School Leadership in the Provincial Philippines

by

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Abstract

This research presents the results of an ethnographic case study about school leadership on a small island in the provincial Philippines. A distributed perspective of school leadership was taken, and school leadership was defined as the ability to influence the organization. The research question was, “How is school leadership practiced in a Philippine high school in a period of educational reform?” A comprehensive literature review was conducted, and a pre-existing theoretical framework called the Four Paths (Leithwood, Patten, & Jantzi, 2010) was used. Respondents took photographs of “things that improve the school,” and interviews were based on the photographs they took. The results showed that a range of individuals participated in school leadership, not just the principal. Four conclusions were reached. 1. The low socioeconomic status of the local culture limited the school community. 2. The distribution of leadership extended outside the physical walls of the school and involved district staff. 3. Use of the Four Paths framework should incorporate social context. 4. School leaders formed patron-client relationships, a social convention that made their leadership more resilient. There are five implications for future research. 1. The main focus of leaders in low socioeconomic status (SES) communities might not be academic achievement. 2. Leadership actions in low SES communities might not be divided discretely into academic and social achievement, so a holistic approach might be required. 3. Researchers might expect to see emphasis on the needs of students by...
school leaders in low SES communities. 4. There could be leaders outside the school walls who can help improve the school, implying that low SES schools have more leadership resources than they think. 5. The school organizational structure might be larger than the physical school.
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Chapter 1

Going to school, while often invoked as one of the reasons why parents struggle hard to eke out a living from the limited resources of the slum, is not in actual practice so much emphasized as part of everyday activities. Children are often scolded if they refuse to go to school but beyond this verbal injunction, no serious efforts are exerted to keep them inside the classroom. (Jocano, 1975, p. 87)

1 Background and Context

1.1 Introduction

This dissertation studies how school leadership functions in one school in the Philippines. Merriam says that there are three basic reasons to conduct a case study. The thesis type puts forward an argument and defends it. The theme type has “an overarching concept or theoretical formulation that has emerged from the data” (1998, p. 190). This research is an example of the third type, which describes a topic. It deals more with describing rather than theorizing.

From 2005 until 2011, I was working overseas teaching in Qatar for a Canadian college. I thought when I went there that it would be similar to working at a Canadian college in Canada. In fact, I left a job working for “local” management in another Middle Eastern country to go to Qatar and work for Canadian management. What I found was that it was not like working for a Canadian company at all. In fact, in some ways it was harder. The school seemed to be caught between two cultures. In some aspects (e.g. income taxes, salaries and pensions), it acted very Canadian. But in other aspects (e.g. law breaking and corruption), it acted very un-Canadian. I wondered about leadership—what it was and why it would be different in Qatar than it was in Canada. Then, I moved to the Philippines for a year. My children went to school there. I visited local schools. I became interested in photography. I travelled around the island, taking pictures of the schools. Photography seemed to be a rich aspect of educational research that was lacking in other data collection methods.

I became interested in the paradox that F. Landa Jocano was discussing in the quotation that begins this chapter. For Jocano, a paradox was visible in the difference between what students were taught in school (e.g. honesty) and what their parents asked them to do to survive (e.g. go down to the market and steal some food). For me, the paradox of the Philippines came to light
through money. Qatar, where I had been living, was extremely wealthy, but they had a lot of problems delivering an education with which they were satisfied. The Philippines was very poor, but they seemed to be able to deliver lessons to my children every day, keep the doors open, and educate a much larger student population with much fewer financial resources.

School leadership was studied in Australia, the United Kingdom, Denmark, Sweden, Hong Kong, the U.S., and Norway through the International Successful School Principalship Project (Gurr, Drysdale, & Mulford, 2005). What became interesting and the aim of this research was the school leadership being practiced in the Philippines. Many places had been studied, but the Philippines had not. I thought that a study using photography as a data collection tool might be interesting.

Coincidently, the Philippines had announced a large-scale educational reform in 2010, the year before I moved there. What would the actions of the leadership be in such a circumstance? What decisions would the leaders make on our tiny little island? I wondered how important school leadership was in helping school reform in these two very different places (Qatar and the Philippines). I wondered if there were cultural roles that leaders played that helped, or hindered, a school reform project.

My educational conundrum was to understand how leadership was practiced in that particular place and at that particular time. To me, this was an irresistible series of coincidences, a perfect storm of school leadership. I had wondered about school leadership in different places. I had a home in and connection to this tiny island. There was a large-scale reform in progress. It was a unique opportunity to study school leadership practices in a different country.

What makes this fascinating for me is an element of what Michael Fullan talked about in relation to change. At a certain point, it is necessary to press forward even though you do not have a 100% understanding of what will happen or how you will reach your objective—that there is value in just getting the ball rolling (Fullan, 1998).

1.2 Aims

Seymour Sarason (1971) talked about the difficulties faced by a researcher coming from the outside to observe a school. He concluded that the researcher’s role should be to form a helping
relationship with the school (Sarason, 1971). So, the intent is to conduct research that is helpful to school leadership in the Philippines.

The aim of this case study is to research school leadership in a provincial high school in the Philippines using visual methods and the Four Paths model (Leithwood et al., 2010). The Four Paths is a model designed by Leithwood et al. (2010). It was designed to help describe how school leadership is practiced and was tested on data collected from schools in Ontario, Canada, in 2009. It was used to model how school leadership influences student learning. In the Four Paths model, school leadership is defined as both a direct and an indirect influence on student learning. This influence flows along four “paths” (rational, emotional, organizational, and family) made up of the most powerful mediators on student achievement in school. The researchers collected data about these mediators. For example, on the organizational path, data were collected about instructional time and professional learning communities. Data were also collected about student achievement (Grade 3 and Grade 6 math scores), and then a model was built to see how well the mediators predicted student achievement.

This research project will use the Four Paths model to study the relationship between school leadership and the community surrounding the school.

The research into school leadership in the Philippines is not robust (San Antonio, 2008; de Guzman, 2007). The audience for this study is researchers and practitioners in the Philippines who are interested in school leadership and school improvement.

As a starting point, school leadership is defined in terms of influence (Leithwood & Duke, 1999), with the purpose of school leadership being to improve the experience of students in schools (Bossert, Dwyer, Rowan, & Lee, 1982). This model puts forward the theory that there are links between school leaders and student achievement and that effective leaders support and encourage teaching (Bossert et al., 1982; Leithwood & Duke, 1999). I understand that this is a “Western” definition of school leadership, and I am more interested in the way that school leadership is being practiced at the research site in the Philippines.

There is debate in the literature about what social context is and what role it plays in the practice of educational leadership. Some feel that context is important, while others claim “that some
forms of leadership are key to success, no matter what the context” (Belchetz & Leithwood, 2007, p. 117).

For me, it is not possible to discuss the context of the case study without addressing the “I” of the researcher. It is a question of how personally the researcher should be involved in the research (Behar, 1996). I found that it was also not possible to describe the context of the case without including myself as the researcher and recorder. So, I have explicitly written a report which includes references in the first person.

Another problem raised in the literature is the need for a greater variety of research methods and perspectives in educational leadership research (Bridges, 1982; Heck & Hallinger, 2005; Leithwood & Duke, 1999). This might include more lateral approaches, such as distributed leadership which acknowledges communities, networks, and interrelated systems in schools (Hargreaves & Fink, 2008). Visual methods are important data collection tools with a long history in sociology and anthropology, and they can be used for understanding social context. Recent advances in digital photography and cameras in mobile devices allow research subjects to easily generate their own photographs (Harper, 2005). Rather than colonized objects of Western research, subjects in ethnography can be generators of and participants in research.

The objective of cross-cultural research is to explore the meaning of leadership from the perspective of the people in a given culture (Leithwood & Duke, 1998). Because local culture is invisible to those who inhabit it, an outsider’s perspective can offer insight that members inside the culture take for granted. Researchers in all social contexts outside their own employ the same principle of learning about how other people do things, though the “need to learn the culture of those we are studying is most obvious in the case of societies other than our own” (Hammersley, 2007, p. 10). Someone from a “Western” culture researching a school in the developing world and employing a Western framework should understand that cultures are different and treat leadership in a way that does not impose itself on the local way of doing school leadership (Bolman & Deal, 1992). From a social constructivist perspective, the Western perspectives and foreign perspectives represent different ways of seeing the world. The objective of the present research framework is to describe how leadership functions in one school in the culture of the Philippines, which represents the local way of doing things there (Geertz, 1973). The respondents and I socially constructed that perspective on school leadership together.
1.3 Summary

This chapter presented the context for the origins of the research, which is based on a paradox from Jocano (1975), who observed the difference between what was taught in school in a Filipino slum and what was taught by parents. The paradox was also observed by the researcher in different countries (Qatar and the Philippines), which led to an investigation of education and leadership in different social contexts.
Chapter 2

The government that governs from afar absolutely requires that the truth and the facts reach its knowledge by every possible channel, so that it may weigh and estimate them better, and this need increases when a country like the Philippines is concerned, where the inhabitants speak and complain in a language unknown to the authorities.

Jose Rizal, La Solidaridad, 1889

2 Literature Review and Conceptual Framework

2.1 Literature Review

In order to understand the topic and locate the research in the larger field of educational research more clearly, I undertook a review of the literature. The literature review is presented in six parts. First, school leadership research dealing specifically with the Philippines is reviewed, because that is the social context of the study. The second section deals with school leadership in general. This is necessary because of the volume of literature and the multiple definitions used to describe school leadership (Hallinger & Heck, 1996; Heck & Hallinger, 2005). The study of leadership flows naturally into the third section, which is the literature dealing with power and influence and how they relate to school leadership. Fourth, I deal with the literature on the distributed perspective of school leadership, which is related to the distribution of power. Fifth, I deal with organizations, because the conceptualization of the organization will determine how school leadership is viewed. Finally, the review deals with social context, because schools do not operate in isolation from the communities in which they are located. All of these areas come together to support my choice of a conceptual framework.

Overall, the literature review sought to answer the following questions:

- What school leadership research has been published about the Philippines?
- What is the current understanding about research that has dealt with school leadership in different international contexts?
- How have previous school leadership studies conceptualized power and influence?
2.1.1 Situating the author.

My research is influenced by the fact that I am a Canadian, a Westerner, travelling to an ex-colony to undertake research. In the context of this research, I am a university teacher from a large city in a developed country, entering a rural school in a less economically developed country. I bring the education and values from my education and upbringing. In this research context, I am an external researcher entering the community under research in order to collect data for the study. There is an imbalance in power. I will only be in the research context for a short period of time. I have the resources to choose to enter Tropics Island, whereas the participants in the study have less choice about entering or leaving the community.

I am connected to the Philippines in general and to Tropic Island in particular. My wife is a native speaker of Visayan, the language spoken on Tropic Island. She owns property on the island, and I am a minority shareholder in a small incorporated hotel company there. I have visited often, and I built a house and lived there from May 2011 to May 2012. My children are bilingual English/Visayan speakers. I speak a little Visayan and understand a lot. My children went to school in Tropic Province during the year we lived there.

Because of those privileges, I will be treated differently by the participants in the study than a researcher from a different background. This might influence the way that the participants interact with me, and the data that is collected. There are many ways this power imbalance might play out. One way is the difference in language. My first language is English, my ancestry is European and the research uses English as the primary language. The journals, the databases, and the published school leadership literature that I accessed are all in English. In the Philippines, there are two official languages of publication (English and Tagalog), and dozens of other languages are used by Filipino researchers as the language of communication amongst themselves. So one way the power imbalance plays out will be that I am conducting the research in my first language, while the participants are operating in their second, or third language.

The literature review is presented as a sample of the research available on educational leadership and the Philippines. My perspective is implicit in the way the literature review is presented, and the way the research was conducted. Researchers from different backgrounds, with access to different languages and research databases, will come up with different samples of the literature.
2.2 School leadership in the Philippines.

The fictional names “Tropic Island” and “Tropics High School” are used to describe the specific location in the Philippines where this research took place. Dumont (1995) conducted an ethnography on Tropic Island and found that few Tropic Islanders ever left their small island and that they were willing to live with contradicting social identities. They are remote from Manila, yet ruled politically from Manila. Filipino researchers can find themselves in different cultures even within their own society (Jocano, 1975), and Western researchers may have to adjust their definitions of how “successful” or “effective” leadership is defined when working in the host country (Bajunid, 1996). According to Hofestede, the Philippines is a largely collective culture that accepts inequalities in, and the centralization of, power (1976; 1983). However, cultural differences in school leadership should not be overstressed, because all leaders are working in an increasingly complicated and interconnected world (Law, 2012).

There is an emphasis in the Philippines on the community (de Guzman & Guillermo, 2007). The basis of Filipino society is the kinship system (Jocano, 1975). Kinships fall into three basic groups: biological (family), ritual (e.g. god parents), and fictive (groups of friends); schools in the Philippines “depend on fictive systems” (Sutherland & Brooks, 2013, p. 208). These fictive relationships are built through buying and accepting favours in order to “cement a relationship” (p. 208). These relationships sometimes take the form of “patron-client” relationships, where one member in the relationship holds a senior social position and helps a junior social member in order to build social influence or social capital (Sutherland & Brooks, 2013). The building of these relationships is related to influence; building them helps to build influence and authority, and so they provide an opportunity for both members in an exchange of favours or help.

It is almost certain that some Western models of leadership have been adopted in the Philippines because of the U.S. colonial period. In general, indicators of leadership considered essential in the United States (e.g. coordinating the overall program, managing finances, and strategic planning) might be viewed as essential in the Philippines, as Cravens, Liu, and Grogan found in China (Cravens et al., 2012). Filipino school leaders may also have adapted some “Western” aspects of leadership to their local context (e.g. collaboration and collegiality), as was found in a study of Chinese principals (Ho & Tikily, 2012).
With respect to school leadership specifically, there has been scholarly work published in peer-reviewed journals about leadership in the Philippines. Milligan (2010) dealt with school leadership in the Muslim regions of the southern Philippines. He saw a pattern of strategic blending of sources of authority as principals adapted to working amidst the armed conflict in Muslim Mindanao (Milligan, 2010). De Guzman and Guillermo (2007) conducted a narrative enquiry with one school principal and suggested that Filipino principals probably rely more on knowledge from their day-to-day experiences than on formal training, because many of them came to their positions without formal leadership training. On the other hand, San Antonio (2008), in a study of democratic leadership, observed that some principals in the Philippines were tactless, authoritarian, and lacked self-confidence.

DeGuzman and Parco-Tropicales (2014) surveyed 320 principals undergoing training at the National Educators Academy of the Philippines. They were interested in the impact of different styles of school leadership on wise leadership (a confluence of wisdom and leadership) and found that “when two leadership styles were both practiced by the school principal, it indicated stronger effect on wise leadership development” (p. 557).

Brooks and Sutherland (2014) found in a case study of 43 school principals in the Philippines that change was complicated, and those leaders that were successful were the ones that formed meaningful relationships with people in the school system and government. Ten themes emerged from their interviews with principals (curriculum, instruction, facilities, technology, politics, policy, finance, communication, religion, and corruption). They noted that communication with the national Department of Education office was inefficient, that administrators showed a low level of trust in each other, and that “communication with parents can be problematic due to a variety of reasons” (p. 349).

None of these researchers took a distributed leadership perspective on school leadership in the Philippines. De Guzman and Guillermo (2007), Brooks and Sutherland (2014), and deGuzman and Parco-Tropicales (2014) all focused on the principal. San Antonio (2008) collected data from principals, teachers, students, parents, and community leaders but conceptualized leadership in the principal’s role.
To summarize findings from the review of the literature on school leadership in the Philippines, research would expect to find school leadership based on formal roles, especially that of the principal, rather than some form of distributed leadership. Leadership might be task-oriented rather than focused on the larger perspective. Research should expect to find school leadership that is dependent on personal relationships (emphasizing patron-client relationships) and dependent on power and influence.

2.3 School leadership.

A review of the literature on school leadership is necessary, because there is no agreed-upon definition of exactly what school leadership is (Hallinger & Heck, 1996; Heck & Hallinger, 2005). Studies offer a cornucopia of leadership definitions, so it is necessary to place this research within the larger field. The school leader has been seen at different times as a manager, a street level bureaucrat, a change agent, an instructional leader, an educational leader, and a transformational leader (Heck, 1998). Types or classes of school leadership have been described as instructional, transformational, moral, participative, managerial, and contingent (Leithwood & Duke, 1999). Bolman and Deal (1992) developed four frames to conceptualize leadership (structural, human resource, political, and symbolic), and Hallinger and Heck (1996) described three different ways of conceptualizing school leadership (those with direct effects on student achievement, those with indirect effects, and those with reciprocal effects). Others have described school leadership as embedded nests of phenomena—the inter-psychic, the behavioural, the interpersonal, the organizational, and the environmental (Avolio & Bass, 1995)—or as a bureaucratically regulated system with the principal as head (Moos, Krejsler, Kofod, & Jensen, 2005). It seems that the definition of school leadership is evolving and is still not settled.

Stimulated by the school effectiveness movement, school leadership was re-conceptualized in the 1980s when experts began looking at what precisely leads to better schools (Hallinger & Heck, 1996). Attention was given to the nature of influence in the organization and the social processes that lead to school improvement. Both the organization and the social conditions became important aspects in the study of school leadership. A new view of leadership, which expands beyond simple instructional improvement, was required for a deeper understanding of schools (Fullan, 2002). Effective leaders today are understood to have both direct and indirect effects on
student learning, to be influenced by the context of the school, and to work toward influencing teaching and learning (Leithwood, Harris, & Hopkins, 2008).

Spillane says, in the history of the study of school leadership, we have moved on from the study of the traits of individuals (that make up good leaders) to the study of behaviours that embody leadership. This has opened the door to the possibility that others in the school (other than the principal), including teachers, might also be practicing these leadership behaviours (Spillane, Halverson, & Diamond, 2004).

The principal does not work in a school alone. The influence of school leadership is second to what teachers do in the classroom in terms of their influence on student achievement (Leithwood et al., 2008). The principal is not the leader alone but is the central figure in the school staff (Harris, 2006). Teachers also play an important role. School leaders lead teachers, who, in turn, influence students. Therefore, both direct and indirect effects on students need to be studied. Principals, as the formal leaders, play a key role in developing leadership in the school. They work to overcome cultural, structural, and professional barriers. They occupy a critical position from which they can promote or block initiatives in the school (Murphy, Smylie, Mayrowetz, & Seashore Louis, 2009).

Teachers who practice leadership often do so from a perspective that is distinct from that of formal leaders. They understand that “the character and structure of those interactions are critical to understanding leadership practice” (Spillane, Halverson, & Diamond, 2004, p. 6). We need to account for teachers if our objective is to “improve our understanding of leadership in all its forms” (Day, Sammons, Hopkins, Leithwood, & Kington, 2008, p. 5). In this study, I will attempt to describe how school leadership is understood and practiced in the provincial Philippines, understanding that it might not center on the role of the principal.

School leadership also needs to account for the social context around the school, which necessarily has an influence on what happens inside the school. The school walls are permeable (Hallinger & Leithwood, 1998). Today, most schools in the Western world operate in the context of performance measurement and improvement (Day et al., 2008) and under the influence of local and regional school boards (Leithwood & Jantzi, 2008), so effective school leaders are always adapting their behaviour to the physical and policy context of the school (Belchetz &
Leithwood, 2007). If researchers really want to know what it is about school leadership that leads to school improvement and change, all the sources of leadership action and the influences on those actions must be considered (Leithwood, 2007). The implication for this study is to cast a wide net to capture as many sources of leadership influence and action in the data collection as possible.

It is important to define what is meant by school leadership, whether it is embodied in a single person or includes others, which levels of school organization it includes, and which activities or actions might be seen as signs of leadership. Although the literature on school leadership has no single agreed-upon definition of what school leadership is, most researchers would agree that leadership involves exerting influence in a social context to move an organization toward improvement (Leithwood & Duke, 1999). In this work, I conceptualize school leadership as an influence on the organization realized through the actions of individuals.

### 2.4 Power and influence.

The concepts of power and influence are important to understanding school leadership in the Western tradition. Bossert and colleagues proposed that leadership was the exercise of influence on the instructional program and that power was the ability to induce people to do something that they would not normally do (Bossert et al., 1982). They said that the objective of exerting power was to improve the school and to improve the educational experience of students. Bossert et al. proposed four school-level variables: goals and production, power and decision-making, organization/coordination, and human relations (Bossert et al., 1982). Tannenbaum (1961) saw control as a supplementary measure of effectiveness in organizations, and Ingersoll (1994) claimed that it was the key criteria in evaluating an organization. Power or authority can originate in tradition, religion, psychology, sociology, or philosophy (Leithwood & Duke, 1999). Influence and control are realized through the actions of people in and around the school who work toward improvement, directly and indirectly affecting the achievement of students (Leithwood et al., 2008).

Conceptualizations that bring together only the actions of the principal, supervisor, or some other individual or conceptualizations that deal strictly with leaders’ feelings or personalities might fail to capture the full effect that this influence, power, or control over students (Leithwood et al.,
In addition, the things leaders do in schools have both direct and indirect effects on students, and this needs to be accounted for (Leithwood & Duke, 1999).

Because of the importance of influence and power on the distributed perspective of leadership in the organization (Bossert et al., 1982; Ingersoll, 1994; Leithwood & Duke, 1999; Tannenbaum, 1961), a search of the Education Resources Information Center (ERIC) was conducted for the terms “distributed leadership,” “principal,” “school administration” associated with the terms “authority,” “power,” “influence,” and their variations. The results were limited to new research on K–12 schools in peer-reviewed journals published within the last 10 years. The search returned 19 scholarly articles that seemed to be a good sample of the literature. They represented a variety of research types (large- and small-scale) from a range of reputable journals by a variety of well-known authors. The research captured was a good cross-section of international research undertaken in 10 different countries (Australia, Belgium, Canada, England, Hong Kong, the U.S., Portugal, Singapore, South Africa, and Taiwan).

The articles captured in the search were analyzed to see how they described influence and power as related to school leadership. The researchers dealt with influence and power in three ways: as a process of influencing, as an equivalent to leadership, and as a distribution of tasks or functions. Four authors did not give a definition of influence and power, and, of these, one talked about influences on distributed leadership (Ho & Ng, 2012), and one discussed the ability to influence as the hoped-for outcome from the perspective of school stakeholders (Bauer & Bogotch, 2006).

### 2.4.1 Process of influencing.

These authors saw influence as a process that was related to the distribution of school leadership in some way. Typical of this perspective was deLima (2008), who said that “teacher leadership is above all, a process of interpersonal influence among colleagues” (p.165). The authors acknowledged that school leadership is difficult to define but that it “usually involves the exercise of social influence, often in the service of some collective end such as organizational productivity” (Firestone & Martinez, 2007, p. 4). This influence could also be exercised over the context. “Organizational members engage in leadership through their influence over the context within which the organization accomplishes its work” (Jackson & Marriott, 2012, p. 234), and
the way teachers teach is influenced by the context. “Practice is influenced by situational context” (Richmond & Manokore, 2010, p. 546).

2.4.2 Power as equivalent to leadership.

The authors in this group defined power and influence as being equivalent to, or equivalent to a part of, what school leadership is. Typical of this view was that of Arrowsmith (2007), who defined distributed leadership as “an emerging form of power distribution in schools which exerts authority and influence to groups or individuals in a way which is at least partly contrary to hierarchical arrangements” (p. 22). Park and Datnow (2009) said that distributed leadership was the distribution of authority that gives individuals in the organization the confidence to do the things they are good at. They said that leaders primarily exert their influence by doing the things that Leithwood and Riehl (2005) talked about: setting directions, cultivating goals, developing human capacity, and creating conditions to support student achievement. Park and Datnow (2009) saw leadership as a process of both influencing and managing. Gronn and Hamilton (2004), on the other hand, saw the distribution of leadership as equivalent to the distribution of power. “Taken at face value, the possibility that leadership may observe a shared or distributed form is little different from asserting that power or influence can also be dispersed” (pp. 3–4).

Haughey (2006) saw distributed leadership’s relationship to influence as the way power was handled. She observed that distributed leadership even mimics the way that power is distributed in a computer network. Ho’s (2010) perspective is particularly interesting in the context of this research, because she is a non-Western researcher doing research in Asia at a school implementing an improvement project. She observed that the successful implementation “involved the delegation of power and authority in decision making to teachers” (p. 279). Her study is also interesting because it recommends the use of visual methods (videotaping) for data collection.

Margolis (2008) observed the importance of the hierarchy of the organization and that teachers are situated at a place in the organization where they may have more power that formal leaders (e.g. in getting colleagues to buy into an implementation project). Finally, in this group, Grant and Sing (n.d.) studied the flow of influence in the organization. They found that the use of power in a school can be used in a bad way. They observed the importance of the location of
power in the organization (e.g. distributed only among a few) and the negative way that power could be exercised (e.g. to block others from acting).

2.4.3 Associated with tasks that are distributed.

The authors of these studies did not describe the function of influence in the organization directly. They described distributed leadership as a distribution of tasks or functions. Often, influence on the organization was not addressed directly but was rather associated with the tasks or functions people did. For example, Chang’s (2011) study in Taiwan associated the distribution of work with the distribution of responsibility. Coburn, Rowan, and Taylor (2003) described the distribution of leadership roles and defined the status and expected behaviour associated with the roles in the school. Someone in a formal leadership role in the school would be expected to undertake certain tasks in the school. Distributed leadership was about which people were doing which tasks. And influence was associated with the roles that people were giving in the school; the power to act came with the role.

2.5 Distributed leadership.

A review of the literature dealing with distributed leadership is necessary because of the association of power distribution with leadership (Arrowsmith, 2007; Gronn & Hamilton, 2004). It might be the case in the Philippines that the ability to influence the organization is distributed among several individuals. A different perspective (instructional, transactional, or transformational leadership) might describe specific attributes of leadership and fail to yield a rich description of the entire case.

Distributed leadership is the concept of shared influence and control by individuals (Leithwood & Mascall, 2008). It is the ability of different individuals to influence the direction of the organization where, in this case, the principal shares control with others (Harris, 2006). Rather than diminishing, the total amount of influence in an organization increases as it is shared (Tannenbaum, 1961). Not only is the amount of leadership important, but the way that it is distributed also affects the school (Harris, 2008). Leadership that is distributed among a larger number of people seems to be more effective (Leithwood et al., 2008). In fact, the distribution of leadership may take many forms, including unhealthy ones such as anarchic misalignment when
one department is oriented towards distributed leadership, but the larger organization is not (Mascall, Leithwood, Straus, & Sacks, 2008).

As for the 19 articles captured in the search for literature in ERIC, they showed a continuum of views on distributed leadership. There was no single agreed-upon definition in the literature from the search of what leadership was and who it involved. This is consistent with the lack of consensus on the definition of school leadership in general (Leithwood & Duke, 1999). At one end of the continuum were authors who emphasized the actions of individual leaders and the formal roles in the organization (e.g. Firestone & Martinez, 2007; Hulpia, Devos, & Van Keer, 2010). At the other end of the continuum were authors who studied power and influence in organizations (e.g. Haughey, 2006). About half of the authors in the sample took each perspective. These different perspectives on leadership should be seen as counterpoints, not as alternatives (Jackson & Marriotte, 2012).

Twelve of the researchers took a perspective on school leadership that focused on roles or functions. These studies were based on the assumption that leadership is a set of organizational functions (Firestone & Martinez, 2007). The objective of these researchers was to determine the degree to which leadership functions are distributed among formal leadership positions (Hulpia, Devos, & Van Keer, 2010). The focus was on how leadership was embodied in existing formal positions. This conceptualization does not require the involvement of individuals not already in leadership roles (e.g. staff members and support staff) or members of the community (parents, etc.) in which the school is located. This “numerical” conception of leadership can be seen as an extension of the hierarchical model of leadership (Arrowsmith, 2007). The main targets in these articles were individuals, and leadership depended on the formal leadership roles in the school but was not limited to the principal. They studied teacher leaders (department heads), site-based management, communication, and interactions between individuals (Scribner, Sawyer, Watson, & Myers, 2007). These studies began from the premise that the possession of power and what people do with that power are two different things (Bauer & Bogotch, 2006).

