingualism its Challenges

In leading, three (3) responses disclosed that there is a language barrier among the organization members. Language is also hinders a manager's leadership. The colleagues of the leader are not fluent in speaking English, which is why the leader is always asked to

communicate with the top managers regarding any matter. Because of language barrier between the top management and the employees, the manager is challenged to be a shock absorber for being an instrument for communication. The participant told that there are light and heavy problems that are shared to relay message to the other members of the top management, however there is also an impact to the participant which feels difficult even when the leader is already at home.

In the study, school managers revealed that all of the top managers speak Arabic that is why they need to rely on other co-managers to communicate to them. Communication is the key to voice out the intentions of the schools to all stakeholders, supported by knowledge, competencies and character with assurance of integrity and expertise, to the school and to educational society (New Zealand Ministry of Education, 2018). There should be an effective communication by being clear, brief, and organized (Library of Congress, 2012). Moreover, a participant said that she is enrolled in Arabic class to cope with multilingualism.

Participant 3: *The HR manager goes to the head office... I never went there because they speak Arabic. He knows how to speak with them.*

Participant 4: *Before I tried to make it a written form but used English format, but they cannot really absorb it, since it is not in Arabic.*

2.6. Coping with Racial Diversity its Challenges

Two responses were acquired concerning racial discrimination. A participant mentioned that not all Filipinos are given opportunities to work as managers. Other nationalities do not accept a manager's advises.

It was cited that it is very hard to be in a position in this country due to having a big system, where not all Filipinos are given opportunity not even to be a teacher since most of the

Filipino teachers in the Philippines work here as an assistant. The participant started to be an assistant, to being a class teacher until promoted as a coordinator, supervisor and finally a manager. So the participant feels lucky and confident enough to be given an opportunity, showing a high standard of performance. Moreover, a participant explained teachers from other nationalities who have been teaching for 15 years are difficult to lead.

Participant 10: *Because living in a country where system is very big, it's hard to be in this place. Not all Filipinos were given an opportunity here. Not even to be a teacher. Most of the Filipinos here even they are teacher in the Philippines, they work as an assistant.*

Participants told that in Qatar, there are plentiful employees they can hire, that are why Filipinos are not easily hired in a top position. In other schools, they may hire Filipinos, but to work not as a teacher but as an assistant. The participant said that it is hard to be in a position. Another manager also mentioned that there are senior teachers who work for about 15 years, and then they will not obey to the manager. This implies that there is racism among Filipinos.

There are also senior teachers of other nationalities who are difficult to lead and disobey. Another participant said that colleagues will not look at you as someone in the position because you are a Filipino. This implies that the discrimination among Filipinos exists. Edvardsson, Snaebjornsson, Vaiman and Zydziunaite (2015) mentioned that discrimination is present even if most of the people disagree with it because of unconscious bias argues with our subconscious conduct. As aforementioned, Qataris prefer Filipinos to be their house helpers (Dolaman, 2010) because of cheap pay but also for the unrivaled skills and good characteristics and positive attributes like their use of English language, industry, flexibility, ability to easily learn and their happy disposition (Ubalde, 2009). However, in this research, it was found out that there are also many Filipinos in Qatar who are not house helpers or assistant teachers but coordinators,

assistant principals, academic deans, and even principals itself. It was discovered in this research that there are Filipino-owned schools and that there are Filipinos in the biggest and well-known universities in Qatar. There are a number of school administrators in fact who refused to participate in the study. This implies that there are Filipinos who are in the position, who can manage schools in Qatar, exist. However, there are very few researches that discusses about school managers working abroad, especially in the Middle East. In connection to this, Almudarra (2017) cited that the leadership of female leaders in Saudi Arabia concerning general education among elementary, intermediate, and high school are not commonly studied. It is further said by Romanowski et al. (2018) that there is a very few studies regarding principalship and diversity of educators notwithstanding the enormous knowledge of research that emphasize leadership in school and diversity of students.

3. Conforming with Programs

This theme describes how Filipino school leaders take actions in terms of the programs in improving organizational success. It explains about the support to learners, staff and the organization as a whole. The following discusses the Filipino school leaders as to conforming with programs. Questions to the responses consist of “Manifest how you lead the evaluation of school performance” and “Expound how you develop creative and flexible responses to change.”

3.1. Granting Alternative Assistance for Distant Learners its Challenges

Under controlling, a participant declared that they have online assessment for students who need to travel. It was mentioned in the experience of a manager that they provide online education and assessment to the learners who need to travel. The challenge realized here is that

the learners do not have direct learning experience. There is no actual monitoring of student performance as well.

Participant 2: *There are students who are having vacation with their parents...in the middle of the school year they can take their vacation...through Edmodo they can still continue their schooling even if they are far...as soon as they come back, they have makeup classes.*

Vice principals play a vital role because they are involved in student assessment and attendance (Chute, 2008). Assessment is referred to as instrument and scheme to determine the knowledge and skills of the learners used by instructors to advance learners education (Committee of Practitioners, 2016; Fuentealba, 2011). It is further added that the assessment process must coincide together with the learning targets on which the output will be the reference for the revisions necessary for the school, platform, or track to attain a better learning excellence and assist learners' education (Fuentealba, 2011). Furthermore, the design of the assessment assures strict and casual assessments to yield learners advancement directed to the expected learning targets (Victoria State Government, 2018). Aligned assessment to instruction is favorable to the educator and learner since the latter is concentrated to acquire knowledge that is evaluated per se (Committee of Practitioners, 2016). It was mentioned in the experience of a manager that they provide online education and assessment to the learners who need to travel. The challenge here is that the learners do not have direct learning experience as well as there is no actual monitoring of student performance. Although Alruwais, Wald and Wills (2018) stated that E-assessment is beneficial in giving direct and instant student response, developing student attainment, lessening of teacher time and energy, cost-cutting of schools, as well as lifting higher order thinking skills (HOTS), on the other hand, this will not be obtained if there is difficult technical frameworks, flexible answer scoring, group assessment and student computer illiteracy.

3.2. Monitoring of Standard Success its Challenges

There were two (2) participants said that educational agencies regularly monitor schools' compliance of standards, and that the students participate in international assessments. Other responses include the importance of engagement to alumni. They are being interviewed by the accrediting agencies how the program helped them perform in their current tasks in their current employment. Indeed, employers testify how the students perform the key performance indicator to know the effectivity of programs in the market to triangulate the responses.

Participant 1: *Because it is very important especially when the program is subject for accreditation then students are also being interviewed by accrediting agencies like how did the program have them performed on their current task, in their current employment. Because employers are also being required to give testimony how the students performed. And that's one indicator to know, key performance indicator to know if the programs are effective to the market... For example they graduated, so the accrediting agency would require like 5 graduates within this year and then they will be interviewed. Aside from the graduates, the employers are also being interviewed. To triangulate the response. So if the employer said —Oh, they have very good graduates. I can entrust them with a lot of tasks, in this field since my employee now is a graduate in the field of mass communication for example they are doing well in terms of in their skill in journalism etcetera. Then that is a very good point to accredit the program internationally. Because for example we have mass communication which is accredited for 7 years and we had reaccreditation of it already, that means we passed all the standards from the ACGEMC, that's American Agency.*

High quality assessment is promoted by program for international assessment which each level of knowledge of a child is assessed if they are globally competitive in English, Science and Math conducted by the Ministry of Education in Qatar. Teacher assessment, written school assessment, by classifying questions that urges critical thinking, higher order thinking skills, and

analytical thinking were also conducted. Simple sentence-writing is also given as early as Grade one (1) and Grade two (2).

Participant 2: *We have here the program Pisa, program for international assessments, to determine the level of knowledge of the students, if they are really globally competitive through that assessment from the Ministry of Education for higher education, Qatar.*

It is a challenge to the Filipino school leaders to continue pursuing for the progress of the school. The school leaders persevere to attain better feedbacks and output from international agencies. With this, the school leaders should be prepared on the points of strengths to maintain and points of growth to improve for their organizations.

3.3. Dealing with Lack of Standardized Recruitment Process its Challenges

Two (2) responses got that there is a lack of standard in their recruitment process. Most of the managers were appointed to be in the position. They were put in the position even without any experiences in leading teachers. The difficulty of being a first-time manager from scratch is the need to study scheduling. Thus, one needs to study and research. Another shared that it is unexpected that the position was given although educational management course was taken before. Another manager honestly spoken that she doesn't have any experience in management except being a grade chairman before becoming a head. Coping to the position is done through reading and searching in the internet.

A participant revealed that education course was not taken, and that there had no experience in teaching, but learned how to manage through the experience being an assistant teacher previously. The challenge of this participant is to take continuous self-study as well. It was also told that even if this manager would like to attend seminars, there are no training invites or announcements. The only trainings the manager can possibly attend are about Human

Resources Management not specifically in education, but the problem is the medium of instruction in Arabic which still becomes a challenge. The participant means that being an undergraduate is not a hindrance for growth by reading and searching the internet as well as attending applicable seminars. It is believed that success achieved through stepping one stone at a time and doing one's best.

The challenges regarding the recruitment of employees were the selecting and hiring teachers who do not have an education course background as well as teaching experience. This problem reflects also on the instructions and academic outputs. It was articulated that the assistants in the school sometimes possess higher education than the teachers they help. A participant voiced out that the teachers lead acquired their diplomas and education only from workshops and trainings in Qatar, to receive a certificate, which they call here as "diploma" as their pass to teach in international school. That is, even if they do not have a college degree. Most teachers of other nationalities only have the diplomas. Unlike in the Philippines, one needs to graduate in education and pass the licensure examination to teach. In their school or here in private schools in Qatar, even if they don't have the degree, they are able to teach as much as they have the said diploma. But the manager clears that not all international school have this kind of teachers.

Participant 3: There are teachers here who only obtained diploma, the other nationalities, they can teach. Unlike ours in the Philippines, we need to graduate an education course and pass the exam. You acquired a degree. Here, some of international schools have graduates as teacher diploma, without a degree. You can teach in private schools.

Participant 7: Because... there are some teachers which I did not hire. I don't have any recommendations that to be/ from me to them, about this teacher. Because this teacher suddenly in the school, and the administration hire this one and I don't know what are the standards they followed to hire this person. So the time that they came in to the school, there, they cannot make

things like this. Which the teachers only can they do these things. When I interview them, they are not really teacher as like me. That is why the management problem starts with that one. So many parents will complain about how and why my students do not learn anything from the school. So that is the root cause of everything. Because they hire teachers who are not really teachers. So you call that one, specialization. If you want to hire a teacher do not hire a police.

A manager further added that one of the most important resources is human resources. They should hire qualified ones who have specialty in the needed position, but not followed in contrary. The schools who offer this even accept school leavers and any employees from other fields to enroll and be an international school teacher. This implies that schools should have quality standards in recruiting teachers. This is in contrary to the record that there should be supervision and management of performance by assuring proper recruitment and delegation based on standards and conditions (Library of Congress, 2012).

4. Conforming with Resources

This theme is about the response of Filipino school leaders on the needs of the organization. This theme focuses on the human and material resources. The following shows the experiences and challenges of Filipino school leaders towards supporting the staff and supplying the resources needed. Questions to the following responses compose of “Reveal how you **develop** and **manage** resources” and “Make clear on how you allocate resources to **create** and **maintain** effective learning environment.”

4.1. Supplying Material Resources its Challenges

A participant also mentioned that there are unlimited resources in their organization. It was found out that as long as there is something new that can be observed that shows innovativeness, then the finance management is willing to approve material requests. It should be provided a furnished letter. The budget may also be given to them to buy on their own when needed.

Participant 10: *Actually here in Qatar, they are very generous with the resources. Unlike in our country it's limited but here as long as it will be useful and it will promote effective learning, we don't discuss the price or the amount, we give it to the kids.*

In the planning process of Bean, Butcher, Iachini, Lawson and Wade-Mdivanian (2008) said, under creating means and platforms to administer them, the widening of the means to acquire needs, interferences, and linkages are done after the priorities are stable so that the disparities and circumstances may delivered. Other responses on the other hand mentioned that there are very limited or no available resources at all to use for quality education. Lack of instructional materials also blocks instruction since lessons require various resources (Brooks & Sutherland, 2014).

Participant 8: *Actually we don't have many resources in our school especially in math department. So what the teachers are doing in the department are doing is just that being resourceful and creative. ... Honestly some of the teachers are requesting and their giving those to the coordinator, and the coordinators are giving those to the management but it will take time. And sometimes, nothing will happen. So, for the teachers not to wait, they are buying by themselves personally...*

4.2. Utilizing Advanced Technology its Challenges

By using Edmodo, parents read the updates and changes posted. Learners who need to travel with their parents can also cope with the lessons through opening the Edmodo website. Students may do self-study and take their quizzes despite of distance, allowed for a maximum of one month. It can be also through a correspondence letter that is issued. Another leader told that support to individuals is through the use of dashboards used online where students can raise questions to be answered by the teacher. Classes that can't be attended have a mechanism where teaching is pre-recorded and uploaded in black board systems disseminated to students.

