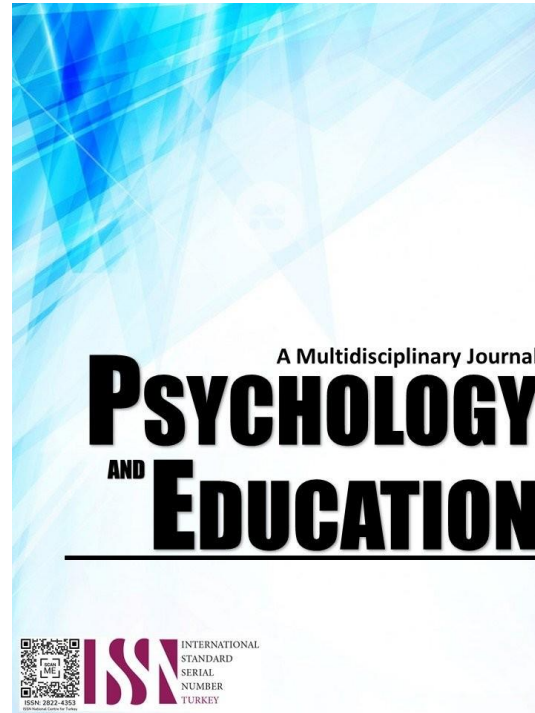


EXPLORING THE PHILOSOPHY OF PRACTICE AND MANAGEMENT AMONG THE SELECTED EDUCATIONAL LEADERS: A CROSS-CASE ANALYSIS STUDY



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Exploring the Philosophy of Practice and Management among the Selected Educational Leaders: A Cross-Case Analysis Study

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Abstract

AI is everywhere. Popular list of various digital tools and resources that teachers and students can use in the academe, including e-learning platforms, digital pinboards, collaborative tools, and lesson planning apps. Artificial Intelligence is a booming technological domain capable of altering every aspect of social interactions. In education, AI has begun producing new teaching and learning solutions that are now undergoing testing in different contexts. AI requires advanced infrastructures and an ecosystem of thriving innovators. Additionally, it has a profound and increasingly important role in education. Its applications are transforming how education is delivered, making it more personalized, efficient, and effective. It is inevitable in the education aspect that teachers were informed and aware on how AI works. Teachers nowadays must be adaptive, flexible, and relevant in this tech driven world. AI in the education sector provides personalization, automation, accessibility, and data-driven insights. These features contribute to improved learning outcomes, increased teacher efficiency, and a more responsive and effective education system, ultimately benefiting students and educators alike. To address the research gaps, this study explores the status, challenges and future directions of AI in teaching practice. Since the field of AI-based instruction is still developing, this study can contribute to the development of comprehensive AI-based instruction that allow teachers to participate in the working process.

Keywords: *philosophy, management, leaders, analysis*

Introduction

The role of a great leader is not to give greatness to human beings, but to help them extract the greatness they already have inside them.” (Buchan, 1927) quoted years ago.

Looking at the global aspects of education in the 21st Century leadership today, it is worthy to know that global leaders vary in attitude, value, knowledge, character, culture, behavior, practice and in their philosophy due to individual differences and environmental factors. This study entitled “Exploring The Philosophy of Practice and Management among the Selected Educational Leaders ” is made in order to arrive with a Cross Case Analysis and so the researcher is able to bring out a general theme as to the common practices of these selected academic leaders. It is already proven that these leaders differ in leading their duties, responsibilities and obligations. Each leader has her or his own beliefs and philosophy in managing and leading a school program that is pertinent to the school philosophy. School leaders directly or indirectly impact the culture of learning in schools which are key ingredients for ensuring the deep, sustainable implementation of instructional practices that improve student outcomes (Amanchukwu & Ololube, 2018; Tichnor-Wagner, Day, Harris, & Hadfield, 2019; Gaudeli, 2018; Seldin, 2021; Schonwetter et al. 2021; Dorfman, 2021).

There is an important aspect in the identity of the school leaders and managers that creates a motivational component that influences their personal driving behavior. This serves as a major driving force as to why the researcher is inspired to study about the topic. The researcher wants to find out what foundations are common to education leaders and tries to come up with a particular theme out from the responses of each informant in order to analyze commonalities that are needed data in order to reach the goal of this study.

For the past 5 years, the researcher has served as the Chief Academic Officer for Global Operations. Her life has been filled with a variety of hardships and stumbling blocks. Despite the fact that she is at the top of all academic management, she is under the supervision of her Global CEO who is also in charge of a micro-organization. She finds the process of aligning the school's vision and goals to be extremely challenging to do. She needs to keep up with current academe practices and look for innovations in her system in order to maintain the standards anticipated by contemporary societal practices. Maintaining harmonious relationships are necessary in order to be followed and respected, everyone should be treated fairly at all times.

There have not been enough studies on the impact of global leaders' philosophy on leadership and management as a qualitative tool for determining who will become a successful global leader. With this query, the researcher hopes to learn more about a global administrator's leadership and management philosophy and processes, including how to shape a vision of academic success for all students, how to create a climate that is stimulating and conducive to education, how to cultivate leadership that shows the best version of oneself, how to improve instruction through scientific research, and how to manage people, data and processes.

Through mentorship and time management, education leaders play a significant role in enhancing the academic competencies of students. This study is designed out from the utmost desire of the researcher to learn from the informant's point of view and their firsthand experiences in their practice in order to know the leader's fundamental nature of knowledge especially in the academic discipline.

Research Questions

The aim of the study was to explore the philosophy of practice and management among the selected educational leaders: a cross-case analysis study. Specifically, it sought to answer the following questions:

1. What is the profile of the informants in terms of:
 - 1.1. educational attainment;
 - 1.2. length of service;
 - 1.3. nationality
 - 1.4. country of assignment?
2. How did the experiences of the globally-minded education leaders construct their philosophy on leadership and management practices?
3. How are their philosophies manifested that leads to significant events experienced or towards overcoming challenges?
4. What are the recommendations suggested base from the findings of the study?

Methodology

Research Design

The explorative case study method followed by the multiple case study tradition. There were eight global leaders from various schools who were being interviewed about the topic. Several case studies used holistic or embedded design. Holistic design is concerned with the whole character of the case, whereas embedded design is concerned with more than one unit of analysis. According to the latest review of case study method however, with unfamiliar situations or ones for which there is little theoretical background, the researcher might not have known which conditions are relevant or important, there may be few examples to study, especially compared to the number of conditions that must be accounted. (Yin, 2017). Cross-case analysis is a method of investigation that can be derived from single case studies of world leaders. The researcher will argue that the mustering of case information occurs when the researcher collects case knowledge from informants, compares and contrasts their statements, and therefore develops new knowledge. In this study, recorded interviews and personal observations were used to disclose more features of the phenomena and demonstrate its vitality.