There are several advantages to this perspective. It highlights what leaders specifically do in the schools to make changes that improve school experience outcomes for students. These studies provide useful information for administrators, because achieving results through others can be seen as the essence of good leadership (Arrowsmith, 2007). School leaders need to get teachers
to commit to a management agenda, and this kind of leadership is a good way to do that. This perspective also accommodates the larger context in which schools function. For example, Park and Datnow (2009) studied system- and school-level practices during a change initiative, and Firestone and Martinez (2007) studied how districts were related to instructional practice in schools. From this perspective, social and situational factors that lead to changes must be attended to constantly (Scribner, Sawyer, Watson, & Myers, 2007).

Nine of the studies conceptualized leadership as organizational influence. These studies brought together several concepts in educational administration. Research at the organizational level is important, because it is about school improvement: what it is and what is required to make it happen (Murphy et al., 2009). The post-WWII education system is seen as inadequate by many, so change, reform, and accountability form the context of school improvement (Haughey, 2006). Leadership is also related to the complexity and unpredictability of change (Ho & Ng, 2012). That complexity may include the social context of the school, family, social workers, or police (Haughey, 2006). The results from these studies showed that leadership is a major factor in the success of a school improvement initiative (Dinham, Aubusson, & Brady, n.d.) and that leaders face challenges and need support during curricular change. Parents and the community are major sources of that support (Ho, 2010). School-level relations and the surrounding environment are more important than individual aspirations (Margolis, 2008).

To summarize the literature on distributed leadership, two different perspectives on distributed leadership were taken: one relating to the distribution of influence and one relating to the distribution of tasks. A distributed perspective of leadership was associated with the success of a school improvement project and with the complexity of the school.

### 2.6 The organization.

A review of the literature on the concept of the school as an organization is also necessary, because how the school is viewed as an organization will determine which members of the organization should be viewed as school leaders and included in the research. Traditional research into school leadership has centered on the role of the individual with formal authority in the school, usually the principal, head teacher, or district administrator (Leithwood, Mascall, Strauss, Sacks, Memon, & Yashkina, 2007). This notion of traditional leadership is based on the hierarchical model, where a few individuals at the top give commands to the many individuals at
the bottom. This understanding of schools is flawed, because it represents a non-existent ideal, and it doesn’t emphasize the processes that go on inside the school (Bridges, 1982).

Organizations exist in specific physical, technological, cultural, and social environments to which they must adapt (Scott, 1998). The school or organization may be viewed at different levels (classroom, school, or district), and different conclusions derive from research that targets each of those levels, so taking a theoretical perspective to school leadership research is crucial (Ingersoll, 2003). The results of studies on the school will vary depending on whether the focus of the research is the classroom or the organization (Ingersoll, 1994). Schools are open systems that are profoundly influenced by their environments (Sirotnik, 1998). Hargreaves and Fink view schools as living systems or “complex, evolutionary networks,” where individuals are “interconnected by mutual influence” (2008, p. 229). Leadership is embedded in the organization, and it is a level of analysis distinct from the individual and group levels (Avolio & Bass, 1995). A suitable framework needs to account for classroom, school, and district levels of analysis (Avolio & Bass, 1995).

2.7 Social context.

And finally, a review of the literature on the social context of schools is important because of the assertion that the practice of leadership might change depending on the context of the school (Leithwood, Day, Sammons, Harris, & Hopkins, 2010). Leadership actions take place in a variety of locations within the social context of the school (Spillane, Camburn, & Pareja, 2007). In this study, a researcher travels to a foreign culture and investigates school leadership in a foreign community. Context has an important influence on both distributed leadership (Leithwood & Mascall, 2008) and organizations (Argyris & Schon, 1978). Because local culture impinges on the organization, insights into the understanding of school leadership come by understanding how leadership is practiced in a different social context (Leithwood & Duke, 1998). Understanding how leadership is practiced in a Filipino school is the objective of this study. Schools in the Philippines developed initially under Spanish colonization and later under U.S. colonization (Canieso-Doronila, 1996). We might expect to see a blending of Spanish, American, and Filipino approaches to leadership.

There is some evidence to show that Asian cultures endorse a style of leadership in which individuals defer to formal leaders (Leithwood, Day, Sammons, Harris, & Hopkins, 2006).
However, schools in the Philippines are under similar performance-based pressures as schools in the rest of the world, and de Guzman (2007) found that school leaders in the Philippines use a blend of explicit knowledge (from training or the literature) and experiential knowledge (from day-to-day interactions with people). While the literature and training are based on Western models of leadership, the experiences are rooted in Asian norms of behaviour (de Guzman, 2007). San Antonio (2008) found that Filipino leaders were open to democratic school leadership. If the imported model is too rigid to allow for the changes and adaptations of leadership in the indigenous country, the results will be skewed (Walker, Hu, & Qian, 2012). A less rigid ethnographic approach to research will probably be more successful for Western researchers working in Asian cultures (Behar, 1996; Singleton, 1967).

2.8 Summary.

The literature review dealt with research in six areas. It addressed research conducted in the Philippines, research on school leadership specifically, power and influence, leadership from a distributed perspective, a review of the organization, and social context. These sections are summarized below.

2.8.1 Research in the Philippines.

The literature on school leadership in the Philippines is important, because that is the proposed social context for the study. The review of the literature into research published about school leadership in the Philippines showed that none of the research in the Philippines took a distributed perspective on school leadership. It showed that the Philippines is a diverse nation, that blending or combining themes was an issue, and that a range of perspectives on school leadership could be expected.

2.8.2 School leadership.

The literature on school leadership was reviewed, because there is no agree-upon definition of school leadership. There are many sources of school leadership, so the objective should be to cast as wide a net as possible. This study takes the position that school leadership is best defined as the ability to influence others to improve the organization.
2.8.3 Power and influence.

The concept of influence was reviewed, because of its association with what many would say is the main purpose of school leadership: to improve the experience of students at school. There are three broad ways that researchers have dealt with influence and power as they relate to school leadership: as a process, as equivalent to leadership, and indirectly and associated with tasks in the organization. The relationship between influence, people, and the organization are common topics. Some studies did not define their relationship to influence and power.

2.8.4 Distributed leadership.

Next, it became important to answer questions about who in the school had the ability to influence students, so the literature taking a distributed perspective of school leadership was examined. There is no agreed-upon definition of the distributed perspective on leadership; rather, the research fell into two general categories: those that conceptualize leadership as an organizational function and those that conceptualize it as associated with roles in the organization. Distributed leadership is associated with the success of a school improvement plan and with complexity, including the social context.

2.8.5 The organization.

The literature dealing with the organization needs consideration, because of the question of which individuals to include in the practice of school leadership. A top-down description of the school is inadequate. It is a level of analysis different from the individual and the group levels of analysis. Leadership is embedded in the organization. Schools are open systems, where the walls of the school are permeable.

2.8.6 Social context.

The consideration of the literature dealing with schools and their social context was included, because school leadership might be practiced differently in different social contexts. The review showed we could expect a blending of different leadership styles in the Philippines and that a less rigid approach to social contexts might be more successful for Western researchers.

All these issues led to the selection of a conceptual framework, which is dealt with next.
2.9 Conceptual Framework

2.9.1 Pre-existing framework.

According to Punch (2000), there are a variety of research designs associated with qualitative research (Figure 1). In this study, the role of theory is seen as pre-structured. The framework is not an initial approach that will be modified as the study progresses. This study proposes to apply this theory in a unique, interesting, new way so that an original contribution can be made to what we know about school leadership. This is a descriptive rather than a theory-generating study. The objective is to describe how school leadership functions in one school and to develop new locally relevant insights (Ho, 2010). “The critical measure [of both design types] is the degree to which the results will differ from what we already know about school leadership” (Leithwood & Duke, 1998). Research is similar to setting off on a journey through a long tunnel (Behar, 1996), and pre-determined research frameworks are like maps. They are distinct and separate from the real terrain, and they might have imperfections, but even realizing that, it is better to have a map on the journey than to be without one. I see my work as naturalistic, in the sense described by Blumer and Hammersley (Hammersley, 2004). It is situated in real-world settings, it investigates a process of social interaction, and it involves the construction and reconstruction of a model of the process under study (vs. research that sets out to test a predefined hypothesis) (Hammersley, 2004, p. 154). This is not to be confused with emergent research, in which the structure and specificity will unfold as the research progresses. It is unlikely to be the case in my research that the complicated structure and specificity of school leadership will unfold.

![Figure 1](image)

Varieties of Qualitative Research from Punch (2000)
Some researchers might have difficulty reconciling the use of a pre-existing conceptual framework with ethnographic work in another culture. They might say that an evolving framework is more suitable to work in a foreign culture (Guba & Lincoln, 2005). The difference between pre-determined and evolving frameworks lies in the time that the conceptual framework planning is done. In this thesis, using a pre-determined conceptual framework, the conceptual planning was completed before the data collection was conducted, and that framework (the Four Paths) is taken from a “Western” perspective. It would be possible to use an emerging framework, but the “Western” perspective would still be present. As with all ethnographies, the researcher would be the primary source of data collection, and the data would be filtered through the Western researcher (Cohen, Manion, & Morrison, 2003; Merriam, 1998). So, the difference in the two approaches is in the timing.

There is a distinction in this research between my use of a pre-determined conceptual framework and my objective of describing school leadership as it is practiced in a school in the Philippines. Here is how I reconcile my framework with the local Filipino understanding of school leadership. A search of ERIC for articles in the literature review (Chapter 2) showed that “influence” is commonly associated with a distributed perspective on school leadership. The search captured research conducted in 10 different countries, including three in East Asia (Singapore, Taiwan, and Hong Kong). It is likely that people in the Philippines have a variety of perspectives on school leadership. Some of those views probably include defining school leadership as an organizational influence. This study is not imposing a view of school leadership on the subjects of the study. I am acknowledging as the researcher how I define school leadership. This is a necessary part of the ethnographic approach. The research is neither equivalent to my perspective alone nor equivalent to the participants’ perspectives alone. Ethnography provides an account of some special human process, filtered through the researcher (Cohen et al., 2007). Ethnography differentiates between value judgments and research findings (Hammersley, 2007).

Behar says doing ethnographic research is about deciding how much to let the local culture enmesh the researcher (Behar, 1996). This research design gives the subjects the opportunity to contribute their perspectives to the research (Prosser, 1998). Their definitions of school leadership do not need to agree with mine. They are given the opportunity to take photographs of what they want at the school. Their words and their voices are the answers to the interview
questions. An integrated, comprehensive understanding of school leadership is possible even if different groups do not agree upon what school leadership is (Neumerski, 2012). Researchers even argue for the inclusion of different perspectives on leadership, because a disjointed study of school leadership might lead to misconceptions (Neumerski, 2012).

Ethnographic research allows local community members to speak for themselves. Individual voices were required because of the context. I did not want to impose Western concepts of “good” and “bad” school leadership on the Philippines school. I wanted to allow participants to speak freely. The framework selected was used to describe how leadership was being practiced. It was not used to make a judgement in advance about what school leadership was going to look like. It was used to make the research more likely to capture the culturally situated example of school leadership.

Several reviewers have commented on the importance of using sound conceptual frameworks so that the results of studies would be useful to other researchers and add to the research already done (Bridges, 1982; Hallinger & Heck 1996; Leithwood & Duke 1999; Leithwood, 2005). I wanted to be sure to build on the work in school leadership that has already been done.

The conceptual framework I chose is based on the Four Paths model of school leadership (Leithwood et al., 2010). The framework was applied using a framework-dependent ethnographic case study. The ethnographic approach gave me the flexibility required for field research in a foreign culture, while the framework-dependent approach provided a solid basis in theory.

2.9.2 The Four Paths model.

One model designed to help principals consider which leadership actions influence student achievement is the Four Paths framework, developed by Leithwood and colleagues (Leithwood et al., 2010). This conceptualization is a refinement of the idea that effective leaders in different contexts practice the same set of core leadership practices (Leithwood, Day, Sammons, Harris, & Hopkins, 2006). These core practices have been used as the framework in studies around the world for the International Successful School Principals Project (ISSPP) (Gurr et al., 2005; Hoog & Johansson, 2005; Jacobson, Johnson, Ylimaki, & Giles, 2005; Moller et al., 2005; Moos et al.,
In this study, the Four Paths framework was applied to the leadership activities of all the individuals practicing leadership in the school, not just the principal.

The Four Paths model is an appropriate choice for this study, because it includes features of the instructor/individual, the school, the organization, and the community (Leithwood et al., 2010). It is not a top-down conceptualization of leadership, and it can be applied to different social contexts.

Both Bossert et al. (1982) and Leithwood, Patton, and Janzi (2010) have developed models that connected leadership practices with student achievement. Both models defined four areas or pathways where that connection might take place. For Bossert et al., these were distinctly management areas of responsibility (human resources, organizational development, production, and decision-making). This reflects the thinking about school leadership in the 1980s.

Leithwood et al.’s (2010) model shows the change in thinking about leadership 30 years later. The four paths include the organizational path, the rational path, the family path, and the emotions path. The data used to develop the model for the Four Paths came from online survey responses from 1,445 teachers in 199 schools in Ontario, Canada, in 2009. These results were compared to students’ standardized test scores in Grade 3 and Grade 6 math. Their paths are distinctly less managerial though they do not exclude formal management. For example, the family is included, reflecting the idea that different individuals, not just formal leaders, influence student achievement.

In the Four Paths model, school leadership is seen as practices or actions that have a direct or indirect influence on student achievement. Each path has different mediators influencing the student, so both direct and indirect actions of school leadership are accounted for, and each path works at different levels of organizational conceptualization (e.g. the school level, the classroom level, and the individual level). Leithwood et al. (2010) used the results from Hattie’s (2009) meta-analysis of effects on student learning to develop the mediators on each path. In the Four Paths model, the path with the strongest correlation to student achievement is the Rational Path. The path with the lowest correlation to student achievement is the Organizational Path.

Another refinement is that, in the newer model, the concept of influence is more broadly defined. In the earlier model, influence was defined more narrowly or mechanically. Power and decision-
making constituted a category of influence all their own. In the newer model, influence is closely associated with the definition of school leadership: the ability to take action that changes the direction of the school. Power is not a single category.

The mediators on the Organizational Path account for relationships in the organization, which are influenced by the surrounding community. Important mediators that influence student learning along the Family Path are parental expectations, time spent watching television, home visits by school personnel, and the home environment (Hattie, 2009). School-level indicators that strongly influence student learning include classroom behaviour, acceleration for gifted students, classroom management, and small-group learning (Hattie, 2009).

This makes the Four Paths model a good tool to use in different social contexts, as it can adapt to the changes in emphasis that come from leaders working in different contexts. Effects interact with each other. For example, working conditions (in the Organizational Path) have a strong influence on the Emotions Path. Because of this interaction, it is not enough for a study to account for only one aspect of leadership. A study may highlight one aspect of leadership, but it also must account for the other aspects. In the Four Paths model, social context is accounted for in the Organizational Path, the Family Path, and the social context (Leithwood et al., 2010).

Table 1

The Four Paths Framework (Leithwood et al., 2010)

<table>
<thead>
<tr>
<th>The Four Paths</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Path</td>
<td>Features of the school that frame interactions between individuals</td>
<td>Working conditions at the school. Funding. People’s relationships at the school.</td>
</tr>
</tbody>
</table>
| Rational Path                        | Emphasis on academic achievement.  
|                                    | School discipline.  
|                                    | Classroom management.  
|                                    | How problems are solved.  
| Emotions Path                      | Morale at the school.  
|                                    | Engagement of students.  
|                                    | Job satisfaction for employees.  
|                                    | Teacher burnout.  
|                                    | Feelings.  

2.10 Summary

This chapter began with a review of the literature related to six themes associated with educational leadership (literature associated with school leadership in the Philippines, literature about school leadership in general, literature dealing with power and influence, literature concerned with the distribution of leadership, literature about organizations, and literature concerned with the social context). The literature review showed that no research on school leadership in the Philippines has taken a distributed perspective. There were a variety of definitions of how to define school leadership. This study defined school leadership as the ability to influence others to improve the organization. Three perspectives were taken on power and influence: as a process, as equivalent to leadership, and indirectly as associated with tasks in the organization. The distributed leadership literature fell into two broad categories, research that conceptualized it as organizational influence and research that associated it with roles or functions in the organization. The literature dealing with organizations showed that a top-down description of schools is inadequate, and the literature on social contexts of school leadership showed that school leaders might practice leadership differently in different contexts.

These issues all led to the conceptual framework, which is the use of a pre-structured framework for school leadership (the Four Paths) combined with an ethnographic case study. The Four Paths framework was discussed, along with issues associated with pre-defined or emerging frameworks in ethnographic case studies. The next chapter deals with methodology.
Chapter 3

But just how far do you let that other culture enmesh you? Our intellectual mission is deeply paradoxical: get the “native point of view,” por favor without actually “going native.”
(Behar, 1996, p. 5)

3 Methodology

3.1 Research Problem

When conducting this research, it was important to acknowledge the history of colonization in the Philippines. Because I was a Canadian researcher studying a Filipino school, I needed to acknowledge the power differential between myself, a member of the wealthy West, and the residents of this poor rural community in the Philippines. These considerations led to a central question: what methodology would be best suited to conducting this study?

Based on the literature review, I concluded that school leadership had not been studied in the Philippines from the distributed perspective, that photography was a research tool that could help to cross cultural barriers, and that most researchers considered influence to be equated with a distributed perspective on school leadership. The gist of the research was to collect data that added to the knowledge in the literature review concerning school leadership in the Philippines, to the understanding of photography as a research tool, and to influence as it related to school leadership. A distributed perspective was used, with the understanding that the research in the literature review related influence to leadership in three ways (as a process, as equal to leadership, or as a part of leadership roles at the school).

3.2 Research Questions

The research question addressed was: how was leadership practiced in a Philippine high school that was taking part in a national curriculum reform?

This is consistent with the definition of school leadership used: as the ability to influence the school towards improvement. The overall approach was ethnographic field research, studying a single case. In general, an educational case study is empirical, focusing on a single example of
the phenomenon under study (Merriam, 1998, p. 27). Various data collection methods were used in this particular case study, but the most common were photographs taken by participants and interviews.

There is a continuum in the amount of structure used to conduct qualitative research (Punch, 2000), from highly structured and planned on one end to less structured and open-ended on the other end. This research employed a structured approach and used an existing framework, the Four Paths (Leithwood et al., 2010). The research and data collection were qualitative, and the framework was used to frame the design and analyze the results.

The intention of this research was not to generate theory but to conduct a tightly structured, qualitative case study using the existing framework. This goal was appropriate given that we already know a great deal about how distributed leadership functions. Frameworks for leadership have been formulated since the 1980s. What remains to be investigated are the small details, including how context interacts with distributed leadership. For this purpose, a qualitative case study using a framework was appropriate.

3.3 Methods

This study used elements from various research strategies, as detailed below in Table 2.

Table 2

<table>
<thead>
<tr>
<th>Perspectives and Methods Used</th>
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<tr>
<td><strong>Perspective</strong></td>
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<tr>
<td>Locate the field</td>
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<td>Paradigm and perspective</td>
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<tr>
<td>Strategy of enquiry</td>
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<tr>
<td>Method of data collection</td>
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<tr>
<td>Interpretation of data</td>
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</table>
Guba and Lincoln (1994) suggested five levels of organization. From the Chicago School of Sociology (with roots in anthropology), this study took the tradition of visual methods. From ethnography, it took the tradition of field methods and case study research. From educational administration, it took a framework for how leadership works. The overall approach was to use visual ethnographic methods within the various settings of a school to observe how leadership influenced the organization and student learning. The ecological approach proposed that there were different behaviour settings in which school leadership took place. Distributed leadership proposed that leadership was organizational influence that directly and indirectly influenced people in an organization.

3.4 Design

This study’s design was based on the framework for qualitative fieldwork suggested by Merriam (1998). It employed photo-elicitation interviews (Collier, 1957).

As described in the literature review, image-based data collection is a method of collecting and analyzing empirical data using photography as an observational tool (Collier & Collier, 1986); it is associated with anthropology and sociology, and it is also referred to as visual anthropology, visual sociology, or visual methods. Photographs in research may include the analysis of photos, films, and TV programs; the analysis of architectural space; the ethnography of design; and the analysis of domestic goods and spaces (Atkinson & Hammersley, 1998).

3.4.1 Photography as a research tool.

The camera was used shortly after its invention to document foreign cultures in early anthropology, where photos were usually used to categorize people into different groups (Collier & Collier, 1986). Filipino men and women were photographed and categorized in this way (see Figure 3) by Bean (1910).

A fundamental assumption of archaeology is that artefacts are valuable for interpreting culture, and humans create artefacts through their social activity. Photographs are therefore visual artefacts that document social activity. Visual methods are emphasized in traditional anthropological field research (Malinowski, 2004); however, visual images have typically been used to show examples of cases and not as data themselves. The Chicago School took up visual methods to explore socially important themes during the Great Depression (Bogdan & Biklen,
2004), and those methods found their way into other fields of sociology, including education (Hammersley, 2004).

John Collier, Jr. reported on the serendipitous use of photography as a research tool in the Canadian Maritimes (1957). His research team interviewed one group of respondents, showing them photographs Collier had taken himself and interviewed the second group without the photographs. Though both interviews covered the same material, “the photographic interview got considerably more concrete information” (Collier, 1957, p. 849). Also, “the material obtained with photographs was precise and at times even encyclopaedic” (p. 856). He also found that the photographs reduced the power differential between the researcher and the subjects, because both set their sights on the photographs rather than the interviewers’ notebook and what he was writing in it.

Tucker and Dempsey (1991) used photo-elicitation to research the use of technology in higher education. They also found that research using photographs yielded richer data. “Informants tended to examine images and react to cues present in those images more carefully than would have been expected using written or spoken cues alone” (p. 652).

This method, where the interviewer asks questions while showing a respondent photographs came to be known as photo-elicitation. “It is based on the simple idea of inserting a photograph into a research interview” (Harper, 2002 p. 13). One branch of photo-elicitation in interviews has evolved into a methodology known as Photovoice. Photovoice is a participatory action research strategy. It is seen as a way to allow participants to record, reflect, and report to policy makers on their personal and community issues (Wang, 1999). It is also associated with levelling the power difference between the subjects and the researcher. It was developed to “enable Chinese village women to photograph their everyday health and work realities” (Wang, 1999, p. 185).

There are several considerations that need to be accounted for in the use of visual methods in social research. The methodological issues in the use of visual methods in education research have been approached directly by Nguyen and Mitchell (2012) and Wall, Higgins, Remedios, Rafferty, and Tiplady (2013). Nguyen and Mitchell (2012) concluded that the use of visual methods in educational policy research can lead the researcher to “rethink policy, particularly in relation to studying social difference in globalizing conditions” (p. 479). Research that includes
researchers from one culture and photographs from another culture is not necessarily a bad thing, because it invites reflectivity (Nguyen & Mitchell, 2012, p. 480). Wall et al. were interested particularly in the analysis of data from visual methods. They analyzed the same visual data, using both inductive and deductive frameworks. They concluded that both processes provided useful insights. However, using a grounded approach (Glaser & Strauss, 1967) was problematic, because of the number of different ways to look at the data: “not only was there the text and the visual elements to explore but also the ways that they were interrelated” (Wall et al., 2013, p. 37).

3.4.2 Visual research in schools.

Prosser (2007) claims that the use of visual methods can help us to see aspects of the school that normally remain hidden, what he calls the “visible but hidden curriculum of schools” (p. 13), which is part of the organizational culture of the school. Harper (2002) claims that the use of photographs is linked to post-modernism’s de-centered narrative (p. 13). The photographs shown may take different forms, from scientific to personal.

The use photography as a tool in school research is a growing field. The data from visual methods have been used in a number of different ways: to gain multiple perspectives (Have, 2003), to tell a story or narrative (Schratz, 2009), to study marginalized students (Zenkov, Harmon, Bell, Ewaida, & Lynch, 2011), to document principals’ perceptions of themselves during policy implementation (Werts, Brewer, & Mathews, 2012), and as a tool in interviews in a narrative inquiry (Ketelle, 2010).

Have (2003) asked university students in a methodology class to use photographs as a part of observation assignments and found that researchers easily understood and differentiated the perspectives of the observer and of the subject. He hypothesized that the best results with visual methods might come from using multiple perspectives.

Schratz (2009) used photography to study how school leaders from different countries who worked together perceived photos of principals’ offices. This cross-cultural study found that “participation reflects a process of becoming part of a greater whole” (p. 289). He found that the use of photography in cross-cultural research helped to “push the cultural boundaries of discovery and learning in terms of trans-national understanding” (p. 288).
Zenkov et al. (2011) gave cameras to economically impoverished students. Their objective was to “share urban students’ perspectives on effective leaders” (p. 123). From the students’ perspective, adults filled multiple leadership roles in the school. They thought that these leaders “should be playing leadership roles for at least three constituencies—for the youth themselves, for these young adults’ family members, and for teachers” (p. 129).

Werts et al. (2012) allowed two school administrators (one high school and one elementary) to generate photographs of themselves. The photographs were helpful because they allowed the principals to see themselves and re-construct their experiences for the researcher.

Ketelle (2010) photographed eight school principals and asked them to write reflections on photographs. She then used the photographs in photo-elicited interviews to write a narrative inquiry. She found that the use of photography allowed new ways of understanding for both herself and the principals and found that the use of photographs was “subtle and complex” (p. 564).

One problem with local cultures is that we are blind to our own culture; it normally exists below the level of consciousness and we carry our biases into a foreign culture. Photography ameliorates this difficulty; while the person behind the camera may be biased, the camera itself is a neutral observer. In this study, the researcher came from a Western culture, while the research took place in an Asian culture. One challenge in this ethnographic approach was to allow the researched culture to speak for itself. These differences of perspective can be an asset, because the researcher and the subject are forced to reflect on their different perspectives of same photograph (Nguyen & Mitchell, 2012). The photos provided “information bridges” (Collier & Collier, 1986, p. 99) and starting points for discussion between the interviewer and the subject. Collier and Collier (1986) called this “photo interviewing” (p. 100), which allowed for structured interviews, keeping the informants on topic without the inhibiting effects of a questionnaire (p. 106).

The literature on visual methods research shows that researchers used photographic data to level the power imbalance between the researched and the researcher (Have, 2003; Wang, 1999; Zenkov et al., 2011), which is a consideration in this case. In the tradition of the Chicago School, the methods allowed the researcher “to see the world from the perspective of those who are
seldom listened to” (Bogdan & Biklen, 2004, p. 10), such as those living in poverty or remote geographical locations. The camera also allowed participants to join in the collection of data. Technological advances have made the use of visual images an everyday experience. Photography, video, drawing, and Internet media are commonly used to help “in the process through which ethnographic knowledge is created and represented” (Pink, 2005, p. 1).

3.4.3 Summary of visual methods.

The literature on using visual methods in school leadership research showed that photography has been used in a variety of ways in educational research. There are methodological issues with the use of photography in educational research, but their use has the potential to generate insights. Interviews used together with photography have resulted in rich data collection. Photography allows for the perspectives of the subjects to be included in a study, which can promote reflexivity, helping to bridge the gap between cultures. Visual methods have been used in contexts where the equalization of power is an issue. Visual methods can work to equalize the power differential between the researcher and subjects.

