

Development of a Strategic Development Plan Based on the Management Practices and Challenges of Filipino School Heads in Thailand

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ABSTRACT

This study examined the management practices and leadership challenges of Filipino school heads in Thailand as a basis for developing a strategic development plan. Employing a quantitative descriptive-correlational research design, the study involved 43 Filipino school heads and 154 Filipino teachers selected through purposive and proportionate sampling. Data were gathered using a validated researcher-made questionnaire and analyzed using descriptive and inferential statistical techniques. Results indicated that the school heads possessed diverse demographic and professional profiles, with most belonging to middle adult age groups and holding varied academic qualifications. Management practices in instructional leadership, human resource management, financial management, stakeholder engagement, and school culture were perceived as highly implemented and highly effective. However, teachers consistently rated these practices lower than school heads, revealing perceptual gaps in leadership effectiveness and communication. Challenges related to cultural adaptation, human resource management, curriculum implementation, and external relations were assessed as moderately serious. Significant relationships were found between selected profile variables—particularly age, position, and educational attainment—and both the level of implementation and effectiveness of management practices. Significant perceptual differences between school heads and teachers further underscored the need for improved collaboration and transparency. Based on these findings, a strategic development plan was proposed to strengthen leadership capacity and address contextual challenges in international school environments.

Keywords: *Management Practices of School Heads, Challenges of Filipino School Heads, Strategic Development Plan*

INTRODUCTION

In the last few years, e-commerce has grown rapidly, transforming how consumers shop worldwide, with e-commerce becoming a key part of consumerism today. In the Philippines, there are many large e-commerce stores like Shopee, Lazada, TikTok Shop, Facebook Marketplace and Temu PH that dominate the e-commerce market, so they completely change how consumers search for information, compare products and purchase them (Sitegiant, 2024). They help provide consumer convenience through mobile ease of access to digital stores, easy payment systems and low prices, all of which create more competition in the marketplace and affect the consumer's purchasing decision.

The digital transformation has been heavily influenced by the millennial generation, who are consumers aged 25-40 (born 1981 - 1996) and represent a large segment of technology and business-savvy consumers. They have very high levels of digital literacy, are very convenience-oriented, and earn a lot of money to spend as they have some of the highest

purchasing power of any generation. They represent around 23% of the world's population (World Economic Forum, 2021), they are one of the main reasons e-commerce will continue to increase rapidly in the Philippines. It is anticipated that by 2029, the e-commerce market in the Philippines will reach 31.89% of the total market and will be primarily driven by millennials (Statista, 2024). Millennial consumption and purchasing behaviour is impacted by exposure through social media, mobile e-commerce, and peer-to-peer influence, so marketers need to create targeted marketing campaigns and use data-driven approaches to understand and reach millennials.

Previous studies have identified several factors influencing online consumer behavior and loyalty. Wang and Nuangjamnong (2023) emphasized service quality, customer satisfaction, and trust as key determinants of loyalty in e-commerce settings. Similarly, Nugroho (2020) found that product attributes and lifestyle considerations significantly affect brand-switching behavior among millennials. Income has also been shown to influence trust and loyalty toward online brands, particularly in the fashion sector (Linus et al., 2022). In the Philippine setting, social media dynamics play a substantial role; Sumague and Briones (2022) demonstrated that posting frequency and timing affect purchase intentions, while Dalangin et al. (2021) highlighted the strong impact of influencer marketing on Filipino consumers.

At the regional level, studies suggest distinct e-commerce patterns in Isabela and nearby areas. Managuelod et al. (2023) found that consumers favor digital payment platforms such as GCash due to convenience and perceived reliability, while Bangug et al. (2022) identified cost, convenience, and security concerns as major factors influencing online purchasing among students. Despite these findings, localized research focusing on millennial consumer behavior in Isabela remains limited.

Addressing this gap, the present study examines the factors influencing millennial buying behavior and loyalty in the e-commerce environment of Isabela, Cagayan Valley. Specifically, it explores the roles of service quality, trust, product attributes, income, and geographic context in shaping consumer decisions. By providing region-specific insights, the study aims to support e-commerce businesses in developing effective, localized strategies and contribute to the growing body of literature on digital consumer behavior in emerging markets.

This study identified the management practices and challenges of Filipino school heads in Thailand to inform a development plan. It examined the profiles of Filipino school heads in terms of age, gender, marital status, highest educational attainment, bachelor's degree, position, years of service as a school head in Thailand, number of seminars or training sessions attended, and average monthly family income. The study further assessed the extent of implementation of management practices as perceived by school heads and their teachers, focusing on instructional leadership, human resource management, financial management, stakeholder engagement and community relations, and school culture and climate. It also assessed the effectiveness of these management practices across the same domains, based on both self- and teacher-perceived outcomes. In addition, the study evaluated the seriousness of challenges faced by Filipino school heads in cultural adaptation and communication, human resource management, instructional leadership and curriculum implementation, and external relations and

community engagement. The research examined whether significant relationships existed between the school heads' profile variables and the levels of implementation and effectiveness of management practices, and whether significant differences existed between the perceptions of school heads and teachers. Finally, the study proposed a developmental plan grounded in the results and findings.

The study is anchored in instructional leadership and transformational leadership theories, which emphasize the role of school heads in shaping instructional quality, organizational culture, and collaborative practices.