Participant 1: *Everything is automated... No class interruptions. Because we have technology in education we are applying the black board system where students can submit their projects, submit their essays. They can also retrieve lecture notes. They can also access information the teacher notes they can upload to. And they can retrieve the slides, presentations etc. Very advanced technology in terms of student enhancement and assisting student learning.*

A manager revealed that they use advanced technology to meet international standards. Another response mentioned that even their vision is to use technology; the school is unable to provide high technology convenient for classroom learning. Thus, they cannot cope with their target, and cannot provide the needs of the students through modern materials. Luckily, teachers are creative enough to use personal gadgets to use in daily teaching. In that way, the vision can still be supported. Other information gathered includes the difficulty in using technology. Furthermore, one of the suggested strategies in improving schools includes strengthening improving technology and making smarter investments (Duffet & Farkas, 2014).

“For the technology it's hard because it's limited” (Participant 8)

4.3. Overseeing Proficient Employees

It was also found out that there are highly competent staffs in the school of a participant in which there is no modeling in their organization. The faculty members are highly performing. This is because the faculty members are scientists, authors, philosophers, specialists, consultants and journalists, possessing very high qualifications indeed.

The researcher was surprised and overwhelmed about what the participant imparted that there are highly competent faculty in the school who are even in popular in global publications and news channels. The deans check the faculty staff, and the job of the participant is to check the deans. This exemplifies that Filipino managers may have the capability and guts to manage best and well-known schools in Qatar.

Participant 1: *The faculties are scientists, the faculties are authors of books, they are philosophers, and you cannot set a model on that. That's probably applicable for those who are young in terms of university status and lesser support. Let's consider that universities are very wealthy. So they can finance. They can hire scientists, they can hire specialists, they can hire consultants, and so in terms of human resources and faculty, they're in that particular level. So there's no more modeling in terms of (university), because they are authorities. In fact, in their teaching, there's no more use "According to X", to start into this. No. "According to my study that I have conducted in Europe..." That's the reference, its direct information.*

4.4. Extending Financial Assistance its Challenges

Challenge surfaced in supporting individuals and teams was salary due to delayed pay day. A manager supports individuals and teams by giving some amount when there is a delay in pay. Though it is not part of the job to provide money to the co-workers in need, the participant is very compassionate especially to those who have small salary. The participant gives or lends when necessary. Being a compassionate leader does not only show being unselfish to

colleagues, rather it actually provides an organization, an encouraging effect particularly it offers workers contentment and yields to spirited and whole individuals committed towards organizational development (Reddy, Willis, & Wilson, 2018).

Participant 3: *The challenge is salary which lasts for two months at times. And sometimes three months. I give them 50 at times...I always set aside money... to help them, to give them when there is no salary.*

4.5. Supporting Professional Growth its Challenges

Two (2) responses discussed on professional trainings are very limited to few teachers only. There are also limited seminar invitations where only two to three teachers only per department can participate. A manager stressed on the importance of attending seminars, however, teachers always have whatever personal reasons not to attend even if seminars are very limited and seldom. And it is saddening also on the part of the manager for being misinterpreted on the belief that professional development is vital. The challenge for the manager here is the lack of motivation of teachers to grow professionally. This tells that leaders should find resolutions in encouraging teachers for pedagogical growth. It was reiterated that seminars need also to be attended for Qatar National Evaluation.

Participant 5: *Then we actually coordinate with the people in the Philippines to come and conduct trainings. This is what are admin does. Then what we also do is, once the teachers have their vacation in the Philippines, then we have workshops seminars and trainings. Then actually, as many trainings as you can, as you want to attend. It's up to you. But what we do while still in Qatar is to just get the names and coordinate to the trainers in the Philippines, we send the names of those who want to attend, and then we will meet there. We really coordinate, but here, we also would want to coordinate with some universities here, if ever so that we could also participate but there is none. But if you have someone or you know somebody that could help us,*

we are more than willing because what we have is, there are invitations yes. But it is only limited to 2, 3 teachers and for me, I want all teachers to attend for their professional development.

Participant 2: *That is why I am asking your school if they provide online studies; please ask them since we are a lot to enroll.*

Participant 6: *I haven't finished my masters yet, I have had units. But last school year we were supposed to tie up with a (school in the Philippines), but it wasn't pushed through.*

Participant 2: *You cannot please everyone. Some teachers say they have errands. "You need to postpone it. You need to postpone it Ma'am because your date can wait..." Others interpret that I forbid them, but they need trainings for professional development, and not for any other reason. At least you learn something; at least you can apply it to your class.*

B. Core Leadership Practices of Filipino School Managers in Leading International Schools

From the questions of planning and controlling interview, the responses mentioned about complying with mandates and policies. Particularly, international schools comply with curriculum standards, school strategic vision and aims, use of internationally acknowledged curriculum, safety measure policies, communication policy, school calendar and school data confidentiality. In relation to this, responses showed the type of law-oriented leadership and a type of enforcive leadership. Leaders employ these leadership practices in complying with mandates implemented by the Philippines for those who use, and with policies of Qatar. The law-oriented leadership entails the awareness of leaders in the policies required to execute. An enforcive strategy is applied to administer recommending and persuasive measures that urges and assists members to comply voluntarily (Gunningham, 2010). The enforcive leadership was coined to refer to the strict and firm implementation of the policies and mandates in compliance

with the educational government bodies. This indicates that leaders understand and acted upon, that policies have corresponding conditions when complied or not.

Participant 1: *There's nobody should refuse, because, it's not something that they cannot refuse. Because, especially when it comes to base on policies. Otherwise if you refuse that becomes illegal. Illegal position on why are you not following which is a policy? They should comply mandatorily.*

This study found out the reason why the Filipino school managers are strictly and firmly compliant to the policies. The SEC monitors and supervises the private school facilities, buildings, resources and equipment apart from health safety ("Emir Issues New Law," 2015). Schools which disobey the SEC's implementation procedures should also have respective penalties. The violators in the commitment of teaching Arabic, Islamic Education for Qatari learners and Qatari History for all the learners going in private school will be taken corresponding actions by the Ministry of Education, in reference to Ministerial Decision number 8 for the year 2009 ("Emir Issues New Law,"2015). Furthermore, the Ministerial Law Number 23 of the year 2015, indicates that all private schools should comply within the year the law is effective wherein corresponding actions will be undergone if there are violations such as: a jail term until two years and a fine of QAR100,000 if there is a change to the curriculum without approval and activity involvements beyond the school's license scope; a fine of QAR 100,000 if the school submitted false or incorrect information to the SEC or not abiding age admission requirements; the license of a private school may be canceled or a court can order a closure followed by tuition fee refund from students, which will be published in three local newspapers for violating the terms and conditions of the license ("Emir Issues New Law," 2015). It is further explained that the SEC decides indeed the internal procedures, school timetables, school calendar, and official holidays ("Emir Issues New Law,"2015).

Under organizing function of leaders, five (5) responses showed that leaders use acculturative leadership style. This emanates that leaders are acculturative when acclimatizing with culture of environment, acculturating with multicultural colleagues, assimilating with multi-oriented Filipinos, being tolerant towards crab mentality, having a subtle of community involvement, dealing with multilingualism, and coping with racial diversity. As mentioned acclimatization is the process of surviving the shock to a new environment (Kohli, 2011 as cited by Bhabha, Kaniks & Hernandez, 2018) that needs self-consciousness to learn the culture of a country (Eldosougi, 2016). Lim (2009) mentioned that leaders should listen and understand the expressions of their subordinates of various cultures, and consider intercultural components since they all have different world perceptions and interpretation to leadership. Furthermore as leaders become acculturative, they also need to be culturally-tolerant leaders in respect to others' cultures and beliefs where they work with.

Participant 3: *All of my staff are Filipinos but they have their own idea and own ways and intend to disobey.*

Participant 10: *But since you are the manager, since I am the manager, you have to really put more effort into understanding all of them.*

Participant 4: *It's a relationship, give and take. Whatever I see to them, I learn from them. Whatever they see from me, maybe they will see... only if they are Filipinos, but if they are other nationalities, it's difficult.*

Participant 4: *...Because if you are a Filipino, they don't believe in what you can do. So if you will not voice out, they will not recognize you.*

Filipino school leaders are cogent leaders. They foresee what programs and measures they need to conduct to avoid or remedy a problem. They take actions to identify the points of

growth and the areas that need to be focused. Cogent leadership is shown when talking about conforming with programs such as granting alternative assistance for distant learners, monitoring of standard success, and dealing with lack of standardized recruitment process. The Oxford dictionary defines cogent as pertaining to something such as an argument which is logical, convincing, and clear. In this study, cogent is used to describe the leaders as being clear and logical in managing schools concerning the programs and activities needed to resolve and develop. Therefore, leaders are concluded to use cogent leadership.

Participant 1: *So in your absence, your students can access your pre-lecture including the slides, and the blackboard, and they can have it, and they can listen to your class.*

Participant 5: *My teachers extend their instructional time to help the students...*

Participant 6: *Parents can call us before 6:45 in the morning and after class hours until 8 in the evening... to address the needs of the parents if in case.*

Supplying material resources, utilizing advanced technology, overseeing proficient employees, extending financial assistance, and supporting professional growth compose the leaders as conforming with resources. These resources may be human and material, which leaders show to be resource-oriented leaders. These leaders support their staff from the bottom, not only with professional growth, but also with moral, personal, and social enhancements as well as with financial needs when necessary. Leaders in Qatar show compassion not only as a leader but also as a mother-figure, a sister or a personal adviser. One reason that Filipino school leaders tend to treat their members more personal is because most Filipinos in Qatar do not live with their family. There are leaders who use their personality and appeal to encourage stimulus and eagerness to work, however they tend to concentrate on themselves more than their subordinates and, if the leader goes, the organization may fall (Tashakova, 2015). School leaders

are expected to provide motivation, set and follow-up agenda, allot resources, lead, support and build capacity (Volante, 2012). Engaging subordinates for professional development provide challenge to their subordinates and let them take responsibility and accountability to work, however, this kind of leadership may diminish if the subordinates are already participative (Bakker, Demerouti, Hetland, & Hetland, 2018).

Participant 10: *Actually here in Qatar, they are very generous with the resources. Unlike in our country it's limited but here as long as it will be useful and it will promote effective learning, we don't discuss the price or the amount, we give it to the kids.*

Participant 3: *Actually, the challenge is salary. We give if we have, and those who do not have will be given.*

Participant 2: *I always show tell my teachers that I am not only their head, I also be their friend and their mother.*

The findings aforementioned collectively examined the experiences of Filipino school managers through an interview vis-à-vis planning, organizing, leading and controlling that generated four (4) themes. The themes clarified the focus on where leaders are being compliant, adaptive and conformant that also produced challenges to their leadership. Leadership styles were scrutinized from the experiences and challenges they responded.

Chapter 4

Summary, Conclusions and Recommendations

This chapter presents the summary and results of the study, conclusions drawn from the findings and the corresponding recommendations.

Summary of the Study

The research was carried out to explore the experiences of Filipino school managers and the challenges that correspond to those experiences as well as the leadership practice they use in response to the situations they face by providing response to the questions that follow: A) What are the experiences of Filipino school managers in terms of: a) Planning; b) Organizing; c) Leading; and d) controlling? B) What are the challenges faced from their experiences in terms of: a) Planning, b) Organizing, c) Leading; and d) controlling?, and C) What leadership practices are reflected as they respond to the experiences and challenges encountered?

The data were gathered by conducting an individual interview among the Filipino school managers in international schools in Doha. The interviews were conducted through audio and visual recordings. Those were used to transcribe all the responses. The transcriptions were used to reflect on the most relevant information for the study. Coding was used to obtain the final themes.

There were four (4) themes found which were 1) Complying with mandates and policies, 2) Adapting with culture, 3) Conforming with Programs, and 4) Conforming with resources. Twenty (20) subthemes surfaced with the challenges indicated in each. There were six (6) leadership practices that emerged from the experiences and challenges of school leaders namely:

law-oriented leadership, enforcive leadership, acculturative leadership, culturally tolerant leadership, cogent leadership and resource-oriented leadership.

Summary of Results

The answers of the participants to the questions from the interview were examined to identify the most prominent experience of the Filipino school managers in the international schools they work with, and the challenges yielded, as well as the leadership practice employed. These are the findings of the study with regards to the Filipino leaders' experiences, challenges and leadership practices respectively.

1. Theme 1 explains the experiences Filipino school leaders in complying with mandates and policies, specifically with five (5) subthemes: complying with curriculum standards, school strategic vision and aims, complying with safety measure policies, complying with communication policy, complying with school calendar, complying with school data confidentiality.
2. Theme 2 discusses the Filipino school leaders in adapting with culture which has seven (7) subthemes which are: acclimatizing with culture of environment, acculturating with multicultural colleagues, assimilating with multi-oriented Filipinos, being tolerant towards crab mentality, subtle community involvement, dealing with multilingualism, and coping with racial diversity.
3. Theme 3 defines the Filipino school leaders in conforming with programs having three (3) subthemes: granting alternative assistance for distant learners, monitoring of standard success, and dealing with lack of standardized recruitment process.