3.5 Testing the design.

I tested the study’s methodology with one colleague at the University of Toronto and with several colleagues at Zayed University. Giving them cameras, I asked them to take photos of things that made their school a better place. I then conducted interviews with them based on the draft interview protocol and the photos they had taken. In these tests of the research design, I did not expect the subjects to always photograph school leadership. The advantage of putting the cameras in the subjects’ hands was that it allowed them to capture their own perspectives (Nguyen & Mitchell, 2012). What they photographed, from their perspective, were things that influenced the organization toward improvement.

The goal of the interview protocol, which was based on the Four Paths (Leithwood et al., 2010), was to question the subjects about their photographs and make the connection between “influence,” which they had photographed, and school leadership. The Four Paths model was based on indicators of leadership. As a result of these tests, I made several changes to the interview protocol. I also found that it was much easier to deal with electronic photos rather than
film. Most people were familiar with the cameras on their mobile phones and were comfortable viewing those photos on the screen of my laptop.

3.6 Sample

This section discusses the sampling method and the way decisions about sampling were made. The unit of analysis was power, or the ability to influence an organization, which I interpreted as the exercise of school leadership by the actions of people. The level of investigation was the organization, or school. Because of distributed leadership, we expected to see that the walls of the school were permeable, and that community members and the larger organization (for example, the Department of Education office) would also influence the school.

Sampling decisions were integrated into the planning process. The research question dealt with the way school leadership was practiced in this geographic and social location; therefore, I conducted an ethnographic overview of the organization and the surrounding community. The sampling demanded by this ethnographic approach was to emphasize the setting of the school. In this case, criteria for selecting the site (the school) and criteria for selecting the sample within the site (individual respondents at the school) were needed. The most appropriate sampling strategy for qualitative problems is non-probabilistic, purposive, and purposeful (Cohen et al., 2003; Merriam, 1998). According to Reeves, Turner, Morris, and Forde (2005), “Purposeful sampling was based on the assumption that the investigator wanted to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 61).

Purposive sampling required the selection of criteria that the researcher was looking for and why each was important, because they “directly reflect the purpose of the study” (Reeves et al., 2005, p. 61).

The case (one school) was selected on the basis of typical purposeful sampling. The target was planned to be a typical case. Typical case sampling is appropriate in qualitative case studies that examine cases that are not “extreme, deviant or intensely unusual” (Merriam, 1998, p. 62). However, since there was only one high school in the province undergoing the grade 11 reform, the achieved case shouldn't be seen as typical. It was atypical in the sense that it was chosen as the pilot school for the new curriculum. This research investigated the way leadership was practiced in a particular place; it did not deal with generalizing results across all schools. This
case study sought to find out how leadership was distributed at one school in the Philippines and which of the four paths were emphasized by leadership at that school.

The criteria for selecting the individual school for the case study is presented in Table 3 below. The site selected must be in the province of Tropic Island in the Philippines. It must also be accessible within a reasonable travel time, so it should be located in the municipality of Tropics town or the municipality of Tropics. The other three municipalities on the island are about one hour away in each direction. The site should be a high school, because photography might be a difficult task for elementary school children. The school did not need to be “successful,” though it was more likely to find a higher net amount of leadership in a successful school. We were interested in a typical school; in this location, a typical school might not have much leadership or the leadership might not be highly distributed. Though “management” referred to a person in a formal position, this title was not equivalent to being a leader or exhibiting leadership. However, it was likely that we would find effective leadership where there was effective management (Ho & Ng, 2012).

**Table 3**

**Criteria for Sample Selection**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should be on Tropic Island</td>
<td>The researcher was a member of the community and had access</td>
</tr>
<tr>
<td>Should be a high school</td>
<td>The age of the students would be appropriate for handling cameras</td>
</tr>
<tr>
<td>Should be a typical school</td>
<td>The research question dealt with the typical way that school leadership was practiced in this place</td>
</tr>
<tr>
<td>Should be in the districts of Tropics town or Tropics municipality</td>
<td>For geographical access, the other three districts took up to an hour in travel time</td>
</tr>
<tr>
<td>School should be showing improvement</td>
<td>Improvement was required for the Four Paths framework</td>
</tr>
<tr>
<td>Not in any major way extreme</td>
<td>Should not be an “oddball” case</td>
</tr>
</tbody>
</table>

I contacted the provincial division superintendent of the Department of Education for the province of Tropics by telephone. I asked for permission to conduct research in Tropics, and I e-
mailed an introductory letter (see Appendix A), which described the research objectives, the anonymity and confidentiality of the participants, compensation, and the right of participants to withdraw from the research. There were 20 high schools in the province of Tropics that were suitable for the research project. I asked the superintendent to recommend five schools that might be available, based on the criteria in Table 3. I asked for contact details for the principals of those schools and then contacted the principal of the first school by telephone to enquire whether the school might be available for research. If the first school was not available, I called the next school on the list and made the same enquiry, continuing until a site for the case study was found.

Merriam suggested that researchers view within-case as a second level of sampling and come up with a second list of selection criteria (p. 66). The rationale for within-school sampling was that the researcher was looking for an overview of the typical case. Within-case sampling is based on the principal of heterogeneity, which is a desirable sampling characteristic in qualitative studies in order to ensure that the participants represent the attributes of the school population (Cohen et al., 2003). Heterogeneity was pursued across two levels: the role the participants played in the school (e.g. teacher or student) and the personal characteristics of the individuals (e.g. age, gender, or language ability). With those factors in mind, the primary researcher selected participants from the pool of volunteers based on the within-case criteria presented in Table 4 below.

Table 4

<table>
<thead>
<tr>
<th>Organizational Role</th>
<th>Number of Participants</th>
<th>English Language</th>
<th>Age (Higher or Lower)</th>
<th>Gender Ratio</th>
<th>Grade Level</th>
<th>Subject Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Representatives</td>
<td>3</td>
<td>Yes</td>
<td>Lower</td>
<td>50:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Leaders</td>
<td>3</td>
<td>Yes</td>
<td>Lower</td>
<td>50:50</td>
<td>Varied</td>
<td>Varied</td>
</tr>
<tr>
<td>Teachers</td>
<td>3</td>
<td>Yes</td>
<td>Lower</td>
<td>50:50</td>
<td>Varied</td>
<td>Varied</td>
</tr>
<tr>
<td>Students</td>
<td>3</td>
<td>Yes</td>
<td>Higher</td>
<td>50:50</td>
<td>Varied</td>
<td>Varied</td>
</tr>
</tbody>
</table>
In purposive sampling, the sample size is determined by the amount of information collected. The study required “an adequate number of participants, sites, or activities to answer the questions posed at the beginning of the study” (Reeves et al., 2005, p. 64). It was estimated that this study required about 14 to 21 respondents in the following categories: representatives from the district, those with formal leadership roles in the school, the principal, the vice principal, the department heads, the teachers, the students, the family members, and the community members.

Following the selection of a successful school for a research site, the researcher distributed a consent letter, conforming to the University of Toronto Guide to Informed Consent, which invited school teachers, other staff members, administration, students, family, and community members to participate (see Appendix B). The letter briefly described the study, the conditions for participation, the risks and benefits, compensation, and confidentiality; it also provided the contact information of the researcher and thesis supervisor.

The invitation letters were hand-delivered to the school. There was one class of 35 students participating in the pilot of the new curriculum. Separate letters were written for staff, students, and families. Invitations were distributed to all the school faculty and staff, to the class of 35 students participating in the new Grade 11 curriculum, and to one class not participating in the new curriculum. Since only three students and three family members were required, a single class was selected at random, and letters were distributed to its students and their families. Prospective staff members were asked to return the letters to a box in the school office, while prospective family and student participants were asked to return the letters to the classroom.

If more than three candidates for any role group volunteered, I chose the three that best fit the criteria listed in Table 4 and that best represented the general characteristics of the school. If there remained too many potential candidates in any role or roles, I conducted blind selections for the three candidates. Those not selected were informed in person about the selection process and the reason they were not selected.
Invitations were sent home with all students who were selected for the study, but only one family member responded. A second round of invitations was then sent home with students in another class. Three additional students (not members of the new curriculum cohort) volunteered, but again no additional family members responded. I surmised that this might be because they felt insecure about their language abilities. I accepted the additional students as participants; while they were not in the cohort that was being studied, they were students in different classes at the school.

The realized sample was different from the proposed sample. The proposed sample was conceived in Canada, based on needs conceived in Canada and literature primarily published in the Western world. Unfortunately, the reality of the Tropics High School did not conform to the proposed sample. For example, there was almost no staff at the school. There were no secretaries and only one student advisor/guidance counselor. There was a watchman at the school’s front gate along with a handyman who did odd jobs and small repairs. The only other non-teaching staff at the school was the principal and the guidance counselor.

The realized sample had effects on the quality of the data. The effects on the study were to reduce the data collected from family members and non-teaching staff. There was no way to add participants who were non-teaching staff members. The watchman and handyman were both invited to participate but did not respond. The addition of further family members was limited, perhaps because of my lack of language abilities, so the results from each of those two groups consist of responses from a single individual. Table 5 summarizes the characteristics of the 15 study participants.

Table 5

<table>
<thead>
<tr>
<th>Realized Sample</th>
<th>Number of Participants</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Member</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Staff</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
### 3.7 Data Collection

The data collection took the form of open-ended, semi-structured interviews and proceeded in three stages. Stage one continued through the entire 12-week project, with a spotlight on familiarizing myself with the research context. During this period, I reviewed the literature and kept a field journal. Stage two took place in weeks four through eight and involved the taking of photographs by the respondents. Stage three took place during weeks nine through 12 and involved semi-structured, open-ended interviews while looking at the photographs.

I met with the subjects four times over three weeks. I met with the students, teachers, area supervisors, and family members in separate groups. They were all given the same instructions. The photography session lasted for two weeks, after which the subjects were asked to return their cameras to the researcher. The interviews took place on the three Saturdays before, during, and after the two-week photography session. They also included trips to the district office in town, about 20 kilometers away from the school, where I met with the supervisors (for math, science, etc.). I was invited to conduct one interview in the home of an area supervisor and at a hotel with another area supervisor.

The first meeting was to select the final participants in the project, collect signed consent documents, and answer questions about participation, anonymity, confidentiality, withdrawal, and compensation. The volunteers attended and were invited to bring their parents along if they were minors. Minors all submitted signed consent forms from themselves and their parents.

The second meeting was informational and instructional, during which the participants were informed about the use of the camera and what kinds of photographs to take. The purpose was to familiarize the subjects with the study, introduce them to the cameras, and provide instructions.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>District Leader</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>
about what they were supposed to photograph. The participants were told that I was conducting a study about the new curriculum reform and that I was interested in how school leadership functioned during the reform. This was discussed in the context that the reform was designed to improve the school and improve the education of the students. I did not explicitly connect things that improved the school with school leaders. I reasoned that some of their photographs, but not all, of the things that influenced the school toward improvement would be the result of leadership, and I did not want them to focus their photography exclusively on individuals in formal leadership positions. This was in keeping with my distributed perspective on school leadership.

Participants were asked to take photographs of people, things, places, or even feelings (if they could find a way to photograph a feeling) that influenced the improvement of the school. They were not asked to photograph school leadership directly, because I did not want them to photograph only people in formal leadership roles. I told them about the different ways that “influence” might appear. I told them that influences were things that had the power to improve the school, things that made the school better. I told them about the different places they might find influence or power at their school. I told them that they could take photographs anywhere they liked, either at the school, away from the school, or at their homes.

The subjects were given mobile phones with built-in cameras and memory cards. They were given instructions on how to use the cameras and were escorted on an initial “photo walk” around the school (Zenkhov et al., 2011, p. 126). I modeled the process of photo evaluation and demonstrated how to use the cameras. I then walked the subjects through the school grounds as they practiced taking photographs. The session ended with fact-checking to ensure that the participants were clear about what they were supposed to do, including their obligations to ask permission and seek consent when taking photographs of people.

The third meeting was a follow-up session held at the midway point of data collection to review the status of participants’ photographic data collection. The purpose of these interviews was to discuss the photos they had taken and any concerns they were encountering (Zenkhov et al., 2011, p. 126).
The final meeting consisted of data collection through interviews based on the photographs taken by the participants. The interviews were based on photo-elicitation using the photographs taken by the subjects. This method was used to obtain insight into how the participants viewed the school (Schratz, 2009). Each respondent participated in a 45-minute interview based on his or her photographs. The principal researcher conducted these interviews, which took place on the third weekend of the research. Along with the photographs, an interview protocol (see Appendix D), based on the main research questions and the theoretical framework, served as a guide. The purpose of the interviews was to link the influences photographed by the participants (what made the school better) with the interview protocol questions about school leadership, derived from the Four Paths (Leithwood et al., 2010). Not all the influences photographed by the subjects were the result of school leadership.

The interview questions centered on dimensions of school leadership embodied in the interview protocol. I made no attempt to classify the photographs according to the Four Paths framework during the interviews. I saw the photographs for the first time during the interview. I asked the participants to begin by choosing a photograph that they were particularly interested in talking about. I then selected an interview protocol question (the protocol was based on the four paths) and some follow up questions. I repeated the process of viewing photographs and asking interview questions until all the interview protocol questions had been answered. In this way the interview discussion was balanced, with the participant choosing the photographs we looked at while I chose the interview questions to ask. This process provided a balance between the perspectives of the subjects (represented by their photographs) and the researcher (represented by the interview protocol).

The interviews were audio taped and transcribed to free the researcher from taking notes, which allowed for more participation in the discussion. The researcher sent the respondents a copy of the transcript so they could check it for accuracy and add additional information. All the respondents either approved the transcripts as they were or did not reply.

For example, Teacher 3 took a photograph of a trophy (award) for dancing and also several photos of students dancing on a stage. “As one of the advisor of the 4th year contingent, this was the prize we received as champions in the mass demo [i.e. dancing] competition last year” (Teacher 3). This would be the first time I was seeing the photograph. I would consult my
interview protocol and, because this seemed to me to represent the rational path (teaching and learning), I would ask her questions along those lines. The questions, follow up questions, and probing questions reveal further information about the dancing competition, which is extra-curricular and organized by her. She answered the questions, which were recorded and transcribed.

During the analysis phase, her responses were coded. I loaded all the interview transcripts into NVivo. I did not load the photos into NVivo, or code them, but I did look at them to give me context while I read the transcripts. As I read the transcripts, I coded all the references from respondents that spoke about influencing the organization. I made decisions about which of the four paths the influence should be coded on. I did this by consulting the list of mediators from Leithwood et al. (2010) and comparing them with the responses from the participants and with the question from the interview protocol. For example, in this case, I coded the comments from Teacher 3 about the dancing competition as an influence on the emotional path, even though the questions on the protocol dealt with the rational path. I did this because the dance competition was extra-curricular, because she expressed feelings of pride, and because she talked about how good the students felt and how that good feeling encouraged the students and her at school.

Sometimes a reference to influence seemed to fall into two different categories on the four paths. Teacher 3’s comments about the dance competition could deal with teaching and learning (the rational path) or they could deal with feelings about a positive learning environment (the emotions path). If I could not decide, or if the influence seemed to be equal on both paths, I coded the data on the transcript into both paths.

Many of the interviews were conducted on the school grounds. The school was quite noisy—there was no glass in the windows, and there were thunderstorms and heavy rains on a tin roof—so the recordings had a large number of inaudible sections. The problem was compounded because in order to prepare files for transcription, the format was changed to reduce the file size. As a result, the original files had to be reviewed again in their original file format to fill in the inaudible sections. Very few inaudible utterances remained in the transcripts after this process.

All the interviews took place during a single Philippines school year, from June to April. Research was not planned over summer vacation because the leadership context might change.
from school year to school year. The purpose of this timing was to allow the subjects to become comfortable in their school year, and thus research did not take place near the beginning of the school year, because students were adjusting to new classes, or near the end of the school year, because they were preparing for and taking annual examinations. Taking into account annual holidays and school examinations, the middle five months of August through December were determined to be the most productive.

The data from the test of methodology with colleagues and the data from the main study were stored in a locked filing cabinet in the principal researcher’s office. The analysis began during the data collection stage. Data analysis was interconnected with data collection, and it was consistent with the theory and philosophy of the study (Leithwood & Duke, 1999). Data analysis was part of the research cycle, as recommended by Merriam (Reeves et al., 2005).

Validity in qualitative research is an extended agenda built into the research design. Guba and Lincoln (2005) stated there are two types of rigor. The first is rigor in the application of method, and the second is rigor in community consent, with one interpretation given salience over another. For these researchers, methodological criteria are useful, but community consent is more important.

Traditional scientific measures of validity were not suitable for the present study. Issues of validity have become a lightning rod in the debate concerning paradigms (Guba & Lincoln, 2005). According to Leithwood and Duke (1999), “Multiple criteria for evaluating research now exist” (p. 26). This research study viewed validity as an “extended agenda,” as no method can deliver an ultimate truth (Guba & Lincoln, 2005, p. 205). The central issue was how readers would know whether the research was “faithful enough to some human construction that we may feel safe in acting on them, or, more important, that members of the community in which the research was conducted may act on them” (Guba & Lincoln, 2005, p. 207). The criteria for validity used were Guba and Lincoln’s (1994) authenticity criteria and their trustworthiness and authenticity criteria (2005).

3.8 Significance

The results of this research will be of interest to researchers and practitioners in the Philippines. This study is significant in terms of gaining an understanding of the practical effects of the
Philippines’ current school improvement project (Department of Education of the Philippines, n.d.). It will also add to the existing knowledge base about how school leadership functions in different countries. Specifically, it will provide insight into how school leadership is practiced in one school in the provincial Philippines. It applies the theories of distributed leadership and ethnography in a unique and interesting way.

Table 6

Data Collection Timeline

<table>
<thead>
<tr>
<th>Collection Task</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical approval process</td>
<td>February–April 2014</td>
</tr>
<tr>
<td>Pilot project</td>
<td>March–April 2014</td>
</tr>
<tr>
<td>Philippines’ summer vacation</td>
<td>31 March–1 June 2014</td>
</tr>
<tr>
<td>Philippines’ school year begins</td>
<td>Monday, 2 June 2014</td>
</tr>
<tr>
<td>Begin travel to the Philippines</td>
<td>Monday, 23 June 2014</td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
</tr>
<tr>
<td>Contact Dept. of Ed. Superintendent</td>
<td>May 2014</td>
</tr>
<tr>
<td>Contact prospective school principals</td>
<td>May–June 2014</td>
</tr>
<tr>
<td>Distribute invitations to participants</td>
<td>Monday, 23 June–Friday, 27 June 2014</td>
</tr>
<tr>
<td>First meeting with informants</td>
<td>Saturday, 5 July 2014</td>
</tr>
<tr>
<td>Second meeting with informants</td>
<td>Saturday, 5 July 2014</td>
</tr>
<tr>
<td>Third meeting with informants</td>
<td>Saturday, 12 July 2014</td>
</tr>
<tr>
<td>Final interviews</td>
<td>Saturday, 19 July 2014</td>
</tr>
<tr>
<td>End travel to the Philippines</td>
<td>Sunday, 20 July 2014</td>
</tr>
<tr>
<td>Analysis and writing up (Toronto)</td>
<td>Sunday, 20 July–Sunday, 24 August 2014</td>
</tr>
<tr>
<td>First draft complete</td>
<td>31 January 2015</td>
</tr>
</tbody>
</table>
The study was tentatively planned to take place during the 2014 Philippine school year, which ran from June 2014 through April 2015. Because the period after Christmas break is usually dedicated to preparation for end-of-year exams in March, the data collection phase was planned for the months of July and August.

### 3.9 Consent, Access, and Participant Protection

Ethical principles required special emphasis in this ethnographic study. Concern for subjects “revolved around issues of harm, consent, deception, privacy and confidentiality of data” (Punch, 1994, p. 89). Philosophers have noted the distinction between morals, which are the right and wrong things to do, and ethics, which is the enquiry into the basis of morals (Pring, 2000). Ethics in research are usually stated as rules of conduct that enable the researcher to function in a particular research context. Topics of concern have included informed consent, risk and vulnerability, confidentiality, and ownership of the data and results (Cohen et al., 2007). For Bogdan and Biklen (2004), there are two traditional ethical issues. First, subjects should enter the study voluntarily and understand the nature of the study and the dangers involved. Second, subjects should not be exposed to any risks that are greater than the gains.

After the ethics committee approved the study, the principal investigator submitted a letter to the provincial Department of Education administrator in Tropics Province (see Appendix A). The letter outlined the nature and purpose of the study and asked for consent to conduct research in a Tropics Province school.

Translation of materials was not anticipated, since English is one of the official languages in the province of Tropics. I am a rudimentary speaker of the local language (Visayan) but not fluent enough to conduct research in it.

The participants were financially compensated for their participation in accordance with University of Toronto guidelines. The minimum wage in the province of Tropics was about $4.00 per eight-hour workday. Participants were compensated for two working days, or 16 hours of their time ($8.00 total).

There were no physical or legal risks associated with participation. There may have been mild psychological or emotional risks if participants felt uncomfortable or embarrassed about having
their photos taken or if they felt a loss of privacy when they appeared in photographs. However, the participants belonged to a vulnerable group, both in terms of economics and power relations. The most vulnerable group was public school students, who may not have felt able to give answers freely because of their position in the school.

Participation could be justified by the benefits to the participants, the local community, and the scholarly community. In addition to financial compensation, participants were instructed in the use of digital photography cameras. At the time, the province of Tropics was conducting a school improvement project, and it will benefit from the results of this research in the future. The scholarly community will also benefit, as this research sheds light on the way school leadership is practiced in Tropics Province and the Philippines.

Before submitting the ethics review protocol to the Office of Research Ethics, organizational consent was sought in writing from the Department of Education regional office responsible for the province of Tropics (Region 7: Central Visayas). This request conformed to the University of Toronto’s ethical approval policy on research in jurisdictions outside Canada. Individual consent was sought from participants in writing and confirmed in person during the data collection phase. The introductory/organizational consent letter (see Appendix A), the consent letter for participants (see Appendix B), the observation (photography) protocol (see Appendix C), and the interview protocol (see Appendix D) were attached. After the research was completed, participants had the opportunity to give feedback on the data they had provided to the researcher. They were able to contact the researcher by telephone, e-mail, or regular mail to access a draft of the research results. Participants were informed in the consent letter of their right to withdraw at any time by informing the principle investigator. Following notification, their data were permanently deleted from the research.

All electronic data, photographs, and notes were encrypted on the researcher’s computer and portable storage devices. A secure online encrypted backup system was used. Photographs taken by participants were treated as confidential and used only with the consent of the participants for the purpose of data collection and interviews.

The identities of participants were stored separately from the research data, and participants would be referred to in ways that retained their anonymity. Participants could choose to keep the
photographs they had taken or in which they appeared or delete them at any time. Field notes, interview notes, and photographs were stored in digital form on portable USD memory cards, the personal laptop of the researcher, and the server of the backup service. The laptop and portable devices were encrypted according to products recommended by the University of Toronto’s guidelines. The data, including photographs, were retained until the completion of the research project and then permanently deleted. Some photos may have been included anonymously in the published dissertation, with the consent of those who appeared in them and of the participants who generated them. Some photographs may have archival or historical value to the province of Tropics.

3.10 Analysis

Data analysis followed the analytical induction method (Cohen et al., 2000; Huberman & Miles, 1994). The interview guide and the model of school leadership was used to identify patterns, threads, tensions, and themes in the data. I took the themes from the interview guide and the Four Paths model to make a rubric of practices that would fit into the four paths. A qualitative analysis using these “tighter” qualitative designs began with the research design. For example, during the design phase, the choice of categories in the theoretical framework from the Four Paths model (Leithwood et al., 2010) reduced or restricted the data collected. An iterative approach was used in the data analysis, which involved a series of cycles. Each cycle involved data reduction, data display, and conclusion drawing/verification (Huberman & Miles, 1994). This process took place throughout the research cycle. I then read and re-read the interview transcripts, and I entered comments in the MS Word document for each response given by participants. I labelled responses according to whether they dealt with the family path, rational path, organizational path, or emotions path. If the response was cross-talk or irrelevant, I labelled it as such. If the response dealt with school improvement but did not seem to fit into any of the four paths, I labelled it as “other.” There were thus six possible ways each utterance could be labelled. I did this for all the respondents’ transcripts.

The iterative analysis involved analytic induction, which assumed that there were regularities to be found in the data (Huberman & Miles, 1994). The iterations involved reducing data to the categories in the conceptual framework, grouping related things according to the categories in the theoretical framework, and drawing conclusions and verifying that the data fit the categories.
The data were analyzed according to the following eight step process:

1. The project design was completed and approved at the research proposal hearing at OISE/University of Toronto.

2. After the data were collected, the audio files were sent to a transcription service in the Philippines. The audio files were converted into 15 text files by the transcription service. The 15 interview transcripts were imported into the qualitative data analysis software program NVivo-10. The transcripts were grouped according to the role the participant played at the school (i.e. formal leader, teacher, student, etc.).

3. Related material categories (nodes) were created for the conceptual categories in the interview protocol based on the Four Paths theory.

4. The transcripts were read, and the content was categorized according to which of the four paths the informant was discussing.

5. The data, coded for the four paths and for the three groups of participants, were manipulated and organized by the software management program.

6. Further time was spent re-reading and reflecting on the transcripts. The transcripts were coded a second time, paying particular attention to sections that had been marked inaudible. The content of the coded categories was printed and read again to identify examples of actions that influenced the organization toward improvement. Interview transcripts were viewed together with the photographs. Though the photos were not analyzed for content, they did form the basis of the interviews and what the participants were trying to communicate.

7. Connections were drawn between the three groups of informants and how they spoke about influencing the school.
8. Reflective time was spent comparing the connections drawn from the data, the
original research question about how leadership was practiced, and the conceptual
framework.

3.11 Description of the Case

3.11.1 Geographic context.

The Philippines is a diverse, tropical South Pacific nation made up of 7,000 islands and more
than 150 language groups. It can be divided roughly into three different regions: the northern
area, which includes Manila and the island of Luzon; the central area, where the Visayan
language is spoken; and the southern area, which includes the restive island of Mindanao (see
Figure 2). The Philippines is the world’s 12th most populous country, with 100 million people
and an annual GDP per person that is about one-tenth of Canada’s ($3,500 versus $39,600). One
million people leave the Philippines annually to look for work. At any given time, 10% of the
population, or 10 million people, is living outside the country. Cash remittances from these
workers account for about 5% of annual GDP, or $18 billion (Philippines Central Bank, 2010).

Figure 2

Map of the Philippine Islands (Brinton, 1898)
3.11.2 Western versus Non-Western Perspectives.

This thesis deals with research in the developing world, and the historical relationship between scientific research and the developing world is poor. It is necessary to deal with issues of colonialism and Western versus Non-Western views. A great range of practical and theoretical ways of knowing arise when we discuss the differences between indigenous and non-local perspectives. Our objective should be to increase the amount of indigenous knowledge available (Bajunid, 1996).

One problem of colonialism is that it allows “dominant groups to define the terms of being and non-being, of civilized and uncivilized, of developed and undeveloped, of human and non-human” (Denzin & Lincoln, 2005, p. 285). The Philippines has been colonized three times, by the Spanish, the Japanese, and by the United States. The term “research” has negative connotations associated with the Western world and European imperialism, and it serves as a metaphor for the negative associations held by colonized nations about imperialism (Denzin & Lincoln, 2005). Colonizing nations, including those that colonized the Philippines, relied on the
human disciplines, especially sociology and anthropology, to produce knowledge about foreign cultures (Hammersley, 2007). Researchers went to foreign areas to study the customs, habits, and culture of another human group (Bogdan & Biklen, 2004).