Cross-case analysis among educational leadership and management philosophy. This study, made extensive use of cross-case analysis technique, which permits the resemblance and diversity of the events, actions, and procedures that serve as the units of analysis for the education leaders' many cases. Despite the vast scope of the study, the researcher used inclusion and exclusion criteria to select informants who represented education leaders from various schools.

Participants

The study's informants were eight academic leaders who are currently practicing from the Philippines, the United Arab Emirates, and the United States. These are leaders who are leading high office in different institutions and agencies and are shaping a vision of academic success for all students, aiming for academic excellence and creating an innovative and flexible learning environment, cultivating global leadership that exemplifies the best version of themselves including instruction through scientific researches and managing people in diverse environment. In qualitative studies, only a few respondents were obtained as long as the data from the respondents are in-depth, nuanced, and elaborate.

The following are the inclusion and exclusion criteria for educational leaders: (a) currently works as Education Leader; (b) a PhD or Master's degree program graduate; (c) attended multiple leadership and management seminars; and (d) attended related trainings and workshops for leadership improvement. The global leaders need to have years of experience because by that time, at least, they already have enough knowledge about the phenomenon to communicate. They should have at least enrolled or completed PhD degree or Master's degree program and should manage and lead teachers and students in diverse settings, and are collaborating with educators and stakeholders. This should mean that they are educationally qualified and are attending meetings, forums, seminars, trainings, strategic planning, and other events and activities in an International or National settings. Finally, educational leaders must have participated in the activities listed above to supplement and complement the challenges presented in the school program. They must be knowledgeable in leadership and management, and able to communicate their knowledge with stakeholders. Informants have complete control over their participation in the study and may withdraw at any moment.

Procedure

The researcher submitted the Title of the study to the Dean of the Graduate School, and was assigned with an adviser. Once the title of her research study has been approved, the adviser serves as a guide of the researcher's journey in her study and gave comments and feedbacks on the research. However, no literature on the subject will be examined in order to use the "bracketing" strategy to avoid consuming the apriori (Polit & Beck, 2012).

The researcher met with her mentor and with the members of the panel to confirm the protocol, and numerous changes were made to ensure that the study achieved normal merit. Before collecting data, the researcher was instructed to follow the procedure of the Institutional Review Board (IRB). After complying with the IRB Qualitative specialist's advice and gave their comments, the

researcher proceeded with data collection, coding, and interpretation of the collected data. After receiving the "notice to proceed" from the IRB manager. The researcher plan her interview with the competent informants she had identified. The researcher constructed the dissembling word-matrix. Expert psychologists evaluated the terms used by the researcher, particularly their words, as well as the researcher's field notes. Because the researcher was dependent on the availability of the specialists, this process took several months in a regular setting but was comprised in a short term basis with the help of these experts. The researcher clustered topics based on the information received from the informants during the reassembling process. On the following procedure, the researcher sought the assistance from her mentor. Through the application of the collected reading materials, the researcher reviewed their qualifications, leadership skills, management skills, major significant events, and challenges encountered during the interpretation process. Her counsel recommended the proper techniques to create a conclusion during the concluding phase.

Data Analysis

Deductive thematic analysis (Braun & Clarke, 2006). This was used to explore the textual information that would be obtained from the interviews and to identify frequent and salient themes within the textual data. The phases of thematic analysis would be followed: First, the interview transcripts was familiarized. Second, a line-by-line coding was conducted to generate initial codes. Third, the whole data was then grouped under similar codes and then was sorted into initial themes. Fourth, the derived themes was then be reviewed and refined in terms of their relationship to each other to finalize the main themes and possible subthemes. Finally, the original transcripts was reviewed to ensure the actual data would support the final main themes and subthemes.

The data in the database was disassembled in the second phase, which was a formal coding technique in the form of a word matrix, with each line of each informant's utterances having a line number and a coded transcription number.

Reassembling (rearranging method) was the third phase, which were less mechanical and was used to aid in the researchers' intuition in detecting emerging patterns by clustering the various analyses into sub-themes that formed part of the principal theme of each chapter. The arraying of data aided in the discovery of patterns, allowing the researcher to expound on each chapter using the word matrix.

The fourth part was the interpretation, which provided the researcher's personal interpretation of arrays. This phase was the peak of the analysis, bringing everything together. The final phase was the fifth and final phase. It concentrated on a specific set of conditions (Yin, R.K. 2011). The content of the cases will be finalized in this step, and the construction of the abstract generalization, which were used in the conclusion or philosophical statement were facilitated.

Ethical Considerations

The researcher addressed ethical concerns. Because the standards sometimes collide with the goal to create rigorous proof, ethics was a challenged. Before the study began, each participating school in the Philippines, the United Arab Emirates, and the United States of America received informed consent and informant's authorization. Informed consent indicates that the informants were provided enough information about the study, understand it, and were able to choose whether or not to participate voluntarily. In this study, fully informed consent were entailed "communicating the following pieces of information to informants: informant status, study goals, type of data, procedure, nature of commitment, participant selection, potential benefits and risk" if applicable, confidentiality pledge, voluntary consent, and contact information." The informants signed the informed consent form and agree to the research's terms and conditions.

Within the planning phase of the study, the researcher thought carefully about ethical considerations and asked the informants if their human rights were adequately protected. The questions were designed based on global leaders' own experiences in managing and leading educational programs. Obtaining informed consent and participant authorization were critical procedures for protecting the study's informants. Informed consent allowed the study participants to withdraw or decline their participation at any time. This study, however, allowed participants to withdraw.

The prospective informants were given consent information orally or in writing once they are being requested to participate in the study. Written warnings were not considered to be used to replace oral explanations, which allowed for more details and allow informants to question and "screen" the researcher (Polit & Beck, 2012).

The informed consent were documented by the researcher having informants sign a consent form. Because the form was needed to offer extensive information about the research's goal, using a separate authorization form was useful in protecting the education leaders' confidentially. An integrated authorization and consent form was sufficient if the research goal was not sensitive. Anonymity was maintained through maintaining confidentiality and not tying informants to their information. For example, if a group of global leaders' demographic data is collected, the coding and analysis of the data was not linked to the informants' personal information. Information was kept private.

For example, if a researcher will examine education leader records that have been stripped of all identifying information (e.g., name, social security number, and so on), anonymity will be restored. A promise of "confidentiality" means that any information provided by informants will not be publicly publicized in a way that will be used to identify them, and will not be accessible to others. This means that the study information were shared with strangers or anyone known to the informants (e.g., relatives) unless the informants was

expressly consented. A certificate of confidentiality was issued to avoid the potential of coerced, involuntary disclosure of sensitive research information. This was actively noted in the research.

Even if the study was not government-funded, any research that involves the collecting of personally identifiable, sensitive information may be eligible for a certificate. Information will be considered sensitive if its release will harm informants' financial standing, employability, or reputation, resulting in discrimination, information about a person's mental health, and genetic information. The researcher and informants were protected by a certificate of confidentiality against the forced disclosure of research data in a variety of situations. The researcher was able to deny the revelation of identifying information about the study informants in any civil, criminal, administrative, or legislative process at the national or municipal level with the certificate. The secrecy certificate assisted the researcher in achieving her research goals without risking involuntary disclosure and aided in the recruitment of informants.