4. Theme 4 depicts the Filipino school leaders in conforming with resources particularly with 5 (five) subthemes: supplying material resources, utilizing advanced technology, overseeing proficient employees, extending financial assistance, and supporting professional growth.
5. The challenges in Theme 1 as to complying with mandates and policies are: resources are not aligned to the curriculum, minimized curriculum, use of two curriculum, accountability to stakeholders to safety, no direct communication to parents, lack of instructional time due to holidays, and lack of sense of accountability to student achievement.
6. The challenges in Theme 2 as to adapting with culture are: sensitivity to environment, discrimination, adjustment to personal and professional living, conflict among subordinates or parents, being tolerant towards crab mentality, and lacking of community involvement.
7. The challenges in Theme 3 as to conforming with programs are: withstanding language barrier, delayed salary, not having direct communication to parents, and teachers' least prioritization of professional developments.
8. The challenges in Theme 4 as to conforming with resources are: monitoring of student performance/ no direct learning experience to students, no proper implementation of technology use, being appointed to a position without proper selection and hiring process, teachers' demand to resources not sold in the country, and lack of resource materials.
9. The leadership practices that emerged from the experiences and challenges of Filipino school leaders are being law-oriented leaders and enforcive leaders in complying with mandates and policies, being acculturative and culturally-tolerant leaders in adapting with

culture, being cogent leaders in conforming with programs, and being resource-oriented in conforming with resources.

Conclusions

The research unfolded that leaders have their own experiences and challenges in performing their functions in planning, organizing, leading and controlling.

1. The factors such as gender, age and the number of years managing do not exempt a leader to experience challenges. Remarkably, the educational attainment and years of residency abroad of a leader do not free them from being challenged on their management functions. As the educational attainment of the participants was not a vital requirement to complete the study, the gathering of their degree finished helped the research to conclude that, not all school managers graduated an educational management degree to be selected or appointed in the position. Thus, leaders in Qatar do not only choose personal documents and credentials as reference in hiring leaders, but also the character that is capable of leading.
2. The most described experience is strict compliance to the mandates and policies of Qatar. This is because even if the participants were asked regarding their experience in planning, leading and controlling, the word compliance was predominantly emphasized. This notes that school leaders in Qatar should value and implement compliance as they serve in international schools to manage orderly and lawfully.
3. Concerning the questions on organizing and leading, the description of adapting with culture is existent. It is of this record that school leaders in Qatar should be culturally

aware and sensitive, not only to the country itself, but also to the nature of the people they deal with.

4. It is more in-depth revealed that managers use leadership practices that would fit to the need of the situation and condition. It is therefore concluded that, as mentioned that leaders should be compliant. This showed that leaders practice employ enforce type of leadership practice to operate the school and to handle the subordinates towards that organization's success. The managers should abide on all the underlying policies and guidelines in running school.
5. Moreover, as leaders should be aware and sensitive to the culture of the country and the peoples in it, it entails that leaders are using a kind of acculturative leadership. Leaders in Qatar do not only direct fellow Filipinos, but also other nationalities all around the world which leaders should be understanding because of how others treat them. It is in contrary deemed that Filipino leaders are not comfortable with the discrimination experiences and challenges with fellow nationalities and of others.
6. The participants honestly suggested that they have the will to complete their degrees in educational management; however, they mentioned that there is no school that offers the course in the country. The researcher actually found some school websites in the internet. However, they seem to offer regular classes the same time of their working hours and that the tuition fee seems also to equate their salary.

Recommendations

The results of the study may be a reference to the following in terms of:

1. The research is recommended to the Filipino school managers in Qatar, where the experiences may be examined on how they can relate and how they can respond with such. The research may also guide them on the challenges that they are facing and on the challenges that they may encounter in the future.

2. It is also recommended to the aspiring school managers, where the results may help them not to feel disoriented on how to manage international schools.

3. The results of the study may also be beneficial to the school managers in the Philippines to gain knowledge about what school managers' experience in Doha.

4. The study is recommended to educational institutions that offer graduate studies that can respond to the needs, financial capacity, and flexible time to the school managers who are willing to pursue higher studies.

5. The study is recommended to educational institutions in Doha that may offer specialized training to Filipino school managers in international schools.

6. The study is also recommendable to the governing bodies handling education in Qatar to broaden the scope of disseminating the policies and guidelines of operating international schools not only limited to the school managers or school owners, but also to the educational staff to equip them more knowledge and understanding concerning the procedures and reasons of performing roles, tasks and leadership practices, thus supporting them to lead subordinates with concrete goals and targets for organizational success.

7. This research is recommended for futures studies to include the research participants from non-international schools, and outside Doha to further obtain more participants to acquire more knowledge about school management of Filipinos in Qatar.

8. The research may also be replicated by other nationalities who also manage schools in Doha, or in the areas of Qatar, so they may identify their experiences and challenges, and what leadership practices are best used.

References

- Abu-Saad, I. & Hendrix, V. (1995). Organizational climate and teachers' job satisfaction in a multi-cultural milieu: The case of the Bedouin Arab schools in Israel. *International Journal of Educational Development - INT J EDUC DEV*. 15. 141-153. 10.1016/0738-0593(94)00023-I.
- Aguilar, J. (2016). Filipino population in Qatar increases to 222,712. *Gulf Times*. Retrieved from <http://www.gulf-times.com/story/504692/Filipino-population-in-Qatar-increases-to-222-712>
- Ak Küçükçayır, G. Arar, K., & Örüçü, D. (2018). Culturally relevant school leadership for Syrian refugee students in challenging circumstances. *Educational Management Administration & Leadership*. Retrieved from <https://doi.org/10.1177/1741143218775430>
- Al-Asmari, A.M., & Rabb Khan, M.S. (2014). E-learning in Saudi Arabia: Past, present and future. *Near and Middle Eastern Journal of Research in Education*. Retrieved from <http://dx.doi.org/10.5339/nmejre.2014.2>
- Alhamzi, F. (2010). *Job satisfaction among female headteachers in Saudi Arabian secondary schools: A qualitative perspective*. Retrieved from https://eprints.soton.ac.uk/172723/1/Fatemah_Alhamzi_PhD_thesis.pdf
- Al-Hassan, S. & Romanowski, M. (2013). Arab Middle Eastern women in Qatar and their perspectives on the barriers to leadership: Incorporating transformative learning theory to improve leadership skills. *Near and Middle Eastern Journal of Research in Education* 2013, 1-13. <http://dx.doi.org/10.5339/nmejre.2013.3>
- Almudarra, J. (2017). Leadership and supervision in Saudi Arabian educational context. *International Journal of Developing and Emerging Economies*, 5 (11), 34-47. Retrieved from <http://www.eajournals.org/wp-content/uploads/Leadership-and-Supervision-in-Saudi-Arabian-Educational-Context.pdf>
- Al-Omari, A. (2011). Perceived leadership style of Jordanian academic deans in higher education institutions: Qualitative study. *Near and Middle Eastern Journal of Research in Education*, 3:1, 1-8. DOI: 10.5339/nmejre.2010.3.1.

- Alruwais N., Wald, M. & Wills, G. (2018). Advantages and challenges of using e-assessment. *International Journal of Information and Education Technology*, 8 (1). Retrieved from <http://www.ijiet.org/vol8/1008-JR261.pdf>
- Al Suwaidi, F. & Schoepp, K. (2015). Knowledge and promotion of teacher leadership: An Abu Dhabi exploration. *Near and Middle Eastern Journal of Research in Education*, 1-10. <http://dx.doi.org/10.5339/nmejre.2015.1>
- Al-Suwaihel, O. (2009). Kuwaiti female leaders' perspectives: The influence of culture on their leadership. *Journal of Public Administration and Policy Research*, 1(3). Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1000.7096&rep=rep1&type=pdf>
- Alsubaie, M. (2016). Curriculum development: Teacher involvement in curriculum development. *Journal of Education and Practice*, 7(9). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1095725.pdf>
- Althani, T. & Romanowski, M. (2013). Neoliberalism and Qatari preschools: A comparative study of England and Qatar. *Near and Middle Eastern Journal of Research in Education*, 2013 (2), 1-11. <http://dx.doi.org/10.5339/nmejre.2013.2>
- Anderson, H., Azad, N., Brooks, A., Garza, O., O'Neil, C., Sobotka, J. & Stutz, M. (2017). Leadership and Management Are One and the Same. *American Journal of Pharmaceutical Education*, 81(6), 102.
- Anderson-Butcher, D., Bean, J., Boone, B., Kwiatkowski, A., Lawson, H., et al. (2004). Implementation guide: The Ohio community collaboration model for school improvement. *The Ohio Department of Education*. Retrieved from <http://cayci.osu.edu/wp-content/uploads/2015/08/12-30-05-Youth-Development-with-overview.pdf>
- Arar K., Barakat, M., Oplatka I., & Turan, S. (2017). The characteristics of educational leadership in the Middle East: A comparative analysis of three nation states. *The Wiley International Handbook of Educational Leadership*. Retrieved from https://www.researchgate.net/publication/313424407_The_Characteristics_of_Educational_Leadership_in_the_Middle_East_A_Comparative_Analysis_of_Three_Nation_States
- Austin, Z., & Sutton, J. (2014). Qualitative research: getting started. *The Canadian journal of hospital pharmacy*, 67(6), 436-40.

- Avney Rosha. (2009). School principal training in Israel, Jerusalem. *Avney Rosha Institute Publications*. Retrieved from <http://www.avneyrosha.org.il/Train/DocLib/%D7%94%D7%9B%D7%A9%D7%A8%D7%94%20->
- Badawood, O. (2003). The development of leadership skills of private high school principals in Jeddah, Saudi Arabia. *ProQuest Dissertations & Theses Global*. Retrieved from <http://search.proquest.com/docview/305309634?accountid=27932>
- Bakker, A., Demerouti, E., Hetland, H., & Hetland, J. (2018). Daily transformational leadership and employee job crafting: The role of promotion focus. *Educational Management Journal*, 36, 746-756. <https://doi.org/10.1016/j.emj.2018.01.002>
- Batalla, A. (2014, August 2014). Are you ready to be an effective educational leader?. *The Modern Teacher*, 87.
- Bauer T., Carpenter M., & Erdogan, B. (2012). Management principles V.1.0, *Flat World Education Inc*. Retrieved from <http://catalog.flatworldknowledge.com/bookhub/reader/5#carpenter-ch01>
- Bean, J., Butcher, A., Iachini, A., Lawson, H., & Wade-Mdivanian, R. (2008). The Ohio community collaboration model for school improvement : Lessons learned from school and district pilots. *The Ohio Community Collaboration Model for School Improvement*, 11-48. Retrieved from http://cayci.osu.edu/wp-content/uploads/2015/03/OCCMSIPublicReport_pressquality_reducedfilesize.pdf
- Beatriz, P., Deborah N., & Hunter M. (2008). *improving school leadership. organisation for economic co-operation and development*. 1, 9.
- Becker, R. (2009). International branch campuses: Markets and strategies. *The Observatory on Borderless Higher Education* . Retrieved from <https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/8464/7598>
- Bhabha, J., Kanics, J., & Hernandez, D. (2018). *Research Handbook on Child Migration*. Edward Elgar Publishing, 2018, 358.
- Blandford, S. & Shaw, M. (2001). The nature of international school leadership. *Managing International Schools*, 9–28.

- Bloomberg, D., & Volpe, M. (2008). *Completing your qualitative dissertation*. Sage Publications. Retrieved from <https://dx.doi.org/10.4135/9781452226613>
- Bogdan, R. & Biklen, S. (2007) *Qualitative Research for Education: An Introduction to Theory and Methods*. 5th Edition, Allyn & Bacon, Boston.
- Brandenburg, T., & Bonn, T. (2012). *Bridging the knowledge gap: Internationalization and privatization of higher education in the State of Qatar and the Sultanate of Oman*. Retrieved from https://publications.ub.uni-mainz.de/theses/frontdoor.php?source_opus=3210
- Brooks, J., & Sutherland, I. (2014). Educational leadership in the Philippines: Principals' perspectives on problems and possibilities for change. *Planning and Changing*, 45, 339-355. Retrieved from <https://eric.ed.gov/?id=EJ1145523>
- Budge, K. (2006). Rural leaders, rural places: Problem, privilege, and possibility. *Journal of Research in Rural Education*, 21(13). Retrieved from https://www.nwp.org/cs/public/download/nwp_file/10544/kbudge_ruralleaders.pdf?x-r=pcfile_d
- Budgen, F., Lock, G., & Lunay, R. (2012). The loneliness of the long-distance principal: Tales from remote Western Australia. *Edith Cowan University Research Online*. Retrieved from <https://ro.ecu.edu.au/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1760&context=ecuworks2012>
- Bulloch, H. (2015). Ambivalent moralities of cooperation and corruption: Local explanations for (under) development on a Philippine island. *Wiley Online Library*, 28 (1). <https://doi.org/10.1111/taja.12173>
- Bunnell, T. (2010). The momentum behind the international primary curriculum in schools in England. *Journal of Curriculum Studies*, 42(4), 471-486. <http://dx.doi.org/10.1080/00220272.2010.487315>
- Bushnell Way Elementary. (2012). *Bushnell way elementary discipline plan*. Retrieved from <http://www.bushnell-laUSD-ca.schoolloop.com/disciplineplan>
- Chute, T. (2008). *Vice-principal perceptions of their role in schools: the lived experience of junior high school vice –principals*. ProQuest Dissertations Publishing

