Unfolding of Filipino School Leadership Experiences in Doha, Qatar

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ABSTRACT

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, particularly in the capital city Doha. The researchers find it significant to examine the experiences of Filipino teachers abroad, due to the rising number of educators and school leaders in Qatar. Romanowski et al. (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) The challenges of being a school leader in international schools in Doha. Four (4) themes emerged from the study with 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 conforming with programs. Theme 4 depicts the Filipino school leaders in conforming with resources. 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.

KEYWORDS: *school leadership, school management, Filipino principals, experiences, culture*

INTRODUCTION

Qatar is one of the destinations of Filipinos to work abroad. 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 researchers 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 researchers find it significant to reexamine it due to the rising number of educators and school leaders in Qatar.

Existing 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.

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. Through this study, the researchers hope to serve as instruments to contribute knowledge that aims to improve Qatar education since school leaders are vital components of educational system that may include Filipino educational managers.

CONCEPTUAL FRAMEWORK

The conceptual framework on 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, 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.
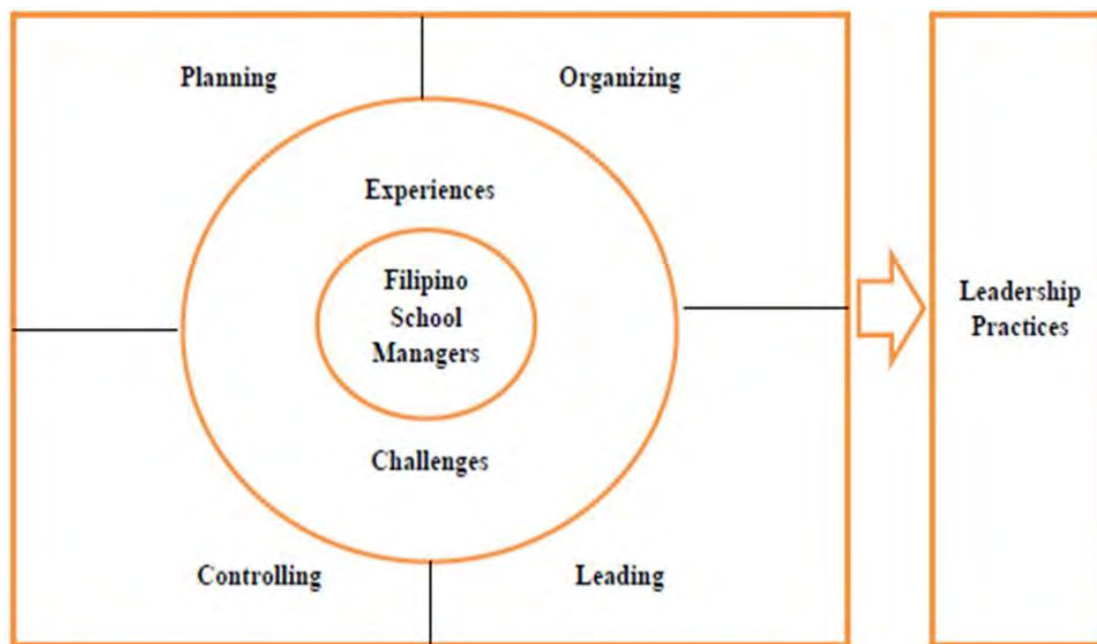

Figure 1. Conceptual framework of the study

Carpenter, Bauer, and Erdogan (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.

RESEARCH METHODOLOGY

The researchers employed a qualitative research approach using phenomenological technique. Participants of the study were asked to join a face to face interview to gain open-ended answers. The main topic to the questions focused on: 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 and prove questions. Another set of interview was held for queries, verifications and clarifications.   This took for about 30 minutes. The participation of the study was purely voluntary.

Data were transcribed and translated in English. Interviews were played again to recheck transcriptions. They were read multiple times to identify each of the participant's focus points for interpretation and analysis of themes.

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 researchers conducted the study in international schools.

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. 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 researchers opted to invite the total of 12 participants to obtain the parametric reliability and validity of the data collected by interview.

RESULTS AND DISCUSSION

Responses were categorized according to themes and subthemes that emerged from Filipino school leaders' planning, organizing, leading and controlling experiences and challenges that reflected their leadership practices. These were obtained from the face-to-face interview with participants. Responses of the participants were presented in themes with the description and sample statement as regards to their experiences, challenges and leadership practices as school managers in Doha.

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

1. Complying with Mandates and Policies

This theme obtained discussions regarding the policies in curriculum, safety and communication.

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

Leaders need to comply with the Supreme Education Council (SEC), Ministry of Education (MOE) and Ministry of Education for Higher Education (MEHE). Qatar History, Islamic studies and Arabic are mandatory subjects (MEHE, 2016). Users of Philippine curriculum should follow the Department of Education (DepEd).