The researcher obtained the certificate in order to tell potential informants about this important safeguard in the permission form, and any intended exceptions to those rights were highlighted.

The researcher showed respect for the informants and take steps to reduce emotional risks by paying close attention to the nature of their interactions with them. For example, she was always cordial and polite, asks thoughtful questions, and was aware of cultural and linguistic differences. More formal tactics were used by the researcher to communicate respect and concern for the informants' well-being. For example, after data collecting were concluded, it may be good to arrange debriefing sessions to allow informants to raise questions or voice grievances. Debriefing was especially critical in this study if data gathering will be unpleasant or if ethical norms will be "bent" (Polit & Beck, 2012).

The researcher was frequently dedicated to the objectivity of the risk and benefit assessments in this research. The researcher keep an eye on measures to preserve informants' rights and avoid any potential for self-evaluation bias. Normally, the study's ethical aspects were subjected to an external evaluation. The whole scope of informed consent include communicating to participants the following pieces of information, which were reflected in the Informed Consent Form:

Participant status. Education leaders who need to comprehend the study process will be potential informants. They were told that the information they supply were solely be utilized for study.

Study goals. The research's overall goals were described in layman's terms rather than technical terminology. The description of data was the application of which.

Type of data. The education leaders were informed about the kind of data that will be collected.

Procedures. The education leaders were provided a description of the data collection techniques as well as the procedures that will be employed in any data processing and analysis.

Nature of the commitment. The expected time commitment at each point of contact, as well as the number of encounters within a specific time range, were communicated to global leaders.

Sponsorship. The school partially funded the study in exchange for discounts because the researcher enrolled to higher education and the research was part of the researcher's academic requirements.

Participant selection. The education leaders were briefed how informants was chosen and how many people were interrogated.

Potential risks. Any predictable hazards (physical, psychological, social, or economic) or discomforts were communicated to global leaders, as well as measures to mitigate those risks. If necessary, the probability of anticipated dangers were considered. Prospective informants were advised to seek counsel before consenting when the dangers are greater than negligible.

Potential benefits. Specific benefits to informants, if any, as well as potential benefits to others, were described.

Alternatives. Informants were informed about alternative procedures or treatments that were beneficial to them if necessary.

Confidentiality pledge. The education leaders ensured that their privacy were always protected. These were noted if anonymity was assured.

Voluntary consent. The researcher stated that participation was entirely voluntary and that failing to do so will not result in any penalties or rewards being lost.

Right to withdraw and withhold information. After consenting, the global leaders were informed that they had the option to withdraw from the study or withhold any specific piece of information. The researcher identified the circumstances in which the study has been terminated.

Contact information. In the case that the participants had additional questions, comments, or concerns, the researcher informed them of who they will contact.

Prospective informants were typically given consent information orally or in writing when they were being recruited. Written



announcements, on the other hand, did not replace verbal explanations, which will allowed participants to asked questions and "screen" the researcher.

Results and Discussion

The research design method used for this paper is an exploratory case study. It answers the questions of how, why and what. Thus, exploring a phenomenon in the context of leadership and management practices and will be described in depth in each case.

It specifically answers the following questions;

What is the profile of the informants in terms of:

Educational Attainment

Table 1.1. *Educational Attainment*

<i>Educational Attainment</i>	<i>f</i>	<i>Percentage</i>
EdD/PhD Graduate	3	38%
With EdD/ PhD Units	0	0%
With MAED/MAT Units	0	0%
MAED/MAT Graduate	5	63%
Total	8	100%

In table 1.1, it shows that majority of the informants are MAED/MAT Graduate with 63 percent followed by EdD/PhD Graduate with 38 percent.

Length of service

Table 1.2. *Length of Service*

<i>Length Of Service</i>	<i>f</i>	<i>Percentage</i>
5 years and below	0	0%
6-10 years	2	25%
11-15 years	3	38%
16- 20 years	1	13%
19 years and above	2	25%
Total	8	100%

In terms of the Length of Service of the informants 11-15 years ranked 1 followed by 19 years and above and 6-10 years and 16-20 years ranked last.

Nationality

Table 1.3. *Nationality*

<i>Citizenship</i>	<i>f</i>	<i>Percentage</i>
Filipino	7	87%
Non-Filipino	1	13%
Total	8	100%

The nationality of most of the informants are full-blooded Filipino while there is one Caucasian.

Country of assignment

Table 1.4. *Country of Assignment*

<i>Country Of Assignment</i>	<i>f</i>	<i>Percentage</i>
USA	1	13%
UAE	4	50%
PH	3	38%
Total	8	100%

About fifty percent country of assignment as shown in table e. are from United Arab Emirates followed by Philippines and USA.

Table 2. *How did your experiences being the top leader of your Institution construct your philosophy on leadership and management practices?*

<i>Reference No.</i>	<i>Transcripts of Data</i>	<i>Concepts</i>
C1	The obstacles you encounter will arise from several directions: with students, parents, directors, or with the various roles and responsibilities you have got to keep up. These challenges will be lack of cooperation, sympathy and support; not enough time to plan; and maintaining with the expectations of the upper management.	Facing challenges
C2	Opportunities. I learned to put people first and above all as they, especially the teachers or front liners are primary staff who take the responsibility	Uplifting others before oneself



C3	It has helped mold my philosophy on leadership which is based on servanthood and management that is macro but keeping abreast of the key developments in various areas of an organization	Assisting and helping others
C4	Clearer perspective on the identification of issues and gaps.	Well informed with regards to issues
C5	Those experiences both positive and negative to be the basis of better philosophies in my management style.	Learning from both positive and negative experiences
C6	Results of my actions and allowed me to adjust and improve and corresponding adjustments allowed me to gather data and information that I was able to use to analyze trends and make critical decisions that, through time, became a basis of my leadership and management philosophy.	Lessons learned from experiences
C7	Every experience as a training ground to become an effective and efficient leader. For every mistake we've made we learnt from it and we become a stronger leader.	
C8	I have mastered enough confidence to discharge my duties as an educational leader combining my learned theories on leadership and management.	Confidence to Lead

Concepts	Themes
• Facing challenges	Challenges
• Encouraging others	Uplifting others
• Assisting and helping others	
• Learning from both positive and negative experiences	Learned lessons
• Lessons learned from experiences	
• Learning from the mistake	
• Well informed with regards to the issues	Confidence
• Being confident to lead	

Theme 1: Challenges

This theme is based on the problems the informants encountered, which they used as inspiration to improve on a worldwide scale in the practice of education. As stated by C1 the obstacles encountered will arise from several directions: with students, parents, directors, or with the various roles and responsibilities as educators. These challenges are as follows ; lack of cooperation, sympathy and support; not enough time to plan; and maintaining the expectations of the upper management.