- Committee of Practitioners (2016). The role of assessment in teaching and learning. *Rhode Island Department of Education*. Retrieved from <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/ESSA/CoP/Role-of-Assessment-in-Teaching-and-Learning.pdf>
- Defamation, misuse of photos to attract stricter punishment (2017, March 9), *The Peninsula*. Retrieved from <https://www.thepeninsulaqatar.com/article/09/03/2017/Defamation,-misuse-of-photos-to-attract-stricter-punishment>
- DeNeen, J. (2012). Are school holidays too long?. *InformEd*. Retrieved from <https://www.opencolleges.edu.au/informed/features/how-long-should-holidays-be/>
- Diaz C., Massialas, B., & Xanthopoulos, J. (1999). *Global perspectives for educators*. Allyn & Bacon: USA.
- Dipeolu, A. (2010). *Methods used to validate qualitative*. Retrieved from www.derbygpvt.co.uk/lib/Methods_used_to_validate_qualitative.ppt
- Dolaman, W. (2010). *Migrant labor & the moral imperative: Filipino workers in Qatar and the United Arab Emirates in the 21st century*. Retrieved from <https://repository.library.georgetown.edu/bitstream/handle/10822/553477/dolamanWaverly.pdf?sequence=1&isAllowed=y>
- Donn, G., & Al Manthri, Y. (2013). Education in the broader Middle East: Borrowing a baroque arsenal, *Sage Publication*, 78-79. <https://doi.org/10.2304/csee.2014.13.1.78>
- Duffet, A., & Farkas S. (2014). Challenges facing principals in the first year at their schools. *Universal Journal of Educational Research*, 4 , 192-199. Retrieved from <http://www.hrpub.org/download/20151231/UJER24-19505300.pdf>
- Eldosougi, I. (2016). 7 Strategies for Cultural Immersion. Retrieved from <https://www.diversityabroad.com/study-abroad/articles/7-strategies-cultural-immersion>
- Emir issues new law on regulation of private schools (2015, November 15). *Gulf Times*. Retrieved from <https://www2.gulf-times.com/story/462966/Emir-issues-new-law-on-regulation-of-private-schoo>

- Erickson, P. W. (2009). Global ideas: Do school designs support global education reform initiatives?. *American School & University*. Retrieved from <https://www.asumag.com/constructionplanning/global-ideas>
- Fayol, H. (2016). General and Industrial Management. *Ravenio Books*. Retrieved from https://books.google.com.qa/books?id=WFp5DQAAQBAJ&pg=PT1&source=gbs_selected_pages&cad=3#v=onepage&q&f=false
- Flynn, S., & Korcuska, J. (2018). Phenomenological research: a mixed-methods study. *Counselor Education & Supervision*, 57, 1-17. <https://onlinelibrary.wiley.com/doi/epdf/10.1002/ceas.12092>
- Fook, F., & Hassan M. (2012). E-learning modules supported by cooperative learning: Impact on Arabic language achievement among Qatar University students. *Near and Middle Eastern Journal of Research in Education*, 2012 (1), 1-16. <http://dx.doi.org/10.5339/nmejre.2012.1>
- Fourcade, F., Giraud, F., Lorain, M., Morales, J., Saulpic, O., & Zarlowski, P. (2011). Fundamentals of Management Control. *Pearson Education France* . retrieved from https://www.researchgate.net/profile/Mohamed_Mourad_Lafifi/post/How_can_you_measure_the_effectiveness_of_a_control_system/attachment/59d635af79197b807799332b/AS%3A385291257958402%401468872002357/download/7519_chap01+Management+control+%2C+overview.pdf
- Fuentealba, C. (2011). The role of assessment in the student learning process. *Journal of Veterinary Medical Education*. 38(2) 157-62. <https://doi.org/10.3138/jvme.38.2.157>
- Fullan, M., & Hargreaves, A. (1991). What's worth fighting for in your school? Working together for your school. *Eric Institute of Education Services*. Retrieved from <https://files.eric.ed.gov/fulltext/ED342128.pdf>
- Gibton, D. (2011). Post-2000 law- based educational governance in Israel: From equality to diversity. *Educational Management, Administration and Leadership*, 39(4), 434- 454. <https://doi.org/10.1177/1741143211406559>
- Grossman, G., & Sharf, R. (2018). Situational judgment tests and transformational leadership: An examination of the decisions, leadership, and experience in undergraduate leadership development. *Journal of Leadership Education*. 17 (1), 1-18. DOI:10.12806/V17/I1/R4
- Gunningham, N. (2010). *Enforcement and Compliance Strategies*. The Oxford Handbook of Regulation. Retrieved from 10.1093/oxfordhb/9780199560219.003.0007.

- Guzman, B., & Tropicales, M. (2014). A structural equation model (SEM) of the impact of transformational, visionary, charismatic and ethical leadership styles on the development of wise leadership among Filipino private secondary school principals. *Asia Pacific Education Review*, 15 (4), 547. <https://link.springer.com/article/10.1007/s12564-014-9346-5>
- Harmon, H. L., & Schafft, K. (2009). Rural School leadership for collaborative community development. *The Rural Educator*, 30(3), 4-9. Retrieved from <https://files.eric.ed.gov/fulltext/EJ869309.pdf>
- Hayden, M., Levy, J., & Thompson, J. (2015). The SAGE Handbook of Research in International Education. *SAGE* 2015, 298-299.
- Heidemann, T. (1999). *Differences create change - internationalization and school development*. Denmark: Kroghs Forlag.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.). (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Summer, 55-71. Retrieved from [https://www.andrews.edu/services/jacl/article_archive/1_1_summer_2006/6_br_globe_\(2004\).pdf](https://www.andrews.edu/services/jacl/article_archive/1_1_summer_2006/6_br_globe_(2004).pdf)
- HR Council. (2015). *Keeping the right people*. Retrieved from <https://web.archive.org/web/20171122063645/http://hrcouncil.ca/hr-toolkit/keeping-people-supervision.cfm>
- Institute of Education Sciences. (2008). *Reducing behavior problems in the elementary school classroom*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf
- Internations. (n.d.). Doha's districts and local transportation. Retrieved from <https://www.internations.org/doha-expats/guide/moving-to-doha-15423/doha-s-districts-and-local-transportation-2>
- King, N., Morrow, R., & Rodriguez, A. (2015). Colaizzi's descriptive phenomenological method. *The Psychologist*, 28(8), 643-644. Retrieved from http://eprints.hud.ac.uk/id/eprint/26984/1/Morrow_et_al.pdf

- Kumar, Y., & Soubhari, T. (2014). The crab-bucket effect and its impact on job stress—an exploratory study with reference to autonomous colleges. *International Journal on Recent and Innovation Trends in Computing and Communication*, 2 (10). Retrieved from <http://www.ijritcc.org/download/1413605078.pdf>
- Library of Congress. (2012). *Supervisor core competencies*. Retrieved from https://www.loc.gov/hr/employment/uploads/loc_supervisor_core_competencies.pdf
- Lichtman, M. (2013). *Qualitative Research in Education: A User's Guide (3rd Ed.)*. Thousand Oaks, CA: Sage Publication Inc,.
- Lim, T . (2009). *Comparative cultural etiquette*.
https://www.regent.edu/admin/stusrv/student_dev/docs/Downloads/Professional%20Skills/Comparative%20Cultural%20Etiquette/Comparative%20Cultural%20Etiquette_index.pdf
- Lin, M., & Chen, S. (2013). A comparison of the internationalization of education in Taiwan and Japan: The perspective of elementary school principals. *International Education Studies*, 7, 1-13. doi:10.5539/ies.v7n1p47
- Litz, D. (2014). Perceptions of school leadership in the United Arab Emirates (UAE). *Research Gate*. Retrieved from https://www.researchgate.net/publication/290438613_Perceptions_of_School_Leadership_in_the_United_Arab_Emirates_UAE
- Male, Trevor. (2015). Leadership in saudi arabian public schools: time for devolution?. *International Studies in Educational Administration*. 42. 45-59. Retrieved from https://www.researchgate.net/publication/271828861_Leadership_in_Saudi_Arabian_Public_Schools_Time_for_Devolution
- Marx, G. (2006). *Sixteen trends: Their profound impact on our future*. Alexandria, Va.: Educational Research Service.
- Mathis, B. (2010). *Educational leadership: A description of Saudi female principals in the eastern province of Saudi Arabia*. Retrieved from https://shareok.org/bitstream/handle/11244/7500/School%20of%20Teaching%20and%20Curriculum%20Leadership_212.pdf?sequence=1

- Mertens, D. M. (2009). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative and mixed methods (3rd Ed.)*. Thousand Oaks, CA: Sage Publication Inc.
- Ministry of Education and Higher Education. (2016). *The policy of academic monitoring of private schools*. Retrieved from <http://www.edu.gov.qa/En/ServicesCenter/PSO/SchoolsRolesEnglish/PoliticPrivateSchoolsEnglish.pdf>
- National Center for Education Statistics. (1997). *A primer for privacy*. Retrieved from https://nces.ed.gov/pubs97/p97527/Sec1_txt.asp
- New Zealand Ministry of Education. (2018). Effective communications. *Educational Leaders*. Retrieved from <http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Effective-communications>
- Niang, F. (2017). Accountability, instructional time loss and the impact on quality education: A senegalese primary education case study. *United Nations Educational, Scientific and Cultural Organization*. Retrieved from <http://unesdoc.unesco.org/images/0025/002595/259574e.pdf>
- Nolan, R., & Hunter, F. (2012). *Institutional strategies and international programs: Learning from experiences of change*. The SAGE handbook of international higher education, 131–146. [dx.doi.org/10.4135/9781452218397](https://doi.org/10.4135/9781452218397).
- Nolasco, C. (2014). Why Some School Managers Fail. *The Modern Teacher*. August 2014, 97.
- Norton, D. (2008). Gender and communication—finding common ground. *The Leadership News*, Spring 1998. Retrieved from http://www.au.af.mil/au/awc/awcgate/uscg/gender_communication.htm
- Official Gazette. (2001). *Republic Act 9155: Governance of basic education act of 2001*. Retrieved from <https://www.officialgazette.gov.ph/2001/08/11/republic-act-no-9155/>
- O’Sullivan, K. (2015). Challenges and constraints in meeting international standards in UAE education: External objectives versus local realities, *Near and Middle Eastern Journal of Research in Education*, 2015, 1-10. <http://dx.doi.org/10.5339/nmejre.2015.4>

- Rapaido, C. (2011). Filipino American educational leaders in Northern California K-12 public schools: Challenges and opportunities. *The University of San Francisco Scholarship*. Retrieved from <https://repository.usfca.edu/cgi/viewcontent.cgi?article=1018&context=diss>
- Reddy, V., Willis, M., & Wilson, B. (2018). Leading mindfully and managing compassionately: Strategies for meeting today's challenges in academic medicine. *International Journal of Academic Medicine* 2018, 4 (1), 12-20.
- Romanowski, M. (2015). Qatar's educational reform: Critical issues facing principals. *Research Gate*. 88-102. Retrieved from https://www.researchgate.net/publication/273382922_Qatar's_educational_reform_Critical_issues_facing_principals
- Romanowski, M., Abu-Shawish, R., & Merouani, N. (2018). Principals' perspectives on faculty diversity in Qatar's government schools. *Educational Management Administration & Leadership*. <https://doi.org/10.1177/1741143218759089>
- Salonga, M. (2014). Creating a positive school culture, a challenge to school heads. *The Modern Teacher*, August 2014, 93.
- Shosha, G. (2012). Employment of Colaizzi's strategy in descriptive phenomenology: a reflection of a researcher. *European Scientific Journal November edition*, 8 (27). Retrieved from <http://eujournal.org/index.php/esj/article/view/588/657>
- Edvardsson, I., Snaebjornsson, I., Vaiman, V., & Zydziunaite, V. (2015). Cross-cultural leadership: Expectations on gendered leaders' behavior. *SAGE Open*. April-June 2015, 1-8. <https://doi.org/10.1177/2158244015579727>
- Stabback, P. (2016). What makes a quality curriculum?. Current and critical issues in curriculum and learning. *UNESCO International Bureau of Education*, 2, 1-41. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000243975>
- Stewart, V. (2007). Becoming citizens of the world. *Educational Leadership*, 64(7), 8-14.
- Supreme Education Council. (2007). *National professional standards for teachers and school leaders*. Retrieved from <http://www.sec.gov.qa/En/SECInstitutes/EducationInstitute/Offices/Documents/NPSTSL E.pdf>

Supreme Education Council (2016). *Licensing a private school in the state of qatar*. Retrieved from <http://www.sec.gov.qa/En/Documents/Licensing%20Handbook.pdf>

Tashakova, O. (2015). 5 leadership styles you need to know about. *WKND*. Retrieved from <https://www.khaleejtimes.com/wknd/life-coach/5-leadership-styles-you-need-to-know-about> 3

Ubalde, M. (2009). DOLE: good traits make Pinoys preferred abroad. *GMA News Online*. Retrieved from <http://www.gmanetwork.com/news/story/175138/news/dole-good-traits-make-pinoys-preferred-abroad>