It is not the purpose of this research to continue the traditions of colonialism. The research recognizes that there are a variety of ways of seeing the world in Canada, and a variety of ways of viewing the world in the Philippines. Local communities “are not homogeneous, do not agree on the same issues, and do not live in splendid isolation from the world. There are internal relations of power as any society that exclude, marginalize, and silence some while empowering others” (Denzin & Lincoln, 2005, p. 87). This research presents the results of one school on one island in the Philippines. It was conducted by one researcher from a particular background in Canada. The idea of transparency in ethnographic work has crumbled. The idea of ‘culture’ is problematic because culture is complex, evolving, and contested (Clifford, 1986). The intent of the researcher was to explicitly state the perspective of the researcher, and to present the perspectives on school leadership from the participants at one school in the Philippines. The acknowledgement of different perspectives was built into the design of the study, the choice of a theoretical framework, the data collection and analysis.

Philippine history includes the pre-European (pre-1521), Spanish Colonial (1521–1898), American Colonial (1898–1935), and post-war (1945–present) periods. Originally, the Philippine people were of Malay ancestry. They migrated before recorded history from the Asian mainland via the Indonesian and Malaysian archipelagos (Department of Education of the Philippines, n.d.). Ferdinand Magellan claimed the Philippines for King Philippe of Spain in 1521 during his circumnavigation of the globe, and it remained a Spanish colony for 377 years. The indigenous writings and alphabet were destroyed, and missionaries introduced the Roman alphabet, the Spanish language, and Catholicism. Beginning in 1863, primary schools with instruction in Spanish were introduced in each town, and a Jesuit school for teacher training was established in Manila. After the Spanish-American War, the Philippines was ceded to the United States in 1898. Under American rule, church and state were legally separated, and public education was initiated using English as the language of instruction (Canieso-Doronila, 1996). Extensive ethnographic research was conducted in the Philippines during the U.S. colonial period, including studies that used photography as a research tool (see Figure 3). These studies often attempted to classify Filipino ethnic groups.
3.11.3 Educational context.

There have been other strong influences on Philippine educational philosophy. Manuel Quezon, the first president of the Philippine Republic, stressed the need for Filipinos, as a colonized people, to improve themselves through education. A code of citizenship and ethics, written when the commonwealth was founded in 1939, was to be taught in schools. The Catholic Church, whose main tenet is that the ultimate purpose in life and education is to know God, remains a major influence. Religion plays an important role in daily life. The Philippines is the only country outside the Vatican that does not allow divorce, and changes to sex education and birth control have been contested in court by the Church. Jose Rizal, a national hero executed by the Spanish in 1896, thought that schools must train citizens in the moral, intellectual, and physical aspects of life. Apolinario Mabini, a revolutionary fighting the Spanish, distinguished between the external and internal aspects of fighting the occupiers, which he said “must be grounded upon sound moral education, and sound moral education must stand on solid principles” (Bauzon & Elevazo, 1994, p. 129).
Residents of the Philippines give low value to individualism and tolerate a large power distance (Hofstede, 1983). This means that individuals are expected to care for group needs and that ties between people are very tight. At the same time, power is distributed unequally; large differences in power are tolerated or even inherited, and authority is centralized. There is an expectation that leaders have power and will exercise it, and that followers will follow. We would expect school leadership decisions in the Philippines to be made by district leaders and the leadership structure to be hierarchical.

The legal bases for education in the Philippines are the Constitution Act (1987) and the Governance of Basic Education Act (Republic Act 9155). The constitution defines three levels of government in the Philippines—federal, provincial, and barangay (neighbourhood)—and it makes the federal government responsible for education. The Governance of Basic Education Act also provides a framework defining the roles of field offices, regional offices, district offices, and schools. The goal of education is to provide “skills, knowledge and values to become caring, self-reliant, productive and patriotic citizens” (Philippines Department of Education, 2010, p. 3). Other significant legislation that affects school administration includes land reform, autonomy for Muslim communities, decentralization, and language policy (Maria, 1996).

Today, the school system in the Philippines is made up of colonial and post-colonial infrastructure. There were 44,000 elementary and 10,000 secondary schools serving about 20 million students in 2008–2009, making it one of the largest school systems in the world. The school year is divided into four quarters and runs from June to March, with a summer vacation from April to May. Elementary school is composed of grades 1 through 6 (ages 6–11), and high school is composed of grades 7 through 10 (ages 12–15). Students in different regions speak their indigenous language at home and learn the country’s two official languages, Tagalog and English, at school.

The Department of Education’s central office is in Manila, and there are 16 regional offices, 157 provincial and city division offices, and 2,227 school districts (Department of Education of the Philippines, n.d.). Teachers typically attend university or college courses in education and then sit for a national candidacy exam administered by the government. They need to pass these standardized tests before they can begin teaching. There are two national labor organizations for teachers, the National Organization of Professional Teachers and the Philippine Association for
Teacher Education. Students take common examinations: the Regional Achievement Test (RAT) and the National Achievement Test (NAT). The school system is highly centralized and impoverished (Milligan, 2010). For most Filipinos, the education system is seen as inadequate, suppressed, and controlled (Philippines Department of Education, 2010).

### 3.11.4 Previous educational reforms.

The inadequacy of the basic education system has been observed since 1925 with the Monroe Survey, followed by the Prosser Survey (1930), the UNESCO Mission Survey (1949), the Education Act (1953), the Swanson Survey (1960), the Presidential Commission to Survey Education (1970), the Congressional Commission on Education Report (1991), the Presidential Commission on Education Reform (2000), and the current reform efforts.

Under the old system, students were at a disadvantage, because there were only 10 years of schooling. There was no kindergarten, high school ended after Grade 10, and instruction took place in Tagalog or English, the second or third language for students in some regions. Graduates had difficulty entering international universities, because they were released from high school at age 15. Their young age also added to unemployment. The current curriculum reform added kindergarten to the 2011–12 school year and one year to high schools in 2012–2013 and 2013–2014. The new system also required that instruction be provided in the students’ first language, along with other changes (Philippines Department of Education, 2010). The public secondary schools now offer both academic and vocational tracks, and the Catholic Church maintains an independent, unfunded network of primary and secondary schools.

### 3.11.5 School neighborhood.

The island is a popular tourist destination. During the Canadian summer of July and August, when the data collection took place, it was monsoon season in the Philippines. Tropical storms passed over the island every few days. Between storms, the weather was sunny and warm, a constant 30 degrees Celsius. The coastline is made up of white sand beaches, palm trees, and rice farms. It is common to see tourists travelling around the island on motor scooters and visiting tourist attractions. The local people farm rice and work in tourism or small businesses in the small towns. There are no traffic lights, fast food restaurants, or shopping malls on the island.
There are only five towns on the island. The province’s Department of Education office is located in one of these towns, where there is also a small technical college. The school under study is located in a second town on the opposite side of the island, about 15 kilometers away.

**Figure 4**

**Google Map of the School Property**

The school was made up of six buildings arranged around two sides of a quadrangle (see Figure 4). The perimeter of the school grounds was lined with trees. There were four classroom buildings, a canteen, a home economics building, and an incomplete building under construction. There was a driveway and a metal gate, and the school office was located at the end of one classroom block.

A flag pole stood in the center of the playing field. The day normally started with a flag raising ceremony, which included the national anthem, the raising of the flag, and some announcements. The quadrangle was filled with a large school garden (about 120 meters × 80 meters). Covered walkways ran outside the front of each building. There was electricity at the school and in the classrooms, but it was frequently available for only two or three hours a day. The IT room was air conditioned, but the rest of the classrooms had only electric fans and large open windows. There was one restroom between the school office and the canteen.
3.11.6 Funding.

The Philippine Constitution states that the federal government is responsible for funding schools through the Department of Education. It distributes this money to schools in three ways: 1) through federal government (Department of Education) maintenance, operating, and other expenses; 2) through federal government Technical Education and Skills Development Authority (TESDA) funding to vocational programs, for which the school under study was eligible because it is a vocational school; and 3) through federal government capital expenditures. The federal government runs a program to build additional classrooms because of an ongoing shortage.

For the school under study, the Maintenance and Other Operating Expenses (MOOE) budget from the Department of Education for 2014–2015 was 857,000 pesos, or approximately $20,000. This budget was slightly lower than that of other Philippines schools of a similar size, whose budgets seemed to be approximately 1 million pesos, or $25,000.

The school’s 2014–2015 funding also came from the federal government’s Special Education Fund, which is subsidized through an additional tax on cigarettes and property and then distributed to the provinces for education expenses. The provincial governments normally use this money to pay teachers’ salaries.

A third source of funding came from donations made directly to the school. However, schools are forbidden from soliciting funds directly because of a constitutional provision stating that public education must be free for all Filipinos; therefore, donations to the school were handled through the local parent-teacher association.

3.11.7 New curriculum and current reform.

The official name for the school reform program was the Enhanced K+12 Basic Education Program (2010), but people often referred to it as “the K–12 reform” or just “K–12.” The plan added one year of universal kindergarten and two years of mandatory senior high school (grades 11 and 12). In addition, the curriculum for all years was updated. The new curriculum recognized the need for teachers to use the students’ first language (rather than Tagalog or English, which would typically be their second and third languages in Tropics). Because the students in this study completed high school before the reform program was instituted, their education ended at
Grade 10; thus, they volunteered to return to school for two years so they could complete the new high school curriculum.

Table 7

Planned Implementation of New Curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011–12</td>
<td>Add New Year of Kindergarten</td>
<td>No Change</td>
</tr>
<tr>
<td>2012–13</td>
<td>New Grade 1 Curriculum</td>
<td>New Grade 7 Curriculum</td>
</tr>
<tr>
<td>2013–14</td>
<td>New Grade 2 Curriculum</td>
<td>New Grade 8 Curriculum</td>
</tr>
<tr>
<td>2014–15</td>
<td>New Grade 3 Curriculum</td>
<td>New Grade 9 Curriculum +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pilot New Grade 10 Curriculum</td>
</tr>
<tr>
<td>2015–16</td>
<td>New Grade 4 Curriculum</td>
<td>New Grade 10 Curriculum</td>
</tr>
<tr>
<td>2016–17</td>
<td>New Grade 5 Curriculum</td>
<td>Add New Year (Grade 11)</td>
</tr>
<tr>
<td>2017–18</td>
<td>New Grade 6 Curriculum</td>
<td>Add New Year (Grade 12)</td>
</tr>
</tbody>
</table>

During the year I conducted this research, the school under study was the only one in the province to pilot the new Grade 11 curriculum (see Table 7). This study was undertaken in the 2014–2015 school year, so new curriculum implementation had only reached Grade 3 in elementary school and Grade 9 in high school. The studied school was piloting the curriculum for the new Grade 11, which would be implemented in 2016–2017 school year.
The new curriculum was also designed to provide instruction in the students’ first language, along with other changes (Philippines Department of Education, 2010). In the 2016–2017 school year, 10 high schools in the province and 4,800 schools nationwide will add Grade 11 and implement the new Grade 11 curriculum. The reforms began in the 2011–2012 school year with the addition of one year of kindergarten to schools across the country. In 2012–2013, the new curriculum was implemented in grades 1 and 7. The new curriculum was implemented in grades 2 and 8 in 2013 and grades 3 and 9 in 2014. An additional year of high school, Grade 11, will be added in 2016–2017, and a second additional year, Grade 12, will be added in 2017–2018. The current curriculum reform added kindergarten in the 2011–2012 school year and then added one year to high school in 2012–2013, 2013–2014, and so on. The entire new curriculum will be implemented, from kindergarten through Grade 12, in 2017–2018.

The Tropics High School had 762 students. Under the new curriculum, after the students have completed Grade 10, they will be able to choose a specialization in arts and trade. The students at Tropics High School have already chosen to continue through grades 11 and 12 in vocational subjects like horticulture, sewing, and cooking. Therefore, the school has a need for certified vocational instructors, and many teachers at Tropics High School have passed the national certification (NCII) to teach vocational subjects. No matter which track they choose, students still have to take the basic academic subjects (math, English, and social studies).

There were 34 teachers at Tropics High School, and 13 of them had passed specialized vocational training. This certification was in addition to the professional development courses they regularly undertook. The other 21 teachers taught academic subjects, which did not require vocational certification.

There were also master teachers who had expertise and long service in a particular subject area, such as math or social studies. These teachers often attended conferences or training given by the Department of Education during semester breaks, and they were chosen to visit schools in Cebu City, where the curriculum was already being implemented. They were also selected to lead training sessions with their colleagues when they returned to school in Tropics Province.
3.11.8 Parent-teacher association.

The Philippine Department of Education guidelines state that every school should organize a parent-teacher association (PTA) and that the purpose of the PTA is “providing a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents” (Republic of the Philippines Department of Education, 2009, p. 2). The PTA consists of the parents, the board of directors’ officers, the school principal, the homeroom advisors, the teachers, and the non-teaching personnel. The PTA board of directors is made up of 15 members, and of these, two-thirds are to be parents and one-third teachers. A teacher cannot hold any position on the PTA except as a secretary or a member of the board of directors.

According to the Philippines Department of Education (2009), the PTA has “authorization to undertake fund-raising activities to support the school’s academic and co-curricular programs, projects and activities subject to pertinent DepED guidelines” (p. 9).

The larger PTA general assembly is to be consulted on school-wide issues. It is this general assembly that the principal and district superintendent talk to regarding fundraising and finance issues. There are to be 15 members of the PTA board of directors, of which only five should be teachers. Teachers may only serve on the PTA board of directors, not as parents (Republic of the Philippines Department of Education, 2009).

3.11.9 Family dynasties.

For reasons that will become clear later in the results and discussion chapters, a short description of the way that local politics works would be helpful in understanding this case. In the Philippines, it is common to have family dynasties in politics. Perhaps the most famous are the Aquino and Marcos families. Corazon Aquino was elected the 11th president in 1986 after her husband, Senator Benigno Aquino, Jr., was killed. Her son, Benigno Aquino, III is the current president of the Philippines.

A family involved in politics has governed the Tropics Province since the 1980s. The father of this family was nationally elected for 10 years in the 1980s, and the son was nationally elected for the subsequent 10 years. Some members of the family held a key government position from 1987 through 2013. This family lives in the town where the studied school is located, and participants presented pictures of this family’s members and spoke about help for the school.
Corruption in the Philippine provinces was noted as a problem by Sutherland and Brooks (2013) and Dumont (1995).

3.11.10 Subjects.

The following are brief descriptions of the participants in the study.

3.11.10.1 Students in pilot curriculum class.

Pilot Student 1 was a female around 17 years old. She was in the pilot class for the new Grade 11 curriculum. She wanted to be a farmer to help her mother. She took 26 photos.

Pilot Student 2 was a female in the same class, who was also about 17 years old. She earned money by selling produce from the school garden and taking it home to her family. Her sister was the Family 1 participant. She took approximately 15 pictures.

Pilot Student 3 was a male in the same class, who was about 17 years old. He lived with his mother and grandmother. He sold excess produce from his home garden in the school canteen. He took approximately 20 pictures.

3.11.10.2 Students in non-pilot curriculum class.

Non-pilot Student 1 was an 18-year-old female. She was in one of the high school classes not piloting the new curriculum. She was the oldest child in her family and had transferred from another school in the area to study horticulture. She took 17 photos.

Non-pilot Student 2 was a female in the same class as Non-pilot Student 1. She lived in a small house with a large extended family of more than 10 people. She had some difficulty with English. She took approximately 18 photos.

Non-pilot Student 3 was a young male in the same class as Non-pilot Student 1 and Non-Pilot Student 2. He had difficulty communicating in English. He took approximately 22 pictures.

3.11.10.3 Family member.

The family member was a young female who had graduated from the school and whose sister was participating in the Grade 11 pilot implementation. She asked if she could participate, even
though her parents did not participate. She talked about her sister’s experiences at the school and at home. She took 27 pictures.

3.11.10.4 Teachers.

Teacher 1 was a female in her 30s. She was a homeroom advisor and teacher to the cohort of students piloting the new Grade 11 curriculum. She ran a small business, a restaurant and karaoke bar, with her husband. Her husband had passed through the school system and was certified as a chef. She took 18 photos.

Teacher 2 was a male who had been at the school for approximately 10 years. He volunteered to organize the annual intramural sports day. He was a technical/vocational teacher, and his subject was computer hardware servicing. He went to university in Iligan City in Mindanao, the neighbouring island. He took 30 photos.

Teacher 3 was a female. She volunteered to organize the extracurricular dance competition. She said she had been thinking about the interview all night. She took 69 pictures.

3.11.10.5 Guidance counsellor.

Aside from the principal, the guidance counsellor was the only non-teaching staff member at the school, and she occupied a desk in the main office. She spoke about the rights of students. She took 13 pictures.

3.11.10.6 Principal.

The principal was a male in his 30s. He was new to the school and had just taken his position that academic year. He took six photos on his own phone and added some pictures he had downloaded from the Internet.

3.11.10.7 Area supervisors.

The supervisors were responsible for all schools in the province, but these schools were not divided by geographical area. Instead, each supervisor was responsible for supervising one subject area (e.g. math or science) for all schools in the province. Therefore, all nine supervisors were responsible for visiting the same schools but for supervising different subjects at those schools.
Supervisor 1 was a male who specialized in music, the arts, physical education, and health (MAPEH). He had the most knowledge about the nutrition and health of the students. He did not take any photos.

Supervisor 2 was a female whose specialization was social studies. She took the time to prepare a PowerPoint slideshow about the traditional role of education in the Philippines, which she presented to me at the beginning of our interview. She took 15 pictures.

Supervisor 3 was a man who invited me to his home for the interview, providing food and drinks when we finished. His specialization was math. He took the time to speak to me about schools other than the one being studied and to compare the conditions of rural and urban schools. He was a photographer; he took 46 photos.

3.12 Summary

This chapter presented the methodology for the research project. It began with stating the research question, which was to research how school leadership is practiced in a single high school in the Philippines during the time of a national curriculum reform. The research method proposed was to conduct an ethnographic case study and use photographs taken by participants as part of the basis of interviews. A pre-determined framework for school leadership was proposed, along with the selection of the case school and the method of selection of participants within the case. Data collection was based on the responses of the participants to questions asked during the interviews. The chapter ended with a description of the data analysis and a description of the case school and the participants.
Chapter 4

Is it not sad, I said to my countrymen, that we have to learn from a foreigner about ourselves? Thanks to the German scholars we get accurate information about ourselves, and when everything in our country has been destroyed and we wish to verify the historical correctness of certain facts we shall have to come to Germany to search for these facts, in German museums and books!

Jose Rizal, *Letter to Blumentritt*, 1887

4 Results

4.1 Introduction

This chapter presents the results from the analysis of the data collection. The data did not include the photographs the participants had taken; they included participant responses to the interview questions. These results are presented separately for each of the seven groups of respondents (the principal, supervisors, teachers, guidance counsellor, pilot class students, non-pilot class students, and the family member). The results are responses to the interview questions that respondents gave. For each group, the results are presented as they were coded into each of the four paths of the framework. The results for each group are followed by a summary and a visual representation of those results.

4.2 Principal

4.2.1 Principal photographs.

The photographs were not analyzed or included in the data set. However, to give the reader an idea about the context of the interviews, a description of the photographs taken is provided. The principal took only six photographs. He was not as excited about the photography portion of the data collection as other participants. He took the pictures on his own phone. He said the camera on his phone was of better quality than the one I was distributing.

Four of the pictures he took were new, original photos, and two pictures were pictures of other pictures. He took a photo of a picture on a Facebook page of the school’s alumni association members assembled in Germany. He took a picture of a picture showing the ceremony marking his own installation as principal. He took two pictures of students working in the school garden.
He took two photos of the new farm implements (one picture of shovels, rakes, and hoes and another picture of green plastic watering cans) in his office, waiting to be distributed.

Table 8

Principal’s Interview Responses Coded on the Four Paths

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Path</td>
<td>25</td>
</tr>
<tr>
<td>Rational Path</td>
<td>16</td>
</tr>
<tr>
<td>Emotions Path</td>
<td>2</td>
</tr>
<tr>
<td>Family Path</td>
<td>0</td>
</tr>
</tbody>
</table>

4.2.2 Interview responses.

This section contains the results of the principal’s responses to the interview questions. Table 8 contains a summary of the principal’s responses, as they were coded according to the four paths on NVivo 10. Each reference relates to a reference that the principal made to an influence on the school. References on the organizational path referred to utterances he made to things that influenced the school on that path (e.g. working conditions, infrastructure). References on the rational path refer to responses he gave and that were coded to mediators that influenced that path (e.g. academic press, discipline). The results for the principal’s responses, coded on each of the Four Paths, are dealt with individually in the following sections.

Table 9

Principal’s Responses Coded on the Organizational Path

<table>
<thead>
<tr>
<th>Mediators</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeding Program</td>
<td>1</td>
</tr>
<tr>
<td>Janitorial Clean-up</td>
<td>1</td>
</tr>
<tr>
<td>Raising Money</td>
<td>4</td>
</tr>
<tr>
<td>Alumni</td>
<td>2</td>
</tr>
<tr>
<td>Federal Government</td>
<td>2</td>
</tr>
<tr>
<td>Provincial Government</td>
<td>2</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---</td>
</tr>
<tr>
<td>PTA families</td>
<td>2</td>
</tr>
<tr>
<td>Meeting with Colleagues</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
</tr>
</tbody>
</table>

### 4.2.2.1 Organizational path.

The principal talked about funding in response to questions on the organizational path. He talked a lot about money, raising money, and sources of money. The principal knew that poverty, or socioeconomic status, was a problem for his students. He said that the school had difficulties with students who lived a long way from the school and that they often did not come to school because they did not have money for transportation.

And then, the other one also, students have absenteeism, too, because they have to work; look for some work. When I talked to one of my teachers, she said that there were students who go home early in the afternoon because they just help their parents work the farm. Something like that. (Principal)

### 4.2.2.1.1 Federal funding.

The school received a set amount of money every month from the federal government in order to meet its operating expenses.

Okay. The first one: MOOE; that’s the Maintenance, Operating, and Other Expenses for the school. The said MOOE fund is from the government. But then, the said fund is limited only to student materials, school supplies, some of the supplies that will be used by the teachers when it comes to visual aid, teaching materials, instructional materials.

(Principal)

This funding was enough to meet the daily needs of operating the school, but there was nothing left over for school improvements. He also talked about the farming implements that had arrived
at the school while I was doing my research. He said that they were “donations” from the provincial government. According to him, the province knew about the implementation of the new curriculum and so provided new materials.

They are donations. Knowing that we are having, I mean, the school is having the early implementation of the K–12, and then one of the courses in the technical vocational is the horticulture. And so, there is insufficient tools and equipment for horticulture. And so, the provincial government decided to donate something to the students. (Principal)

In fact, the tax money was earmarked for education in the province. This would not be a donation but rather funded through regular government channels. I asked if there was a mechanism for funding from the province.

Actually, the province has allocated amount. We call this the SEF fund, and then it’s for the school. Each school receives an allocation, but then the other schools right now have no early implementation of the K–12. […] So, the provincial government is trying to allocate an extra amount for [Tropic High School] to the fully implementation of, early implementation of K–12 because, next year, other high schools would benchmark our implementation information for the council of alumni association. (Principal)

The textbooks were not ready for the new grades. The school was waiting for the federal government to print textbooks for the new senior high school curriculum, but the national implementation would not be until 2016, so the textbooks were not ready for the pilot project at the school. The school didn’t have enough money to print all the textbooks for everyone, but the principal managed to find a solution:

Okay. What we did there is, since the teachers are given a soft copy during the training— […] Okay. So, what we did, since we have no learner modules without teaching guide, what we did, we reproduce quarter by quarter […] Okay. We can never reproduce all the [materials]. (Principal)
There was no photocopier at the school. The principal suggested that the teachers should just print sections of the textbook as they were needed. The funds were supplied from the monthly operating expenses. Even though there were no books, they did find a working solution to the problem.

4.2.2.1.2 Parent-Teacher Association.

Another source of funding for the school was donations made from the general public to the Parent-Teacher Association (PTA). The principal makes a list of school projects that need to be funded and presents them to the PTA. The PTA then solicits donations from the public on the school’s behalf. For small projects, such as a perimeter fence or a new sound system, decisions about funding were made at the PTA meetings.

The strategies and activities needed to realize the project means that the PTA needs to solicit funds for the project. The principal talks about funding from overseas foreign workers (OFWs). There are about ten million Filipinos working in foreign countries at any given time. They are a large source of income for families, a source of foreign currency for the government, and also a source of income for the school.

Okay. For example, we have this perimeter fence project. [...] We’re trying to come up with 100% completion of our perimeter fence and then, you know, we ask for financial assistance from these people. Actually, some of these are successful alumni of the school. And then we send communication to these people, and then they help. [...] So, we send them letters asking that we’re working on a perimeter fence project, and then they will send funds. Any, any amount. (Principal)

So, the PTA had quite a powerful position. They had a big say in what was funded and what was not funded at the school. But they usually took the suggestions of the principal of the school. They rarely said no to the principal. “Actually, they just support because find my ideas quite good for them [...] And then, they also believe the advantages of the said project.” (Principal)

The principal has some power based on his expertise.
During the board meeting, I present them the problems of the school, and then sometimes I tell them the problem and then I just ask them as to what possible solution we can do for this particular problem. They decided to have the completion of perimeter fence because we find students getting out school during class hours, because they just escape.

(Principal)

I asked him how he saw his role. “I’m trying to be somewhat like a coordinator, because it’s the organization who directly solicit from them. So, I would just present possible things that we can do for the betterment of the school, and the PTA looks for ways to raise some amount. Look for some successful alumni who can posting help with the project” (Principal).

But what I learned from Division Office [is that] the different schools now are trying to look for funds. That’s why we are trying to tap alumni and other stakeholders for donations. There’s only a few amount that will be given from the provincial government, but we can have other source of funds to tools and equipment. (Principal)

<table>
<thead>
<tr>
<th>Mediator</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism</td>
<td>2</td>
</tr>
<tr>
<td>Discipline</td>
<td>1</td>
</tr>
<tr>
<td>Following Instructions</td>
<td>2</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Remedial Program</td>
<td>1</td>
</tr>
<tr>
<td>Taking Time Off</td>
<td>2</td>
</tr>
<tr>
<td>Test or Evaluate</td>
<td>2</td>
</tr>
<tr>
<td>Use Technology or Materials</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 10

Principal’s Responses Coded on the Rational Path
4.2.2.2 Rational path.

The principal spoke fairly equally about a wide range of topics on the rational path (Table 10). The principal provided support and training for the teachers at the school.

4.2.2.2.1 Disciplinary climate.

The disciplinary climate discussions dealt with absenteeism, attendance, and dropout rate. The dropout rate was one of the key performance indicators identified by the school and posted on the wall of the main office. The principal talked about delegating authority to the teachers at the school. He said that he left the disciplinary issues in the classroom up to the individual teachers. Each teacher would be responsible for making rules for their own classroom. He said that these rules would be presented to the families and the students and that they would sign a pledge to follow the rules.

And so, teachers are the managers of the classroom. They are also the disciplinarians of the students. So, I leave the authority to them. And then, I think the rules, especially discipline rules, are presented to the parents during [inaudible], and they are also presented to the students in the first day of school. And then, they get to sign this pledge of commitment that they need to follow of the school. (Principal)

4.2.2.2 Academic press.

In the Philippines, the homeroom teacher is referred to as the “teacher adviser.” The other teachers are referred to as “subject teachers.” In this section, the principal talks about scores on the National Achievement Test and how students were referred for remedial work by their homeroom teacher (teacher adviser) if their grades were found to be low on the test.