Participant 1: *There's nobody should refuse, because, it's not something that they cannot refuse…especially when it comes to base on policies. Otherwise if you refuse, that becomes illegal…They should comply mandatorily.(P1-1-1)*

Compliance to curriculum is executed since it describes greatly if the education is comprehensive, if it ensures reasonable provision (Stabback, 2016). Mathis (2010) explained in MOE's success, leaders should be firm and use varying strategies through their abilities.

1.2. Complying with Safety Measure Policies and its Challenges

Schools should prioritize safety and the MOE safety measures should be followed.

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… (P6-1-2)*

A participant mentioned that each of the programs have specific laboratory safety requirements such as chemistry, biomedical and physics. The university is monitored by its own safety department such as traffic police and university police to ensure security. Doors need ID cards to access premises to specific personnel.

1.3. Complying with Communication Policy and its Challenges

Answers gathered revealed that there is no direct communication to parents. The reception office or the social workers act as mediators between managers and parents.

Participant 4: *If you have any issue or concerns relay it to the social workers.(P4-1-3)*

Although in the ideal setting, it is imperative that school-parent communication should be healthy. 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 his/her personal telephone number should be publicized and be able to receive calls from the community after work hours to obtain respect (Budge, 2006). Budge, Lock, & Lunay (2012) argued that being a principal is being publicly-owned at any time.

1.4. Complying with School Calendar and its Challenges

Schools that follow Philippine curriculum commemorate Philippine Holidays and Qatar Celebrations to comply with both countries mandates.

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. (P9-1-4)*

Teachers' exhaustion is a challenge to leaders due to extension of instructional support to weak students. Apart from this, there is also a challenge in finishing lessons with the given school calendar days due to holidays. This implies that there is a short period of time to execute the necessary educational standards, same as through with assisting weak students.

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.

2.1. Acclimatizing with Culture of Environment and its Challenges

The first process in resettlement is acclimatization (Kohli, 2011 as cited by Bhabha, Kaniks and Hernandez, 2018). This is the survival of migrants with an environmental shock in a new setting. Eldosougi (2016) mentioned 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.

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. (P2-2-1)*

Acquiring information regarding a country's community was also given emphasis. Cultural sensitivity should be given much consideration when it comes to the smallest details (i.e. taking pictures; parents' approval should be requested). According to Law Number 4 of 2017, violators on 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.(P1-2-1)*

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 and 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. (P4-2-2)*

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.

Participant 10: *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. (P10-2-2)*

2.3. Assimilating with Multi-Oriented Filipinos and 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.

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. (P9-2-3)*

2.4. Having a Subtle Community Involvement and its Challenges

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. (P10-2-4)*

Harmon and Schaftt (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).

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 and its Challenges

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 go there because they speak Arabic. He knows how to speak with them.(P3-2-5)*

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.

3.1. Granting Alternative Assistance for Distant Learners and its Challenges

Under controlling, a participant declared that they have online assessment for students who need to travel.

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.(P2-3-1)*

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 and its Challenges

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. Members of the alumni 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 success 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.(P1-3-2)*

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.

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.(P2-3-2)*

Filipino school leaders face numerous challenges as they continue to pursue for the success 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 and its Challenges

For this section, responses reveal that there is a lack of standard in the recruitment process. Most of the managers were appointed to be in the position and given designation even without any experiences in leading teachers. First-time managers are able to respond to the needs of the position through further personal reading and searching in the internet.

A participant revealed that even without taking professional education courses and no teaching experience, he learned how to manage by being an assistant teacher previously. The participant admits that being an undergraduate is not a hindrance to succeed as a manager. It is believed that success achieved through stepping one stone at a time and doing one's best.

Participant 7: *Because… there are some teachers who I did not hire. I don't have any recommendations about this teacher. Suddenly, the teacher is in the school that the administration hired without considering hiring standards. So the time that they (applicants) came in to the school, there, they cannot make things like this. Which the teachers only can do these things. When I interviewed them, they are not really teacher as 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. It is 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. (P7-3-3)*

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.

4.1. Supplying Material Resources and its Challenges

A participant 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. (P10-4-1)*

In the planning process of Bean, et al. (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 is just being resourceful and creative. ... Honestly some of the teachers are writing a request and they're giving the request letters to the coordinator, and the coordinators are submitting to the management but it will take time. And sometimes, nothing will happen. So, for the teachers not to wait, they are buying from their pockets. (P8-4-1)*

4.2. Utilizing Advanced Technology and its Challenges

Learners who need to travel with their parents can also cope with the lessons and assessments through opening the website. 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.(P1-4-2)*

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. Furthermore, one of the suggested strategies in improving schools includes strengthening improving technology and making smarter investments (Duffet & Farkas, 2014).

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 researchers were 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.(P1-4-3)*

CONCLUSION

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

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.

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.

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 enforcing 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.

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.

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