United Nations Educational, Scientific and Cultural Organization. (2011). *UNESCO and “everyone has the right to education”*. Retrieved from <http://unesdoc.unesco.org/images/0021/002127/212715e.pdf>

Victoria State Government. (2018). *Understand assessment design*. Retrieved from <http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/Under-standing-Assessment-Design.aspx>

Volante, L. (2012). School leadership in the context of standards-based reform international perspectives. *Canadian and International Education*. Retrieved from <https://link.springer.com/book/10.1007%2F978-94-007-4095-2>

Wolf, W. (2018). Colorado middle school principals' transformational leadership characteristics and Colorado's standardized test scores. *Walden University Scholar Works*. Retrieved from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6103&context=dissertations>

Zimmerman, J. (2009). Misconceptions about school leadership— or, who is buried in King Tut’s tomb?. *Educational HORIZONS*, Summer, 260-266. Retrieved from <http://files.eric.ed.gov/fulltext/EJ849024.pdf>

Appendices

Annex A

National Professional Standard for School Leaders

- 1. Lead and manage learning and teaching in the school community**
 - 1.1 Create a productive, challenging and safe learning environment
 - 1.2 Lead and manage the implementation of Curriculum Standards and school-developed curricula.
 - 1.3 Promote high quality teaching, learning and assessment
 - 1.4 Monitor and evaluate the quality of teaching and learning programs.
- 2. Develop, communicate and report on the strategic vision and aims of the school community**
 - 2.1 Lead and manage development of the school's strategic vision and aims.
 - 2.2 Engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision and aims and operations.
 - 2.3 Communicate and promote the strategic vision and aims to the school community
 - 2.4 Implement, monitor, review and report on the school's strategic vision and aims.
- 3. Lead and manage change**
 - 3.1 Lead the school community in planning the introduction and facilitation of change.
 - 3.2 Develop creative and flexible responses to change.
 - 3.3 Manage emerging challenges and opportunities.
 - 3.4 Respond to Supreme Education Council educational reforms.
- 4. Lead and develop people and teams**
 - 4.1 Model high standards of performance.
 - 4.2 Develop, empower and support individuals and teams.
 - 4.3 Manage individual and team performance.
 - 4.4 Develop networks to support individuals and teams.
- 5. Develop and manage school-community relation**
 - 5.1 Create positive relationships with families to enhance student learning.
 - 5.2 Build school-community partnerships to enhance student learning.
 - 5.3 Communicate effectively with the school community.
- 6. Develop and manage resources**
 - 6.1 Allocate resources to create and maintain an effective learning environment.
 - 6.2 Manage human resources to create and maintain an effective learning environment.
 - 6.3 Manage financial resources to create and maintain an effective learning environment.
 - 6.4 Manage school data and ICT resources to create and maintain an effective learning environment.
 - 6.5 Manage facilities to create and maintain an effective learning environment.

6.6 Report to the Board of Trustees on effective management resources.

7. Reflect on, evaluate and improve leadership and management

7.1 Lead the evaluation of school performance.

7.2 Model a culture of personal and collegial performance improvement and life-long learning.

7.3 Contribute to learning communities and other professional networks.

Annex B
**National Professional Standard for School Leaders Categorized in Planning, Organizing,
Leading and Controlling**

PLANNING

- 1.2 Lead and manage the implementation of Curriculum Standards and school-developed curricula.
- 2.1 Lead and manage development of the school's strategic vision and aims.
- 2.3 Communicate and promote the strategic vision and aims to the school community

ORGANIZING

- 1.1 Create a productive, challenging and safe learning environment
- 3.1 Lead the school community in planning the introduction and facilitation of change.
- 3.2 Develop creative and flexible responses to change.
- 4.4 Develop networks to support individuals and teams.
- 5.1 Create positive relationships with families to enhance student learning.
- 5.2 Build school-community partnerships to enhance student learning.
- 6.1 Allocate resources to create and maintain an effective learning environment.
- 6.5 Manage facilities to create and maintain an effective learning environment.
- 7.3 Contribute to learning communities and other professional networks.

LEADING

- 2.2 Engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision and aims and operations.
- 3.3 Manage emerging challenges and opportunities.
- 4.1 Model high standards of performance.
- 4.2 Develop, empower and support individuals and teams.
- 4.3 Manage individual and team performance.
- 5.3 Communicate effectively with the school community.
- 7.2 Model a culture of personal and collegial performance improvement and life-long learning.

CONTROLLING

- 1.3 Promote high quality teaching, learning and assessment
- 1.4 Monitor and evaluate the quality of teaching and learning programs.
- 2.4 Implement, monitor, review and report on the school's strategic vision and aims.
- 3.4 Respond to Supreme Education Council educational reforms.
- 6.3 Manage financial resources to create and maintain an effective learning environment.
- 6.4 Manage school data and ICT resources to create and maintain an effective learning environment.
- 6.6 Report to the Board of Trustees on effective management resources.
- 7.1 Lead the evaluation of school performance.

Annex C
Informed Consent (To the Supreme Education Council)



Philippine Normal University
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH
Taft Avenue, Manila 1000

INFORMED CONSENT

Dear Sir/Madame,

I, Kris Anne M. del Rosario, taking up Master of Arts in Education, Major in Educational Management, am currently having a study regarding “Unfolding of Filipino School Managers Experiences in International Schools in Doha” at Philippine Normal University.

To fulfill my study, I would like to request your permission to include the international schools in Qatar to be my research participants. Particularly, I will scout international schools where there are Filipino educational managers in primary department, and in secondary department in case there will be small number of participants from the primary unit. I will ask them questions about their experiences in school management in planning, organizing, leading and controlling which will be answered within two to three hours by interview. It will be assured that all the requested information that will be used in the study will be kept confidential. Their privacy will be protected and their names will not appear on the survey.

Furthermore, according to EDUCATION AND TRAINING SECTOR STRATEGY 2011 – 2016 EXECUTIVE SUMMARY, the Qatar National Vision 2030 (QNV 2010) articulates the long-term national goals and values of the state of Qatar. The vision stipulates the pursuit of Qatar in promoting human, social, economic, and environmental development, thus yielding to a clear pathway and options identifying Qatari society over the two decades in the future. To make this possible, the government of Qatar crafted the Qatar National Development Strategy 2011-2016 (NDS). This strategy discusses the plans, programs, and projects of the aims of Qatar in 14 sectors that compose of Education Training Sector (ETS).

The ETS strategic plans consist of five programs which give brief, integrated strategy that stresses on K-12 alignment education until the needs of higher education and labor force. The fifth program is Enhancing Scientific Research to provide knowledge, to encourage potential researchers and to build partnerships among businesses and universities. The program will also aid to help develop national strategy to identify key priority areas.

With this goal of Qatar, the researcher hopes to be an instrument to contribute knowledge that aims to improve Qatar education since school leaders are vital components of educational system that may include Filipino educational managers. Your permission will be the key to pursue the aim of the researcher. Moreover, you could easily gain access to the information once the results of the study are found out and are ready for publication.

Any queries or clarifications concerning the study will be highly appreciated. For any questions, you may reach me through the following contact information: 5038-7113 and drkrisanne@yahoo.com. Thank You.

KRIS ANNE M. DEL ROSARIO

☐ I am permitting the researcher to conduct the study. I have read and understood the information presented above, and that my permission will contribute to the body of knowledge.

☐ I am not permitting the researcher to conduct the study. I have read and understood the information presented above, and I will not contribute to the body of knowledge.

_____	_____
Supreme Education Council's Representative Signature	Date

_____ DR. INERO V. ANCHO	_____
Investigator Adviser's Signature	Date

_____ KRIS ANNE M. DEL ROSARIO	_____
Principal Investigator's Signature	Date

Annex D
Informed Consent (To the International School)



Philippine Normal University
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH
Taft Avenue, Manila 1000

INFORMED CONSENT

Dear Sir/Madame,

I, Kris Anne M. del Rosario, taking up Master of Arts in Education, Major in Educational Management, am currently having a study regarding “Unfolding of Filipino School Managers Experiences in International Schools in Doha” at Philippine Normal University.

To fulfill my study, I would like to request your permission to include your school to be one of my research locale. Particularly, I will scout international schools where there are Filipino educational managers in primary department, and in secondary department in case there will be small number of participants from the primary unit. I will ask them questions about their experiences in school management in planning, organizing, leading and controlling which will be answered within two to three hours by interview. It will be assured that all the requested information that will be used in the study will be kept confidential. Their privacy will be protected and their names will not appear on the survey.

In line with this, researcher aims to contribute staff development that promotes school success for every participating school. The Qatar National School Accreditation (QNSA) mentions the Preparation and Staff Professional Development Aspect. The professional development plan should meet individual needs of employees which also serve as the school’s particular need through evaluation and analysis of data. This will therefore promote student learning, and support staff in improving their skills.

With your school’s participation, the research may help you in developing your staff specifically the Filipino school managers which may also aid in developing your school. Your permission will be the key to pursue the goal of the researcher. Moreover, you could easily gain access to the information once the results of the study are found out and are ready for publication.

Any queries or clarifications concerning the study will be highly appreciated. For any questions, you may reach me through the following contact information: 5038-7113 and drkrisanne@yahoo.com. Thank You.

KRIS ANNE M. DEL ROSARIO

☐ I am permitting the researcher to conduct the study. I have read and understood the information presented above, and that my permission will contribute to the body of knowledge.

☐ I am not permitting the researcher to conduct the study. I have read and understood the information presented above, and I will not contribute to the body of knowledge.

International School's Representative Signature

Date



DR. INERO V. ANCHO
Investigator Adviser's Signature

Date

KRIS ANNE M. DEL ROSARIO
Principal Investigator's Signature

Date

Annex E
Informed Consent (To the Participant)



Philippine Normal University
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH
Taft Avenue, Manila 1000

INFORMED CONSENT

Dear Sir. Madame,

I, Kris Anne M. del Rosario, taking up Master of Arts in Education, Major in Educational Management, am currently having a study regarding “Unfolding of Filipino School Managers Experiences in International Schools in Doha” at Philippine Normal University.

To fulfill my study, I would like to request you to be one of my participants. I will ask you questions about your experiences in school management in planning, organizing, directing and leading/ motivating which will be answered within two to three hours by interview. I would also like to request to acquire information about your gender, higher degree of attainment, year of experience managing, and age.

I assure you that all the requested information that will be used in the study will be kept confidential. Your privacy will be protected and your name will not appear on the survey. Your participation will be a big help for the researcher, but still, your participation is voluntary. In addition, you could easily gain access to the information once the results of the study are found out, and ready for publication.

Any queries or clarifications about the content of the interview guide will be highly appreciated. For queries concerning the study, you may reach me through the following contact information: 5038-7113 and drkrisanne@yahoo.com.

KRIS ANNE M. DEL ROSARIO

☐ I am willing to participate in the study. I have read and understand the information presented above, and that my answers in the questionnaire will contribute to the body of knowledge.

☐ I choose not to participate this time.

Participant's Signature

Date

Principal Investigator's Signature

Date

Annex F

Interview Guide

National Professional Standard for School Leaders

1. Lead and manage learning and teaching in the school community
Go on detail how you lead and manage **learning** and **teaching** in the school community?
 - 1.1 Create a productive, challenging and safe learning environment

How do you make your learning environment **productive**, **challenging** and **safe**?
 - 1.2 Lead and manage the implementation of Curriculum Standards and school-developed curricula.

Describe your implementation of **curriculum standards** and **school curricula**.
 - 1.3 Promote high quality teaching, learning and assessment

In what way do you promote high quality **teaching**, **learning** and **assessment**?
 - 1.4 Monitor and evaluate the quality of teaching and learning programs.

Disclose how your monitoring is and evaluation of quality **teaching** and **learning** programs?
 2. Develop, communicate and report on the strategic vision and aims of the school community
What is your process of **developing**, **communicating** and **reporting** the strategic vision and aims of the school community?
 - 2.1 Lead and manage development of the school's strategic vision and aims.

In what manner do you manage the development of the **strategic vision** and aims of your school?
 - 2.2 Engage the Board of Trustees in developing, reviewing and decision making on the school's strategic vision and aims and operations.

Explain the engagement of the Board of Trustees concerning how to **develop**, **review**, and **decide** on the strategic vision, aims and operations of the school.
 - 2.3 Communicate and promote the strategic vision and aims to the school community

Discuss how you **communicate** and **promote** the strategic vision and aims of the school community.
 - 2.4 Implement, monitor, review and report on the school's strategic vision and aims.

Elaborate your own way of **implementing**, **monitoring**, **reviewing** and **reporting** of school strategic vision and aims.
 3. Lead and manage change
What is change for you? How do you **lead** and **manage** it?
 - 3.1 Lead the school community in planning the introduction and facilitation of change.

What are your steps in leading the school community in **planning the introduction** and **facilitation of change**?
 - 3.2 Develop creative and flexible responses to change.

Expound how you develop **creative** and **flexible** responses to change.
 - 3.3 Manage emerging challenges and opportunities.

Clear up how you manage emerging **challenges**?

3.4 Respond to Supreme Education Council educational reforms.

Elucidate how do you respond to Supreme Education Council **educational reforms**?

4. Lead and develop people and teams

By what means do you lead and develop **people** and **teams**?