Okay. For example here. At the end of the first quarter, you are found to be low in mathematics, for example. [...] Okay. The teacher adviser will recommend you for remediation to your math teacher. Those who are quite low in English have to report to the English teacher for a remediation also. For the subject teacher, his class can—the
activities, learning activities that will [inaudible] because the result in the first quarter examination will be the basis for this. So, different learning proficiency [crosstalk]. So, there will be an analysis in the end of questionnaire, and then if the teacher found out that this particular learning proficiency, most students have difficulty with it, he talk to them this particular learning [crosstalk] for remediation. (Principal)

With respect to professional development, there were two different kinds of training made available for teachers. Time was made available weekly, when the teachers could share ideas and help each other. Formal professional development sessions were held during semester breaks and summer holidays, but he does not talk about planning or running the sessions. He does not give as much detail about the content of the professional development sessions as the supervisors and teachers do, possibly because he is new in his position. He does say that the teachers had input into what topics would be discussed during these sessions and that time was made available for the teachers, but there is no detail about how the principal was involved in professional development.

### Table 11

<table>
<thead>
<tr>
<th>Mediator</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling Positive or Negative</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

### 4.2.2.3 Emotions path.

The principal provided support during conflicts and support for morale during the periods of curriculum change. When asked how he supported morale at the school, the principal talked about the eagerness, positive motivation, and supportiveness of the staff. He did not talk directly about what he did to ensure that there was a positive emotional climate at the school. This is a fairly remarkable omission. The emotional support of teachers is a large part of the work that principals do. Note also that one of the area supervisors, higher up the organizational chart than
the principal, spoke specifically about supporting teachers emotionally when they went to work
in remote schools and also when they had difficulties with the new math curriculum.

The principal did talk about actions he took that would have an indirect effect on the morale of
the students and teachers. He thought the sharing of instructional materials among teachers was
quite a strong practice. The principal talked about the school feeding program. He talked about
the connection between the feeding program, attendance, and morale at the school. “When I
talked to one of my teachers, she said that there were students who go home early in the
afternoon because they just help their parents work in the farm” (Principal). He noted that the
root problem was poverty but that there was nothing that the school could do about that. He said
that it was “very important in the K‒12 knowing that we’re having horticulture as one of the
main courses” (Principal).

4.2.2.4  Family path.

No references along the family path were coded for the principal. This is another interesting
omission, as the teachers claim that home visits are mandatory when students are absent. One
teacher spoke about visiting family homes after school hours.

4.2.3  Summary.

The principal talked about building a fence and about financing for the school. He talked about
getting money from the PTA in order to build the fence. Strangely, he did not talk about the
families of the students even though family visits were mandated by the Department of
Education. With respect to disciplinary climate, the principal spoke about leaving the authority to
the teachers to handle discipline in the classroom. He mentioned the things that he did in his
daily routine at work and the way that he saw himself. These ideas are summarized in Figure 5.

Compared with the other respondents, the principal emphasized the influence along the rational
and organizational paths. On the organizational path, he spent a lot of time talking about building
relationships with the PTA and alumni so that he could raise money for infrastructure (e.g.
building a section of a hollow block wall).

Leadership and the power to influence the school certainly extended to him, but he emphasized
actions within a relatively narrow range of actions, funding on the organizational path and
discipline on the rational path. This could be an example of him practicing effective distribution of leadership, knowing other tasks would be taken care of by colleagues, but the area supervisors and the district provincial superintendent were referred to by respondents often, and it is unlikely that the principal was distributing his authority up the organizational chart. Of the forms it took in the literature review, distributed leadership associated with the function, or role, of being the principal seems to best describe the principal at Tropic High School (Arrowsmith, 2007; Firestone & Martinez, 2007). The other view would be that the distribution of leadership was associated with the organization (Murphy et al., 2009), in which case the principal should be doing whatever it takes to get the job done rather than sticking to the pre-defined norm of what was required of a principal.

**Figure 5**

**Summary of Principal's Coded Responses**

<table>
<thead>
<tr>
<th>Path</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational</td>
<td>24</td>
</tr>
<tr>
<td>Rational Path</td>
<td>19</td>
</tr>
<tr>
<td>Emotions Path</td>
<td>9</td>
</tr>
<tr>
<td>Family Path</td>
<td>8</td>
</tr>
</tbody>
</table>

4.3 Area Supervisors

This group included three area supervisors who worked out of the district office in Tropic Town. As a group, these participants spoke mostly about influences on the rational path (24 references), followed by the organizational path (19 references), the family path (9 references), and the emotions path (8 references). These responses are displayed in Table 12.

4.3.1 Area supervisor photographs.

Like the principal’s results, the photographs from the area supervisors were not analyzed or included in the dataset. However, to continue to give the reader an idea about the context of the interviews, a description of the photographs taken is provided.
The area leaders took 61 pictures. Supervisor 3 took 15 photos, whereas Supervisor 2 took 46 pictures. Supervisor 1 did not take any pictures. They took about 25 pictures of students doing various things (playing in the playing fields, studying in class, congregating in hallways, socializing). They took about 12 pictures of teachers doing things such as standing in front of the classroom, writing on the chalkboard, sitting at their desks, and attending meetings. They took about six pictures of facilities at the school (classroom buildings, administrative buildings, playing fields). They took about three pictures of teaching materials at the school (pens, pencils, audio visual equipment, paper, television monitors). They took one picture of family members cleaning up the school grounds.

4.3.2 Interview responses.

This section contains the results of the area supervisors’ responses to the interview questions. Table 12 contains a summary of their responses as they were coded according to the four paths on NVivo 10. The results for the three supervisors, coded on each of the four paths, are dealt with individually in the following sections.

Table 12

<table>
<thead>
<tr>
<th>Path</th>
<th>Total References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Path</td>
<td>38</td>
</tr>
<tr>
<td>Rational Path</td>
<td>41</td>
</tr>
<tr>
<td>Emotions Path</td>
<td>9</td>
</tr>
<tr>
<td>Family Path</td>
<td>14</td>
</tr>
</tbody>
</table>

4.3.2.1 Organizational path.

In response to questions on the organizational path, the area supervisors talked about funding, and they talked a lot about getting money from a wide variety of sources (Table 13).

73
Table 13

Area Supervisors’ Responses Coded on the Organization Path

<table>
<thead>
<tr>
<th>Mediator</th>
<th>Organizational Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular Activities</td>
<td>2</td>
</tr>
<tr>
<td>Raising Money</td>
<td>6</td>
</tr>
<tr>
<td>From Federal Government</td>
<td>4</td>
</tr>
<tr>
<td>From Internal School Sales</td>
<td>3</td>
</tr>
<tr>
<td>From Local Government</td>
<td>1</td>
</tr>
<tr>
<td>From Politicians</td>
<td>1</td>
</tr>
<tr>
<td>From Provincial Government</td>
<td>3</td>
</tr>
<tr>
<td>From Future Jobs</td>
<td>2</td>
</tr>
<tr>
<td>From Going Abroad</td>
<td>1</td>
</tr>
<tr>
<td>From Doing Outside Work</td>
<td>1</td>
</tr>
<tr>
<td>From PTA families</td>
<td>3</td>
</tr>
<tr>
<td>Meeting with Colleagues</td>
<td>4</td>
</tr>
<tr>
<td>Meeting with Stakeholders</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

4.3.2.1.1 Federal funding.

To meet its operating expenses, the school received a set amount of money every month from the federal government. This funding was enough to meet the daily operating needs of the school, but there was nothing left over for school improvements.

Yes. So, usually, the schools will be funded first from the national government. Then, they will have some criteria in giving that especially in the, in relation with student
classroom issue. But, the schools will have already enough rooms or buildings we cannot have a budget [i.e. apply for additional funds] from the national government. (Supervisor 3)

Another source of funding for the school was in the form of donations from the general public to the PTA. The supervisors talked about how decisions to fund projects were made at the PTA meetings.

There will be—if what is decided in the meeting, what is decided—the majority of the parents will decide then that will go on because the decision that will be made, there will be strategies and activities which we are going to do in order to realize the project.

(Supervisor 2)

Supervisor 3 talked about two classrooms that were donated to the school. The normal process would be for the government to fund the building of new classrooms through the Department of Education. In fact, that is what happened at every elementary school in the Philippines to make room for the new kindergarten classes during the first year of the current reform.

But if the school managers or the principals are resourceful enough like the one [indicating photograph of a school], that one, then we have donation with other people, some people. So, maybe this one—because some of the or the—maybe the donor are relations of the students who are graduates or alumni from the school. That’s one of another way of sourcing out buildings. Another one, before going, being friends with politicians, before. (Supervisor 3)

So, the schools are allowed to accept donations from outside sources, such as the alumni or through the PTA, but the schools are not allowed to directly solicit funds.

Table 14

Area Supervisors’ Responses Coded on the Rational Path
4.3.2.2 Rational path.

The supervisory officers talked about a wide range of actions that people took on the rational path (Table 14). They provided support and training for the teachers at the school.

Disciplinary climate. The disciplinary climate discussions dealt with absenteeism, attendance, and dropout rate. The dropout rate was one of the key performance indicators identified by the school and posted on the wall of the main office.

The formal leaders also talked about the learning environment. They met with teachers and staff prior to the implementation of the new curriculum. The supervisor responsible for the subject of math had held meetings with the math teachers at all of the schools for which he was responsible. He talked about the challenges of implementing the new math curriculum. He talks about supplementary teaching materials ('references' in the local jargon):

In math, we have already meetings, some observations about this pioneer class. So, one of the problem that [teacher’s name] told me is that the reference textbooks. In the first
month of her teaching, she told that they had a difficulty in how to go about the to teach the subject in math, because they do not have the reference from the government. They only have the what we call the competencies, or the curriculum guide. So, with the curriculum guide, we will just—just that statement of the topic, what you are going to teach but no reference [...] So, what I told is just be faithful with the curriculum guide competencies. You just look for any textbook that you could use as a reference.

(Supervisor 3)

The supervisors talked about advising individual teachers at individual schools. The supervisors were aligned by subject, so they could give practical advice to the teachers in their subject area. For example, Supervisor 3 was an area supervisor. His responsibility was to supervise the teaching of mathematics at all schools in the province. He was also an ex-math teacher.

This structural arrangement of the organization removed some rational path functions from the responsibility of the principal. The person responsible for managing the curriculum, the teaching, and the learning of each of the nine subject areas was the area supervisor in that subject. It seemed like a good idea on one hand, because it freed up the principal to deal with other duties. For example, in the rational path, he could focus on the disciplinary climate, and teacher-student relations.

The formal leaders also talked about in-service training during school breaks to help with the implementation of the new curriculum. Supervisor 1 said there has been lots of training for the teachers. He said that there were a lot of seminars and training sessions for the teachers and that there were specific training sessions for the National Achievement Test and for new teachers, so that “as far as the Division Office is concern, we’re trying to upgrade the teaching capability of teachers” (Supervisor 3).

The plan for the training came from the National Office of the Department of Education and is transmitted through the regional office in Tropics Province.

We have also what we call the in-service training set by the Division Office and they are managing; every semestral break we have some kind of training in the division, and we
also mandate the school to have its own in-service training during semestral break and vacation break. (Supervisor 3)

They tried to use teachers to help other teachers. “Yes, that’s one. That’s what we’re doing. We’re trying to capacitate teachers [inaudible] through maybe some of the teachers and some of the master teachers. So, they will be ones to make some recommendation what training we are going to have” (Supervisor 3).

And he said it was working. “Yes, because we have also some ways maybe—we have survey for the teacher on what training to undergo. So, that’s working. That’s working” (Supervisor 3).

As far as the quality of the teaching-learning process, every—we have the so-called learning action cell. Meaning to say, every Friday or week or any vacant time, not sacrificing the academic time, vacant time, or extending the time in the afternoon, teachers of the same grades, teachers of the same subject matter or subject area, will have their session or the learning action cell, talking of helping each other as far as strategies is concern, as far as the making of the instructional material. Last is a small session within that. And, we also have training; service trainings every semester. (Supervisor 2)

She said that initial reactions to the curricular change were negative but that the attitudes had changed. She claimed this was because when “the curriculum was implemented, there were already [a] series of trainings” (Supervisor 2). Supervisor 3 also talked about the number of seminars and amount of training for the teachers, because, as he put it, “we’re trying to upgrade the teaching capability of teachers” (Supervisor 3). At this point it was beginning to appear that there is a source of leadership in one who is taking the initiative to organize training for the implementation of the new curriculum. If the training was already in place from the perspective of an area supervisor, I would say that the source of that training was at the regional (Visayas, Region VII) level or the national level.

**Table 15**

**Area Supervisors’ Responses Coded on the Emotions Path**
<table>
<thead>
<tr>
<th>Mediator</th>
<th>Number of References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising Expectations</td>
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</tr>
<tr>
<td>Values and Actions</td>
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</tr>
<tr>
<td>Feeling Positive or Negative</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### 4.3.2.3 Emotions path.

The area supervisors talked about actions on the emotions path, as that raised expectations and impacted positive and negative feelings. The formal leaders provided support in conflicts and support for morale during the period of curriculum change. Supervisor 2 said that the principal “is expected to provide strong dynamic, innovative, and competitive leadership in promoting and sustaining a quality education” (Supervisor 2). The supervisors also gave individual emotional support to the staff.

One teacher approached Supervisor 3, who was the area supervisor responsible for mathematics, because some of the sponsored students didn’t have a good foundation in math. She was afraid that they would have difficulty on the standardized test. Supervisor 3 talked to her about how she might adapt her teaching style. He pointed out that this was a pilot implementation, and what they learned could be taken into account when the curriculum was implemented fully. In a different case, he spoke to the teacher who would be the advisor for the students in the pilot year to discuss the students’ reasons for volunteering and what the difficulties might be. When talking about the basic state of the facilities at the public schools, he said that one of the reasons for why they would choose to teach in the public system is “their relationship with the administration and the teachers and the students” (Supervisor 3). He spent time talking to a new principal who had issues moving from a large urban school to a small rural school. And he “walked through” the new math textbook with one of the math teachers to try to correct some of the language mistakes in it.

The area supervisors also talked about meetings for grievances when there was a conflict between staff members.
So, in our system, we have what we call the grievance committee. The schools will create a grievance committee that will be made to settle some of the conflict. So, if have a conflict with a teacher or a parent, you go to that—you bring that to the principal then principal will schedule a grievance hearing. That’s one of the, how to resolve that conflict, the school and teachers, parents and teachers, and so on. (Supervisor 3)

They talked a lot about morale. From the area supervisors’ perspective, they said that the morale was good at the central office as well.

For us in the Division Office, we are also happy, and then—although, it’s a challenge with the 360 shift angle in work. However, we are still happy to help, because our role in the Division Office is to provide technical assistance to our teachers, because the teachers themselves are the implementers of this. Our role is to help, to provide technical assistance. (Supervisor 2)

This was an interesting exchange, because it showed Supervisor 2’s feelings about the role of the supervisor: to provide technical assistance. This is a structural feature of the organization, and the way the organization is set up encourages or even alters this. In this example, the area supervisors do not see their role as providing leadership but rather only to provide technical assistance. Supervisor 3 had a different perspective, as we shall see. But this exchange would seem to indicate that the leadership distribution was spontaneously aligned (Leithwood et. al., 2008) at the area supervisor level.

Table 16

<table>
<thead>
<tr>
<th>Mediator</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with Families</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>
4.3.2.4 Family path.

This group of participants talked about attending meetings with parents and getting the parents involved with the school (Table 16). They talked about higher academic expectations with the new curriculum.

Now that we have a background about the K⁰12 program, we are expecting higher expectations because, as I said, K⁰12 program is more on analyzing, comprehending what is being read. And besides, after that, when they resume senior high school, it can be used as a means of livelihood. (Supervisor 1)

The students’ parents, who were often already poor and could have used a son or daughter in the work force, might not be open to the addition of two more years to their children’s education. This was in the context of adding two years to the school life of the students. So the talk centered on how those two extra years would benefit the students. Instead of graduating at 16 years of age, students would now graduate at 18 years of age. That makes a big difference in terms of finding work.

I went to their house and conducted a mini-interview. I asked them the relationship of the certain student. She said the grandma to the student of [Tropics High School]. So, I made an interview regarding K⁰12 program. At first she reacted negatively, because she didn’t know the importance of the K⁰12 program, because according to her waste of money, waste of time, waste of effort because if the number of years studying high school is too long, it’s the same as the—the effect is still the same. That’s what she said when I conducted an interview [crosstalk]. When I explained to her the importance of K⁰12 program, automatically, her mind was changed. It was changed to a positive reaction. (Supervisor 1)
The students in the pilot project had already graduated from high school (the old Grade 10) but volunteered to return to school for two more years to participate in the pilot project. As Supervisor 3 points out, they are supposed to already be in college or at work.

No, but I have a background when I talk with their adviser because if—for instance, these students are already graduates of general high school before the implementation of the Grade 7. They are supposed to be in college right now if they want to take—[...] But, they choose to go back to the senior high school, the pilot school, for some reason the maybe some mostly test the well-to-do family. (Supervisor 3)

Supervisor 1 also talked about the expectations that families have for the new curriculum. He thought that families might expect their children to go to college after the implementation. And he thought that the families might have low expectations of the current system “because of the laziness of the part of the student and of course, the—very common in our place, poverty” (Supervisor 1).

There was some discussion about the reasons the families might have for sending their children back to school for the pilot years after they had already graduated from the mandatory years. The parents chose to send their children back to the new curriculum even when they were eligible for college. He thought that the horticulture program and finances might have influenced their choice. “So, maybe that’s one of the reasons that they [enroll] in the senior high. And maybe also of the financial reasons, that they cannot afford to go to college” (Supervisor 3).

There was also a national feeding program which was organized at each school by the teachers, who made a schedule to let each parent know when it was their turn to bring food to the school and cook.

The teacher adviser. [...] It’s the teacher adviser [i.e. the homeroom advisor, or homeroom teacher] who will organize the parents association of that certain grade and then assign them a week. Maybe for Grade 1, Monday. Grade 1 parents will cook and then for the next week will be another grade, students of five. (Supervisor 2).
In addition, there was a national program called the Brigada Eskwela (School Brigade). It is run for a week, every year, before the students return to school from their annual holiday. Because limited funding is a national problem in the Philippines, parents all over the country volunteer their time to prepare the school for the return of the students. Supervisor 2 comments on how the support of the community is required for the running of the school:

Okay. Now, in every programs or projects that the school will undertake, we cannot do especially on finances, we cannot do without the help of the parents. It is our practice in Tropics Province particularly one week before the opening of classes, we will call the parents. It’s called the Brigada Eskwela. [...] One week, Brigada Eskwela, meaning to say we have to call them a week, parents, community people will be working together to clean the classroom, paint the—fix the armchairs and everything, because the teachers, we teachers, and DepEd officials cannot do that one. We need the help of the parents.

(Supervisor 2)

4.3.3 Summary.

The area supervisors talked about preparing professional development for the teachers, and they met with the families of students who were concerned about the school improvement project. The way teaching happened in the classroom was another topic, and the area supervisors also mentioned ways that they supported the teachers in their work. The influential family from the local town was mentioned with respect to acquiring new facilities for the school. Financing for the school was also an important topic, as well as relations between the school and the families of the students. These ideas are presented visually in Figure 6.

Compared to the data from the principal, the area supervisors talked about influence on the school across a broader range of the four paths. Where the principal spoke mostly about influencing money and dealing with discipline (the rational path), the area supervisors gave responses balanced across the range of paths. They talked about meeting with the “influential family” in town (organizational path). Where, surprisingly, the principal did not talk much about influencing the curriculum, teaching, and learning in the school (rational path), this was an important focal point for the area supervisors. They talked about helping the teachers in the
classroom and support for professional development, for example. Another emphasis that the area supervisors had was on the families of the students. Whereas the principal spoke mostly about families with respect to the formal PTA, the area supervisors also spoke about relations between the school and the families and about consulting the families with respect to the new curriculum change.

In many ways, the area supervisors’ roles in the organization were very well situated to emphasize the distribution of leadership. Dealing with a specific topic, rather than a geographical area, meant that they were important influencers of the curriculum, the teaching, and the learning. Supervisor 3 was able to provide support to a teacher implementing the new math curriculum, because that was his area of focus. Supervisor 1, responsible for music, art, physical education, and health, spoke about visiting one student’s family, who was concerned about the new curriculum. Supervisor 3 talked about providing emotional support for a principal new to a rural school. At the same time, because they were based at the provincial office, they were under the direct supervision of the provincial division superintendent, which was the top managerial position on the island. Since the students and teachers also talked about the division superintendent visiting the schools to distribute food, this could be a case of him sharing power with the area supervisors.

**Figure 6**

**Summary of Responses for Area Supervisors**
4.4 Teacher Interviews

4.4.1 Teacher photographs.

The photographs were not analyzed or included in the dataset. However, to give the reader an idea about the context of the interviews, a description of the photographs taken is provided. The teachers took 137 photos. Teacher 1 took 35 photos, Teacher 2 took 50 photos, and Teacher 3 took 52 photos. They took lots of photos of students doing things like cleaning and repairing school furniture, socializing, dancing, working in the school garden, cooking in cooking class, and attending meetings. They took pictures of teachers doing things like attending meetings with parents, teaching classes, and socializing together. They also took pictures of equipment at the school (pens, pencils, computers, projectors, laptops, televisions). They took pictures of documentation and policy (mission statement, vision and goals, school improvement plan, classroom rules, prayers, organizational chart, certifications). They also took pictures of “outsiders” using the school (Knights of Columbus assemblies, Boy and Girl Scouts, politicians).

Table 17

<table>
<thead>
<tr>
<th>Path</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Path</td>
<td>28</td>
</tr>
<tr>
<td>Rational Path</td>
<td>40</td>
</tr>
<tr>
<td>Emotions Path</td>
<td>20</td>
</tr>
<tr>
<td>Family Path</td>
<td>9</td>
</tr>
</tbody>
</table>
4.4.2 Interview responses.

The responses in this section include the data from three teachers. Table 17 shows this group’s responses to questions about what things influenced the school. The teachers talked a lot about a wider range of actions (compared to other respondents) that they took to influence people toward improving the organization. This group talked mostly about items on the rational path, followed by influences on the organizational path, emotions path, and family path.

Table 18

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular Activities</td>
<td>3</td>
</tr>
<tr>
<td>Food</td>
<td>1</td>
</tr>
<tr>
<td>Making Plans/planning</td>
<td>2</td>
</tr>
<tr>
<td>Raising Money</td>
<td>3</td>
</tr>
<tr>
<td>From Alumni</td>
<td>1</td>
</tr>
<tr>
<td>From Politicians</td>
<td>2</td>
</tr>
<tr>
<td>From Teachers</td>
<td>1</td>
</tr>
<tr>
<td>From Future Jobs</td>
<td>2</td>
</tr>
<tr>
<td>From Gambling/playing cards</td>
<td>1</td>
</tr>
<tr>
<td>From Going Abroad</td>
<td>1</td>
</tr>
<tr>
<td>From Outside Job</td>
<td>1</td>
</tr>
<tr>
<td>Meeting with Colleagues</td>
<td>3</td>
</tr>
<tr>
<td>Meeting with Stakeholders</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
4.4.2.1 Organizational path.

The teachers discussed a wide range of topics along the organizational path. Raising money was an important topic, but no one topic dominated the discussion (Table 18). Teacher 2 showed me a photograph of the school’s improvement plan and specifically mentioned the importance of organizational members other than the principal being involved in implementing the new curriculum: “The school improvement plan, I think, this is a guide not only for the principal, but also for the staff of the school” (Teacher 2).

4.4.2.1.1 Retention policy.

Some families were unable to meet the basic expenses for their children to attend school. The families could not afford food, or school supplies, or transportation. The school supplies required were minimal—a writing booklet and pencils, for example. The transportation expense was minimal. Some students walked to school, and some who lived far away took public transportation at a modest fee (about 25 cents per day). These students were “sponsored” by individual teachers, which meant that each teacher made a commitment to care for one student. They bought the student school supplies and provided pocket money for transportation or food. There were about 35 teachers, so 35 students at the school were supported in this way. This was a semi-formal retention policy of the school.

The teachers used their influence and their power to assist the students. To do this, they took into account both the academic needs of a student, with compassion and understanding for the reality in which the student lives. Because of the low socioeconomic status of the school’s families, some students needed to take time off to farm or fish for food for their families. The teachers made arrangements for students who had to be absent in order to make a living.

The students in the Grade 11 class piloting the new curriculum were sponsored in this way (participants Pilot Student 1, Pilot Student 2, and Pilot Student 3). They had graduated from high school and were eligible to go to college or seek employment, but they returned for an additional two years of high school. Three additional participants (Non-pilot Student 1, Non-pilot Student 2, and Non-pilot Student 3) were not in pilot curriculum classrooms and were not sponsored by teachers.
Usually, girls—in my class advisory, this girl is the kuwan, the first child in the family, sir. When I visit this girl, she planned to stop in schooling, but when I asked her why, she made a decision because her family cannot afford to send her to school. As an older sister in the family, she wants to go to work in order to feed the family. That’s what she said. I told her to just go back to school and maybe I can help you in little ways for your snacks maybe every day, sir. That’s what I can help you. When she opened that agreement with me, to her parents, her parents agreed to come to school again, to go back to school.

(Teacher 3)

Teachers also talked about having meetings with other teachers, and with the principal, and about forming committees themselves in order to organize the school’s intramural activities. Teacher 3 was responsible for organizing the intramural activities, and he spoke about assigning work for the other teachers to complete for the intramurals. The teachers talked about the poor quality of the facilities at the school, the lack of books, and the new buildings at the neighbouring technical college.

Table 19

<table>
<thead>
<tr>
<th>Mediators</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>1</td>
</tr>
<tr>
<td>Attending Training</td>
<td>3</td>
</tr>
<tr>
<td>Students Being Absent</td>
<td>5</td>
</tr>
<tr>
<td>Calling the Police</td>
<td>1</td>
</tr>
<tr>
<td>Discipline</td>
<td>2</td>
</tr>
<tr>
<td>Monitoring Attendance</td>
<td>2</td>
</tr>
<tr>
<td>Visiting the Counselor</td>
<td>1</td>
</tr>
<tr>
<td>Teaching</td>
<td>10</td>
</tr>
</tbody>
</table>
4.4.2.2 Rational path.

On the rational path, teachers spoke on a wide range of topics, but the main emphasis was on teaching and attendance.

4.4.2.2.1 Academic press.

The teachers made several comments about the academic standards. First, Teacher 1 talked about students being the core of the school in general. Teacher 1 explained why the teachers target academics:

If it’s the time to teach then we teach. That’s it. And then, we should also teach with heart, by heart. It is not just teaching because we are paid. We need to teach with passion, through heart and mind. [We should take care of our students?] because they are our respondents. They are the reason why we have work, why we teach, why we live each day. (Teacher 1)

She spoke specifically about one student and showed me a photograph she had taken of her, because she was a particularly good student. “This girl is good in communication. She is good in inviting, and her classmate, the other boy in the class, graduated from us. From grade school, they took a test and they jumped to high school. Do you know that?” (Teacher 1).

The fact that the teaching materials were not ready was also a big concern for the teachers. Teacher 3 talked about how the teaching materials for the new curriculum were not ready.
Yes, sir. Other teachers said it’s quite different from the old one, the curriculum, but somehow they feel that it is quite good. It really good because the materials are already given, the teaching materials only. Our laboratory materials [inaudible] are not yet fully equipped. We usually use improvised materials. So, we need a lot more materials [in Tropics High School], laboratory equipment, laboratory materials. Also, farm tools, farm equipments. Modernized farming, sir. (Teacher 3)

The teachers took it upon themselves to travel to a neighbouring island to confer with a school there that had already piloted the new first year of high school materials.

This June, we were having a problem about the references about how we’re going to deal with our senior high school because we are still—the first one to implement this. But then, because of the eagerness and our courage to make it the program successful, we did our benchmarks. We went to Cebu, Subangdaku [a city], there to talk with the principal, the teachers there, and ask them for the references and ask them how they deal with their junior high school for the past year. (Teacher 1)

4.4.2.2.2 Learning environment.

There were regular professional development sessions for the teachers. These took place during the one-week break between semesters and were both positive in terms of teaching and negative in terms of adding to the time commitment of the teachers.