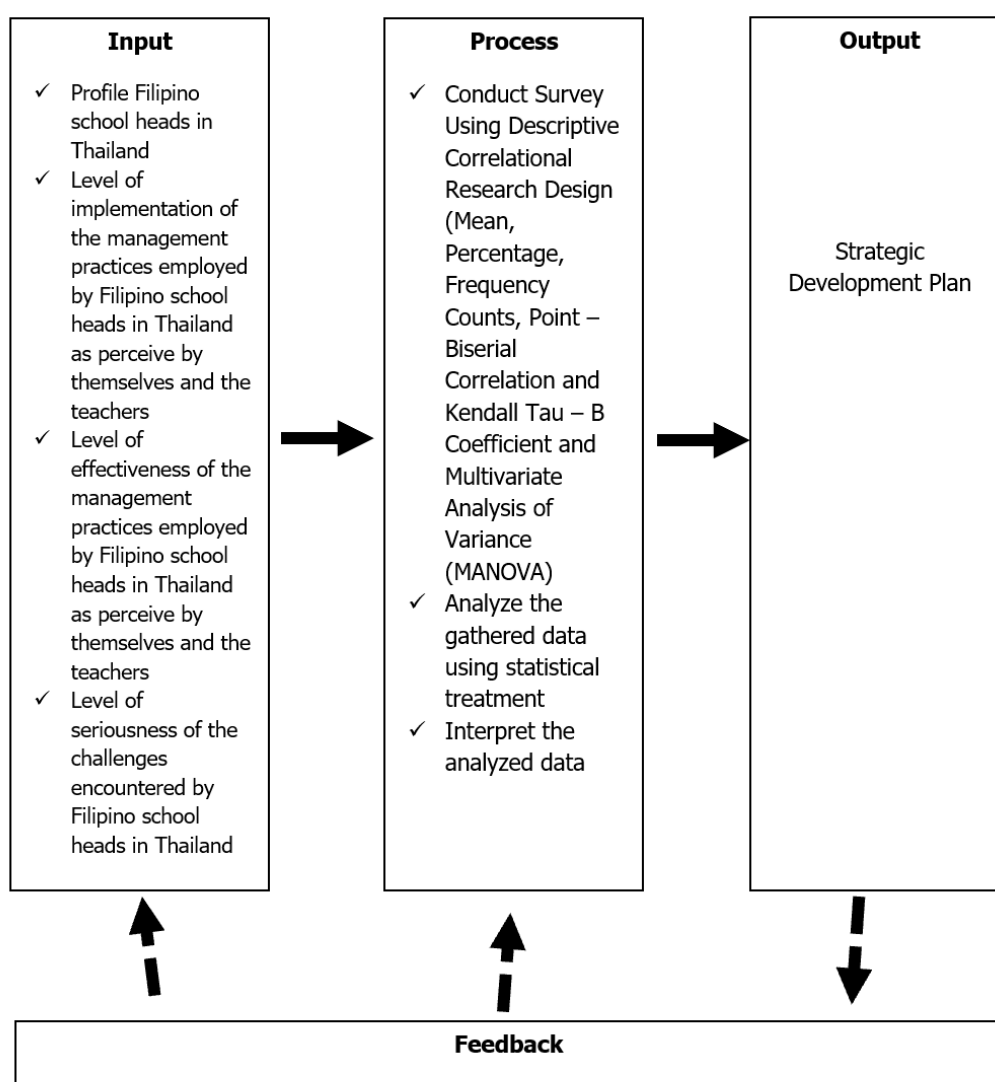


Fig. 1. Paradigm of the Study

Figure 1 illustrates the Input-Process-Output (IPO) paradigm that guided the study, emphasizing a systematic and logical flow from data generation to outcome development. The input component comprises the study's key variables: the profile of Filipino school heads in Thailand; the perceived implementation and effectiveness of their management practices, as reported by themselves and their teachers; and the

perceived seriousness of the challenges they face. These inputs constitute essential baseline information for understanding the leadership context and realities of Filipino school heads working in an international setting.

The process component reflects the methods employed to transform inputs into meaningful results. This involved conducting a survey using a descriptive correlational research design, supported by statistical tools such as frequency counts, percentages, means, point-biserial correlation, the Kendall Tau-b coefficient, and multivariate analysis of variance (MANOVA). Through systematic data analysis and interpretation, relationships, differences, and patterns among variables were identified, yielding objective, evidence-based findings.

The output of the paradigm is the proposed Strategic Development Plan, which is directly anchored in the analysis results. The inclusion of a feedback mechanism underscores the model's dynamic nature, enabling insights from the output to inform subsequent inputs and processes. Overall, the paradigm underscores how empirical data and rigorous analysis collectively inform the development of a responsive, contextually grounded strategic plan for Filipino school heads in Thailand.

METHODS

This study employed a quantitative descriptive–correlational research design to examine the management practices and challenges of Filipino school heads in Thailand and to explore relationships between leadership practices and selected profile variables. This design was appropriate as it allowed for a systematic description of existing conditions while determining the strength and direction of associations among variables without establishing causality (Creswell, 2014).

The respondents comprised 43 Filipino school heads and 154 Filipino teachers from international and private schools in Thailand, yielding a total sample of 197 participants. School heads were selected through census or purposive sampling, depending on accessibility, while teachers were chosen using stratified purposive sampling following a 1:5 school head–teacher ratio to ensure proportional representation and data triangulation (Guion, 2002). This dual-perspective approach enhanced the validity and reliability of findings.

Data were collected using a researcher-developed questionnaire administered through Google Forms, an efficient method for reaching geographically dispersed respondents (Ahmad et al., 2018). Two versions of the instrument were utilized—one for school heads and another for teachers—to capture self-perceptions and subordinate perceptions of leadership practices (Leapsome, 2024). Content validity was established through expert review, and the instrument underwent systematic validation procedures (Yusoff, 2019).

Prior to data collection, ethical clearance and institutional permissions were secured. Participation was voluntary, with informed consent ensuring confidentiality and data protection (Creswell & Creswell, 2018; Denzin & Lincoln, 2018).

Data analysis involved frequency counts and percentages for profile variables; weighted means to assess levels of implementation, effectiveness, and seriousness of challenges; point-biserial correlation and Kendall's tau-b to examine relationships between profile variables and leadership practices; and Multivariate Analysis of Variance (MANOVA) to test differences in perceptions between school heads and teachers (Fowler, 2013). The methodological rigor ensured that the results provided a sound basis for developing an evidence-based strategic development plan. The instrument used undergone validity and reliability tests.

To ensure the confidentiality of data collection, anonymity was emphasized and respondents were assured that no administrative consequences would result from their response

RESULTS AND DISCUSSION

The findings of the study presented the results of the data analysis and the corresponding discussion based on the findings derived from the data gathered.

Table 1: Profile of Filipino School Heads

Profile	Categories	Frequency	Percent
Age	25-30	12	28.6
	31-40	22	52.4
	41-50	4	9.5
	51-60	4	9.5
Gender	Male	26	61.9
	Female	16	38.1
Civil Status	Single	24	57.1
	Married	16	38.1
	Others	2	4.8
Highest Educational Attainment	With Doctorate	4	9.5
	With Doctorate Units	6	14.3
	With Masters	4	9.5
	With Masters' Units	4	9.5
	Bachelors	24	57.1
Bachelor's Degree	Secondary Education	18	42.9
	Non-Education	24	57.1
Position	Principal	4	9.5
	Department Head	16	38.1
	Others	22	52.4
Number of Years of Service as School Head in Thailand	Less than 5	22	52.4
	5 - 10	8	19.0
	11 - 15	12	28.6
Number of Seminars or Training Attended	Less than 5	14	33.3
	5 - 10	10	23.8
	11 - 15	4	9.5
	16 - 20	10	23.8
	More than 25	4	9.5
Average Family Monthly Income (Php)	Less than 30,000	14	33.3
	30,001 - 50,000	14	33.3
	50,001 - 70,000	2	4.8
	70,001 - 90,000	4	9.5
	90,001 and above	8	19.0

Understanding the demographic and professional profile of Filipino school heads in Thailand provides essential context for interpreting their management practices and leadership challenges. The findings indicate that most respondents are relatively young, with a large majority falling within the 25–40 age bracket. *The age distribution indicates*

that many respondents are in early to mid-career stages. This younger leadership profile suggests early-career mobility and openness to international assignments, consistent with research indicating that expatriate educators often assume leadership roles earlier due to the demand for English proficiency and cross-cultural adaptability (Carter, 2018; Ulla, 2021). While younger leaders may demonstrate flexibility and innovation, leadership literature emphasizes that experience significantly contributes to strategic decision-making and organizational effectiveness (Day, Gu, & Sammons, 2014).