Theme 2: Uplifting others

This theme highlights the significance of knowing how to inspire, support, and help others as an academic leader who practices good leadership and management, especially those who work in the institution where we belong. Moreover, C3 states “It has helped mold my philosophy on leadership which is based on servanthood and management in a macro level while keeping abreast of the key developments in various areas of an organization.”

Theme 3: Learned Lessons

This theme suggests that the vast majority of the informants value the lessons they have gained from their experiences as academic leaders, both the negative and positive experiences. According to C6, results of those actions will allow people to adjust and improve. It is necessary to gather data and information to analyze trends which would serve as the basis of a particular philosophy in leadership and management

Theme 4: Confidence

This theme emphasizes the necessity for Academic Leaders who practice good leadership and management to be aware about relevant issues in the institution and to have faith in their ability to do the work. C8 states “I have mastered enough confidence to discharge my duties as an educational leader combining my learned theories on leadership and management.”

Table 3. *How are these philosophies manifested influence significant events experienced or towards overcoming those challenges?*

Reference No.	Transcripts of Data	Concepts
C1	I value the opinion of others, respect their beliefs and ideas. To inspire and lead them through action is what keeps me going as a leader and to behave with decisiveness, authority and power.	Valuing and respecting other’s opinions.
C2	Enabled me to lead the teachers and teaching assistants effectively as I guide them to make wise decisions based on the requirements of the clients and the company.	Making wise decisions leading to effectiveness. Sound decision making that would serve both the company and the clients.
C3	Believer of leadership by example, so I endeavor to be involved in all key activities	Engaging all activities Leading by modelling
C4	These interventions developed to address governance and quality i.e. malnutrition, reading comprehension and infrastructure are considered	Creating Intervention Program to address challenges.



C5	potent tools to address the challenges facing education. I become more resilient to challenges, becoming less emotional in terms of dealings to destructive criticisms. I learned to prove myself able to handle complex tasks and finish things as soon as possible and remained positive and open minded.	An authentic and responsible leader Resilience, less emotional and Open-mindedness
C6	Consistency of actions, and keeping in line with my plans help achieve my goals. Patience, anticipation and risk management are important aspects of the plan to help overcome challenges.	Steadiness with perseverance Consistency of action, Patience and risk management
C7	Always consider the heart of every employee because if they are satisfied with the benefits and the working environment is superb, they will work productively.	Empathy towards colleagues and the needs of others by providing better working environment and benefits.
C8	I always have in mind those philosophies coupled with a bunch of worthwhile efficiencies.	Mindfulness

<i>Concepts</i>	<i>Themes</i>
<ul style="list-style-type: none"> • Value and respect • Empathy towards colleague • Engaging all activities • Effective interventions • Making wise decision leading to effectiveness • Mindfulness • Steadiness with perseverance • An authentic and responsible leader 	<p>Courtesy</p> <p>Actively engaged</p> <p>Sapient and persisted</p> <p>Effective leadership</p>

Theme 1: Courtesy

This theme underlined how informants value and respect their coworkers as individuals, they exhibit empathy for others and believe that having strong working relationships with their coworkers would make their workload more manageable. According to C1 he values the opinion of others, respect their beliefs and ideas. To inspire and lead them through action is what keeps him going as a leader and to behave with decisiveness, authority and power.

Theme 2: Actively engaged

This theme emphasizes that in order to be a good leader, a person must actively participate in all activities and find answers to the issues that their organization is experiencing. As C3 states “I am a believer of leadership by example, so I endeavor to be involved in all key activities”. Moreover, C4 stated that as an academic leader one has to develop intervention programs to address governance and quality including malnutrition, reading comprehension and infrastructures that are considered potent tools to address the challenges facing education.

Theme 3: Sapient and persisted

According to this theme, a leader must be educated and persistent, making sensible decisions that result in effectiveness. They should be mindful, steady, and persistent in order to overcome challenges in the work field. C6 states that “consistency of actions, and keeping in line with my plans help achieve my goals. Patience, anticipation and risk management are important aspects of the plan to help overcome challenges.”

Theme 4: Effective leadership

This theme stresses the fact that in order to be referred an effective leader, a person must not only lead but also be genuine and accountable. C5 shared that she become more resilient to challenges, becoming less emotional in terms of dealings to destructive criticisms. Learned to prove myself able to handle complex tasks and finish things as soon as possible and remained positive and open minded.

Table 4. *How did you prepare and develop yourself for the position assigned to you?*

<i>Reference No.</i>	<i>Transcript of Data</i>	<i>Concepts</i>
C1	Focus on my skills and abilities to point out that I’m able to accomplish nice things and evaluating work ethics and talent to accomplish tasks with efficiency.	Focusing on something with great outcomes Staying focused
C2	I knew the need for me to learn and adapt to pedagogy.	Learn and Adapt
C3	Fell into the role as head of the family.	Being responsible
C4	I need to read DepEd and Inter-agency issuances to be updated on legal bases. Second, I must visit the schools (grassroots level) to know.	Very informative with sequence Being updated and well informed
C5	I have my PhD degree pursued and continued and with the strategies I have experienced in my previous work.	Education and experience



C6	Research and benchmarking. Flexibility in terms of application and common sense.	Workable Benchmarking and common sense*
C7	Ask advice from the experts. Stay focus, decisive and pray always.	Consulting to the experts and being faithful Get a mentor and being Religious*
C8	My degree catapulted me to my present position.	Molded by present job

Concepts	Themes
<ul style="list-style-type: none"> Focusing on something with great outcomes Learn and adapt Educational experience Workable Molded by present job Consulting to the experts and being faithful Being responsible Very informative with sequence 	Determined Work related Experts consulting Responsible Informative

Theme 1: Determined

With this theme, in order to be prepared and develop that the position assigned to you is you need to be determined, achieving your goals regardless of the challenges you might experience; focusing on something with great outcomes, learn and adapt. As stated in C1 “Focus on my skills and abilities to point out that I’m able to accomplish nice things and evaluating work ethics and talent to accomplish tasks with efficiency.” Also C2 states that “I knew the need for me to learn and adapt to pedagogy.”

Theme 2: Work Related

According to this theme, work hard in your job skills to seek growth opportunities; educational experience. As stated in C5 “I have my PhD degree pursued and continued and with the strategies I have experienced in my previous work” also C6 states that “Research and benchmarking. Flexibility in terms of application and common sense” another respondent said that “My degree catapulted me to my present position”

Theme: Experts Consulting

According to this theme, experts consulting bring knowledge and have the domain expertise to recommend, implement, and even develop solutions; as stated by C7 “Ask device from the experts. Stay focused, decisive and pray always”

Theme: Responsible

This theme asserts that being responsible means being dependable, keeping promises and honoring your obligations, as stated in C3, “fell into the role as head of the family”

Theme: Informative

According to this theme, being informative means you already know what to do what comes next and being able to act with order/sequence. As stated in C4 “I need to read DepEd and Inter-agency issuances to be updated on legal bases. Second, I must visit the schools (grassroots level) to know”

Table 5. How do you keep updating yourself in the current practice in the academe?