Because if teachers can—if students can enjoy one week sem break then the teachers also need it. But then, the time is not enough. They need attend that trainings and seminars for them to be kept abreast with what is the latest education updates. (Teacher 1)

The teachers talked about the reasons why Tropics High School was chosen to pilot the first two years of the new high school curriculum.
This is consistent with what we will see in the students’ response section. The administration and the guidance counsellor see the school as being well-equipped. Tropics High School was also situated in Tropics Town, where the ex-governor, the congressman, the ex-congressmen, and the mayor lived, and they were all graduates of the school.

Yes. Aside from that, our superintendent, [name of provincial superintendent], he is helping a lot in our senior high school. He even sends the students dried fish, bulag, [...] noodles, and canned goods. All of us teachers here on the farm under the heat of the sun. We provided them everything. We treat them like our babies just to have this implementation of K-12 successful. That is one reason why [name of provincial superintendent] will be coming any time. He did all the solicitations just to support our senior high school. We have 30 students. (Teacher 1)

Table 20

Teachers’ Responses Coded on the Emotions Path

<table>
<thead>
<tr>
<th>Mediators</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling Positive or Negative</td>
<td>10</td>
</tr>
<tr>
<td>Faith/belief in God</td>
<td>5</td>
</tr>
<tr>
<td>Going to Church</td>
<td>1</td>
</tr>
<tr>
<td>Treating People Fairly</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
4.4.2.3 Emotions path.

On the emotions path, the teachers mostly talked about making people feel positive, but there was also talk about religious faith (Table 20).

Teacher 3 discussed her feelings of pride. The first photo that she showed me was a picture of a dancing trophy that her students had won. “As one of the advisor of the 4th year contingent, this was the prize we have received as champions in the mass demo competition last year” (Teacher 3). She was proud of the accomplishment and also felt that the “students are willing to participate, and they are willing to come to school because of this demonstration. This is a part of their calling wherein they can show their talent” (Teacher 3). It was revealed that teachers have taken a leadership role in organizing the intramurals, “I am the sports fest coordinator; I am the one who meet different committees for the incoming intramural event” (Teacher 2). This cooperation between teachers may have led to high morale at the school. Teacher 3 also talked about the feeling of cooperation between teachers.

Teachers are very cooperative. If we have one project, all the teachers are working together, and if one teacher has an idea or opinion in order to improve this particular project, other teachers are open, then have open mind and heart, to accept, to listen to the suggestions from other teachers to come up with one idea. (Teacher 3)

Teacher 2 agreed: “In terms of satisfaction and in terms of salary, I think it’s fair and—it can help our daily needs especially our basic needs. So, it compensate our—in regards to our relationship with our co-teachers, I’d believe teacher-to-teacher relationship is very harmonious.”

The teachers talked a lot about their values. An important influence on the school was a value system. Like many schools, the core values were posted on the walls of the school. Teacher 1 talked about starting every class with a prayer. “That [Godliness] is our core values, and we need to have that because we are teachers... We always start with a prayer. [...] Don’t you know that we had a bad experience last year here in school? Five students were attacked by wak-wak [witches]” (Teacher 1).
The solution was to take the class to church every morning and let the priest bless them with holy water. The students were required to bring holy water to class with them. “That is why we need to start our day with a prayer” (Teacher 1).

Teacher 3 talked about the values that the students had displayed in the dance competition:

Because students are willing to participate and they are willing to come to school because of this demonstration. This is a part of their calling wherein they can show their talent. Their skills, just like us teachers, we can also show students also the need to develop. For me, trophy, in relation to my teaching is the joy and fulfilment that I have imparted in learning to my students. So, in relation to my family, the trophy also for me is the good health of my kids, the protection of my kids and family from God, the unity, the love with each other. In my work, sir, looking at the trophy is my challenge that single time and teach my section. At the end of the day, I have this feeling, this fulfilment in my heart that somehow, something or I have imparted new learnings to the students. That’s the truth. Even if I don’t have money as a reward, the joy, the fulfilment, the love for my work to teach the students is the true [inaudible], the reward, sir. Money is not involved there, but the kuwan [pride]. (Teacher 3)

I asked the teachers about morale at the school:

It’s good, sir. It’s high morale. Students have high respect to their teachers. [...] Students are also, they have in their heart and mind faith in God. Students are—sometimes, the students, there are students that are cutting classes but these students are selected. These students who participated in this mass demo are talented, sir. I think the students especially they are selected are well-behaved, they have good morale, character. What I have observed about them, their practice yesterday, at a general, this mass demo will also uplift the good, the good of the school, and it will also encourage other students or other,
the people outside or those students in elementary to go to, they will like to study here because of this mass demonstration wherein the skills, the ability of the students, will be [inaudible]. (Teacher 3)

Table 21

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with Families</td>
<td>8</td>
</tr>
<tr>
<td>Starting a Family</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

4.4.2.4 Family path.

On the family path, teachers talked a lot about meeting with the families (Table 21). Teacher 1 is the homeroom teacher (what the Filipinos call her “advising class”) for the Grade 11 students, who have returned to enroll in the pilot project for the new curriculum. She and three of her students are participants in the study. One of the photographs that Teacher 1 took was a photograph at a parent’s house where she had had a meeting with six or seven parents.

I told them about our classroom rules. These are—some of these are classroom officers [i.e. the PTA spokespeople for each class who communicate to other parents in the class], and I opened to them about, I discussed with them the school rules we implemented, and I also announced to them the project [i.e. the project to pilot the Grade 11 curriculum] they are going to give to my classroom. I also discussed to them the school’s policies and regulations. (Teacher 1)

When students did not come to class, the teachers were required to do home visitations according to the Department of Education policy. What the teachers found when they did home visits was that the students’ attendance was interconnected with the family situation at home.
These students are most likely, number one, they are family incapacitated. Their family cannot be able to send the student to school because of financial problems. One of the students dropped last time. The problem is financially incapacitated. Then, they are not interested to come to school because they are already old. And, I told them to go to ALS. It is, it is Accelerated Learning System in education but they told me—but because of their laziness. Some of them are lazy to come to school even if. There are options in education that these students who are dropouts maybe they can put to ALS. So, for me, first, I go to them. I visit them in their household, talk to their parents many times.

(Teacher 3)

Teacher 3 said that she did the home visits on her own time, after school, and that she did four or five home visits per quarter, depending on the students in her class. The other teachers spoke in similar ways.

4.4.2.4.1 Parental involvement.

The teachers talked about involving parents in the school. None of the teachers talked about the PTA. In the Philippines, each classroom is encouraged to have a homeroom PTA. The PTAs for all the homerooms in the school make up the larger “General Assembly” for the school. A teacher might consult the PTA for their class on the feeding program, attendance, or some special issue. The school counsellor met with the PTA for her class, because it was selected to pilot the new curriculum, and she wanted to meet with the parents. In addition to the home visits, when asked about how the families help the school, the teachers talked about a feeding program. The feeding program was a national initiative but was organized by the teachers locally, who made a schedule to let each parent know when it was their turn to bring food to the school and cook.

The teacher adviser. [...] It’s the teacher adviser [i.e. the homeroom advisor, or homeroom teacher] who will organize the parents association of that certain grade and then assign them a week. Maybe for Grade 1, Monday. Grade 1 parents will cook and then for the next week will be another grade, students of five. (Supervisor 2)
4.4.3 Summary.

For the teachers, influence on the families was an important topic. They discussed home visits and the way that they related to student retention. Of course, the teachers also spoke at length about the influence they had on the students they “sponsored” (organizational path). They also spoke about taking leadership roles in extracurricular activities and travelling to other provinces to obtain materials. One area that the teachers set their sights on that neither the supervisors nor the principal did was meeting with other teachers to create positive feelings and respect while working together.

The three teachers were a rich source of information about the implementation of the new curriculum. They covered examples of people influencing others in a variety of ways in order to achieve a successful implementation of the new curriculum. The teachers played an important role in the implementation of the new curriculum. They influenced the program implementation in a variety of ways. They talked about meeting with the PTA and the parents of the students in their classes. Helping the students financially, through sponsorship, was an important topic. Visiting the homes of students who had attendance difficulties was another common theme. The teachers also talked about making special arrangements for students to study at home when they needed to be absent to earn money or work on the farm to harvest food. They also mentioned meeting with other teachers and having strong positive feelings with respect to working together.

It might be fair to say that the families dealt with two conflicting priorities: they put some value on education for their children, but they also needed the children to be involved in the business of subsistence. The leadership of the school was distributed in a way that included the teachers. The teachers showed influence at different levels of the organization: in the classroom, in the homes of the students, and in extra-curricular activities. Several of the tasks were pre-planned, such as the funding for the students and the travel to different provinces to get teaching materials. This would indicate that the teachers were “planfully” aligned (Leithwood et. al., 2008). These ideas are presented visually in Figure 7.

The responses from the three teachers were similar in nature to the responses from the area supervisors in that they also gave responses that were balanced across the four paths. The distribution of leadership, or the power to influence the organization toward improvement, seems to have extended to the teachers. In terms of the type of leadership distribution, there was
evidence that the teachers were willing to do whatever it took to get the curriculum implemented, which would be a leadership distribution associated with the organization (Murphy et al., 2009) rather than a distribution of leadership where the power was inherent in their roles or functions as teachers (Arrowsmith, 2007; Firestone & Martinez, 2007).

Summary of Responses from Teachers

4.5 Guidance Counsellor

The responses in this section include the data from the school guidance counsellor (School Counsellor).

4.5.1 Photographs.

The photographs were not analyzed or included in the dataset. However, to give the reader an idea about the context of the interviews, a description of the photographs taken is provided. The school counsellor took 14 pictures. She took pictures of notices posted in the school and a picture of a poster showing the teaching qualifications of the teachers. She took pictures of paper things: a photo of a 100 peso note and also the words “books” and “Armin Luistro” written on pieces of paper. She also took pictures of equipment at the school (a bathroom scale at the school, tools used in the school garden, a laptop computer). She took pictures of teachers doing things at the school. She took a photo of teachers in a meeting with a student.

Table 22

Guidance Counselor’s Responses Coded on the Four Paths
4.5.2 Interview responses.

Table 22 contains a summary of the guidance counselor’s responses, as they were coded according to the four paths. Each reference relates to a reference that the guidance counselor made to an influence on the school. The results for the guidance counselor, coded on each of the four paths, are dealt with individually in the following sections.

Table 23

Guidance Counselor’s Responses Coded on the Organizational Path

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular Activities</td>
<td>1</td>
</tr>
<tr>
<td>Food</td>
<td>1</td>
</tr>
<tr>
<td>Feeding Program</td>
<td>1</td>
</tr>
<tr>
<td>Policies</td>
<td>2</td>
</tr>
<tr>
<td>Raising Money</td>
<td>3</td>
</tr>
<tr>
<td>From Federal Government</td>
<td>1</td>
</tr>
<tr>
<td>From Provincial Government</td>
<td>1</td>
</tr>
<tr>
<td>From Teachers</td>
<td>3</td>
</tr>
<tr>
<td>From Technical &amp; Voc. Train</td>
<td>1</td>
</tr>
<tr>
<td>From Future Jobs</td>
<td>2</td>
</tr>
<tr>
<td>From Outside Jobs</td>
<td>1</td>
</tr>
<tr>
<td>From PTA Families</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Child-protection Committee</td>
<td>1</td>
</tr>
<tr>
<td>Meeting with Colleagues</td>
<td>3</td>
</tr>
<tr>
<td>Meeting with Stakeholders</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

4.5.2.1 Organizational path.

The school counsellor talked about a wide range of actions taken by members of the school community that she said moved the school toward improvement on the organizational path (Table 23). She talked about money from the perspective of the students.

Because, in the Philippines, we have students coming from a very poor family. It’s very, very sad. [...] Lucky, I am lucky that my parents were very interested to send me to—not for them. Because aside from they are very poor, their parents are not responsible enough to send them to school. They went gambling. And these are actual experiences when we conduct home visitations. The parents at not at home. We find them in gambling. We find them in the neighbour’s house, chatting, talking. And, what did their children do? No follow up at all. That’s why we really have to implement the Child-protection Policy. [...] To keep them here in school. (School Counsellor)

The school counsellor said that the school population was 764 and that they only had one student drop out the previous year, the lowest dropout rate in the province. She attributed this to the creative ways the school used to get students back to school. She then gave an example of the way that they dealt with a student who had tuberculosis.

Yes. He will infect other students. What we did, at present, we just—I told the teachers to prepare hand-outs, to prepare notes, and then bring, have it sent to that student then—in short, he will have his home study. Too, so it is easier, he will be sent series of questions. It will be answered by the student, then it will be passed here. Then it’s only
the discretion of the teacher whether they let the student pass or they invite that student once in a while to visit in our school to take the exams. Only hand-outs are sent to him at home. It will be bias if we will just send him the questions. He will answer it at home. Who can say that he is cheating or he is not cheating? So, we invite him to visit here once in a while, answer the test, and then go back home. (School Counsellor)

Because of the low socioeconomic status of the school families, some students need to take time off in order to farm or fish for food for their families. The teachers made arrangements for students who had to be absent in order to make a living.

Yes. We also have here students who are absent for two days, because they went fishing. [...] And, he answered, “I went fishing, ma’am, because we do not have money to buy food.” “Okay. So, this is our agreement. You have to agree because it is not also good that you will keep on fishing, because, in the first place, it’s not your responsibility to look for food. It’s the responsibility of your parents” [...] So, ayun siya [she]. “What will be our agreement, ma’am?” “So, our agreement would be, if you are planning to go fishing then please inform also your teachers that on that day you will be absent, so that by the time you go back to school you will be given exams or tests for you not to be very behind. [...] And then he said, “Thank you, ma’am for being considerate and understanding.” (School Counsellor)

Table 24

<p>| Guidance Counselor’s Responses Coded on the Rational Path |
|-----------------------------|-------------------|
| <strong>Mediator</strong>                | <strong>References</strong>    |
| Advising                    | 1                 |
| Attending Training          | 2                 |
| Students Being Absent       | 1                 |</p>
<table>
<thead>
<tr>
<th>Discipline</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporal Punishment</td>
<td>3</td>
</tr>
<tr>
<td>Dropping Out</td>
<td>1</td>
</tr>
<tr>
<td>Visiting Counselor</td>
<td>1</td>
</tr>
<tr>
<td>Teaching</td>
<td>1</td>
</tr>
<tr>
<td>School Materials</td>
<td>2</td>
</tr>
<tr>
<td>Taking Time Off</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Materials</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

### 4.5.2.2 Rational path.

On the rational path, attendance, discipline, and academic press were the topics to which the counsellor attended.

Some comments were difficult to categorize as belonging to one or another of the four paths. These comments from the school counsellor are examples of that difficulty. In these comments, she is speaking about the way that students are disciplined in the school, and the legal framework in the Philippines that governs the protection of children. On one hand, it would seem that her comments dealt with the disciplinary climate in the school (the rational path).

The, it is already stated in our constitution that they should be protected. The children are protected because we observe why the students are dropping out some school, why student transferred, not from school, not only in our school but the rest of the schools in Tropics or in the Philippines—it is observed that one of the factors or one of the reasons why they drop out from school is because they are being punished by their teachers. They are disciplined by their teachers using corporal punishment. They did not apply positive,
positive ways in disciplining them. So, that is why they have to be protected, because who will enroll in school if they drop out? (School Counsellor)

On the other hand, she is talking about her emotions, the way that she feels about discipline in the school. This has to do with collective teacher confidence or efficacy. Teacher confidence leads to persistence in the face of initial failure. Teachers seek to work through a problem rather than give up (Leithwood et al., 2010). This is clearly what the school counsellor is talking about with respect to disciplining students in this case.

There was some talk about what forms of discipline were acceptable to use with the students. In this section, the school counsellor talked about what is supposed to happen—the policy with respect to discipline. On one hand, she might have a better understanding of what is happening because she is the counsellor; on the other hand, the teachers might have a better grasp, because they are the ones who do the home visits. It could mean that corporal punishment is still happening (why mention it unless it is still happening?). In fact, she talked about it in a different reference.

So, as guidance counsellor, the teacher—if they teacher observes bullying happening in their classes, they directly report it in the guidance office, and then the guidance counsellor will conduct counselling so that they will be at ease, both the bully and the victim. So, they will be interviewed. They will be counseled separately, so that in the part of the victim of bullying, he will be reassured that he is not alone, that it is not his fault. And then, for the bully, he deserves also to have counseling because it is not also his fault, his total fault that he becomes bully. (School Counsellor)

The school counsellor had met with the classroom teachers and encouraged them to make classroom rules and have relationships with the students such that the rights of the students are not infringed upon and the federal policy on the protection of children was followed.

And, I think it violates the rights maybe because they eat because they’re hungry [...] Yes. So, if the student is eating while classes is going on, it should not be stopped or
else—if it should be stopped in the presence of his or her classmate, then there should be public humiliation or there should be shame. (School Counsellor)

This good relationship seems to be reflected in the low dropout rate. They are disciplined by their teachers using corporal punishment. They did not apply positive, positive ways in disciplining them. So, that is why they have to be protected, because who will enroll in school if they drop out? (School Counsellor)

There were regular professional development sessions for the teachers. These took place during the one-week break between semesters and were both positive in terms of teaching and negative in terms of adding to the time commitment of the teachers. The counsellor talked about the reasons why Tropics High School was chosen to pilot the first two years of the new high school curriculum.

So, that is why [name of provincial superintendent] chose us as the pilot school for K-12, which is the senior high school, because I can say that we are advance in terms of tools and equipment and in terms of the capabilities of our teachers here. (School Counsellor)

This is consistent with what we will see in the students’ response section. The administration and the guidance counsellor see the school as being well equipped.

**Table 25**

**Guidance Counselor’s Responses Coded on the Emotions Path**

<table>
<thead>
<tr>
<th>Mediators</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling Positive or Negative</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
4.5.2.3 Emotions path.

On the emotions path, the school counsellor described a small number of sources that influenced the school’s effort toward improvement (Table 25). The counsellor talked about the effects on students after counseling, and meeting with a student and his family after an incidence of bullying. “Very effective. And, in the part of the victim, when he is—when counseling is conducted, there is something that boosts his self-esteem when there is counseling” (School Counsellor).

Table 26

Guidance Counselor’s Responses Coded on the Family Path

<table>
<thead>
<tr>
<th>Mediators</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with Families</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

4.5.2.4 Family path.

The school counsellor talked about meeting with families as an action on the family path (Table 26). These were the main problems at the school, from the counsellors’ perspective:

Mostly our problems here in our school: absenteeism, truancy, and then skipping classes.

[...] So, starting June, last June, we already conducted home visitations. And, who are these students? These students are always absent. Mostly, these are our problems, because we cannot really conduct our class if these students are not also present. The teachers cannot continue conducting their classes if these students are absent. So, what we did together with the teachers, we conducted home visitations. We talked to their parents. So, what happened after conducting home visitations? These students who planned to drop out from school, they go back to school. (School Counsellor)
She said that the school community works together to assure the future for the school. She included herself, the teachers, and parents in her comments about who is working together.

Okay. Okay. So, although we do not have this enough money to buy all the things that we need, but then we work hand-in-hand, like, the teachers, the parents. We work hand-in-hand just to commit what we dream of like sending them to school and then, if one student is absent for five days or for three days to five days then we can conduct home visitations. (School Counsellor)

In addition to the home visits, the counsellor, when asked about how the families help the school, talked about the feeding program.

Yes. So, I have mentioned a while ago about the malnourished children. So, teachers cannot cook for them because we cannot leave other students inside the classroom. So, what we did, we invite the parents of these malnourished children to cook for them. [...] Because, who are these malnourished children? These malnourished children are the ones who are always absent. (School Counsellor)

4.5.3 Summary.

The guidance counsellor talked about influencing people in a variety of ways in order to achieve a successful implementation of the new curriculum. She talked about meeting with the PTA and the parents of the students in their classes and about helping the students financially. Another topic that was important was the visitations at the homes of students who had attendance difficulties. The counsellor also talked about making special arrangements for students to study at home when the student needed to be absent to earn money or work on the farm to harvest food. Meeting with other teachers and the strong positive feelings produced by working together with other teachers was also an important topic. The guidance counsellor influenced the school in a variety of different ways. On the emotions path, she talked about positive feelings of job satisfaction and of working with her colleagues.
The guidance counselor talked at length about the policy regarding student rights (organizational path). This was something that was not mentioned by the principal, the area supervisors, or the teachers. The fact that students needed to be protected from corporal punishment and unfair treatment was also discussed. Relatedly, child-protection laws and meetings with students came up. Like the principal, the supervisors, and the teachers, the poverty of the students was a consistent theme, so there was talk about money. She spoke about helping the students financially (organizational path). The counselor spoke at length about meeting with other teachers to make sure that everyone felt comfortable with the rights of students, and she spoke about job satisfaction. What was striking about the data from the counselor, compared to the other groups, was the volume of data she provided, considering that she was the only member of this group.

The counselor provided an important source of leadership in the school. She influenced the teachers by guiding them in the application of the federal policy on child-protection rights, which they were not doing before her intervention. She talked about the effect that this had on students being able to eat and not fear physical punishment in class. She also talked about encouraging the students to find ways to both attend school and attend to their needs with respect to food, family, and health. The counselor also met with families, with students, and with the PTA. Influence in those areas is “likely to be a high leverage option” for leaders (Leithwood et al., p. 681).

The results from the school counselor are also interesting because they speak to the distribution of leadership influence in the school. Other than the principal, the counselor was the only non-teaching member of the staff. Arrowsmith (2007) talked about different roles in the organization being accompanied by the power to influence the organization. It may be that the counselor role at Tropics High School carried with it the power to exercise leadership. In this view, her role carried with it the power to behave in a way that had influenced the school. This is evidence that the distribution of leadership at the school was associated with roles or functions rather than as an organizational trait.

Figure 8

Summary of Responses from the Guidance Counselor
Grade 11 Pilot Class Student Interviews

4.6.1 Photographs.

The photographs were not analyzed or included in the dataset. The students in the Grade 11 pilot class took 62 photos. They took a lot of pictures of facilities at the school (many picture of the school garden, the classrooms, the water holding tanks). They took a lot of pictures of school staff (teachers, guidance counsellor, maintenance man). They took pictures of pictures of President Aquino posted on the school walls. They took pictures of religious objects, a small shrine, a picture of Jesus, and a crucifix on the wall. They took a lot of pictures of equipment at the school (ceiling fans, a tractor, garbage cans, desks, light bulbs, school materials, running water, farming implements). They took some pictures of tests and exams. They also took some pictures of teachers teaching classes and working at their desks.

Table 27

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Path</td>
<td>21</td>
</tr>
<tr>
<td>Rational Path</td>
<td>23</td>
</tr>
<tr>
<td>Emotions Path</td>
<td>10</td>
</tr>
<tr>
<td>Family Path</td>
<td>8</td>
</tr>
</tbody>
</table>
4.6.2 Interview responses.

The responses derive from three students in the pilot class for the new Grade 11 curriculum. (The homeroom teacher, Teacher 1, was also a respondent in the study.) Table 27 shows this group’s responses to questions about what things influenced the school’s development toward improvement. The data from this group was not as robust as the data from the other groups. The three students in this class had only 72 coded occurrences where they referred to someone taking action to improve the school, compared with 108 coded responses for the three teachers, and 107 total coded occurrences for the three supervisory officers.

Perhaps the students lacked confidence because they were younger, felt intimidated about being interviewed by a stranger from another country, or had lower confidence in their language abilities. This group talked mostly about items on the rational path, followed by influences on the organizational path, emotions path, and family path. Table 27 shows the results of the coding of the interviews for the students.

Table 28

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitorial/Cleaning Up</td>
<td>1</td>
</tr>
<tr>
<td>Raising Money</td>
<td>5</td>
</tr>
<tr>
<td>From the Province</td>
<td>1</td>
</tr>
<tr>
<td>From Teachers</td>
<td>3</td>
</tr>
<tr>
<td>From the Garden</td>
<td>3</td>
</tr>
<tr>
<td>From Outside Job</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
4.6.2.1 Organizational path.

The students talked about a small number of topics on the organizational path, mostly raising money for themselves (Table 28). The students’ work in the garden is both a lesson, where they study horticulture, and a practical way to earn money. The produce from the school garden was sold in the local market, and the proceeds were divided equally between the students and the school. The students also talked about feeling good because they could work in the garden, earn money, and help their families financially. “Yes. Many of us, especially my classmates, they [inaudible] earn money. We are planting more vegetables to sell to the market” (Pilot Student 3). She said that she earned about 1,000 pesos from selling vegetables at the market. The minimum wage for work in Tropics Province is about 250 pesos a day, so 1,000 pesos earned from the garden is equivalent to about four days of full-time work.

Pilot Student 2 took a picture of the farm implements that were donated by the province. They arrived, by coincidence, while I was conducting the interviews at the school. “I took the picture because it can help us to work especially in our area, in our area. We can actually work with the help of that” (Pilot Student2).

Table 29

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>1</td>
</tr>
<tr>
<td>Discipline</td>
<td>2</td>
</tr>
<tr>
<td>Visit Counselor</td>
<td>1</td>
</tr>
<tr>
<td>Teaching</td>
<td>3</td>
</tr>
<tr>
<td>School Materials</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Materials</td>
<td>3</td>
</tr>
<tr>
<td>Test or Evaluate</td>
<td>2</td>
</tr>
<tr>
<td>Use of Technology or Materials</td>
<td>2</td>
</tr>
</tbody>
</table>
4.6.2.2  Rational path.

On the rational path, the students in the Grade 11 pilot curriculum class talked a little bit about a variety of subjects (Table 29). When asked about what made their school a better place, the students talked a lot about academic press and farming, but they also mentioned other aspects of schooling. Their comments revolved around the teaching and learning of vocations (sewing, cooking, horticulture, and IT).

The main action that students talked about related to improving the school was to work in the garden. The school garden is run through the horticulture class at the school. It is a working farm on the school grounds, where students put into practice what they have learned in their horticulture classes. Working in the school garden is required for students in the horticulture class.

Pilot Student 3 talked about applying the school’s horticulture lessons at home and had grown bitter gourd at his home and brought it to the school canteen. He showed me a picture of the garden at his house, because he thought it made the school better. “This makes our school better [inaudible]. I will share to my classmates, we can know how to fertilize, to trade my produce” (Pilot Student 3).

One of the students showed me a picture that she had taken of a teacher:

She’s the one helping me. She gives me paper, ball pens. She’s like my mother. I think she can help our school improve just by giving me school supplies. I want to give her something. I learned that in giving there will be a back. Yes, because through what she did to me, it’s very useful in the school. It can help me become more. (Pilot Student 1)

Pilot Student 1 says the teachers are good but that they do get angry when the students do not go to the farm or work on the farm. “If me and my classmates are in the farm, talking together, my teacher will get angry because we’re not working. We’re spending more time not to clean in the farm, but talking” (Pilot Student 1).
Pilot Student 1 talked about knowing that she was not a gifted student but was rather still getting help from the teachers. She said that the teachers gave enough examples so that the other students “really, really know what they are teaching about. For their attitude, they are good to the students” (Pilot Student 1). The students, especially the students who were “sponsored,” talked about getting support from the teachers. One of the photographs that Pilot Student 2 showed me was of a stack of test papers. She said that she took the picture because on that test she had scored 38 out of 40.