In terms of gender, males accounted for a higher proportion of school heads than females, diverging from Philippine trends that often show stronger female representation in educational leadership (UNICEF Innocenti, 2024). Research on international teacher mobility suggests that host-country recruitment patterns and labor market dynamics can influence gender distributions in expatriate leadership roles (Perez-Amurao, 2020; UNICEF Innocenti, 2024). This imbalance highlights the importance of gender-responsive leadership development and equitable access to advancement opportunities.

Civil status data show that most school heads are single, consistent with studies indicating that single professionals are more likely to pursue and sustain overseas employment due to fewer familial constraints (Deguma, 2022; Living & Teaching Internationally Research Group, 2023). However, the absence of immediate family support may increase risks of social isolation and occupational stress, underscoring the need for institutional well-being and support mechanisms for expatriate educators.

Educational attainment data show that most school heads hold only bachelor's degrees, and a significant proportion have non-educational academic backgrounds. Similar trends have been documented among Filipino educators in Thailand, in which recruitment often prioritizes instructional capability and adaptability over formal postgraduate credentials (Ulla, 2021). This contrasts with Philippine leadership norms, where postgraduate qualifications are typically required for promotion (Kintanar, 2017). The findings reinforce calls in the literature for sustained, job-embedded professional development to complement formal qualifications and support leadership competence (Darling-Hammond, Hyler, & Gardner, 2017).

Overall, the profile depicts a cohort of relatively young, mobile, and diversely trained Filipino school heads with modest incomes, highlighting the need for tailored leadership development, mentorship, and support systems to enhance effectiveness and sustainability in international school settings.

Table 2: *Summary of the Level of Implementation of the Management Practices Employed by Filipino School Heads in Thailand as Perceived by Themselves and Their Teachers*

Management Practices		School Head		Teacher	
		Mean	Description	Mean	Description
Instructional Leadership	Resource	4.47	Highly Implemented	4.07	Highly Implemented
		4.22	Highly Implemented	3.91	Highly Implemented

Financial Management	3.80	Highly Implemented	3.70	Highly Implemented
Stakeholder Engagement and Community Relations	4.11	Highly Implemented	4.01	Highly Implemented
School Culture and Climate	4.37	Highly Implemented	3.99	Highly Implemented
Overall Mean	4.19	Highly Implemented	3.94	Highly Implemented

Note: Highest frequencies are in bold face

1.00-1.50 Not Implemented (NI)

1.51-2.50 Somewhat Implemented (SI)

2.51-3.50 Moderately Implemented (MI)

3.51-4.50 Highly Implemented (HI)

4.51-5.00 Very Implemented (VI)

Overall, Filipino school heads in Thailand are perceived as implementing management practices at a high level, with an overall mean of 4.19 on school heads' self-ratings and 3.94 on teachers' ratings—both falling within the “Highly Implemented” band. Instructional leadership scored highest (school heads 4.47; teachers 4.07), followed by school culture and climate (4.37; 3.99), stakeholder engagement and community relations (4.11; 4.01), and human resource management (4.22; 3.91). Financial management registered the lowest mean (3.80; 3.70), though it remains in the “Highly Implemented” segment from both perspectives. The pattern shows a consistent strength in instructional and culture-building activities and somewhat weaker performance (relative to other domains) in financial stewardship.

Drilling down, the prominence of instructional leadership indicates that school heads prioritize classroom supervision, curriculum oversight, and teacher development—practices strongly associated in the literature with improved teacher practice and student outcomes (Hallinger, 2005; Leithwood, Harris, & Hopkins, 2008). The strong ratings for school culture and climate suggest effective promotion of shared vision, inclusion, and safe learning environments—factors known to increase teacher morale and student engagement (Deal & Peterson, 2016; Marzano, Waters, & McNulty, 2003). High scores on stakeholder engagement point to active parent communication and responsiveness to community concerns, which research links to greater parental trust and student achievement (Epstein, 2018; Jaynes, 2012). Human resource practices—transparent recruitment, performance appraisal, and staff development—also scored highly and are consistent with studies showing that systematic HRM supports teacher retention and instructional improvement (Aguinis, 2013; Armstrong & Taylor, 2017).

Although financial management is still rated positively, its relatively lower mean signals a potential vulnerability. School leaders may be less confident or less resourced in budget planning, resource allocation, or financial reporting—areas that directly affect the sustainability of initiatives, capacity to fund professional development, and ability to invest in instructional materials (Odden & Picus, 2014). International and expatriate school contexts often compound these challenges due to differing host-country regulations, variable funding models, and additional costs associated with overseas employment; these contextual pressures underscore the need for stronger fiscal skills and transparent financial practices (Day, Gu, & Sammons, 2014).

Implications for the strategic development plan are clear. First, leverage existing strengths by institutionalizing instructional leadership routines (regular observation cycles, coaching, and evidence-based professional learning) to sustain gains (Hallinger, 2005; Darling-Hammond, Hyler, & Gardner, 2017). Second, preserve and deepen culture and stakeholder work through periodic climate reviews, systems for recognizing achievements, and structured community partnerships (Deal & Peterson, 2016; Epstein, 2018). Third, address the relative weakness in financial management with targeted capacity building—practical workshops on school budgeting, transparent accounting practices, and linking budgets to strategic goals—and consider shared financial templates or pooled procurement to improve efficiency (Odden & Picus, 2014). Finally, because teachers consistently rate implementation slightly lower than heads do across several domains, the plan should include mechanisms for feedback and joint problem solving (e.g., leadership teams, teacher representation in planning) to close perception gaps and ensure that intended practices translate into experienced benefits.

The data reveal a cohort of Filipino school heads who are strong instructional and culture builders and reasonably effective human-resource and community managers, but who would benefit from focused support in financial management and from institutionalizing teacher-verified practices. Addressing those gaps will increase the durability and impact of leadership on teaching and learning in the Thai context.