Reference No.	Transcript of Data	Concepts
C1	It is important to be considerate of others' feelings and use everyone's passion permanently. I value the opinion of others, respect their beliefs and ideas.	Value and respecting others
C2	Living and Learning Globally.” This course covers topics like sustainability, 21st century learning, and other current global academic concerns.	Global academically inclined
C3	Since RHSLI uses the School of Tomorrow (SOT) curriculum, the updates have come largely from the trainings & fora afforded by the system or SOT.	Technological advances
C4	In the academe, I must submit, present and publish research proposals for me to be relevant.	Consistent with the work
C5	By reading updates in the net and constantly check how the other institutions are doing and innovate strategies and then come up with in our own better strategy.	Socially aware
C6	Research, benchmarking, and involvement in relevant activities.	Involvement in research
C7	Read journals/news. Attend seminars/symposiums.	Widening skills and knowledge
C8	Full engagement with the department where I belong	Active engagement

Concepts	Themes
<ul style="list-style-type: none"> Value and respecting others Consistent with the work Global academically inclined 	Respectful Steadiness Globally engaged



<ul style="list-style-type: none"> • Socially aware • Involvement in research • Widening skills and knowledge • Active engagement • Technological advances 	Adaptive
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Theme 1: Respectful

With this theme, updating yourself in the current practice in the academe is being respectful you accept somebody for who they are, even when they're different from you or you don't agree with them. C1 states “It is important to be considerate of others' feelings and use everyone's passion permanently. I value the opinion of others, respect their beliefs and ideas”

Theme 2: Steadiness

According to this theme steadiness is being consistent with the work, Consistency in work entails delivering the same caliber of work over an extended period of time. C4 states that “In the academe, I must submit, present and publish research proposals for me to be relevant”

Theme 3: Globally Engaged

The theme asserts that Global involvement is a catch-all phrase describing how universities foster global competence through internationalizing both classroom and extracurricular learning. Looking at ways to entice international students to enroll in study abroad programs on your campus might be the first step in launching global engagement initiatives. C2 states “Living and Learning Globally.”

This course covers topics like sustainability, 21st century learning, and other current global academic concerns, and C5 “By reading updates in the net and constantly check how the other institutions are doing and innovate strategies and then come up with in our own better strategy” while C6 “Research, benchmarking, and involvement in relevant activities” and C7 “Read journals/news. Attend seminars/symposiums” lastly C8 “Full engagement with the department where I belong”

Table 6. *What are your greatest strengths?*

Reference No.	Transcript of Data	Concepts
C1	A strong leader will clearly and briefly communicate goals, tasks and alternative structure needs to their team. Leaders ought to be masters in written and verbal communication to confirm expectations are given to their workers in a very approach they'll perceive.	Communication Skills
C2	Winning the trust of employees through fair treatment for everyone, sound objective judgment, and transparency to all levels in the institution.	Fair treatment
C3	Strategy has always been one of my favorite topics which I have been exposed to over a number of decades	Plan of action
C4	My listening skills are at its best. I can articulate my thoughts and can write a news articles for DepEd, as designated division information coordinator.	Listening skills
C5	My patience and kindness to everyone coupled with firmness to achieve goals.	Compassion
C6	Patience, flexibility, common sense, and attention to detail.	Fortitude
C7	Human Relations/ Collaborating with other companies or institute	Collaborating with other companies
C8	Navigating politics is my key in realizing my dreams as an educational leader.	Navigating politics

Concepts	Themes
<ul style="list-style-type: none"> • Communication skills • Listening skills • Fair treatment • Compassion • Fortitude 	Effective communication
<ul style="list-style-type: none"> • Plan of Action • Collaborating with other companies • Navigating politics 	Endurance
	Action plan
	Partnership
	Navigating Work Politics

Theme 1: Effective Communication

With this theme, it asserts that the respondent has an effective communication with communication skills and listening skills. As the C1 respondent states that “A strong leader will clearly and briefly communicate goals, tasks and alternative structure needs to their team.

Leaders ought to be masters in written and verbal communication to confirm expectations is given to their workers in a very approach they'll perceive” while the C4 states that “My listening skills are at its best. I can articulate my thoughts and can write news articles for DepEd, as designated division information coordinator”



Theme 2: Endurance

According to this theme, an endurance in which the ability to exert itself for the longest period of time such as a fair treatment, a compassion to others and a fortitude. As C2 states that “Winning the trust of employees through fair treatment for everyone, sound objective judgment, and transparency to all levels in the institution” and C5 states that “My patience and kindness to everyone coupled with firmness to achieve goals” while C6 states “Patience, flexibility, common sense, and attention to detail”

Theme 3: Action Plan

A theme asserts an action plan, as C3 states that “Strategy has always been one of my favorite topics which I have been exposed to over a number of decades”

Theme 4: Partnership

A theme that enlighten partnership utilizing relationships both inside and outside the company to produce concepts, find answers, and accomplish shared objectives. Open, sincere, and fruitful communication is the foundation of any collaboration that is truly successful and yields results for both collaborators. As C7 states that “Human Relations/ Collaborating with other companies or institute”

Theme 5: Navigating Organizational Politics

A theme suggests of navigating politics as C8 states that “Navigating politics is my key in realizing my dreams as an educational leader”

Table 7. *What are your weaknesses?*

<i>Reference No.</i>	<i>Transcript of Data</i>	<i>Concepts</i>
C1	I get impatient once projects run past the deadline. I’m a disciplinarian for due dates and get uncomfortable when work isn’t completed on time.	Disciplinarian that stick to the time given
C2	I need to work more on Excel and other MS apps. Academic Exposure: I have led K12 for only a year.	Technical skills
C3	I have been profiled as “risk averse” which focuses my energy on analysis to help identify & mitigate the risks while pursuing new opportunities. Sometimes, the analysis can take more time than desired.	Risk averse
C4	None, so far.	None
C5	Too good at times, people tend to abuse	Misuse
C6	I have too much in plate that I sometimes become a bottleneck.	Too much work
C7	Being kind, I realized that sometimes we need to say NO to avoid being abused.	Assertive
C8	I am emotional sometimes but I keep on reminding myself to rise above my emotions.	Being positive

<i>Concepts</i>	<i>Theme</i>
• Misuse	Work responsibilities
• Too much work	
• Technical skills	Lack of Expertise
• Risk averse	Reluctant
• Assertive	Firm
• Being positive	
• Discipline	
• None	Nothing

Theme 1: Work Responsibilities

This theme asserts that employee completes all of their job duties stated professionally and to the best of their ability. C5 states that “Too good at times, people tend to abuse” while C6 also states that “I have too much in plate that I sometimes become a bottleneck”

Theme 2: Lack Expertise

According to this theme, an expertise has a technical skill that produces ability to do a certain work. As C2 stated “I need to work more on Excel and other MS apps Academic Exposure: I have led K12 for only a year”

Theme 3: Reluctant

A theme states not willing to do something and therefore slow to do it, a C3 indicates “I have been profiled as “risk averse” which focuses my energy on analysis to help identify & mitigate the risks while pursuing new opportunities. Sometimes, the analysis can take more time than desired.