Table 30

<table>
<thead>
<tr>
<th>Mediators</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising Expectations</td>
<td>1</td>
</tr>
<tr>
<td>Feeling Positive or Negative</td>
<td>4</td>
</tr>
<tr>
<td>Faith and Belief in God</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

4.6.2.3 Emotions path.

The pilot class students were coded for a few comments that they made on the emotions path (Table 30), mostly dealing with how they felt at school. Pilot Student 1 did make a comment about her teacher getting mad at her, because she was not working hard enough in the school garden. Usually, the comments about the garden and the teachers were positive, but that incident had probably raised negative feelings in the student. The same student showed me a picture that she took of a religious icon in the school office. It was a picture of the baby Jesus. It was like a little shrine. There was a light bulb and a crucifix. She talked about how it helped her.

If I have a problem, any problem, I just pray. Then, I think that Jesus really, really loves me. For example, I don’t have financial, I only just pray, then somebody go in my home and yes thank you Lord. [...] It can help a student when we come room to room, first we have to pray. I do believe that Jesus can help us. (Pilot Student 1)
Pilot Student 2 also felt happy about working in the school garden, “Yes. I’m very happy because this is my alma mater. Yes. We are happy because this school is improving. This school is life because, in our province, this is the only entry one” (Pilot Student 2).

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

4.6.2.4 Family path.

When asked about how their family influenced the school’s improvement, the students talked mostly about family expectations. The students spoke about using the skills they had learned by working in the garden to help their families at home, particularly the fact that they could use their skills to grow food. One student talked about his plans to get a job after school so that his mother could have a house. Another student spoke about helping with the family finances.

4.6.3 Summary.

The Grade 11 pilot class students talked a lot about the things that they did at the school. They talked about earning money in the garden, which was very important to them. They talked a lot about how the teachers influenced them, mostly in positive ways but, also, in one case, how the teacher had gotten angry. They talked about equipment at the school, and they talked about how their skills at school would help at home with their families.

On the emotions path, the students felt good because they were making food and money for themselves. They also helped each other emotionally. They talked about the work that they did toward feeling better. They talked about values, religion, faith, and feeling good about the school. These topics of discussion are presented visually in Figure 9.

The student interviews provided a small amount of data compared to that of the other groups. The ability to influence the school, or participate in school leadership, did not appear to extend to them. They were the receivers of influence from others in the school rather than providing
influence to make the school better. For example, the pilot student focus was on earning money in the school garden (organizational path). This was a large influence on them, allowing them to take money home, grow food for their families, and even bring produce they had grown to sell in the school canteen. The adults did not discuss the work in the garden in as much detail, nor did the adults express the garden’s importance to themselves. Another way that the students were receivers of influence from other groups was on the emotions path: their relationships with teachers, about being “sponsored” by them, about spending time in the garden with their friends, and about feeling better working in the garden. These students did not talk, for example, about how they influenced teachers to feel better about the school or about influencing the principal’s or the area supervisors’ morale at the school.

The students’ responses with respect to their families were also interesting. They did not seem to make a strong connection between their home life and the school. The teachers, the counselor, and the area supervisors all took action by doing home visits and working with the PTA. The family member, the sister of Pilot Student 2, did say that her parents had future plans and encouraged them both in the home. However, the students in the pilot class also talked about lack of interest in school at their homes and lack of internet connections or computers.

The literature review revealed that leadership in the Philippines was likely to rely strongly on relationship building, kinship, and community. Thus, it is surprising that the pilot class students did not talk about a strong connection to their home lives. On the other hand, this may be evidence that their “sponsorship” by the teachers has encouraged them to emphasize the relationships with their teachers in the interviews. They did refer to their female teachers as being like their mothers. Such cases constitute examples of Tropic Islanders’ comfort with dual social roles (Dumont, 1995).

**Figure 9**

**Summary of Results from Grade 11 Pilot Class Students**
4.7 Non-pilot Students’ Interviews

The responses included data from interviews with the three students who were in classes that used the old curriculum at Tropic's High School.

4.7.1 Photographs.

To give the reader an idea about the context of the interviews, a description of the photographs taken is provided, but the photographs were not included in the data. Students not in the pilot class took 56 pictures. Non-pilot Student 1 took 17 pictures, Non-pilot Student 2 took 18 pictures, and Non-pilot Student 3 took 22 pictures. They took pictures of students working in the garden, socializing, and studying in class and of teachers sitting at their desks. They took a lot of pictures of equipment at the school (farming implements, school desks, windows, electric fans). They took pictures of the school grounds (buildings, plants in the school garden). They took pictures of their family members, and they took pictures of pictures of President Aquino and Jesus that were hanging on a school wall.

Table 32

Non-pilot Class Student Responses Coded on the Four Paths

<table>
<thead>
<tr>
<th>Paths</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Path</td>
<td>8</td>
</tr>
<tr>
<td>Rational Path</td>
<td>13</td>
</tr>
<tr>
<td>Emotions Path</td>
<td>5</td>
</tr>
</tbody>
</table>
4.7.2 Interview responses.

Table 32 shows this group’s responses to questions about what things influenced the school’s improvement. As with the pilot student group, the data from this group were not as robust as the data from the other groups. Perhaps the students lacked confidence because they were younger, felt intimidated being interviewed by a stranger from another country, or had lower confidence in their language abilities. This group talked mostly about items on the rational path, followed by influences on the organizational path, emotions path, and family path. The table above (Table 32) shows the results of the coding of the interviews for the non-pilot class students.

Table 33

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>1</td>
</tr>
<tr>
<td>Janitorial/Clean Up</td>
<td>1</td>
</tr>
<tr>
<td>Raising Money</td>
<td>2</td>
</tr>
<tr>
<td>From Teachers</td>
<td>1</td>
</tr>
<tr>
<td>From the Garden</td>
<td>2</td>
</tr>
<tr>
<td>From Future Job</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

4.7.2.1 Organizational path.

On the organizational path, non-pilot students made very few comments about what made the school a better place (Table 33). They made a couple of statements about enjoying the garden and a couple of statements about making money.
4.7.2.2 Rational path.

These students made a small number of comments on a small number of topics along the rational path (Table 34). When asked about what made their school a better place, the students talked a lot about academic press and farming, but they also mentioned other aspects of schooling. Their comments revolved around basic statements about the teaching and learning of vocations (sewing, cooking, horticulture, and IT).

One student did talk about things that influenced the school in a bad way. She showed me a picture she had taken that showed students sleeping in the classroom. Non-pilot Student 1, a student who is not in the new Grade 11 curriculum cohort, had just moved to Tropics High School from a different high school. There were other signs that the academic press was not emphasized. Non-pilot Student 1 talked about not getting support for her homework assignments, because her family was uneducated beyond elementary school and thus unable to help her.

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>4</td>
</tr>
<tr>
<td>School Materials</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Materials</td>
<td>1</td>
</tr>
<tr>
<td>Use of Technology or Materials</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Table 35

Non-pilot Class Student Responses Coded on the Emotions Path

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising Expectations</td>
<td>1</td>
</tr>
</tbody>
</table>

116
<table>
<thead>
<tr>
<th>Feeling Positive or Negative</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

4.7.2.3 Emotions path.

On the emotions path, the non-pilot students talked only about a very few, very basic things, like helping each other (Table 35). The emotions path observations for these students were limited to a few statements. Several students said that they enjoyed working in the garden.

**Table 36**

<table>
<thead>
<tr>
<th>Non-pilot Class Student Responses Coded on the Family Path</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mediator</strong></td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

4.7.2.4 Family path.

When asked about how their family influenced the school toward improvement, the students talked mostly about family expectations. For some students, the situation at school was dire. I asked Non-pilot Student 2 what her family thought of her attending Tropics High School. “Nothing, sir. They don’t ask me about the school.” I asked if her family had expectations of her at school. She replied, “No, sir.”

4.7.3 Summary.

They talked about basic resources at the school, about their parents not supporting them, and about earning money in the garden. These responses are represented visually in Figure 10.

The students in the non-pilot class stood out compared to the other groups, because they had very little information to share. The amount of data was so small from these three subjects that removing their data from the analysis was considered. The total amount of data from these three was less than the data collected from the single school counselor. However, they did provide some insights that were absent from the other groups. These students were influenced by the very
basic resources of the school (water, electricity, desks, books) that the other groups all took for granted (organizational path). They also spoke about having a negative influence from the lack of support for schooling in their home (family path).

Like the students in the class that was piloting the new curriculum, the ability to practice leadership was also not extended to the non-pilot class students. They were also the receivers of influence from others. Their comments about curriculum and learning were limited to basic statements. There was no power inherent in the role of the students associated with the distribution of leadership, nor did they express the desire to do whatever it took to influence the improvement of the school.

These students made negative comments about the lack of support for schooling in the home, which set them apart from the students in the pilot curriculum class. Non-pilot Student 1 assigned a reason to the lack of support, which was her family’s lack of education. While the students in the pilot curriculum class failed to express a strong connection with their home life, these students went further and made negative associations with support for school in their home life.

Figure 10

Summary of Responses from Non-pilot Class Students

4.8 Family Member Interview

The responses for this group include those from only one family member, an older sister of one of the respondents in the Grade 11 pilot curriculum class. The sister was also a graduate of the school, but under the old curriculum. Her views were similar to those of the students. The one family member in the study talked about her sister making money from the garden, its connection to the new curriculum, and the role of the teachers in the funding scheme. She
described the way that students earn money from the school garden. They join the horticulture track at school and are taught how to grow food. They take the produce to the market and split the proceeds with the school. She showed me a photo she had taken of five students working in the garden.

4.8.1 Photographs.

The photographs were not analyzed or included in the dataset. The family member took 27 photographs. She took about 10 pictures of students doing things such as socializing, listening to a teacher in class, or working in the school garden. She took two pictures of equipment at the school (sewing machines in a classroom) and three pictures of family members doing laundry, walking to school, and gardening.

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Path</td>
<td>14</td>
</tr>
<tr>
<td>Rational Path</td>
<td>9</td>
</tr>
<tr>
<td>Emotions Path</td>
<td>8</td>
</tr>
<tr>
<td>Family Path</td>
<td>3</td>
</tr>
</tbody>
</table>

4.8.2 Interview responses.

Table 37 shows the family member’s responses to questions about what things influenced the school toward improvement. She talked mostly about items on the organizational path, followed by influences on the rational path, emotions path, and family path. The following table (Table 38) shows the results of the coding of the interviews for the one family member.

Table 38

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasting Food</td>
<td>1</td>
</tr>
</tbody>
</table>
On the organizational path, responses from the family member that dealt with raising money and raising money from the garden were coded (Table 38).

She described the way that her sister earned money from the school garden. Her sister had joined the horticulture track at school. They were taught how to grow food. Her sister’s class took the produce to the market, sold it, and split the proceeds with the school. She showed me a photo she had taken of five students working in the garden, including her sister. I asked her how this improves the school, or makes the school a better place. “[inaudible] they could earn their own money and half of that [inaudible] half of the money goes to them—[...] Half of that will go to the school” (Family Member).

Table 39

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>1</td>
</tr>
<tr>
<td>Discipline</td>
<td>1</td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>1</td>
</tr>
<tr>
<td>Sleep</td>
<td>2</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Sewing</td>
<td>1</td>
</tr>
<tr>
<td>Use of Technology or Materials</td>
<td>1</td>
</tr>
</tbody>
</table>
4.8.2.2 Rational path.

The family member talked a very small amount about a fairly wide range of topics on the rational path (Table 39). She spoke a couple of times about sleep and a couple of times about teaching.

One of the pictures that the family member showed me was of a group of students sleeping at their desks in the front row, right in front of the teacher. “The one that was sleeping in class. [Inaudible] while the teacher was teaching. [...] They’re not listening, and some of them are – [...] Some of them are sleeping and the teacher is right in front” (Family Member).

<table>
<thead>
<tr>
<th>Other</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Table 40

**Family Member Responses Coded on the Emotions Path**

<table>
<thead>
<tr>
<th>Mediator</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling Positive or Negative</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

4.8.2.3 Emotions path.

Several responses that were coded on the emotions path from the family member dealt with feelings (Table 40).

Several students said that they enjoyed working in the garden. The family member showed me a picture of students laughing in the school garden. “They’re having fun, too” (Family Member).

“Like friendship. They’re having their snacks together and talk about their school after—it’s like snack time. So, they talk in the morning about their tasks. They’re having fun [inaudible]” (Family Member).

### Table 41

**Family Member Responses Coded on the Family Path**

121
4.8.2.4 Family path.

The family member was the older sister of a student in the new high school pilot project at Tropics High School. She seemed to have a completely different experience than that of her sister. “Our parents really want her to finish studying and have her own future [inaudible]. They want us—if you have a study background, you have a good job in the future.”

For us—some family [inaudible] but the truth is going to somewhere with friends. Some families, they torture their kids [inaudible]. For us, they don’t. Our parents just tell us it’s for your own good. “Think about your future.” [Inaudible] (Family Member)

4.8.3 Summary.

The family member talked a lot about earning money by working in the school garden. She talked about the school lessons being connected to the garden. She talked about family expectations and about feelings. These results are shown visually in Figure 11.

The single family member was similar to the area supervisors, the teachers, and the school counselor in that she provided responses about influence across a range of the four paths. She spoke about her sister earning money in the school (organizational path) and how proud her sister was to be providing money to the family (emotions path). She talked about how her sister’s experience at the school was completely different than hers had been and how her family had expectations for their future schooling (family path).

Unlike her sister, the family member saw the relationship between the school and the family as positive. She attributed the cause of the positive relationship to the money earned in the garden. Like the students in the pilot curriculum class, and the students in the old curriculum class, the distribution of leadership did not appear to extend to the family member. She was an observer of the positive influence on her sister and a receiver of the increased pride and financial gain for her family, but the influence did not originate with her.
4.9 Summary

This section presented the data from the interviews with respondents from seven groups in the school (principal, area supervisors, teachers, school counselor, students in the pilot class, students not in the pilot class, family member). The participants were not asked to collect data about school leadership directly. A brief description of the photos that each group took was presented in order to provide context for the data, which was derived from the interview questions.

The interview data were presented for each of the seven groups in the same way that the data were organized in the interview protocol, around indicators of leadership influence associated with each of the four paths. Different groups emphasized different areas on the Four Paths framework. For example, the principal focused mainly a small number of indicators on the organizational path (funding) and rational path (discipline), but his responses did not provide many examples of influence on the family path, the emotions path, or other indicators of leadership on the rational path (e.g. academic press). Generally speaking, the teachers, area supervisors, and guidance counselor had a wider range of data across all the four paths. The data from the pilot class students, the non-pilot class students, and the family member included a smaller range of indicators on the four paths. The garden, and its influence on their lives, were important to the students, but helping students, home visits, and policy were important to the other groups.
The distribution of leadership extended to some participants but not to others. The students in both classes (the pilot curriculum class and the old curriculum class) and the family member were the receivers of influence from others. The area supervisors, principal, teachers, and guidance counselor all influenced the school, or practiced school leadership. For the principal and the school counselor, the distributed leadership seemed to be associated with the roles, or functions, they played in the school, similar to the distribution expressed in the literature review by Arrowsmith (2007) and Firestone and Martinez (2007). For the area supervisors and the teachers the distribution of leadership took the form of an organizational influence, or the willingness to do whatever it took to make the implementation succeed, similar to the distribution of leadership expressed in the literature review by Ho and Ng (2012), Haughey (2006), and Murphy et al. (2009).

The next chapter discusses these results in more detail.
Chapter 5

I had written about the difference between progress and change, but it wasn’t until I realized that the core goals of change should be to make a difference, which was indeed a change theme—to make a difference is to make a change—which is in turn congruent with what the best of educators wanted to do. (Fullan, 1998, p. 222)

5 Discussion

5.1 Introduction

This chapter begins with a discussion about what school leadership is and how we know that what we have observed in the data was or was not school leadership. Second, there is a discussion about distributed leadership, as it relates to the literature review, compared and contrasted with the data from this study. Third is a discussion of organizational influence, or power, discussed in terms of indicators of school leadership along the Four Paths framework. For this, I follow the sections in the Four Paths framework. The chapter closes with a summary.

5.2 Leadership

Astute readers will have observed that not every topic the respondents discussed can be defined as school leadership. Respondents were asked to take photos and discuss things that moved the school toward improvement. Those things might not involve school leadership; that is, members of the school community might just be doing their jobs. A student, for example, might speak in an interview about a teacher helping her with a test that was particularly difficult. That might move the school toward improvement, but the teacher was just doing her job. For a person in a formal leadership position, “just doing their job” involves leadership. What we’re looking for in order to say that we are observing school leadership, and what we saw in the literature review, is the ability to influence others to achieve the goals of the school. In this case, the goal of the school was to implement the new curriculum for Grade 11. This chapter presents an argument that school leadership can be found by examining what the respondents said influenced others in order to make the school better.

The presence of school leadership is to be seen in the extent to which the data showed respondents talking about influencing others or being influenced by others to meet the goal of
implementing the new curriculum at the school. The goal of the study was to describe how that leadership happened in Tropics High School in the Philippines. How did the participants describe the enactment of leadership, the influencing of others to meet the goals of the school? In the literature review, influence was associated with school leadership in three ways: as a process of influencing, as equivalent to distributed leadership, or associated with tasks or roles in the school. Another aspect is the degree to which those influences are similar to or different from what would be expected from a Canadian perspective. What insights does the particular practice of leadership on Tropic Island offer?

5.2.1 Distributed leadership.

The studies in the literature review approached distributed school leadership from several perspectives. From the organizational perspective, the target should be school improvement and what is required to make it happen (Murphy et al., 2009). From this perspective, Tropics High School needed to find the resources (classrooms, available students, books and teaching materials) in order to implement the new national curriculum initiative.

The teachers organized themselves to provide their own money to “sponsor” students so that they would return to school for an extra year and serve as pilot students for the new curriculum. The teachers travelled to a neighbouring island in order to visit a school that had already piloted the new curriculum and to get materials and teaching resources. The two new classrooms were made available by local politicians.

It is true: there was a clear chain of authority. But Hofestede’s description of Philippine culture as “top-down” is too simplistic and one-dimensional. First, either school leaders did not always work within the chain of authority, or two different chains of authority overlapped (e.g. the area supervisors worked directly with teachers in individual schools). It is simply not the case that Filipino school leaders have a tendency to be top-down when compared to school leaders in other countries.

The organizational structure of the school district was relatively flat. There was a division superintendent responsible for the whole province/school district, and there were nine supervisors, who were each responsible for a subject area for the whole province. For example,
one participant was the area supervisor for math; he was responsible for supervising the mathematics instruction at all schools in the province.

The context provided multiple, sometimes conflicting, chains of authority. The principal reported directly to the provincial division superintendent, while a teacher appealed to area supervisors for topic-specific assistance with math. The families were both needy recipients of the feeding program and members of the PTA, to which the principal appealed for financial assistance. The provincial district superintendent brought food directly to the students at the school.

What these actions had in common was the building and maintenance of community. Some examples were already in place at the school or were nationalized programs, for example, the Brigada Eskwela program. This is a good example of the way building community worked in practice. The parents and the teachers literally came together every year to prepare the school for the students. A second example was the feeding program. Both of these programs were national, and both were solutions based on community to solve a problem.

Leadership, as Ho and Ng observed in Singapore, certainly seemed to be related to the complexity and unpredictability of change (Ho & Ng, 2012). The provincial district superintendent chose the school for the current study as well as provided food for the students, and the area supervisors talked about meeting with “influential families” in the neighbourhood. The complexity of the change spilled over the physical boundary of the school to include the social context of the school, as Haughey found in Alberta (Haughey, 2006).

The roles of the school leaders were affected by this cultural practice. Building community was given high priority; respondents spoke often about examples of behaviour that built community relationships. Although relationship building can be central to teaching and learning, classroom-based instructional practices were almost never mentioned as examples of things that moved the school toward improvement.

Further examples of the focus on community-building activities over classroom practice included funding students and allowing them to sell produce from the garden themselves. This emphasis on relationships distinct from classroom teaching provides an interesting perspective on the principal’s goal of building a wall around the entire school. He was building community relations with the PTA by funding a wall between the school and the community. When asked about their
relationships with the teachers, many of the students used terms such as “mother” or “she’s like my mother” but they rarely spoke of classroom practice. Other similar examples of community-building included the dance competition. The teacher organized this, because it was good for the emotions and spirits of the students. The guidance counselor talked about community-building, too, and about her concern for students who had to take time off for illness or to go farming food or fishing.

In Hong Kong, Ho (2010) found that parents were a major source of support in change. The involvement of parents at Tropics High School was mixed. Some students said that their parents were supportive in the home, and there were national programs (the feeding program and “Brigada Eskwela”) to involve the parents in the schools. But individual parents did not volunteer to participate in the research project, and parents’ participation was limited mostly to the formal PTA.

Another view of distributed leadership is that school leadership is a set of organizational functions (Firestone & Martinez, 2007). From this perspective, the principal played an administrative role that dealt with tasks like raising money from the PTA and raising money for infrastructure (building the school wall). He did not spend a lot of time dealing with issues that involved the family or that would improve his staff’s feelings of efficacy.

The focus from this perspective is on what formal leaders specifically do, because leaders achieve results through others (Arrowsmith, 2007). So, which leadership functions were being accomplished by which people at Tropics High School?

The principal was not always the focal point of leadership in the school, and that was found to be very unusual. The central figure (of leadership) was not the principal but rather the provincial district superintendent. He was not a subject in the data collection, but he was referred to consistently by the subjects. He was the one who had to approve the present study and the one who suggested the particular site where the study should take place. He was the one who called a meeting to encourage the area supervisors to participate in this study, and he was also the one who chose the school to pilot the new curriculum. “Okay. So, that is why [he] chose us as the pilot school for K-12, which is the senior high school, because I can say that we are advance in terms of tools and equipment and in terms of the capabilities of our teachers here” (School
Counselor). In addition, the students spoke about the provincial division superintendent bringing dried fish and supplies to the school. Somebody must have communicated the need for additional funds to the provincial government, because a special allotment of funds was released while I was there, and they were used to purchase the farming implements that were stacked up in the principal’s office.

The area supervisors played a role not unlike the school department head in a Canadian school. The one formal leadership position in the school was that of the principal. There was no vice-principal, and the only non-teaching staff member was a guidance counselor. There were no administrative assistants. The entire staff consisted of 35 teachers, one principal, one guidance counselor, one security guard, and one maintenance man—a structural arrangement of the organization that removed some rational path functions from the responsibility of the principal. The person responsible for managing the curriculum’s teaching and learning of each of the nine subject areas was the area supervisor in that subject. This seemed like a good idea, on the one hand, because it freed up the principal to deal with other duties.

For example, in the rational path, he could work on improving the disciplinary climate and on teacher-student relations. However, the principal himself did not talk much about direct support for the morale of the teachers during the curriculum change, possibly because he was new to the job and focused on forming the relationships he would need to do the job. Or, it could be that he did not see this as important. He noted that students could apply what they learned in horticulture at home. So the principal acted to improve the morale at the school in a different way: through the feeding program and alleviating hunger.

There was also some sense of what Ingersoll talked about (getting different answers depending on what level of the organization you were examining), especially when I talked to the students. For example, they had very different photos related to academic press (students sleeping in class) than those of the teachers (who talked about test scores). The school facilities were good; the students commented on how pleased they were to have running water, electric light, sewing machines, and new classroom chairs.

The function of meeting with families was distributed to the area supervisors, the teachers (for whom it was mandatory), and the school counselor, while the tasks that dealt with efficacy and
trust were dealt with by the teachers, the guidance counselors, and the students. The teachers met with one another to create positive feelings of respect, the guidance counselor met with the teachers to make sure that they understood the students’ rights, and the students talked about spending time in the school garden, which made them feel better.

One area that did not seem to receive much attention was classroom instruction. The principal did speak about discipline, and the teachers did speak about getting teaching materials for the new curriculum, but there was not very much showing that individuals were attending to teaching and learning in the classroom or forming relationships to assist with teaching and learning in the classroom. One exception was that the teachers talked about visiting teachers at a school in another city to collect teaching materials for the new curriculum.

This role-based view of distributed leadership can also accommodate leadership actions outside the school. What were the system-level practices that formal leaders undertook (Park & Datnow, 2009)? The roles of individuals above the school level were very active. Examples include the involvement of teachers, alumni, parents, the principal, and community members in the PTA. Another example of actions above the school level can be found in the mandatory home visits conducted by the teachers.

Individuals with formal leadership roles outside the school were directly involved in the classroom pedagogy. The area supervisors helped the teachers at the school with questions about teaching the curriculum, they helped to organize professional development for the teachers, and they even met with families who had concerns about the curriculum. These are important tasks, because school districts influence instructional practice (Martinez, 2007).

5.2.2 Relationships.

One characteristic of community relationships that has been associated with the Philippines is a tendency to form patron-client relationships (Brooks & Sutherland, 2014; Sutherland & Brooks, 2013). These patron-client relationships are distinct from relationships that deal with classroom teaching and pedagogy. Patron-client relationships were based on building community. They were practiced between two individuals, rather than between a teacher and an entire class, for example. They dealt with circumstances that had to exist before could take place (e.g. food,
transportation, pocket money, materials). And finally, were reserved for circumstances associated with community values, rather than the classroom or school policy.

The results showed several examples of this type of relationship. Examples included the relationships between the teachers (patrons) sponsoring students (client), the provincial district superintendent (patron) bringing food to the students (clients), and the PTA (patron) providing funding to the school principal (client).

Though it looks on the surface like these were one-way transactions, both participants in the exchange benefit, because a social bond is built. For example, on the surface it appears as though the teachers gave money and support, and the students derived all of the benefit; however, these were actually exchanges: the teachers were giving their resources and were receiving loyalty in return. It was a transactional approach to leadership.

The school leaders used this tactic to leverage the social power of community-building and a debt of loyalty to further their goals for the school. The effect was to form a social bond, which is related to influence. The patron gave something, and in return, the client gave back loyalty or a debt of gratitude. There is a phrase in Tagalog for this debt \textit{utang na loob}, which literally means “debt inside me,” and it infers a social obligation to fulfill an obligation. Examples of leaders using this tactic, distinct and separate from classroom pedagogy, included the principal going to the PTA and asking for funds for the school wall, the provincial district superintendent bringing food to the students, and the teachers sponsoring students in order to enable them to start to participate in the pilot program.

One example of this debt of loyalty being repaid might be the students’ willingness to participate in the study when their family members were not. Having received the sponsorship of their teachers, the students could pay off the debt to their teachers through loyalty, by participating in the school study. Interestingly, the family members did not participate in the study as readily.

Another example would be the participation of the area supervisors. In that case, the provincial district superintendent explicitly called for the loyalty of his area supervisors. During the process of soliciting volunteers, three area supervisors answered my invitation letter (Appendix 2) to participate in the study. At the initial meeting, when the details of participation were explained to them, all three area supervisors declined to sign consent letters (Appendix 3) and continue
participation in the study. After a day or two had passed, I received a phone call from the secretary of the provincial district superintendent, asking if I would attend a meeting that included all the area supervisors and the provincial district superintendent. At that meeting, the provincial district superintendent asked how many participants were required for the study, and how many area supervisors would be willing to volunteer. He was calling on their debt of loyalty to help the research project succeed.

This approach worked for the implementation of the new curriculum in a pilot project at one school, but it raises the question about fairness and what will happen when the other 16 high schools in the province all have to implement the same curriculum. It is an open question as to whether this non-traditional funding strategy is going to be available to everyone. For example, will all schools have a horticultural program to raise funds from a school garden? Will all schools have access to donations from overseas foreign workers, be close to the town where political decision-makers live, or have teachers who are willing to sponsor students?

5.2.3 Influence and power.

The literature review included a search of ERIC for terms related to influence and power (Bossert et al., 1982; Tannenbaum, 1961). Influence was dealt with in three different ways by the research captured in the literature review: as a process, as equivalent to school leadership, and associated with the formal roles and functions of leadership. The following sections deal with influences on Tropics High School, organized along the lines of the four paths.