Table 3: *Summary of the Level of Effectiveness of the Management Practices Employed by Filipino School Heads in Thailand as Perceived by Themselves and Their Teachers*

Management Practices	School Head		Teacher	
	Mean	Description	Mean	Description
Instructional Leadership	4.23	Highly Effective	3.96	Highly Effective
Human Resource Management	4.27	Highly Effective	3.93	Highly Effective
Financial Management	4.18	Highly Effective	3.81	Highly Effective
Stakeholder Engagement and Community Relations	4.19	Highly Effective	3.96	Highly Effective
School Culture and Climate	4.25	Highly Effective	3.93	Highly Effective
Overall Mean	4.22	Highly Effective	3.92	Highly Effective

Note: Highest frequencies are in bold face

1.00-1.50 Not Effective (NE)

2.51-3.50 Moderate Effective (ME)

4.51-5.00 Very High Effective (VHE)

1.51-2.50 Slightly Effective (SE)

3.51-4.50 Highly Effective (HE)

The results reveal that the management practices employed by Filipino school heads in Thailand are perceived as highly effective, with an overall mean of 4.22 among school heads and 3.92 among teachers. These consistently high ratings across all domains indicate that school heads are not only performing their leadership and administrative responsibilities but are doing so at a level that significantly contributes to the effective functioning of their schools. The slight difference in ratings—where school heads assess themselves slightly higher than their teachers—reflects a common trend in leadership studies: self-perceptions tend to be more favorable than subordinate evaluations. However, both perspectives firmly place leadership effectiveness within the “Highly Effective” range.

Among the management domains, Human Resource Management emerged as the highest rated area (4.27 for school heads and 3.93 for teachers). This suggests that school heads are particularly successful in fostering professional growth, promoting staff well-being, and maintaining productive working relationships. These findings are consistent with research by Day, Gu, and Sammons (2014), who emphasized that supportive and development-oriented HR practices strengthen teacher motivation and enhance teaching quality. Similarly, Armstrong and Taylor (2017) argue that effective HR systems are central to organizational improvement, especially in schools where teacher performance directly influences student outcomes.

School Culture and Climate and Instructional Leadership also received high effectiveness ratings. School heads rated culture and climate at 4.25 and instructional leadership at 4.23, while teachers gave corresponding ratings of 3.93 and 3.96. These results suggest that Filipino school heads excel in promoting shared values, fostering inclusive learning environments, and guiding instructional improvement. This aligns with the work of Deal and Peterson (2016), who highlight that strong school cultures positively affect morale, engagement, and academic productivity. In terms of instructional leadership, Hallinger (2005) and Leithwood et al. (2008) affirm that school heads who actively support curriculum implementation, teaching quality, and academic goal-setting significantly influence student achievement.

Stakeholder Engagement and Community Relations also ranked highly (4.19 for school heads and 3.96 for teachers). These high scores demonstrate the effective involvement of parents, community leaders, and partners in school initiatives. Henderson and Mapp (2002) emphasize that strong school-community ties enhance student performance, strengthen parent trust, and create shared accountability. The positive ratings here reflect the Filipino school heads' capacity to build collaborative relationships despite working within multicultural and multilingual contexts.

Though still rated "Highly Effective," Financial Management received the lowest effectiveness scores (4.18 for school heads and 3.81 for teachers). This suggests that while school heads demonstrate competence in budgeting, resource allocation, transparency, and securing supplementary funds, these practices may be less consistently experienced by teachers. Research by Odden and Picus (2014) confirms that financial management is often a challenging area for school leaders, requiring specialized skills and a deep understanding of resource optimization. The slightly lower teacher ratings point toward opportunities for further strengthening communication and transparency around financial decisions.

Overall, the consistently high effectiveness ratings across domains imply that Filipino school heads in Thailand are performing at a strong leadership level capable of sustaining school improvement, fostering positive school climates, supporting teachers' growth, and managing resources judiciously. These results highlight their adaptability and competence in navigating leadership roles in international and multicultural environments. The findings also underscore the importance of ongoing professional development in financial management and participatory decision-making to further enhance leadership effectiveness.

Table 4: *Summary of the Level of Seriousness of the Challenges Encountered by Filipino School Heads in Thailand*

Level of Seriousness of the Challenges Encountered by Filipino School Heads in Thailand	Mean	Description
Cultural Adaptation and Communication	3.20	Moderately Serious
Human Resource Management	3.21	Moderately Serious
Instructional Leadership and Curriculum Implementation	3.37	Moderately Serious
External Relations and Community Engagement	3.14	Moderately Serious
Overall Mean	3.23	Moderately Serious

Note: Highest frequencies are in bold face

1.00-1.50 Not Serious (NS)

1.51-2.50 Slightly Serious (SS)

2.51-3.50 Moderately Serious (MS)

3.51-4.50 Highly Serious (HS)

4.51-5.00 Very Highly Serious (VHS)

The overall results reveal that Filipino school heads in Thailand experience moderately serious challenges across all major domains, with an overall mean of 3.23. This indicates that while they are able to perform their leadership roles effectively, they consistently operate in an environment marked by various professional pressures. None of the domains fell into the categories of “Slightly Serious” or “Not Serious,” underscoring that the challenges they face are real, recurring, and moderately impactful on school leadership and management.

Among the four domains assessed, Instructional Leadership and Curriculum Implementation recorded the highest level of seriousness (mean = 3.37). This suggests that aligning curricula, guiding diverse teachers, ensuring instructional quality, and evaluating student learning across cultural and linguistic backgrounds pose the greatest difficulty for Filipino school heads. These findings align with international studies highlighting that expatriate school leaders often encounter significant curriculum and instructional challenges due to varying educational systems, pedagogical philosophies, and cultural expectations (Hallinger, 2005; Leithwood et al., 2008). Similarly, Fullan (2011) emphasizes that instructional change is especially demanding in multicultural and resource-constrained environments, reinforcing the idea that Filipino school heads must navigate complex teaching and learning dynamics.

The challenges related to Human Resource Management (mean = 3.21) and Cultural Adaptation and Communication (mean = 3.20) were also rated moderately serious. These domains reflect difficulties in managing diverse staff, resolving conflicts, adapting to Thai cultural norms, and overcoming communication barriers—issues widely documented in research involving expatriate educators. Dimmock and Walker (2005) demonstrated that school leaders in cross-cultural contexts frequently struggle with aligning staff expectations and work ethics, while Berry’s (2005) acculturation theory explains the stress and adjustment challenges faced by individuals working in foreign cultural environments. Ulla (2018) similarly found that Filipino teachers in Thailand experience communication barriers and cultural adjustment issues that influence workplace relationships and classroom management.

External Relations and Community Engagement had the lowest mean (3.14) but still fell within the Moderately Serious category. This highlights that building

partnerships with Thai communities, engaging parents from diverse cultural backgrounds, and interacting with government agencies remain demanding tasks. Literature supports these findings: Epstein (2018) notes that culturally diverse family engagement requires intentional strategies, while Davies (2009) emphasizes that community collaboration poses challenges when educators and stakeholders do not share similar cultural frames of reference. Moreover, Jones (2010) finds that school heads operating in foreign environments often face difficulties in maintaining school reputation and public trust, especially when communication norms differ.