4.1 Model high standards of performance.

In what way do you model **high standards** of performance?

4.2 Develop, empower and support individuals and teams.

Explain your way of **developing, empowering** and **supporting individuals** and **teams**.

4.3 Manage individual and team performance.

How is your management of **individual** and **team** performance?

4.4 Develop networks to support individuals and teams.

Make clear how you develop networks to support **individuals** and **teams**.

5. Develop and manage school-community relation

Spell out your means of **developing** and **managing** school-community relations.

5.1 Create positive relationships with families to enhance student learning.

Clarify your creation of **positive relationships** with families to enhance student learning.

5.2 Build school-community partnerships to enhance student learning.

Justify the manner you build **school-community partnerships** to enhance student learning.

5.3 Communicate effectively with the school community.

Detail you **effective communication** to the school community.

6. Develop and manage resources

Reveal how you **develop** and **manage** resources.

6.1 Allocate resources to create and maintain an effective learning environment.

Make clear on how you allocate resources to **create** and **maintain** effective learning environment.

6.2 Manage human resources to create and maintain an effective learning environment.

Define your management of human resources to **create** and **maintain** an effective learning environment.

6.3 Manage financial resources to create and maintain an effective learning environment.

Unfold the management of financial resources to **create** and **maintain** an effective learning environment.

6.4 Manage school data and ICT resources to create and maintain an effective learning environment.

Go on detail how you manage **school data** and **ICT resources** to **create** and **maintain** an effective learning environment.

6.5 Manage facilities to create and maintain an effective learning environment.

Illustrate the management of facilities to **create** and **maintain** an effective learning environment.

6.6 Report to the Board of Trustees on effective management resources.

Point out the way you **report** to the Board of Trustees on effective management resources.

7. Reflect on, evaluate and improve leadership and management

Throw light upon your **reflection, evaluation, and improvement** of **leadership** and **management**.

7.1 Lead the evaluation of school performance.

Manifest how you lead the **evaluation** of school performance.

7.2 Model a culture of personal and collegial performance improvement and life-long learning.

Tell how you model a **culture of personal** and **collegial performance improvement** and **life-long learning**.

7.3 Contribute to learning communities and other professional networks.

7.4 Break down your contribution to **learning communities** and **other professional networks**.

Annex G

Sample Transcript of a Participant

PLANNING

Describe your implementation of curriculum standards and school curricula.

In terms of curriculum standards there are certain procedures to follow in the university especially when you are undergoing accreditation for international recognition. First from the Ministry of Education, Supreme Council of Education for example in case of Qatar and then second is the internal standards. So when you implement them, make sure that they are according to what is required. That's the most important one. So for example the supreme council for education requires this, this, this and this. Then that has to be complied, and if the university is complying also to the accreditation standard, then the implementation standard should be followed as well. Now it will go down to the college level. Now, the college level, would have also certain standards. And from the college standards there will be department. From the department to the program. Then the program would have certain standards in the implementation of the curriculum. According to the accreditation agency, where they are accrediting their program. So that's how it's done.

So in the implementation of curriculum standards, you are following the supreme EC requirement and the internal

Internal standards of the university.

In what manner do you manage the development of the strategic vision and aims of your school?

I am currently working on and I'm monitoring the strategic plan of the college for 6 years. And I make sure that all the key performance indicators are being provided to the owners. So every end of the year, these KP standards are collected and an annual report is prepared.

So in managing the development of strategic vision, you are using the KPIs.

Oh, KPIs no, in terms of managing the strategic vision of course it has to be consulted to the stakeholders, as a standard. And that will also include gaps identified, why in the previous, the targets were not met. So, that's how it's being done. So that's being done annually. So every year, ensuring that all the KPI are met.

So in developing the strategic vision you have first to consult all the stakeholders and then checking if the performance indicators were met.

Yes.

Discuss how you communicate and promote the strategic vision and aims of the school community.

. First is all the department heads for example, are involved. Then once it's finalized, in the college level, the strategic plan is cascaded to the departments, and that includes the KPI. Not all the departments/ not all the key performance are being provided by all the department. Some of them, some departments from the college provides certain KPIs only.

Not all?

Not all of them. Because for example, there are certain departments that are only providing programs, and the others are providing certificates. So then, therefore, they are not the same in terms of the services that they provide. So it varies.

So you communicate and promote the strategic vision by...

Publication. Cascading, it's also published. It's also in the website.

What does it mean by cascading?

It's the plan itself is being cascaded meaning to say, these are being provided to each department, a copy of it, and an orientation is conducted. To ensure that the end of the school, the requirements of each objectives and deliverables form each KPIs.

Ok po so in communicating the strategic vision, they are published and cascaded.

Yes

ORGANIZING

How do you make your learning environment productive?

Productive, it's very broad because in terms of productivity, this can be measured in terms of how the students are enhancing their experience, academic experience. So, productive, still there are KPIs for example for student success. There are KPIs for student success. For example grades, for example, attendance to conferences. For example, external involvement, internships, performance. So through this KPIs, there will be/ we may be able to look into how productivity, in terms of students experience are (6:00) achieved. For example how many research that we need to expect from the students. Are they involved internationally? Are they involved in collaborative researches? Are they involved in non-curricular activities?

Ok po, in making you learning environment productive, you are still use the performance indicators

Yes definitely

For the productivity?

Yes

How do you make your learning environment challenging?

Challenging, there are again requirements. In the university strategic plan, they would set certain standards that need to be expected in the department in the colleges. For example, in the classroom management or in the delivery of the programs, interactiveness or interaction should be / is expected. Then, each of the program would now check and ensure that there is interaction. And to ensure that they are 100%, all the programs are 100% then there would be a frequency counting of this, how many times and to what extent these are being carried out.

Ok po. In making your learning environment challenging, you have the standards in the delivery of the programs and checking them if they are met.

How do you make your learning environment safe?

Safe in terms of physical safety?

Yes

Of course, definitely for example, for lab courses, there is a certain requirement that the accrediting agency require, for example, chemistry program, biomedical program, physics, it's inherit to the program, like lab safety. And for the university itself there's also a safety measures that's being followed and it's also being monitored. (8:35)

What are the examples po in following the safety rules in the university itself?

Qatar University is a state university and it has its own safety departments definitely. Programs it has accreditation laboratories, then therefore it is certified as safe. And there are/ all of the department heads are aware of this safety rules of the learning environment.

So even the environment or the safety

Even in traffic, there is also a university police. There is a university security, there is also university police that ensure the traffic is being observed inside the campus. And of course we have this ID cards, you cannot open or you cannot enter if you were not given an access to the premises, certain premises. So there are only people who are required certain premises and that is one way of ensuring that the environment is safe.

What are your steps in leading the school community in planning the introduction of change?

.Well definitely, it will be based on if it is from the university level, then the first enabler of the university to embrace change is from the ministry itself. If there would be requirement from the supreme council, then that would be introduced. The first thing that the university will do is to introduce it to/ and inform an orientation is being conducted. A meeting is being conducted regularly, to ensure that the stakeholders are informed.

So in leading the school community in planning for change, first you are following what the ministry of education will tell

Yes I will give you an example of that. The use of Arabic languages as a medium of instruction. Then it was implemented to the college, and the challenge created strategies/ established strategies and implement that changes.

So from the MOE, you have to inform everyone to implement those changes

What are your steps in leading the school community in facilitation of change?

.Leading what?

How do you lead the school community in the facilitation of change?

I am not leading. It's normally the department head, the deans are the ones. The chief executives of the college are the ones leading them.

For the implementation of change?

Yes for the implementation. Well the implementation will depend on from which aspect it has to be done. Is it from the university level? From the college level? From the department level? So then, the chief executive themselves are the ones responsible for

For facilitation of change?

For leading and facilitation of change.

Ok po. So the department heads lead.

It can never be from the ground. Or from the bottom area, from the ground area. Because quality is top down. From top to down. Quality cannot be from down to up. But if you are requiring for quality, you need to consult the ground. But if you will implement quality has to be top to down.

Ok po.

Expound how you develop creative responses to change?

.Creative, in my opinion, when you create, creative, first normally to do this in terms of workshops, and information taken from gaps analysis. And from there, it could be a springboard to creativity and innovativeness. That's my opinion when it comes to creativity.

So in developing creative responses to change, workshop and gaps analysis.

Expound how you develop flexible responses to change?

.it depends. Because considering the state of Qatar THERE IS / you cannot be as flexible as possible. Once it's a requirement, there's no certain level of flexibility. You need to implement it. As to how it could be applied, maybe in terms of delays, certain grace period are being provided. But as to flexibility as to whether it should be implemented or not, it cannot be. It can only be implemented or cannot be implemented and the decision should come from the top level management.

But how about if one department refused?

No. There's nobody should refuse, because, it's not something that they cannot refuse. Because, especially when it comes based on policies. Otherwise if you refuse that becomes illegal. Illegal position on why are you not following which is a policy.

So they should comply?

They should comply.

Mandatorily.

Yes.

Make clear how you develop networks to support individuals

Individuals? What do you mean?

Maybe the department heads? Your immediate subordinates?

Immediate Subordinate? Again the question?

How do you develop network to support individuals?

Oh there are a lot of network applied and that is embodied in the teaching and learning handbook of the college. So, including mentoring system is also provided. And also there is mentoring

policy, which is being implemented. And if the teacher would have difficulty of the implementing a study plan, they can be recommended to the committee of the faculty of instruction and development for training. So those are some of the support that can be provided to faculty. If you cannot meet your classes, then there is a mechanism that you can advance your teaching and pre-record your teaching, and upload it in black board system and disseminate to your students. So in your absence, your students can access your pre-lecture including the slides, and the blackboard, and they can have it, and they can listen to your class. And how it's being done? It's recorded. The teacher would stand in the smart classroom and record. Click the record and continue teaching and that would be recorded. Once it's done, upload it in black board and send it to students. If there would be questions, they can send questions through dashboard. And the teacher can receive it.

So there will not be any class interruptions?

No class interruptions. Because we have technology in education we are applying the black board system where students can submit their projects, submit their essays. They can also retrieve lecture notes. They can also access information the teacher notes they can upload to. And they can retrieve the slides, presentations etc.

So your school has high technology.

Yes. Very advanced technology in terms of student enhancement and assisting student learning.

Ok po, so in supporting individuals you are having mentoring.

Make clear how you develop networks to support teams.

.As a whole? There is also, currently there are standing committees that are responsible for the needs of the faculty in whatever aspect. For example, I will give you one standing committee, promotions committee, then that will be in charge of promotions, for application for reranking etcetera. There's also a committee in curriculum enhancement. So the department can also ask the department for curriculum enhancement committee/ curriculum committee to assist them with review. If the department would like to have to introduce new programs that they can submit this for review to the standing committee in curriculum. And if there are also problem with student advising then also there is a committee for student affairs. Where they can also lodge their concern to them. So that mechanism is in a form committee. They are in forms of committees, standing committees.

So in developing network with your team you have the standing committees.

Clarify your creation of positive relationships with families to enhance student learning.

.Since it's university, there is also an external affairs department and an alumni department, alumni center, that they communicate with students, for example, they graduated already in a

department program, then the alumni department, the alumni center would contact them to pursue masters, or probably offer them scholarships.

Ok po. They still reach out to the graduates.

Yes definitely. Because it is very important especially when the program is subject for accreditation then students are also being interviewed by accrediting agencies like how did the program have them performed on their current task, in their current employment. Because employers are also being required to give testimony how the students performed. And that's one indicator to know, key performance indicator to know if the programs are effective to the market.

So they are also being interview even if they are graduates,

For example they graduated, so the accrediting agency would require like 5 graduates within this year and then they will be interviewed. Aside from the graduates, the employers are also being interviewed. To triangulate the response. So if the employer said "Oh, they have a very good graduates. I can entrust them with a lot of tasks, in this field since my employee now is a graduate in the field of mass communication for example they are doing well in terms of in their skill in journalism etcetera etcetera. Then that is a very good point to accredit the program internationally. Because for example we have mass communication which is accredited for 7 years and we had reaccreditation of it already, that means we passed all the standards from the ACGEMC, that's American Agency.

How about the relationship with families?

In relation with families, that is already the, there is also an associate dean for previously, there is also an associate dean for how to reach and engage and one way, each college, each departments communicates with the alumni through their parents, through their families and in terms of academic advising, student advising, when students are required to travel or internship, they need to consult their family with photos, taking photos they need to be consulted, so in the university where I'm working, Qatar University, that's very,, that's considered to be a standard. It is considered as a standard. Considering their culture, considering their culture itself. You cannot, we should ask waiver from parents, they need to ask their approval if they are going to put their faces on the website.

Justify the manner you build school-community partnerships to enhance student learning.

.Ah that's university level, that is also department level, as I've mentioned in the department of sciences, there is the committee for outreach and engagements and they are the ones. And we have also external relations department in the committee. So they are the ones there's a method also. So they are the ones handling them to communicate with the stakeholders. Family,

stakeholders, media, employers, internship venues and also abroad university where there are similar programs offered.

Ok po. So you have your various departments to do

Yes, to handle, to handle those.