Theme 4: Firm

A theme indicates that beings firm means you behave in a way that shows that they are not going to change their mind or that they are



the person who is in control. As C7 states “Being kind, I realized that sometimes we need to say NO to avoid being abused” while C8 states that “I am emotional sometimes but I keep on reminding myself to rise above my emotions” and C1 states that “I get impatient once projects run past the deadline. I’m a disciplinarian for due dates and get uncomfortable when work isn't completed on time”

Table 8. *What are your current projects?*

Reference Number	Transcript of Data	Concepts
C1	Curriculum Development for K12 programs and Short-Term Courses useful for OFW’s and their dependents.	Curriculum development
C2	Hiring K12 teaching and teaching assistant staff who are “best fit” to our specific requirements.	Hiring the right professionals
C3	The completion of the renovations & repairs of the facilities of RHSLI.	Remodeling of buildings
C4	As the division testing coordinator, I’m hosting the Programme for International Student Assessment (PISA) 2022 National Coding here in Cebu. And, we had just concluded the National Achievement Test for Grade 6 and ELLNA for Grade 3.	Coordinating events
C5	Big events in the entertainment industry to promote our school to the public.	Promoting the school
C6	Setting up more branches in different countries and accreditation.	Investing abroad
C7	Providing jobs to our graduates locally and internationally.	Providing opportunities
C8	- Establishment of the first 26 DepEd-run farm schools in the country - Establishment of the first School Heads Academy in the country - Educational innovation showdown across the levels	Developing school projects

Concepts	Themes
<ul style="list-style-type: none"> • Curriculum development • Developing school projects • Coordinating events • Promoting the school 	Continual improvements in education
<ul style="list-style-type: none"> • Remodeling of building • Hiring the right professionals • Providing opportunities • Investing abroad 	Constructing educational facilities Hiring competent educators
	Extending globally

Theme 1: Continual improvements in education

This theme reveals the informants' desire to keep enhancing their institutions through curriculum development, the establishment of initiatives and programs that benefit the institution and its students, and the planning of events and activities that would raise public awareness of the institution. Moreover, the current project of C1 is to develop curriculum that are beneficial for K12 programs and Short-Term Courses useful for OFW’s and their dependents. C5 indicates that his current project is to organized big events in the entertainment industry to promote their school to the public.

Theme 2: Constructing educational facilities

This theme makes clear that the informant's current project involves constructing new facilities for use by teachers and students. As stated by C3 “the completion of the renovations & repairs of the facilities of RHSLI.”

Theme 3: Hiring competent educators

This theme reveals the informants' goal to hire the best academic staff members for the institution and give them chances to advance their academic careers. C2 stated that hiring K12 teaching and teaching assistant staff who are “best fit” to their specific requirements is his current project. Also, C7 have revealed that providing jobs to their graduates locally and internationally is his current project.

Theme 4: Extending globally

This theme reveals the informant's ambition to advance his academic career abroad and create new educational prospects in many nations. As C6 stated that setting up more branches in different countries and accreditation is his current project.

Table 9. *How do you handle complex tasks?*

Reference Number	Transcript of Data	Concepts
C1	Collaboration among executives, that facilitate cooperation and determine the new complexness of groups needs firms to extend their capability to expand their thinking as future leaders of the company.	Active collaboration with the group
C2	Creating comprehensive plans, planning with the team, assigning leaders and teams for the tasks, chunking the tasks, constant monitoring/tracking, document, and staff support.	Forecasting with team members
C3	All these years of handling organizations has taught me that there is no complex task that cannot be completed if would do the following:	Assigning specific tasks among the group members



- Enquiring job position
 - Appreciation of others
- Gratitude

Theme 1: Evaluating performance

This theme highlights the informant's observations regarding the significance of monitoring group members' performances as a key component of the job of a global educator. As stated by C1, “performance Management helps you track your employees' performance and tells you whether they have additional support, will handle a higher-level coaching, or merit a raise.”

Theme 2: Acknowledging challenging tasks

This theme is based on the experiences of the informants in practice and management, which shows that being exposed to challenging tasks, the realities of the assigned tasks, and dealing with difficulties has affected them significantly but also helped them to develop and get better at what they do. As stated by C2, “exposure to challenging situations that requires sound decision making-flexibility, efficient strategy, and even creativity might have affected me significantly.” Also, C4 have mentioned that being realistic, conflict on schedules particularly program/project implementation will surely affect performance.

Theme 3: Determination

This theme illustrates that rewards like recognition as the best employee and compensation for your efforts have motivated the informant to do well at work. As stated by C7, “being awarded as one of the top performing school head in the country, recognized and always appointed for promotion motivated me to work harder, and having an ambition, dreams and aspiration.”

Theme 4: Measuring the work

This theme demonstrates how important job descriptions are to informants' ability to perform their jobs well. C5 stated, “being scrutinized and questioned if I am worthy of the position.”

Theme 5: Gratitude

This theme expresses the informant's gratitude for the colleagues he had. C8 mentioned that people support is always felt.

Table 11. *What are some of the biggest challenges that you have encountered in your practice?*

Reference Number	Transcript of Data	Concepts
C1	Designing and goal setting, management and worker involvement and observation and feedback.	Scheming goals and activities
C2	Staffing. I have been experiencing straggles in closing the staffing requirements since enrollment is still on-going. Currently, we are experiencing the struggles in deficit.	Challenges in staffing
C3	Recruiting individuals to fill-up required roles in terms of training & academic training, and the “no-child-left-behind” policy of the Department of Education as this “puts pressure” on the faculty to “just pass” the student.	Circumstances under the responsibilities
C4	Conflict of policies and ideas between Local Government Units and National Government (e.g. wearing of masks and vaccination requirement).	Implemented local ordinances
C5	People who are jealous and want to take over my position who went down to personal matters.	Jealousy in the workplace
C6	Lack of resources, especially financials and human resources.	Deficiency in resources
C7	Filipinos who have this crab mentality.	Crab mentality
C8	Navigating people is always a challenge.	Crossing with people

Concepts	Themes
<ul style="list-style-type: none"> • Scheming goals and activities • Challenges in staffing • Circumstances under the responsibilities • Crossing with people • Deficiency in resources • Implemented local ordinances • Jealousy in the workplace • Crab mentality 	<p>Establishing and evaluating the group</p> <p>Regulations</p> <p>Toxic working environment</p>

Theme 1: Establishing and Evaluating the group

This theme showed that the hardest hurdles the informants faced in practice were planning goals and activities, difficulties in staffing or hiring the suitable professionals, difficulties with the duties of the job, and navigating people's work as well as deficiency in resources. C2 states “I have been experiencing straggles in closing the staffing requirements since enrollment is still on-going. Currently, we are experiencing the struggles in deficit.” Moreover, C6 mentioned that lack of resources, especially financials and



human resources has always been a challenge.