These results carry significant implications for leadership preparation, policy support, and professional development. The moderately serious challenges across all domains indicate the need for comprehensive and culturally responsive training programs for Filipino school heads assigned abroad. Enhancing competencies in intercultural communication, human resource management, instructional supervision, and stakeholder engagement will help mitigate these challenges. Additionally, school systems and employing institutions in Thailand may consider strengthening support mechanisms—such as onboarding programs, mentoring, and collaboration platforms—to assist expatriate school leaders in adjusting more effectively to their professional contexts.

The findings underscore the resilience and adaptability of Filipino school heads, who continue to perform effectively despite operating in moderately challenging conditions. However, addressing these concerns through targeted capacity-building initiatives can further strengthen their leadership impact and improve school functioning in multicultural and international settings.

Table 5: *Relationship Between the Level of Implementation of the Management Practices Employed by Filipino School Heads in Thailand and Their Profile Variables*

		Level of Implementation of the Management Practices Employed by Filipino School Heads in Thailand					Overall Mean
Profile		Instructional Leadership	Human Resource Management	Financial Management	Stakeholder Engagement and Community Relations	School Culture and Climate	
Age	T _b	-0.081	-0.194	-.470**	-.336**	-.319**	-.368**
	Sig.	0.494	0.093	0.000	0.004	0.007	0.001
Gender	r _{pb}	-0.148	0.102	-0.089	-0.073	0.063	-0.035
	Sig.	0.349	0.521	0.577	0.646	0.694	0.826
Civil Status	r _{pb}	0.100	-0.064	-.313*	0.133	0.181	-0.037
	Sig.	0.541	0.694	0.049	0.415	0.263	0.823
Highest Educational Attainment	T _b	0.000	-0.080	-0.204	-.271*	-0.097	-0.178
	Sig.	1.000	0.524	0.106	0.031	0.455	0.146
Bachelor's Degree	r _{pb}	-0.156	-0.074	-0.278	-0.274	-0.238	-0.248
	Sig.	0.325	0.641	0.074	0.079	0.130	0.114
Position	T _b	0.198	0.032	-.381**	-.316*	0.155	-0.186
	Sig.	0.141	0.805	0.004	0.016	0.250	0.143
	T _b	0.053	-0.138	-0.207	-0.169	-0.222	-0.156

Number of Years of Service as School Head in Thailand	Sig.	0.689	0.286	0.110	0.191	0.094	0.212
Number of Seminars or Trainings Attended	T _b	0.142	-0.022	-0.129	-0.073	-0.088	-0.108
	Sig.	0.259	0.855	0.295	0.554	0.487	0.367
Average Family Monthly Income	T _b	-0.042	-0.069	-0.189	-0.063	0.030	-0.110
	Sig.	0.740	0.581	0.129	0.614	0.815	0.363

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The overall results of the correlation analysis reveal that only a few profile variables exhibit significant relationships with the level of implementation of management practices among Filipino school heads in Thailand. This indicates that, in general, the implementation of management practices is not strongly dependent on most demographic or professional characteristics, suggesting that Filipino school heads demonstrate a relatively consistent approach to school management regardless of differences such as gender, civil status, educational attainment, number of years of service, training, or income. However, several notable exceptions point to specific characteristics that may influence how school heads implement certain management domains.

The most prominent finding is the significant negative correlation between age and two management domains—financial management ($\tau_b = -.470$, $p = .000$) and stakeholder engagement ($\tau_b = -.336$, $p = .004$)—as well as a significant positive correlation between age and school culture and climate ($\tau_b = .319$, $p = .007$) and the overall mean implementation ($r = .368$, $p = .001$). These results suggest that younger school heads tend to struggle more with financial and stakeholder-related tasks, possibly due to limited administrative experience or less familiarity with organizational systems, while older school heads appear better able to cultivate positive school culture, likely due to greater exposure to diverse school environments and accumulated leadership maturity. This pattern aligns with leadership studies noting that experience enhances leaders' capacity for cultural stewardship and relational management (Leithwood et al., 2008; Hallinger, 2005).

Civil status also shows a significant negative relationship with financial management ($r_{pb} = -.313$, $p = .049$), implying that married school heads or those with family responsibilities may experience more financial management pressure, potentially due to higher personal and professional obligations. Though limited, this aligns with findings that personal life circumstances may shape leaders' decision-making stress and resource allocation behavior (Kaparounaki et al., 2019).

Educational attainment, surprisingly, correlates negatively only with stakeholder engagement ($\tau_b = -.271, p = .031$). This may indicate that those with higher degrees focus more on academic and instructional tasks than on community-oriented functions. Research by Walker and Dimmock (2005) similarly highlights that academically trained expatriate leaders tend to prioritize instructional rigor over community engagement when working in unfamiliar cultural contexts.

The variable position is among the strongest predictors, showing significant negative correlations with financial management ($\tau_b = -.381, p = .004$) and stakeholder engagement ($\tau_b = -.316, p = .016$). This suggests that those holding higher leadership posts (e.g., principals) may face greater difficulty in these domains, likely due to increased responsibilities and accountability. International school leadership literature indicates that principals in multicultural settings often feel heightened pressures in financial matters and stakeholder coordination (Bunnell, 2016; Hayden & Thompson, 2013).

Meanwhile, other variables—gender, bachelor's degree, years of service, number of seminars attended, and monthly income—show no significant relationships with any domain. This consistency suggests that Filipino school heads implement management practices largely independent of these factors, reinforcing findings that leadership behaviors in international schools tend to be shaped more by contextual demands than by demographic profiles (Tucker & Coddling, 2002).

These results imply that leadership development programs in Thailand should prioritize financial management training, stakeholder engagement strategies, and community relations, especially for younger leaders and for those holding higher positions. Moreover, cultural leadership development may be particularly beneficial, given that older leaders excel in school culture management. Since most profile variables do not significantly influence management implementation, professional development should emphasize contextualizing leadership skills for multicultural school environments, which research shows is vital for sustained leadership effectiveness abroad (Gurr et al., 2020).