Make clear on how you allocate resources to create

. Well first, first in, there is also a mechanism, and would determine resource allocation. For example for classroom allocation, this is given to each department to allocate and they are the ones to do projection for enrollment, enrolment projections. Because when you project the enrollment of the students you would also be able to identify, how many faculty members you are going to hire, so there is always certain standard on how to do these, which is being done by the department. For example, there is also an inventory ceiling capacity. For example how many rooms are allocated for the arts and sciences, how many labs and how many programs would be offering lab for this year? And from the resources then they can identify for how many sections then they will offer for a particular term. So in that way, resources are well-managed. And everything is automated. So, it's in the banner system, we have the banner system in terms of the allocation for students' enrolment so low enrolment and high enrolment is avoided. They are avoided. Because once it's in the system, before they can identify now, how many of the students should be taken the following terms and you can also generate reports in terms of cohort. Like from the input in 2011, then for 4 years, you will be able to identify how many graduating based on that. So that banner system can generate this information. So there is a system on how to maximize resources. From faculty, from finance, from laboratory and library, enlisting, because there is a certain requirement for the ministry in the number of students for a particular program there must be certain number of journals, books that need to be available in the library.

So if you have high number of enrolments, you will not accept?

If that would be determinants of the classroom then they cannot accept anymore. Then you would be in the waiting list. They would be in the waiting list. And, unless there are justifications for graduating students. Because it can be, in can result to low enrolment for example, one or two or three students would be graduating next year, they would need to open that course, for them to enroll even if it's below the load requirement for three. There are exemptions.

So in allocating your resources to create effective learning environment, you project

Enrollment, project resources, classroom and labs

And library and the materials, the books

Books? The lab and all the reagents for example the chemistry labs, bio environmental sciences labs because especially GE courses, then they need to have an inventory of these supplies, of resources. For the language then they have to identify also the speech labs if they need to have. Especially if it's to be a language program then they need to identify just to become taken for a particular term, you cannot get more for example your resources be like 3 labs for example and you cannot get more than that. Because they need to be/ they need use the equipment. So they need to project, and there is a mechanism for that.

The banner system?

Banner system.

Make clear on how you allocate resources to maintain effective learning environment.

.There is an information technology department in the university level, in the college level there is also an educational technology units that manages all this learning system. Academic learning system.

Ok so you have your IT department and your educational technology department to maintain those resources.

Illustrate the management of facilities to create

.There is also a facility department that manages all the facilities from classroom to meeting rooms. Even meeting rooms are being managed as well so you need to book for a meeting. So you cannot just get inside the meeting room without seeking approval, without proper management and the activity, because all the departments, all the colleges are provided with these information, these are the physical structure, so for you to do this it's also done online. For booking, so if I'd like to book Meeting Room 3, then if you put all the information and then submit, if it says it's not available then you could see it on the screen, that these are the dates that it's not available.

So it's also computerized?

Automated. Yes

Wow, very advanced technology.

So I love working in that university. So all the classroom walls in the class building you can write on the walls. Because all the parts of the walls is all white board. So when you're teaching, when you're going to do an activity, all the students will / they don't need to go to the board. All they have to do is go in front and do the activity. They can make everything in this. They could compute, they could write, they could draw, and the teacher will just move around the walls.

I was not able to see any room like that. Qatar University there are smart rooms. All the walls you can write them. Cause it's from ceiling to down, white board. So you can write.

Ok how do you maintain those facilities?

Illustrate the management of facilities to maintain an effective learning environment.

.Maintenance facility department is doing it.

But make sure that we are booking them online,

Again? You cannot just call them?

No. There is a routine maintenance but if you are using it for special occasion, then we need to book it and then, you need to click if you need maintenance, if you need security, if you need IT personnel, you need to click your requirements. If you need catering you need to click. Because there's also a catering system if you're going to hold conferences, you need to hold meetings, you need to hold and to input how many or what type of menu are they going to serve? Is it for breakfast? Or for lunch? Tea?

And then is it for free sir?

Buffet. Yes it's for free. But if you're creating it, because in the system planning you have to come to get/ come hand in hand with a budget plan so if you are achieving you strategic plan, there must be specific budget there. If you implement something that is not/ no identified budget that cannot be provided. And you need to seek special approval. That's how systematic the system.

Ok po

LEADING

Explain the engagement of the Board of Trustees concerning how to develop, review, and decide on the strategic vision, aims and operations of the school.

That I don't have. We don't have. That's the ministry level, the government.

Clear up how you manage emerging challenges?

. I think it's the same with the changes. The same process.

The challenges to you?

Challenges to the program?

For being a manager.

Being a manager? If it's a policy then I cannot do anything. I need to implement. And I need to strategize how it will be implemented. But sometimes, the policies that are being provided, there are implementing rules, so they need to be just applied.

How about challenges among your subordinates?

Not much. Because I don't know, maybe because they are more professional enough to be dealing with those issues. And most of those issues, they go directly to the deans.

Because they have certain departments that they can talk to?

Yes. That are responsible for specific needs. So it's not one stop shop. One would be responsible for this then you need to go there, if it's you're responsible.

How about the department heads do you have any challenges?

Only submission.

The deadlines?

Only deadlines. Because as a coordinator of Quality Assurance, I need to ensure that they are compliant. Normally, delays.

Then how do you manage delays?

Delays?

Do you give warnings?

Warning doesn't yet reach that it's only, because they have staff. They have staff. And in our system also in sending information you can flag it. And consider it very important and that would ring every time they open their emails. So there's also a system for those. Like for example, tomorrow I will be presenting auditor tools to the department heads. And that is one way of informing them about the result for 1 year. So tomorrow, there would be a curriculum

committee meeting attended by all the departments with the dean, to show the results, processed results, processed information.

Ok sir, on your emerging challenges, you don't have, only the deadlines?

Only the deadlines.

So you just keep on reminding them?

Yes.

In what way do you model high standards of performance?

.it's system based. Everything is in the system, digital measures. They are using the digital measures and banners when they are at the end of the year, there's a faculty performance appraisal system. All the categories they need to upload, evidence, they have to upload their engagement, and that would generate, data. And these are submitted to the department head, the dean and it would compute automatically. That's where the decision of the dean whether you are outstanding, meeting beyond education etcetera.

How about you sir do you also do?

No. I am/ I don't do that, I only submit like nonsubmission, submission, compliant, non-compliant, compliant.

But how do you show sir your high standard of performance to your department heads?

At the end of the year, through an idle report, it's statistically computed, going back again to the KPI if it was achieved. 60%. The passing is 75% at most. If they set the targets. Because the department would be setting their own targets, then it depends on them if they are going to meet them or not. That's it.

So if the department meets the KPI means that is also your performance?

No it's not indicated in my performance. It does not have anything. It does not have any relation to my performance. Otherwise it will be politics. I'm only accountable to my Dean. And his assessment on my performance will be in terms of my output. But I don't know if he's also asking departments.

But is there a way that you can model them the high standards of performance?

No it's already given. It's already implemented, it's already provided. What can we model only is the implementation, to ease out the implementation. But to create a model? No.

You don't set yourself a model like this or like that so they could imitate you

That's too low for a university. There's no more modeling in the university.

Because everyone is different.

The faculty are scientists, the faculty are authors of books, they are philosophers, and you cannot set a model on that. That's probably applicable for those who are young in terms of university status and lesser support. Let's consider that university are very wealthy. So they can finance. They can hire scientists, they can hire specialists, they can hire consultants, and so in terms of human resources and faculty, they're in that particular level. So there's no more modeling in terms of (university), because they are authorities. In fact, in their teaching, there's no more use "According to X", to start into this. No. "According to my study that I have conducted in Europe..." That's the reference, its direct information.

Firsthand information?

Firsthand information. Because most of the faculty that we have, have been publishing in the high impact factor. An impact factor of 1 and above. In international journals. So therefore, if you have published in impact factor journals, therefore, your article has been cited by many authors, by many authors, then therefore you have a very high qualification.

Ok po.

Explain your way of developing individuals and teams

.it doesn't apply. As a person in terms of development based on qualification needs. But you're going to ask me in the university the current, no. There's none that I can because they don't hire undertrained, underdeveloped. As I've mentioned they hire scientists, they're hiring business experts, they're hiring fellows, accredited fellows, accredited, professionals, licensed, certificates, with certifications in teaching, as fellow, teaching fellows. But my strategy if given the chance to develop, definitely, assessment is very important. Performance indicators. Performance also is very important as basis in introducing training or improvement. (43:20) that would be the way I would improve someone else's in terms of his field.

But in your work now sir, you don't have the chance to develop anyone?

No. No one is required to be developed.

Ah yah,

Explain your way of empowering individuals and teams

.They are well empowered. Because they are CEOs.

Ah.

They are scientists, so in fact they are authority in the field! You could read them in books. You could see them in CNN, you could see them in BBC, and so that's how high caliber they are in the field. What I like in my work is that I'm managing them.

Yah! I am coordinating them.

But no need to develop or empower them or anything?

No. not so difficult to. In terms of the function and position yes. In terms of coordination, they are submitting information to me, they need to submit data.

How is your management of individual performance?

. NO. Because they are not accountable to me. They are accountable to the dean. The department heads.

And who are accountable to you?

Only my staff. They are faculty but... because in the university, it's only in terms of facets. But in terms of roles, the accountability is to the dean. Of course they can only submit anything, they can submit to me reports, and they can give me this information but other than that, no more.

How is your management of team performance?

Hindi rin. But team performance normally meetings, then deliverables, next meeting, check deliverables, submit deliverables, implement. Collate, process data, report, feedback. So ganon. Typical

Detail you effective communication to the school community.

.Since it's a government university, there's an external relations, so, if there's an information that I need to send to, all I have to do is to send it to the external relations, then the external relations process them and send them, in all ways. Using social media: Facebook, Instagram, Twitter, all are these and they have them. This is how they communicate to the community.

Tell how you model a culture of personal

.Not applicable

Tell how you model a culture of collegial performance improvement and

Not applicable

Tell how you model a culture life-long learning.

.IN the office of instruction and faculty development, there's a CPE and that's the every month, it's a continuous training so if you need a training, all you have to do to faculty of instruction, register for training.

How about you sir how do you model lifelong learning?

Nothing. They are highly modeled individuals. If I am managing well not so improved body, what I will do is to provide them orientation, conduct interpersonal skills, but in my case right now they don't need. And there's none that I have done because there's no need.

CONTROLLING

In what way do you promote high quality teaching?

.Oh there's a learning and teaching handbook. Everything is in the handbook, and there are program learning outcomes definitely, each program there's a set of learning outcome. And each course or subject, they have course learning outcomes. And therefore all they have to do is to meet them and there is a university assessment program learning outcome assessment. And they have to meet all the requirements.

So your program learning outcomes in your handbook to promote HQT.

In what way do you promote high quality learning?

The same, teaching and learning handbook covers the same

In what way do you promote high quality assessment?

.There is an online system of assessment in terms of program learning outcomes for each program. And there is also monitoring also, break inflation, and student performance. So everything is automated.

So everything is automated.

Yah

Disclose how your monitoring is and evaluation of quality teaching

.I don't monitor but there's a system and so it's implemented, because at the end of the semester there's a faculty teaching and, performance of the faculty is a percentage in the faculty teaching performance evaluation of those assessments.

Who evaluates?

It's self-evaluation. There's no peer evaluation.

There will be no one to observe?

A scientist. Who needs to observe?

Ok

Disclose how your monitoring is and evaluation of quality learning programs?

.based on accrediting agencies and based on supreme council requirements. It has to be complied with those.

So it's from the SEC?

And from the accrediting agency, accrediting standards. Ah accrediting standards of accrediting agency according to program.

Ah so quality program should comply to the SEC and with the accreditors. Ok

So

Elaborate your own way of implementing school strategic vision and aims.

Given

Elaborate your own way of monitoring school strategic vision and aims.

.Key performance indicators

Elaborate your own way of reviewing school strategic vision and aims.

.at the end of the year these are reflected and assessed and data is being processed and gaps are identified, after identification these are disseminated back to the departments, for them to develop an improvement plan of actions. The improvement plan of actions forwarded to us, forwarded to me and then ensure the improvements have been implemented according to the deadline that they wrote that's the system

Elaborate your own way of reporting of school strategic vision and aims.

This is reported to the office of planning and statistical unit development in the university level. Because there is also one we call the SPOL system, the strategic planning online system so , it , you need to input the data information and that's forwarded to the university level, the university level, generates report and forward it back. The reports are forwarded back whether we achieve it or not, we're required to submit.

Ok. So there's a system in that

Elucidate how do you respond to Supreme Education Council educational reforms?

.We implement whatever they will say. Without resistance

Unfold the management of financial resources to create an effective learning environment.

.No. there's a department handling them. The financial administrative officer handling that one. But the departments should make sure that their budget is in accordance to their plans, in accordance to budget.

But you don't also make your own budget plan for your

No. because I'm under the Dean's office has the plan.

Unfold the management of financial resources to maintain an effective learning environment.

Go on detail how you manage school data

We have data management in the university level. We have also archiving system. And they are accessible in the university website and we public also fact book every year. Quick facts of how many students, how many faculties, how many graduates, how many men how many women how many faculty, how many male and female faculty, non-Qatari, Qatari, all other nationalities. These are done automated.

Go on detail how you manage ICT resources to create an effective learning environment.