Theme 2: Regulations

This theme is a reflection of the informant's struggles to follow the local ordinances that have been put in place. As stated by C4 that conflict of policies and ideas between Local Government Units and National Government (e.g. wearing of masks and vaccination requirement) is also a problem.

Theme 3: Toxic working environment

Based on the experiences of the informants, this theme suggests that workplace envy and crab mentality are also significant problems. As shared by C5, “people who are jealous and want to take over my position that went down to personal matters.”

Table 12. *What words of advice can you give to other leaders in the pursuit of globalization of educational system in the whole world?*

Reference Number	Transcript of Data	Concepts
C1	Stop procrastinating; get organized, complete overwhelming, advanced tasks or projects with this bit-by-bit system. Break the duty into chunks. the foremost advanced tasks are promptly handled if you break them up into logical steps and attack them.	Organizing and accomplishing the tasks assigned
C2	Globalization is inevitable. Technology plays a critical role in education and globalization. As technology advances, schools must also upgrade their facilities, equipment, knowledge, and staff.	Utilizing advanced technologies
C3	We are now a global community and this is difficult to reverse and may even be impossible to do so. People are moving from one country to the other in search of better opportunities.	Pursuit for wider and better opportunities
C4	I think it would be best for a country to participate in any reliable international assessment programs to identify the issues and gaps of country’s educational system.	Partaking international events
C5	Don’t settle for traditional practice. Innovate regularly and ride on what is “IN” in the current society.	Open for modern innovation
C6	Planning is important. It is important to align plans with the available resources.	Making advantage of the resources at hand
C7	To focus on their respective goals in order to achieve their vision and mission.	Task prioritization for success
C8	Character, competence, courage, and compassion.	Exhibiting positive traits

Concepts	Themes
<ul style="list-style-type: none"> • Organizing and accomplishing the tasks assigned • Task prioritization for success 	Being responsible
<ul style="list-style-type: none"> • Utilizing advanced technologies • Open for modern innovation 	Technological advances
<ul style="list-style-type: none"> • Making advantage of the resources at hand • Pursuit for wider and better opportunities 	Expand
<ul style="list-style-type: none"> • Partaking international events • Exhibiting positive traits 	

Theme 1: Being responsible

This theme has underlined the need for a leader who aspires to become a global educator to be accountable and capable of planning and completing the responsibilities given. C1 stated, “stop procrastinating, get organized, complete overwhelming, advanced tasks or projects with this bit-by-bit system. Break the duty into chunks”. Moreover, C7 stated that one must focus on their respective goals in order to achieve their vision and mission.

Theme 2: Technological advances

This theme is based on the informants' advice to people aspiring to be global educators to embrace modern innovation, welcome technological advancements, and make the most of available resources rather than settling for outdated methods. As C2 stated that globalization is inevitable. Technology plays a critical role in education and globalization. As technology advances, schools must also upgrade their facilities, equipment, knowledge, and staff.

Theme 3: Expand

This theme highlights the need for aspiring global educators to venture beyond of their comfort zones in search of bigger and better possibilities, participate in global activities, and display admirable qualities.

Moreover, C4 states, “I think it would be best for a country to participate in any reliable international assessment programs to identify the issues and gaps of country’s educational system.”



Table 13. *What are your other plans in the future?*

Reference Number	Transcript of Data	Concepts
C1	Determined. Choices are nearly endless. What precisely I'll do, however, and wherever I'll end up living, I cannot tell currently. However, I'm excited concerning the longer term, and without a doubt I'll end up with some tangible plans down the road.	Continue to be self-determined
C2	The primary goal of the academic institution that I am a part of is to ensure that all our graduates will be future ready in the global setting.	Ensure good quality education
C3	Eventually, a community college to cater to the surrounding community.	Advance the school community
C4	I will attend international research conferences.	Investing in international research
C5	Continue to grow daily, create big projects and aim for excellence by implementing a high standard practice and management.	Implementing high standard courtesies
C6	To set up more branches and get international accreditations from different countries such as the US, UK and other countries in Europe.	Continual innovation internationally
C7	Open other branches not only in Dubai but the rest of the Emirates.	Expanding career internationally
C8	To continuously make a dent in the universe!	Continue growing globally

Concepts	Themes
<ul style="list-style-type: none"> • Continue to be self-determined • Ensure good quality education • Advance the school community • Implementing high standard courtesies • Investing in international research • Continual innovation internationally • Expanding career internationally • Continue growing globally 	Self-determined Continuous advancements in education Persistent worldwide expansion

Theme 1: Self-determined

This theme represents the informant's ambition to stay determined and advance in the realm of education despite the uncertainties of a changing world. C1 states, "Determined. Choices are nearly endless. What precisely I'll do, however, and wherever I'll end up living, I cannot tell currently. However, I'm excited concerning the longer term, and without a doubt I'll end up with some tangible plans down the road."

Theme 2: Continuous advancements in education

This theme illustrates the willingness of some of the informants to continue growing their careers in education by assuring high standards of instruction, enhancing the school community where they work, and applying high standards of courtesy both inside the institution and beyond it. Moreover, C5 said that he wants to continue to grow daily, create big projects and aim for excellence by implementing a high standard practice and management.

Theme 3: Persistent worldwide expansion

This theme suggests that the majority of the informants intend to persist in building their careers globally through attending international research, internal innovation, and continued global expansion. As said by C4, he will be attending international research conferences in the near future. Further, C6 states that his plans is to set up more branches and get international accreditations from different countries such as the US, UK and other countries in Europe.

Thematic Findings Summary

Table 14.

Area	Subthemes	Emergent Philosophy of Education
Experiences	Challenges	Transformative Leadership and Solution-Oriented Leadership Philosophies of Education
	Uplifting others	
	Learned Lessons	
	Confidence	
Manifestations	Courtesy	
	Actively engaged	
	Sapient and Persisted	
	Effective Leadership	
Career Development	Determined	
	Work-related	
	Experts consulting	
	Responsible	



Updating Practices	Informative Respectful Steadiness
Strengths	Globally Engaged Effective Communication Endurance Action Plan Partnership
Weaknesses	Navigating Organizational Politics Work Responsibilities Lack of expertise Reluctant Firm
Best Practices Used	Continual improvement in education Constructing educational facilities Hiring competent educators Extending globally
Approach to Task	Establishing effective teamwork Working diligently
Reflection from experiences	Evaluating performance Acknowledging challenging tasks Determination Measuring the work
Challenges	Establishing and evaluating the group Regulations Toxic Working Environment
Advice	Being Responsible Technological advances Expand
Future plans	Self-determined Continuous advancements in education Persistent worldwide expansion

The table above summarizes the themes that emerged from the qualitative data of the study. It can be drawn from the results that a philosophy of educational leadership can be drawn and are embedded from a wide range of areas. From one’s personal and career experiences, characteristics, values, dispositions, and also the external work environment.