Table 6: *Relationship Between the Level of Effectiveness of the Management Practices Employed by Filipino School Heads in Thailand and Their Profile Variables*

		Level of Effectiveness of the Management Practices Employed by Filipino School Heads in Thailand					
Profile		Instructional Leadership	Human Resource Management	Financial Management	Stakeholder Engagement and Community Relations	School Culture and Climate	Overall Mean
Age	T_b	-.346**	-.356**	-.461**	-.331**	-.238*	-.362**
	Sig.	0.003	0.002	0.000	0.005	0.043	0.001
Gender	r_{pb}	-0.004	0.009	-0.109	0.188	0.126	0.048
	Sig.	0.981	0.954	0.494	0.233	0.428	0.763
Civil Status	r_{pb}	0.154	0.163	-0.021	.337*	0.182	0.180
	Sig.	0.343	0.316	0.896	0.033	0.261	0.267
Highest Educational Attainment	T_b	0.057	0.044	-0.241	-0.083	-0.096	-0.060
	Sig.	0.656	0.729	0.060	0.519	0.456	0.627

Bachelor's Degree	r_{pb}	-0.279	-0.189	-0.273	-0.236	-0.142	-0.244
	Sig.	0.073	0.231	0.080	0.133	0.370	0.119
Position	T_b	-0.093	-0.086	-0.120	0.107	0.234	0.031
	Sig.	0.486	0.518	0.369	0.425	0.080	0.807
Number of Years of Service as School Head in Thailand	T_b	-.296*	-.398**	-0.245	-.349**	-0.130	-.286*
	Sig.	0.024	0.002	0.062	0.008	0.325	0.024
Number of Seminars or Trainings Attended	T_b	-0.110	-0.144	-0.161	-0.214	-0.134	-0.191
	Sig.	0.382	0.251	0.197	0.088	0.288	0.113
Average Family Monthly Income	T_b	0.247	.269*	-0.094	0.165	0.036	0.133
	Sig.	0.051	0.033	0.457	0.193	0.780	0.273

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The overall results of the correlation analysis reveal that age and years of service are the strongest and most consistent predictors of the perceived effectiveness of management practices among Filipino school heads in Thailand. This pattern suggests that leadership effectiveness in an international and multicultural setting is significantly shaped by professional maturity and accumulated experience. Other profile variables—gender, civil status, educational attainment, bachelor's degree, position, training, and income—showed few or no significant relationships, implying that these characteristics do not substantially influence how effectively Filipino school heads perform their management roles.

The most prominent finding is the strong negative correlation between age and all five dimensions of management effectiveness: instructional leadership ($\tau_b = -.346$, $p = .003$), human resource management ($\tau_b = -.356$, $p = .002$), financial management ($\tau_b = -.461$, $p = .000$), stakeholder engagement ($\tau_b = -.331$, $p = .005$), and school culture and climate ($\tau_b = -.238$, $p = .043$). The significant negative association indicates that younger school heads tend to rate themselves as more effective in implementing management practices compared to older school heads. This may reflect a generational shift in leadership approaches, where younger leaders demonstrate higher adaptability, technological proficiency, and responsiveness to innovation—qualities strongly associated with contemporary educational effectiveness (Leithwood et al., 2020; Fullan, 2011). Research on expatriate leadership also shows that younger leaders often navigate cultural and instructional reforms more readily due to greater flexibility and openness to new organizational practices (Gurr et al., 2020).

Similarly, the number of years of service as a school head is significantly and negatively related to effectiveness in instructional leadership ($\tau_b = -.296$, $p = .024$), human resource management ($\tau_b = -.398$, $p = .002$), stakeholder engagement ($\tau_b = -.349$, $p = .008$), and overall effectiveness ($\tau_b = -.286$, $p = .024$). This reinforces the earlier finding that school heads with longer service tend to perceive themselves as less effective,

which may be attributed to leadership fatigue, increased workload over time, or the widening gap between traditional leadership orientations and new globalized educational demands (Berkovich & Eyal, 2015). International leadership studies similarly note that prolonged service in foreign contexts may lead to acculturative stress, burnout, or decreased motivation, which can diminish perceived leadership effectiveness (Suan & Nasurdin, 2016).

One significant positive correlation emerges in the relationship between salary (average family monthly income) and effectiveness in human resource management ($r = .269, p = .033$). This suggests that school heads with higher income—possibly reflecting higher-ranking positions, greater financial stability, or employment in more established institutions—may possess more autonomy, resources, or organizational support to manage HR-related tasks effectively. Similar trends are noted in literature showing that leadership compensation and institutional support are linked to improved morale and higher perceived performance in school management (Tschannen-Moran & Gareis, 2015).

Other variables—including gender, civil status, bachelor's degree, highest educational attainment, number of seminars attended, and official position—do not show significant correlations, suggesting that these factors have minimal predictive value in explaining management effectiveness. This supports findings from global leadership research indicating that leadership effectiveness is shaped more by contextual, relational, and experiential factors than by demographic attributes (Day et al., 2014).

These findings highlight the need for differentiated professional development programs and leadership support systems tailored to school heads at various stages of their career. Younger leaders may benefit from mentorship programs leveraging the wisdom of experienced school heads, while older school heads may require targeted training in emerging leadership competencies, technological leadership, and adaptive management practices to remain effective in fast-changing educational environments. Additionally, addressing acculturative stress and leadership burnout through wellness programs and organizational support may help sustain long-term leadership effectiveness among experienced school heads. Overall, the results underscore the importance of continuous, career-stage-specific leadership development to strengthen management effectiveness in multicultural school settings such as Thailand.

Table 7: *Difference on the Level of Implementation of the Management Practices Employed by Filipino School Heads in Thailand as Perceived by Themselves and the Teachers*

Domain	School Head	Teacher	Multivariate Analysis			Univariate Analysis	
			Wilks' Λ	Fc	Sig.	Fc	Sig.
Instructional Leadership	4.47	4.07	0.884	4.94*	0.000	9.76*	0.002
Human Resource Management	4.22	3.91				3.96*	0.048

Financial Management	3.80	3.70	0.34	0.559
Stakeholder Engagement and Community Relations	4.11	4.01	0.52	0.473
School Culture and Climate	4.37	3.99	6.52*	0.011

*Significant

The overall results reveal a significant difference in the perceived level of implementation of management practices between Filipino school heads and their teachers in Thailand. The multivariate analysis (Wilks' $\Lambda = 0.884$, $F = 4.94$, $p = .000$) demonstrates that when all five management domains are considered collectively, school heads and teachers do not share the same perceptions regarding how effectively management practices are implemented. This indicates that role-based perspectives considerably influence how implementation is evaluated.

Further examination through univariate analyses highlights that the differences are concentrated in three domains: instructional leadership, human resource management, and school culture and climate. School heads consistently rated themselves significantly higher than their teachers in these areas—specifically in instructional leadership ($F = 9.76$, $p = .002$), human resource management ($F = 3.96$, $p = .048$), and school culture and climate ($F = 6.52$, $p = .011$). These results may suggest a degree of perceptual bias commonly found among administrators, where leaders tend to rate their own performance more favorably due to role expectations, managerial confidence, or differences in understanding of standards (Berkovich & Eyal, 2020). Teachers, on the other hand, may assess implementation more critically because they experience the direct outcomes of leadership actions in their daily instructional realities.