There's an IT department handling them. So it's centralized to the university. Everything is through banner, blackboard system, and digital measures. Even performance, even bookings. Everything else.

Go on detail how you manage ICT resources to maintain an effective learning environment.

There is a department that maintain those. And it's one building actually, just to maintain and we have very large server. So the building would have several people assigned to the college. That's how it's being done to the university.

How about the school data how do they maintain?

The same. SO it they would like to ask pictures, all you have to do is download it to the system. Request, approval, there's a system. Request, approval, for what purpose and then forward and then they would provide the data. All aspects from 8 areas: libraries, student records, faculty, HR, immigration because we have immigration in the university, aside from the immigration to the university we have university branch of banks, QNB, we have costa coffee you can even, we have Starbucks we have Coffee Beanery, you can do online and order your coffee and that can be delivered to your office.

Point out the way you report to the Board of Trustees on effective management resources.

.No. Maybe the higher CEOs are reporting I think it's just the president. All the VPs

Manifest how you lead the evaluation of school performance.

. Not within mine. Its university level

What is Planning for you?

Planning. Setting targets, planning is setting targets. Because if you fail to plan, you plan to fail. So you need to plan and project whether it's short term, long-term or medium term. And in planning you'll be able to look into project problems in the future. You can set your limitations and scope in terms of these. You can determine threats. And established these opportunities. I don't use any SWOT it's already SOAR. SWOT is already out of the league. SOAR: Strengths, opportunities, attributes and results.

So there's no SWOT anymore?

It's old school. It's already SOAR. So you identified the strength, you identified your opportunities, your attributes, and then results. In SWOT, strengths, weaknesses, opportunities, threats. Where are the results? Where are the outputs? What do you plan to? It's just a way of identifying these things but you are not identifying your results. You're not even identifying your attributes. So that's planning for me.

How about Organizing?

Organizing? Organizing is done scientifically. You cannot organize based on hunches. Organizing should be based on and according to plan. Needs and plans. And supported with finance, and resources. Finances and resources. And of course, qualifications of people who could be handling specific tasks to be organized in particular program of a particular plan. That's organizing for me. And those who would be organizing and running has to be organized. They have to be qualified in terms of their skills and competencies in handling programs and organize.

How about Leading?

Leading requires... as a manager, leading from me? In an organization, the success of an organization depends on the leadership of the ones managing the team. That's leading for me. And if that depends on the leadership quality of the person, then therefore he has to possess certain qualifications and broad understanding, the objectives, that he needs for the plan and must be focused on the targets and the end. And being able to / should be aware of the deliverables indeed and a person has to have these soft skills to motivate people, to motivate employees, to motivate whoever who is managing or handling a certain task.

How about Controlling or Control?

Control is based on policies. It should be based on rules and regulations to be implemented and you can do that by sending memos by sending emails by sending or establishing mechanisms. For example, so there must be limitations, there must be financial control, there must be policies to control. And audit, and quality assurance as well.

ANNEX H – Sample coding of Responses

Responses	Initial Coding	Focus Coding
Planning Questions		
“In terms of curriculum standards there are certain procedures to follow in the university especially when you are undergoing accreditation for international recognition. First from the Ministry of Education, Supreme Council of Education for example in case of Qatar and then second is the internal standards. So when you implement them, make sure that they are according to what is required.” (Participant 1)	Strict compliance to curriculum standards and school’s strategic vision and aims	Complying with curriculum standards, school strategic vision and aims
“This school year mag-fofocus kami sa American Curriculum.” (Participant 3) <i>“This school year, we will focus on American Curriculum.” (Participant 3)</i> “the curriculum is British” (Participant 4) “We follow the first our curriculum is common core standards, American standards” (Participant 8) “Whatever there is a move now, which they are going to visit the school, to see if the school is adopting the curriculum of this framework.” (Participant 9) “Actually in-adopt namin yung EYFS, yung Early Years Foundation Stage ng British” (Participant 10) “we are using the international primary curriculum” (Participant 11) “K-12 program are strictly followed and aside from that we also adopt some subjects in congruent with the post countries prescribed subjects such as the Arabic classes, Islamic and Qatar History.” (Participant 12)	Use of internationally acknowledged curriculum	Complying with the use of internationally acknowledged curriculum

Responses	Initial Coding	Focus Coding
Organizing		
“ There was an instance na binisita kami dito ng taga MEHE, sabi what’s the tree doing in your school, Yung Christmas tree na may nakasabit pang mga Christmas décor , qinuestion talaga kami , we respond them kami ng mga rules , ” (Participant 2) <i>“There was an instance that MEHE visited us, they asked “What’s the tree doing in your school?” referring to the Christmas tree with Christmas décor, they questioned us. We were advised about the rules. (Participant 2)</i> “That is difficult, having you know working with different nationalities, it’s really a challenge . . . It’s really a challenge for me and up until now, it is being a challenge.” (Participant 10) “Kasi kapag Filipino, hindi kase ganoon kataas yung bilib nila sa mga Pinoy. So kung hindi ka magvo-voice out, hindi ka talaga nila titingnan” (Participant 4) <i>“...Because if you are a Filipino, they don’t believe in what you can do. So if you will not voice out, they will not recognize you.” (Participant 4)</i> “ Since I am working in Qatar, first I have to respect the culture of this country and I have to develop myself also by means of acquiring information about this/ of the community of this country.” (Participant 7) “They need to consult their family with photos; taking photos they need to be consulted, so in the university where I’m working, Qatar University, that’s very, that’s considered to be a standard. It is	Adaptability to culture	Acclimatizing with culture of environment

considered as a standard. Considering their culture, considering their culture itself. You cannot, we should ask waiver from parents, they need to ask their approval if they are going to put their faces on the website.” (Participant 1)		
“The principal is roaming around to inspect the entire campus if it’s really safe enough for the children, if it’s conducive to learning. Then, some of our teachers are also enrolled in Nebosh if you’re familiar with it. That is a safety course, because the principal was also able to enrol there... Then there are fire extinguishers although it is I think mandatory here in Qatar, it is being checked as well by the civil defense.” (Participant 6) “ Dito sa Qatar talagang dapat hindi hazard” (Participant 9) <i>“ Nothing should be hazardous, here in Qatar” (Participant 9)</i> “We have teachers here who studied or finished, who took up a safety course here. Dito na sa Qatar, Nebosh “ (Participant 12) <i>“We have teachers here who studied or finished, who took up a safety course here. Here in Qatar, Nebosh “ (Participant 12)</i> “ it has its own safety departments” (Participant 1) “ kase mayroon kami dito yung mga safety precaution measures na sinusunod,” (Participant 2) <i>“ ...because there are precautionary measures that are being followed.,” (Participant 2)</i>	Safety Measures Eligibility	Complying with Safety Measure Policies
“Yung teachers ko kasama ko na sa bahay. Kasi,	Living together with	Acculturating with

under kami ng sponsorship ni madam.” (Participant 4) <i>“I live with my teachers in the house since we are sponsored by Madame.” (Participant 4)</i>	Multicultural colleagues	multicultural colleagues
“Because everyone, they have this individual differences right? Especially they came in different parts of the Philippines; they have different backgrounds, whether it is educational or social backgrounds. Then they have different orientations. And you cannot avoid that at times they would really have difficulty dealing with each other.” (Participant 6) “...Because iba-iba ang mga tao rito. So, iba-ibang lugar sila galing sa Pilipinas. Like if you want their respect then we have to respect them first. Kasi iba ang mentality ng ... mindset ng Filipinos pagdating dito” (Participant 9) <i>“...because people are all different here. They were from different places in the Philippines. Like if you want their respect then we have to respect them first. Because Filipinos have different mindsets here.” (Participant 9)</i>	Leading multi-oriented Filipinos	Assimilating with multi-oriented Filipinos
“Because even if you work hard, do everything you think is the best, at the end of the day, there are still issues.” (Participant 10) “...Parang may mga Pilipinong staff na hayaan mo na ha, kalahi naman ‘yan.” (Participant 3) <i>“There are Filipino staffs that will not mind you as a leader since they know you have the same nationality.” (Participant 3)</i> “Kase parang kinu-question nila parang bakit ka naging coordinator first and foremost two months ka pa lang and then ang bata mo pa and then first time mo pa sa school. And then ganun ganoon. So yung under estimation sa iyo.” (Participant 4)	Crab Mentality among fellow Filipinos and other nationality	Being tolerant towards crab mentality

<i>“...Because they are questioning why did I become a coordinator, knowing that I was just hired for two months, and it’s my first time in the school. You will see the underestimation.”(Participant 4)</i> “Kase kapag Filipino, hindi kase ganon katas yung bilib nila sa mga Pinoy. So kung hindi ka magvo-voice out, hindi ka talaga nila titingnan.” (Participant 4) <i>“...Because if you are a Filipino, they don’t believe in what you can do. So if you will not voice out, they will not recognize you.” (Participant 4)</i>		
“ I don’t think so we have because our culture is different because most of our students are mostly Qataris” (Participant 8) “Because the lifestyle here in Qatar is not like the setting also in the Philippines where in it’s easy for you to communicate within the community. But here is different.” (Participant 10) “Because how we are here in Qatar. It’s mostly about work.” (Participant 6) “But 2 years ago, di pa kami nakapag-outreach sa community because it’s really hard ngayon sa Qatar, kung paano kami makapag-outreach sa ibang school.” (Participant 9) <i>“But 2 years ago, we were unable to reach out in the community and other schools because it’s really hard now in Qatar.” (Participant 9)</i>	Lack of Community Involvement	Having a Subtle Community Involvement

KRIS ANNE M. DEL ROSARIO

Licensed Teacher – Philippines



EDUCATIONAL BACKGROUND

Post-Graduate Studies Master of Arts in Education Major in Educational Management
Philippine Normal University
Taft Avenue, Manila
(2012-2019)

Tertiary Bachelor of Elementary Education
Dee Hwa Liong College Foundation
Duquit, Sapang Maisac, Mabalacat, Pampanga
(2006-2010)

Secondary Holy Family Academy
Cutcut, Angeles City
(2002-2006)

WORK EXPERIENCE

Class Teacher Royal International School
Al Rayyan, Qatar
September 1, 2014- present

Teacher I Department of Education- Pulung Cacutud Elementary School
Pulungbulu, Angeles City
June 2011- March 2014

Elementary Teacher Heath's Montessori Learning Center Inc.
Pandan, Angeles City
June 2010 – March 2011

Practice Teacher Pulung Cacutud Elementary School
Pulung Cacutud, Angeles City
November 2009 – March 2010

Student Assistant National Student Training Service (NSTP) Office
Dee Hwa Liong College Foundation Academic Year 2008-2009

AFFILIATIONS

Associate Editor Royal International School Organ
Royal International School, Al Rayyan Qatar
September 2014

Member Angeles City Public Schools Association
Department of Education, Division of Angeles City
June 2011- March 2014

Coordinator Philippine Informal Reading Inventory (PHIL-IRI)
Pulung Cacutud Elementary School
June 2011-2014

Coordinator Girl Scouts of the Philippines
Pulung Cacutud Elementary School
June 2011-2012

Coordinator Edukasyong Pantahanan at Pangkabuhayan (Home
Economics and Industrial Arts)
Pulung Cacutud Elementary School
June 2011-2012

Editor-in-chief The Oracle (The Official College Publication of DHLCF)
Dee Hwa Liong College Foundation
Academic Year 2009-2010

President Future Educators Organization
Dee Hwa Liong College Foundation
Academic Year 2008-2009

Associate Editor The Oracle (The Official College Publication of DHLCF)
Dee Hwa Liong College Foundation
Academic Year 2008-2009

Literary Editor The Oracle (The Official College Publication of DHLCF)
Dee Hwa Liong College Foundation
Academic Year 2007-2008

ELIGIBILITY

Licensure Examination for Teachers (LET) – September 26, 2010

SEMINARS ATTENDED

Accreditation Roles
Royal International School
January 28, 2018

Teaching Strategies and Learning Activities According to Types of Intelligence
Royal International School
January 24, 2018

Higher Order Thinking Skills
Royal International School
January 22, 2018

Effective Teaching Strategies
Royal International School
January 21, 2018

Accreditation Indicators Workshop
Royal International School
January 17, 2018

Bloom's Taxonomy and Test Construction
Royal International School
November 18, 2017

Differentiation of Strategies
Royal International School
October 19, 2017

Strategies and Activities of Multiple Intelligences
Royal International School
October 15, 2017

Differentiating Houghton-Mifflin Materials
Royal International School
February 23, 2016

Strengthening Students Comprehension Strategies
Royal International School
February 22, 2016

Houghton-Mifflin Workshop
Royal International School
January 19, 2016

American Accent Training
Royal International School
January 18 and 20, 2016

Accreditation Seminar
Royal International School
January 17, 2016

Effectiveness: Monitor and Evaluation System Workshop
Royal International School
September 23, 2015

Mind Mapping Workshop
Royal International School
September 21, 2015

PERSONAL BACKGROUND

Nickname	Kris
Age	28
Birth date	September 26, 1990
Place of Birth	Angeles City, Philippines
Religion	Roman Catholic
Civil Status	Single
Provincial Address	Pampanga
Language Spoken	English, Filipino, Basic Arabic