A leadership philosophy in education are sets of beliefs and values that strongly influence how one solve academic issues, Strong educational leadership as guided by a philosophy empowers schools to thrive and be successful. It helps a leader develop the capability and capacity to cultivate the best human potential. It is a roadmap that translates your beliefs, and values into action. Developing a personal leadership philosophy in education involves determining life and work events that impacted your leadership style, identifying personal qualities and values, reflecting on successes, professional priorities, and the goals that you set as a leader. Developing a personal leadership philosophy one must explore and determine who you are or want to become as a leader, the qualities and characteristics that you value and refuse to compromise, and the beliefs that shape your work principles and approaches.

Taken together, it can be inferred that these are the overarching themes based on the themes extracted from the interview questions. These themes represent the emergent philosophy of educational leadership. It can be reflected that one of the emerging philosophies of educational leadership is notion of transformative leadership.

The researcher believes that inspired and informed leadership is crucial to the success of the school. Successful school change requires principals, staff parents, and students to help drive the mission and vision of the school. This reinforces the notions of Brodbeck, Hanges, & Dickson (2020) and Hanges, Javidan, & Dorfman (2020) on the influence of leadership theory on managing an educational institution. The leader must create a collective vision for the school itself. If other individuals see what the leader is excited about, as well as the time and energy put forth towards establishing and maintaining the mission and vision, they will also work toward the common goals of school achievement. A good leader must inspire a pool of quality staff to achieve the goals of the school. In order to be a transformative leader, the leader must involve many successful individuals who are going to make school a triumphant one. When ownership and empowerment is established, change can be managed in a sustainable way that can lay the foundation for improved school performance.

This kind of philosophy is aligned with the notions of servant leadership. A servant leaders educational administration philosophy and

objective centers upon being overly immersed in doing whatever it takes to help both students and teachers succeed academically. A prosperous school community is only built and sustained through setting clear results-driven goals, creating a school culture of high expectations, leading with a sense of urgency, and promoting collaboration among all school stakeholders. As they say, “Leaders don’t create followers, rather they create more leaders.” These are aligned with the literature that tackles this kind of educational philosophy (i.e., Amanchukwu, and Stanley, Ololube, 2018; Berube et al., 2019).

Transformation in an academic organization happens through building capacity in others. This commitment is firmly based on being optimistic and tapping on everyone’s potential. This echoes the findings of Kemaghan (2018) on reflective practice of principalship wherein it is maintained that leading with an optimistic and positive vision of the future improves the chances of leading the school successfully. Focusing on everyone’s potential give opportunities to leverage their uniqueness and talents. Collaborative leadership as articulated by Amanchukwu (2018) is indeed a journey that consists of followers and leaders. It is leading with empathy, listening attentively, seeking to understand, and leveraging the experiences and talents of others fully.

In addition, it can also be inferred from the results of the qualitative interviews that another emergent philosophy of education based on their responses is the notion of solution-oriented educational philosophy. There are leaders who believe that challenges in managing a school represents stressful problems and often become pessimistic. Every time new challenges arise; it results to struggles in motivating the team. But there are leaders that feel enthusiastic about challenges. They do not focus on the problems but instead they focus on seeing the challenges and adversities as new opportunities to develop unique solutions. They also understand that being forced to develop new solutions help them and their team member to cultivate and develop new skills that will contribute largely in the success of the organization in the future.

This orientation in educational philosophy is aligned with the ideas outlined by Maeroff (2018) and Peterson (2020). They articulated that a strengths-based school improvement builds on school capacity and inclusive practices. This philosophy enables practitioners to handle critical school situations by identifying and mobilizing individual and group resources. It is a practical process by which to create solutions that help identify and mobilize the skills needed to achieve school changes.

Conclusions

Based from the findings of the study, the researcher arrived to the following conclusions. In order to comprehend the leader's core nature of knowledge, particularly in the academic discipline, this study aimed to know, understand, and learn from the viewpoints and first-hand experiences in the practice of academic leaders. On the other hand, the researcher was eager to publish this study since educational leaders are crucial to improving students' academic abilities.

The researcher conducted interviews with chosen academic leaders from various institutions as part of the cross-case analysis used in the study. The informants were chosen because it has been established that these leaders manage their jobs, responsibilities, and commitments differently. Additionally, these informants have their own ideas about how to run and manage a program in a school that are relevant to the guiding principles of the institution.

According to the information acquired from the informants, obstacles, learning from both good and bad experiences, being self-assured at work, and inspiring others or the individuals they worked with are all part of their experiences with leadership and management methods. In addition, the informants' ideologies demonstrated that leaders valued and respected their work and the people, actively involved in their jobs, intelligent and persevered in their careers, and believed in successful leadership.

Informants improve themselves for the role they have been given by being committed to achieving exceptional results, learning from experience in the classroom, consulting with experts, being loyal, and being accountable. Additionally, the informants stay current with academic practice by networking internationally to expand their knowledge and abilities and incorporate technology advancements.

The informants' statements on their strengths list their ability to communicate, have empathy, be strong, plan ahead, collaborate with other businesses, and handle politics. The informants' flaws also include being overly friendly, lacking in technical expertise, not being very firm, and occasionally being reluctant to take chances.

The tasks that the informants are now working on include creating curriculum, creating school projects, planning events, promoting their institution, renovating school buildings, employing teachers, giving their graduates job possibilities, and investing abroad. In addition, informants complete difficult jobs by forming productive teams and working hard.

Furthermore, the experiences of the informants during their practice and management that significantly impacted their current performance as a designated global education leader included evaluating performance, acknowledging difficult tasks, ambitions as driving motivations, measuring the work, and appreciation of others. On the other side, some of the main difficulties the informants had in their profession included creating and evaluating the group, restrictions, and a toxic work atmosphere.

Aspired educational leaders will be assisted in the goal of the globalization of the educational system in the entire world by planning and completing the tasks assigned, utilizing cutting-edge technologies and being open to contemporary innovation, and participating in international events, according to informants. Finally, the informants disclosed that their future goals include providing high-quality education, developing the school community, putting high standards for courtesies into practice, and extending career opportunities

inside the institution. School leaders must adopt a vision that they believe encompasses the best teaching practices and most valuable learning goals. They must demonstrate that their vision aligns with the core values and ideas of their teachers and must demonstrate that the goals they want to achieve are important.

After careful evaluations on the findings and conclusions of the study, the following recommendations are offered:

Education leaders should assess their own weaknesses and strengths since doing so will enable them to become more effective as learners' influencers.

By participating actively in international activities aimed at advancing education, education leaders should keep developing themselves.

Education leaders must motivate their students to pursue the field of education to help the world have many educators that aims to educate learners most especially to those under-developed countries.

Understanding the philosophy adopted by the leaders help shed light on the ways and practices that are influenced by these philosophies.

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