Interestingly, no significant differences were found in financial management ($F = 0.34$, $p = .559$) and stakeholder engagement and community relations ($F = 0.52$, $p = .473$). This alignment may imply that school heads and teachers share clearer and more consistent experiences or benchmarks in these areas. Financial processes and community engagement activities often involve structured procedures and school-wide participation, making perceptions of implementation more uniform across stakeholder groups (Edinger & Edinger, 2018).

The implications of these findings are noteworthy. The significant gaps in perceptions regarding instructional leadership and HR management suggest opportunities for enhanced dialogue, collaborative planning, and transparency in leadership practices. Research has shown that perceptual alignment between school leaders and teachers contributes to improved school climate, stronger professional relationships, and better organizational outcomes (Leithwood et al., 2020; Hallinger, 2018). Meanwhile, shared perceptions in financial management and community relations highlight areas of stability that can serve as foundations for strengthening coherence in leadership practices across other domains.

The results underscore the importance of promoting reflective leadership, strengthening communication channels, and ensuring participatory decision-making to

bridge perception gaps and support continuous improvement in school management within cross-cultural contexts.

Table 8: *Difference on the Level of Effectiveness of the Management Practices Employed by Filipino School Heads in Thailand as Perceived by Themselves and the Teachers*

Domain	School Head	Teacher	Multivariate Analysis			Univariate Analysis	
			Wilks' Λ	Fc	Sig.	Fc	Sig.
Instructional Leadership	4.23	3.96	0.951	1.95	0.087	3.50	0.063
Human Resource Management	4.27	3.93				5.57*	0.019
Financial Management	4.18	3.81				6.27*	0.013
Stakeholder Engagement and Community Relations	4.19	3.96				2.18	0.142
School Culture and Climate	4.25	3.93				4.43*	0.037

*Significant

The overall findings from *Table 8* indicate no significant multivariate difference between Filipino school heads' and teachers' perceptions of the effectiveness of management practices employed in Thai schools (Wilks' $\Lambda = 0.951$, $F = 1.95$, $p = .087$). This suggests that, holistically, both groups share relatively aligned views on how effective these practices are, reflecting a generally cohesive school management environment. Such alignment is often associated with shared organizational values and a clear understanding of institutional goals, which is vital for maintaining school-wide effectiveness (Hallinger, 2011).

Despite the absence of an overall difference, the univariate analyses reveal important domain-specific disparities. Significant differences emerged in Human Resource Management ($F = 5.57$, $p = .019$), Financial Management ($F = 6.27$, $p = .013$), and School Culture and Climate ($F = 4.43$, $p = .037$). In each of these areas, school heads rated effectiveness higher than teachers did, indicating a perceptual gap between leaders' self-assessment and teachers' lived experiences. This pattern is well documented in educational research; for instance, studies have shown that school leaders tend to overestimate the effectiveness of their managerial practices compared to teachers, who often experience the direct consequences of managerial decisions (Jäppinen, 2014; Toriano & Chen, 2019). Such discrepancies may reflect differing expectations, communication gaps, or varying access to information regarding management processes.

In Human Resource Management, the significant difference suggests that school heads believe they are providing adequate support for staff development, evaluation, and well-being, whereas teachers perceive room for improvement. Research highlights that teachers often expect more consistent feedback, greater access to professional development, and more participatory decision-making related to human resource processes (Ingersoll & Strong, 2011). Consequently, misalignment in this domain may affect teacher morale and retention, especially in multicultural teaching environments such as Thailand.

Similarly, the significant difference in Financial Management indicates that school heads view resource allocation, budget transparency, and financial decision-making as more effective than teachers do. Prior studies have noted that teachers frequently feel disconnected from financial planning processes and may not fully understand how resource constraints shape administrative decisions (Odden & Picus, 2014). This perceptual gap highlights the need for more inclusive and transparent financial communication strategies.

The significant difference in School Culture and Climate further emphasizes discrepancies in how positive school environments are perceived. While school heads tend to rate climate initiatives more favorably, teachers—who interact daily with students, parents, and colleagues—may have more nuanced perspectives on the school climate. Similar research indicates that teachers typically provide more critical assessments of school climate because they directly experience workload pressures, student behavioral challenges, and interpersonal tensions (Skaalvik & Skaalvik, 2017). These findings suggest that improving relational trust and communication could enhance alignment in perceptions.

On the other hand, Instructional Leadership ($F = 3.50, p = .063$) and Stakeholder Engagement and Community Relations ($F = 2.18, p = .142$) showed no significant differences. This indicates relatively consistent views between school heads and teachers regarding the effectiveness of curriculum support, instructional guidance, and external communication. The similarity in perceptions may be attributed to shared involvement in instructional processes and school-community initiatives, which often require collaborative participation. This aligns with Hallinger and Heck's (2010) argument that instructional leadership tends to produce shared experiences among school actors, leading to more unified assessments.

Overall, the results suggest that while Filipino school heads and teachers in Thailand generally perceive management effectiveness similarly, certain critical domains—particularly Human Resource Management, Financial Management, and School Culture and Climate—require strengthened collaboration, clearer communication, and more participatory practices to align perceptions and enhance school effectiveness.

STRATEGIC DEVELOPMENT PLAN

I. Introduction

The complex educational landscape in Thailand, where Filipino school heads serve in diverse cultural and organizational contexts, presents both opportunities and challenges that demand strategic, responsive, and culturally adaptive leadership. The findings of the study revealed that while Filipino school heads demonstrate a high level of implementation and high effectiveness in key management domains—namely instructional leadership, human resource management, financial management, stakeholder engagement, and school culture—they continue to face moderately serious challenges in cultural adaptation, communication, human resource concerns, curriculum

alignment, and external relations. These challenges underscore the need for a comprehensive development plan that enhances leadership competencies, strengthens intercultural capacity, fosters collaborative school environments, and addresses gaps between the perceptions of school heads and teachers, particularly in human resource management, financial management, and school culture.

The study identified specific areas where significant differences exist in how school heads and teachers perceive the implementation and effectiveness of management practices. These perceptual gaps highlight areas where communication, transparency, and participatory management require strengthening. For example, school heads rated themselves significantly higher in human resource and financial management effectiveness than teachers, indicating the need for more inclusive decision-making and clearer dissemination of policies and processes. Meanwhile, challenges related to cultural adaptation and communication demand targeted interventions that build cross-cultural competence, language proficiency, and community engagement skills.

Given these results, a strategic development plan becomes essential not only to enhance managerial competence but also to build culturally responsive leadership practices that align with both Filipino and Thai educational norms. This plan aims to provide school heads with structured, evidence-based interventions that strengthen their adaptive capabilities, foster stronger collaboration with teachers and local stakeholders, and build sustainable systems for continuous improvement. The plan also emphasizes the importance of professional development, capacity-building workshops, mentorship, monitoring and evaluation systems, and school-community collaborations as key drivers of school effectiveness. Ultimately, this strategic development plan seeks to empower Filipino school heads in Thailand to lead effectively, respond adaptively to multicultural dynamics, and sustain high-performing school environments that meet the needs of both staff and students while aligning with Thailand's educational priorities.

II. General Objective

To enhance the leadership competence, cultural adaptability, and management effectiveness of Filipino school heads in Thailand through a comprehensive strategic development program grounded in the study's findings.

III. Specific Objectives

- a. To strengthen school heads' competencies in instructional, human resource, and financial management.
- b. To address challenges in cultural adaptation, communication, and community engagement.
- c. To reduce perceptual gaps between school heads and teachers through collaborative and transparent leadership mechanisms.
- d. To institutionalize capacity-building activities that reinforce school culture, teacher support, and stakeholder partnerships.
- e. To develop monitoring, evaluation, and sustainability systems that ensure continuous improvement of management practices.

IV. Strategic Action Matrix

Key Findings	Strategies / Activities	Objectives Addressed	Key Performance Indicators (KPIs)	Persons Involved	Timeline	Budget / Source of Funds
1. Moderate challenges in cultural adaptation and communication	Cross-cultural competency training; Thai language basic courses	Obj. 2	80% of school heads complete cultural training	School heads, cultural experts	Jan. – June, 2026	School budget, donations
2. Challenges in HR management and conflict resolution	HR workshops; coaching and mentoring program	Obj. 1 & 4	Implementation of HR protocols; reduced conflict incidents	School heads, HR trainers	April-Sept, 2026	Institutional training funds
3. Perceptual gaps in HR and financial management	Collaborative meetings; participatory budgeting	Obj. 3	Teacher satisfaction rating improved by 25%	School heads, teachers, finance staff	Quarterly	School operational funds
4. Challenges in instructional leadership	Professional development on curriculum alignment & monitoring	Obj. 1 & 4	PD attendance; improved instructional supervision reports	School heads, teachers	Jan. – Dec. 2026	CPD funds
5. Challenges in external relations and stakeholder engagement	Parent-community engagement workshops	Obj. 2 & 4	Increased stakeholder participation by 30%	School heads, parents, LGUs	July – Sept, 2026	Community support
6. Highly implemented but varied perceived effectiveness in school culture and climate	Team-building activities; school climate improvement program	Obj. 3 & 4	Improved school climate survey results	School heads, teachers, students	April – Dec 2026	School MOOE
7. Need for strong financial management skills	Financial transparency workshops, budgeting training	Obj. 1 & 3	Compliance with financial reporting standards	School heads, finance officers	Semiannual	School funds
8. Need for continuous improvement and monitoring	M&E system setup; periodic audits	Obj. 5	Quarterly monitoring reports completed	School heads, M&E team	Entire Year	School funds
9. Challenges in curriculum implementation	Curriculum adaptation training; PLC initiatives	Obj. 1 & 4	PLC functioning; improved lesson alignment reports	School heads, teachers	April – Dec, 2026	Department funds
10. Limited community-school partnership	Partnership-building with Thai community leaders	Obj. 2 & 4	Signed MOUs; increased partnership projects	School heads, local partners	July-Dec, 2026	Community sponsorships

V. Monitoring and Evaluation

Monitoring and evaluation (M&E) shall be implemented using a systematic and continuous process to assess the progress and outcomes of the strategic development plan. The M&E framework will include quarterly performance reviews, feedback surveys from teachers and stakeholders, onsite observations, and documentation of implemented activities. Key performance indicators (KPIs) will be tracked using evaluation tools such as progress monitoring sheets, performance rubrics, and qualitative feedback forms. The school head, together with the designated M&E committee, will oversee data collection, analysis, and reporting. Regular meetings will be held to discuss gaps, challenges, and adjustments needed for activity improvement. Evaluation results will guide decision-making, resource allocation, and the refinement of leadership development strategies. Annual summative evaluations will be conducted to determine the overall impact of the plan on leadership effectiveness, school culture, teacher satisfaction, and student outcomes. The M&E system ensures accountability, transparency, and continuous improvement in executing the strategic development plan.

VI. Sustainability Plan

The sustainability of this strategic development plan relies on institutionalizing all successful strategies into the school's annual operational and professional development

programs. Capacity-building activities such as cultural training, HR workshops, financial management programs, and instructional leadership initiatives will be integrated into long-term staff development systems. Establishing strong partnerships with Thai educational authorities, community organizations, and local government units will secure continuous support and resources. Furthermore, creating a culture of shared leadership through participatory decision-making and professional learning communities (PLCs) ensures that improvements are not dependent solely on individual leaders but embedded in the school's collective practices. Sustainability is also reinforced by adopting a cyclical monitoring and evaluation process, which ensures regular assessment and program refinement. Lastly, mobilizing diversified funding sources—from school budgets, community donations, and potential grants—will support the ongoing implementation of all activities. With these measures in place, the strategic development plan becomes scalable, adaptive, and capable of supporting long-term leadership effectiveness among Filipino school heads in Thailand.

CONCLUSION AND RECOMMENDATIONS

The study concludes that Filipino school heads in Thailand constitute a diverse yet largely emerging group of educational leaders whose management practices are generally highly implemented and effective across instructional leadership, human resource management, financial management, stakeholder engagement, and school culture and climate. Despite these strengths, perceptual gaps between school heads and teachers persist, particularly in implementation and effectiveness ratings, indicating the need for greater alignment and shared understanding. Challenges encountered were moderately serious across cultural adaptation, human resource concerns, instructional leadership, and community engagement, underscoring the complexity of leading in a multicultural context. Significant relationships between selected profile variables (notably age, position, and years of service) and leadership implementation and effectiveness suggest that experience and role demands influence leadership performance. Overall, the findings affirm strong leadership capacity among Filipino school heads while highlighting targeted areas for development. These insights informed the formulation of a strategic development plan aimed at strengthening leadership competencies, systems, and partnerships to enhance sustainable school management in Thailand.

Based on the findings, leadership development initiatives may benefit from being differentiated and responsive to the varied backgrounds, roles, and experience levels of Filipino school heads, with emphasis on mentoring, coaching, and continuous professional learning. Strengthening communication, transparency, and participatory decision-making may help bridge gaps in perception between school heads and teachers and enhance consistency in practice. Focused support in cultural competence, instructional coaching, human resource management, and community engagement may help address moderately serious challenges in multicultural settings. Experience-based and career-stage-specific professional development, including peer learning communities and reflective leadership activities, may further enhance effectiveness. Finally, the strategic development plan may be implemented through phased, collaborative approaches with regular monitoring, stakeholder involvement, and

culturally responsive practices to ensure adaptability, coherence, and long-term impact on school leadership and management.

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