5.2.3.1 Organizational path.

Leithwood et al. (2010) found the actions along this path to interact with those of the emotions path. Areas that leaders might attend to in this realm include the school’s culture, working conditions, and infrastructure. Funding and retention policies are also important areas to attend to.

5.2.3.1.1 Funding.

The principal and district leaders talked about funding for infrastructure projects like building new classrooms and about raising funds for the school through the PTA or through “interested parties” who remained unnamed. The funds from the federal government for the daily operation
of the school were inflexible. The funding from the provincial government was flexible. The principal spoke mostly about raising funds for the school through secondary sources. Because the school was prohibited from handling finances directly, solicitations for funds were channeled through the PTA. This was strictly a formality to avoid breaking the Department of Education policy, since the PTA almost always followed the suggestions of the principal.

The provincial district supervisors might also have participated in the raising of funds for the school. They spoke about “interested parties,” which seems an odd choice of words, and one of them did suggest that people like me could be a source of funding as well. The new classrooms were not funded in a “normal” way (which would have been funding through the federal government) but were rather donated; people spoke of them being donated by politicians in the town.

The principal talked about funding from the province, which seemed to be sporadic. A portion of the Special Education Fund (SEF) had been released by the province in order to fund the purchase of farming implements for the school. They referred to this as the “donation” of equipment from the provincial government. In fact, one of the pictures that the principal took was of the pile of farming equipment that had been delivered to his office. The rakes, hoes and shovels, and watering cans (what the respondents refer to as sprinklers) were in his office, because it was the only one at the school with a locked door. The principal also used his influence to raise funds for the school through the PTA. He took action to form relationships with its members. He went to them for help raising money for the school wall, and they assisted him.

The students talked about funding in terms of selling produce from the school garden in order to raise money for themselves and their families. They spoke about how that process made them feel better about attending school. The teachers’ discussions about funding, on the other hand, dealt with their sponsorship of the students, which I have classified under retention policy. The teachers had accepted the shortage of funding for the school and that it was always going to be the case that there would not be enough. The school counselor talked about the monthly operating budget being only enough to cover the monthly electricity bill.
Finding resources for the school was by far the largest topic of discussion by the respondents. Most of the examples given as a form of leadership were concerned with influencing people to provide resources for the school. They discussed getting funding, getting equipment, getting materials, and building and supplying the facility. Brooks and Sutherland (2014) found that principals in the Philippines were concerned with 10 areas (curriculum, instruction, facilities, technology, politics, policy, finance, communication, religion, and corruption). Many of these areas could be associated with the emphasis at Tropic High School on resources for the school (facilities, politics, finance, and corruption, for example).

What was predicted in the literature review was the possibility that Filipino school leadership might show evidence of the blending of leadership styles. It could be that the Filipino leadership at Tropic High School took a different perspective than Western leaders would, similar to the way that teachers took a different perspective than principals (Spillane, Halverson, & Diamond, 2004), but it is hard to argue that acquiring resources for the school is a Filipino leadership trait.

Belchetz and Leithwood (2007) proposed four possible differences in the way that school leadership differed in different physical and policy contexts. School leaders might

- invent additional new leadership practices.
- make changes in the way they emphasized existing leadership practices.
- use a combination of new practices and modified emphasis.
- make no modifications.

From this perspective, the school is located in a situation of extreme need. It had extremely low funding and low student SES. Many of the conversations took place through the filter of SES and poverty. So the practice of leadership had adjusted to that financial context.

It was not the case that the leadership actions focused only on acquiring resources. They also worked toward student and staff efficacy, and they worked toward improving the family educational culture. Their local knowledge made them attentive to the need to attend to the emphasis on acquiring resources for the school.
This evidence would seem to confirm that school leadership on Tropic Island differed from other contexts because they emphasized existing leadership practices. It is not that Tropics High School leaders were practicing a new form of school leadership when they looked for ways to influence others so that the school acquired resources. They are an example of leadership’s change in focus, according to what the context required.

It is a positive achievement to have raised money for the school and the students from a variety of different sources. Funding solutions were found for this particular school that worked at the time of the study, and the principal, teachers, students, and families all influenced the school toward improvement in funding. Money was used as a form of influence, and it was important in this context. One of the first concerns about the new curriculum was how to fund it. As Supervisor 3 said, a good leader becomes one who is resourceful at raising funds for the school; so in practical terms, each school is going to be funded slightly differently.

What this emphasis on resources does demonstrate is that there is a need for school leaders to be familiar with the ways that they can fund the implementation of the new K-12 curriculum. If getting resources is such an important aspect of implementation, then there is a need to develop practices and planning for school leaders so that they can do it well.

5.2.3.1.2 Retention policy.

The teachers used their power and influence to help students stay in school. Some students volunteered to return to school for the pilot project of Grade 11 in the new curriculum even when they had already graduated from the former end of high school in Grade 10. Each teacher volunteered to contribute a small amount of money to support the students who returned for the pilot project year, and sometimes they provided notebooks or other school supplies as well. The money was used by the students to pay for transportation to and from school, for food, and for school supplies. The teachers were very aware of the links between poverty, hunger, school attendance, and school achievement. Even though they knew that these problems were endemic and could not be solved in their entirety, they did what they could to move toward a solution in some small way by funding one single student. This was really asking the teachers to go over and above what is expected of teaching.
The teachers talked about the difficulties that some families had feeding themselves and equipping the children with the food, materials, and transportation that they needed to attend school. These teachers talked about using their own funds to “sponsor” students who were having difficulty with school. It was also the teachers’ idea to sell the produce from the school garden and allow the students to keep half of the money.

Sponsorship was a parent-child type of relationship, where a given teacher made a commitment to support one student with school supplies and pocket money. These students certainly had a status in the school that was different from that of the other students, but it is hard to say whether they were treated in a preferential way. They were being compensated because they had volunteered to be the students on whom the new curriculum was piloted and were doing something that nobody else wanted to do. On the other hand, the teachers certainly will not be able to extend the same benefit to all Grade 11 and Grade 12 students when the curriculum is fully implemented. As Teacher 1 said, they know that the solution they have found is temporary. They are satisfied with solving the problem for now, and they will face the bigger problem when it comes.

Teachers sponsored students who were impoverished in order to allow the students to return to school. The students spoke of the teachers sponsoring them as being like second mothers. The students were dependent on the teachers sponsoring them, since without the assistance, the students would not have been able to attend school. The school had a similar relationship with the surrounding community. The principal approached the PTA with a request that they solicit donations for the completion of the school wall. The school was dependent on the people donating funds, because without them, the work would not have been finished. The provincial superintendent of schools also sponsored the school. He chose the school to pilot the new curriculum, recommended the school as a good site for this research, and helped the students by bringing dried fish (bulad) to help feed the students.

The teachers certainly did go over and above the call of duty to fund the students. This small contribution in dollar terms had a lot of leverage because of the endemic poverty. They knew it was not possible for them to do this for all of the students in the whole province, but they were not looking that far ahead. They solved the problem in front of them with this creative solution.
The other members of the school community did not contribute in this way. Teachers didn’t form this relationship with their whole class. A relationship was formed between one teacher and one student that was a patron-client relationship. The teachers were the patrons; they took care of the needs of the students. Students were the clients; they received the gifts, held a debt of gratitude, and were presumably obliged to repay the debt in gratitude or otherwise. This supporter-supported relationship seems to be a fact of life in the province. Those with more financial resources are almost obligated to help out financially when asked. So a part of good leadership becomes finding sponsors for the school.

Individuals could find themselves on either end of these patron-client relationships. They might be the client in one exchange, like the principal, who may have been appointed to the position as a patronage appointment, and be the patron in another (he is finding resources for his school, for example). The exchange may involve money (as the teachers gave to the students in the pilot study), or it may involve materials (for example, the new classrooms, farming implements, or food).

In each case, one member of the school community played the role of client, and another member of the school community played the role of patron. This permits us an interesting perspective on the relationship between the PTA and the principal. In that case, who would be the client, and who would be the patron? The principal should be the patron, since he is the head of the school, but he is going to the PTA requesting money, and they are the ones distributing the favours. This provides a glimpse into the complexity and the nuances of school leadership in the Philippines.

5.2.3.2 Rational path.

The indicators on this path interact strongly with those on the emotions path. Typical indicators of leadership on the rational path include leaders’ knowledge of teaching, the academic press, discipline, and student-teacher relations.

The surprising thing about the rational path was that there was so little discussion about the indicators of the academic press and curriculum teaching and learning in the interviews. Respondents did talk about testing and the National Achievement Test, but they also talked about missing textbooks and about going to the neighboring province to get materials and help. But
most of these actions were viewed as a normal part of doing their jobs. It would be expected, during the period of implementing a new curriculum, that they would have talked extensively about what went on in the classroom, but that wasn’t the case.

5.2.3.2.1 Academic press.

When asked about the academic quality of the school, the area supervisors, principal, teachers, and guidance counselor all replied with comments about the National Achievement Test (NAT). Only the teachers were mentioned in actions that were related to test scores. With one exception, the principal and the supervisory officers talked about the results of the test, and they talked about what other people had done to achieve the test scores. One supervisory officer did mention that he had met with a math teacher who was having difficulty teaching the new curriculum and who was worried that the students would not do well on the test. The principal talked about what the teachers did. They identified students who were not doing well, held review sessions, and gave makeup tests to low-scoring students.

The students’ views about academics centered mainly on the skills that they would learn: working in the garden, cooking, and sewing. The garden served as a connection for concerns about school finances, student finances, and the underlying SES in the community. The students talked about the practical benefits of learning to work in the garden, earning money, and a positive learning environment. The garden was an important endeavor; it served as a solution to the difficulties faced by the students. Some students came from families with very low incomes, and the sale of produce from the garden provided income. Some of the students were from families so impoverished that their basic nutritional needs were not met. The garden provided them with food and with the know-how to grow more food at home.

The students worked in the garden, made money from it for themselves and the school, and learned about horticulture and fed themselves and their families. These were strong influences for the students on the rational path. The students enjoyed the practical nature of working outside, the combination of lectures with practical labor in the garden, and the food and money that the garden generated. But there were positive and negative influences from academic press. On one hand, students felt supported, while on the other hand, they were able to sleep during class in front of the teacher.
I think the absence of data about teaching in the classroom is an example showing what was important to the participants in the study. It is possible that relationship and community-building were attended to more frequently than the instructional core of the school. It also explains why the principal did not talk much about the families of students, other than to say what he told his staff to do or to say that he was funding a wall to keep truant students in.

5.2.3.2 Disciplinary climate.

The emphasis on relationship and community-building was also evident in the data dealing with the disciplinary climate. The school counselor spoke about the way that students were disciplined in the school and the legal framework in the Philippines that governed the protection of children. The principal talked about going to the PTA looking for funds to finish building a wall around the school, because the students were “running away.” He was early in his tenure as the principal, and he had to decide what to do with his time. He chose to spend his time developing his relationship with the PTA over other things such as spending time developing the teaching in the classroom. To us in the Anglo-Western world, this would seem like an odd choice, especially during these times of standardized testing and measurement. But I think he was building social capital. He already had some of this with the PTA; he was on the client end of the patron-client relationship when he was sworn in as the principal. This perspective also explains why the principal did not talk much about the families of the students, other than to say what he told his staff to do or to say that he was funding a wall to keep truant students in.

5.2.3.3 Emotions path.

Indicators of leadership behavior along this path interact with indicators of leadership along the rational path. Common indicators are morale, stress and burnout, job satisfaction, and individual and group efficacy.

5.2.3.3.1 Values.

Many of the subjects took pictures of religious symbols. The school day and each class began with a prayer, and many of the respondents talked of God. The students talked about prayer in terms of living a difficult life and turning to their religious beliefs in times of need, while the teachers and staff spoke about their religious beliefs in terms of a value that drove their teaching. The teachers empathized with the lives that their students lived; they understood when their
students needed to take time off from school to farm or to fish for food, because they were part of the same community. The teachers relied on religion to operate in their classes—one even talked about taking her class to morning mass to be blessed because evil spirits had overcome some of the students. However, the district leaders and the principal did not talk about their values in such a religious way. Rather than being indicators of school leadership (that someone was using religious values to change the organization), it seems that these were examples of people relying on their faith during difficult times.

5.2.3.3.2 Efficacy.

On the emotions path, the students felt positively because they were making food and money for themselves. They also helped each other emotionally. They talked about the work that they did toward feeling positive, talking about values, religion, and faith (God) and feeling good about the school. One student participant who lived in a situation of low SES conditions was insistent that he share the produce of his garden with me. He also brought produce from his home to sell to his fellow students in the school canteen. Many of the students expressed their happiness to be in school. This feeling of well-being was the result of a decision on the rational path (funding) to allow students to sell produce from the garden.

The school counselor summarized this positive attitude toward poverty with her comments in which she wondered how she could be judgmental of students choosing to tend to their daily needs over their educational needs when she also came from a family that had to face similar decisions. Her meeting with the teachers about corporal punishment and about the students’ right to eat in class were examples of the guidance counselor and the teachers exercising power in order to improve the school, in this case in order to keep an ill student in school or to reduce the dropout rate.

Researchers must account for the emotional side of school leadership (Margolis, 2008). A school undergoing an improvement project is a social entity where humans interact with one another. Social context was conceptualized as a mediator on the actions of school leadership. In the real world, the social context was the students’ excitement about having running water and electric light bulbs at the school, because they weren’t available at home. And the teachers contributed more than book learning.
5.2.3.4 Family path.

Indicators of school leadership along this path are related to the family and to the external environment of the school. Some are considered within the realm of things that can be addressed by school leadership, such as visits to the home by the school, academic expectations of parents, and time spent watching television. Others, such as parental education and parental income, are considered outside the realm of leadership practices.

The aim of leadership actions along this path was on developing community relationships.

5.2.3.4.1 Home visits.

The teachers were required by Department of Education policy to do home visits when students had been absent for a number of days. We can conclude that truancy is an ongoing problem, that families do not emphasize attendance at school, or that family needs such as earning money or growing food are more fundamental needs than attendance at school. Parents participated in the school in a variety of ways; they attended PTA meetings, they participated in the school feeding program, and they met with the teachers during home visits. They also showed their interest in the quality of the school in different ways, but they did not volunteer to participate in the research study.

5.2.3.4.2 Parental involvement.

The teachers and the guidance counselor talked a lot about food. Students, teachers, and administrators all said that students took time off from school because they needed to harvest food. The teachers organized the feeding program at the school, which is a common occurrence in the Philippines. Cooking space is made available, and parents prepare a lunchtime meal for students in the feeding program. Parents take turns providing and cooking the food, and the schedule is organized by the teachers. There was a clear need in this context for food for the students, and the need was met. Someone had made the decision (this is a federal program) to implement feeding, although the area supervisor did not seem to know the details about it during his interview. One role of the leadership in this case was to procure resources for food, for finances, for the new classroom buildings, and for farming implements. Another role of school leadership was to motivate families to participate actively in the school.
Family income was treated as unalterable (SES) in the conceptual framework, but the school seemed to be able to find a way to improve the SES of the families involved in the pilot project. Students worked in the garden, which earned them money and which was a motivator for them and added to their family’s income. The amounts of money that they were talking about earning in the garden were significant; one student mentioned earning one thousand pesos. The daily minimum wage for work in Tropics Province is 250 pesos, so this student was talking about the equivalent of four days of full-time paid work when the produce of the garden was sold.

The families of Tropics High School played a variety of roles. On one hand, they were involved in the PTA, and the feeding program. On the other hand, they did not volunteer to participate in the study, the teachers had to persuade parents to send their children to the new pilot program, and there were difficulties with attendance and dropouts. Taken as a whole, the involvement of the families was neutral at best. It could be seen as a negative influence on students’ learning; they encouraged students to leave school and start working.

5.3 Summary

This chapter began with a discussion about which observed behaviours should qualify as examples of school leadership. It argued that several of the actions observed in the data collection should be classified as school leadership. Next, these actions were discussed from a distributed leadership perspective. Finally, organizational influence was discussed in terms of the indicators of school leadership found on each of the Four Paths of the conceptual framework.
Chapter 6

6 Conclusions

6.1 Introduction

There are four sections in this chapter: the conclusions, the recommendations for further study, the limitations, and the summary and final statement. The first section deals with conclusions and implications as they relate to the research question (How school leadership was practiced at a Philippine high school that was taking part in a national curriculum reform). The implications are situated within the text discussing the conclusions. The second section deals with further research topics which arise from the current study. In the third section I discuss the limitations of the study. The final section is a summary which includes a review of the conclusions and implications, along with comments about the use of photography, and work in a foreign social context.

6.2 Conclusions

This research is an ethnographic study of an individual school in the Philippines using photography and a pre-determined theoretical framework. It took place during a nationwide large scale school improvement project, initiated by the federal government in Manila. The ethnographic perspective presents the topic from the perspective of the participants. Participants were asked to consider for a week what things influenced their school towards improvement. The pre-defined framework ensured that the study looked for all sources of leadership influence: the organization, the family, the rational path and emotions. The data collected in the interviews represents the participants' perspectives about what things influence the school towards improvement from all of those areas.

The main benefits of a naturalistic approach are that meaning arises out of the context, and the social situation is interpreted by the participants (Cohen, Manion, & Morrison, 2007). The main accomplishment of the study is a description of the way that the participants saw school leadership practiced, in the social context of Tropics Island, during the time of the research. This approach acknowledges that there are different ways of viewing the world in all countries. There has been much debate about the concept of neutrality, especially “the tendency to presenting
value conclusions as if they were research findings” (Hammersley, 2007, p. 25). There are Western and Non-Western views. In this study, the researcher approached the topic from the perspective of an Anglophone Canadian with a European background working at a large university in a large urban area. The subjects who took part in the study came from a different background, a rural, less developed Philippine province. There are several reasons that researchers should not claim to be partisan. The desirability of the search for academic knowledge is itself a value judgement, and a non-partisan perspective would discourage an examination of values (Hammersley, 2007). The objective was to present the perspective of the subjects and acknowledge the perspective, background and biases of the researcher. From the constructivist perspective, the results of the study were co-constructed by the researcher and the participants.

6.2.1 Conclusion 1

The low socioeconomic status of the local context forced the school to focus primarily on gathering resources and on discipline issues, and secondarily to curriculum teaching and learning.

This confirms that contextual factors “impinge” on the thinking and behaviour of administrators, and lead to a particular organizational outcome (Hallinger and Leithwood, 1996). The emphasis at Tropics High School on meeting basic needs meant that there was a small number of examples in the interviews about teaching in the classroom. The data did not show a lot of evidence that participants were influencing others very much to improve the school. The responses from the participants did not show the school moving in the direction of academic improvement. When they did talk about achievement, the participants talked almost exclusively about test scores, to the extent that test scores were their main academic focus.

According to Heck (1998) leadership in different social contexts is part of the larger body of research into school leadership in different contexts. Different contexts include urban schools and rural schools, elementary and secondary schools, and schools in different cultures (countries). The reason for the interest is in "cross fertilization of approaches" towards educational administration (Heck, 1998, p. 51). Sarason says that in order to understand schools and culture, we need to understand that “school culture reflects and is part of the larger culture;
Hallinger and Leithwood (1996) suggested that the organizational culture and the social context can influence the actions of administrators. At Tropics High School all seven groups of respondents spoke about influences that individuals made in order to alleviate poverty, either the poverty of the school or poverty of individuals. This explains the focus that leadership took on finding resources for the school and the fact that there was a small number of references in the data to teaching and learning. Just acquiring the resources to meet the needs of the school improvement project was a significant achievement in the context of extremely low SES.

One description for this behaviour might be that there is a core set of practices which include building vision and setting directions, understanding and developing people, re-designing the organization, and managing the teaching and learning program (Leithwood, 2008) and that Tropics High School leaders adapted those core practices to the context they are in.

In this view, the emphasis on gathering resources and maintaining discipline that were the focus of leaders at Tropics High School demonstrate responsiveness to, rather than dictation by, the low SES social context in which they worked (Leithwood, 2008). The leadership at Tropics High School was responsive to the low SES context in which they were working. The SES is a separate, external moderating variable.

In practice that would mean that the leaders responded to the social context in order to maximize the potential for student achievement. The principal raising funds and finding resources would be described as increased emphasis on re-designing the organization (so it has the finances to successfully implement the curriculum change). Sponsorship money from the teachers to the students would be described as understanding and developing people (developing both the teachers and the students). Leaders were focused on finding resources and discipline because they were trying to remove obstacles to the successful implementation of the curriculum. Limitations on their time meant that there was little time left to give attention to managing the teaching and learning.

One assumption of the study design was that the main objective of school leadership would be the instructional role of the school leaders (Bossert et al., 1982). That was not the case at Tropics
High School. Heck said that "because the research orientation was directed toward assessing the impact of school leadership on other school processes and, ultimately, on school effectiveness and improvement" we have not always described how school leadership is constructed by participants in the particular culture (1998, p. 56). At Tropics High School power and influence were not all directed at improving the schooling experience of the students. The leadership role also included ensuring the survival of the school (resources and discipline). This is likely a case of the school staff focusing on the basic needs of the school, before they attended to other things, but it was more than that. The emphasis on achievement doesn't capture accurately the situation. Leaders were both helping the poor students and finding resources for the school.

This might be related to Maslow's hierarchy of needs. It could be that the acquisition of resources for the school is related to the need for physiological well being, and safety, which are basic needs. It could be that other "all other needs may become simply non-existent or be pushed into the background" when the basic needs are lacking (1943, p. 373). The academic emphasis of the school (curriculum, teaching and learning, or the rational path) would be associated with higher level needs like esteem and self actualization. When the leaders need to acquire basic resources for the school, they are unlikely to attend to teaching and learning. In relative terms, the need for resources is stronger.

*Implication 1. The main focus for leaders in low SES communities might not be academic achievement. This implies that studies which use academic achievement as a measure of success might under-estimate the accomplishments of the work done by school leaders in low SES contexts.*

**Figure 12**

**Relative Strength of Pressures on School Leadership**
Another view of leadership in different circumstances is that school leaders need to account for the "intellectual, social and emotional complexities of successful leadership in schools in challenging circumstances" (Day, 2005, p. 274-5). Day argued that learning should be evaluated according to the standards of the community (2005, p. 278). He gave examples of parental involvement, cultural and religious needs, and the students making a difference in the community. A parent spoke about "the feeling of the school being right" (2005, p. 280). The school recognized the need to “move the school forward in relation to a broad set of moral purposes rooted in care for the whole child and the community from which she was drawn” (p. 288). These are descriptions about the human-ness of school leadership, the social in social science. I think that human-ness summarizes my observations at Tropics High School. The actions of the school leadership felt right for the context that the school was in. These relationships are presented visually in Figure 12.

I would describe the leadership at Tropics High School in terms similar to Day's subjects, who "promoted care and social justice as integral to their work, rather than as an extra piece bolted on added value to their work" (Day, 2005, p. 288). These are "lateral approaches" needed by school leaders to succeed because school change programs are living systems, with distributed
leadership operating within a living system (Hargreaves & Fink, 2008, p. 229). This would be described as an emphasis on the ecological approach, or the systems approach to schools (Bronfenbrenner, 1976; Sarason, 1996) rather than as a strict focus on student outcomes.

As represented in Figure 12, attending to the social context was a larger need than attending to the teaching and learning. The school leaders in the Philippines acted in a morally responsible way to deal with the basic needs of the students and the school first, before dealing with academic outcomes. One respondent asked rhetorically: Who are we to ignore the poverty of the students, when we also grew up in poverty? The school was still focused on improving the lives of the students, but the emphasis was not only academic. It meant the school was more socially than academically focused. This infers that the social aspect supersedes the organizational considerations for these school personnel.

*Implication 2. If leadership actions are not discretely divided into academic and social achievement, a holistic, systems, ecological, or similar approach should be used.*

Figure 12 also shows that the local culture passed through the school walls, and the school leaders responded to the social context by changing the actions they took as school leaders. But, to say that they adjusted particular actions in a class of actions such as designing the organization or developing people in order to achieve successful implementation of a school change project, doesn’t entirely capture what the leaders were doing. The leaders were also seeking resources because the basic needs of the students needed to be met. To not meet these social needs (beyond not successfully implementing the curriculum change) would have been a moral failure.

The explanation for this seems to be that the task for leaders was to find the resources necessary to achieve the goal of implementing the new curriculum while at the same time meeting the social needs of the school community. The necessary emphasis on finding resources meant that there was less action given to other important aspects of the school, like teaching and learning. Actions dedicated to the social needs of the students, rather than the academic needs, were what the participants saw as necessary for leading “sustained and meaningful change” (Brooks and Sutherland, 2014, p.340).

The focus on resources and discipline was the most appropriate action, given the context. The leaders took social context into account, and they concluded that the social needs had to be
attended to. But deciding between social needs and academic needs is not a choice that school leaders should have to make. They should have the resources to devote to both social needs and teaching and learning at the same time. That would require a huge change in the way that schools in Tropics province are funded. Funding for schools opens the ongoing discussion in the Philippines about how to solve problems with politics, poverty and corruption.

Implication 3. Researchers might expect to see similar emphasis on the needs of students by school leaders in other low SES communities.

This arrangement might have been seen as the best choice by school leaders at Tropics High School. Murphy et al. (2009) noted the amount of research linking school based norms and school culture with different patterns of distributed leadership, and Jackson and Marriott noted the “troubling relationship” between schools serving high need students and low measurements of school leadership in the USA (2012, p.231). The nature of the school system and the nature of structural inequality (i.e. poverty) combined to produce a leadership context where it was difficult for improved learning to emerge.

Bauer and Bogotch (2006) found that increased resources provided to teams resulted in enhanced influence (decision making) by the team members. In contrast, the number of tools available to the school leadership at Tropics High School was restricted by the socio-economic limits. Nobody at the school had resources to change the organization. This is symbolized by the lack of money. Money is a form of power. The lack of finances and the attention paid to raising money were symbolic of the low 'net' level of power in the organization.

6.2.2 Conclusion 2

The distribution of leadership extended outside the physical walls of the school, and involved area superintendents and the provincial supervisor, suggesting that distributed leadership is an organizational function and is not strictly linked to the administrative roles in the school.

This is related to the ‘control graph’ discussion (Tannenbaum, 1961). DeLima (2008) reminded us that there is a difference between a low amount of leadership in the school and a narrow distribution of leadership. The control graph shows visually the relationship between two
factors, the amount of leadership (on the y axis) and the different organizational members who have power to influence the organization on the x axis. In Figure 13, I have presented the results from the study, as I imagine they would appear on a control graph.

**Figure 13**

**Model Control Graph for Tropics High School**

Tropics High School had a low net area under the control graph curve (low total net leadership). All the bars on the graph end below the 'medium' line on the y axis. There was a low total amount of power or influence available to individuals at different levels of the organization. I visualized the total amount of influence, control, or leadership at Tropics High School as low. Since organizations need individuals to coordinate their efforts to improve the school, lower net influence would be associated with lower effectiveness, which is what we saw at the school.

The second relationship represented by the control graph is the visual representation of who in the organization has power. This is represented visually in Figure 13 by the seven vertical bars. Each bar represents a group of individuals from the study. A variety of people in different roles in the organization practiced leadership, from the students up to the provincial supervisor. At Tropics High School, I would estimate the most power was located with the provincial supervisor, area superintendents and school principal. I would suggest the slope the control graph should be relatively steep. Organizational members at the top of the hierarchy like the area supervisors and provincial superintendent had larger amounts of influence on the school than
teachers, family and students. This would be indicative of a less democratic organization, and would be associated with lower effectiveness.

Leadership was distributed in a limited way. Because of the small number of formal leadership positions at the school, a few teachers were able to practice leadership. A number of people participated in influencing the organization. Teachers, the guidance counselor, the principal, the area supervisors and the provincial district superintendent were all mentioned in the interview data as individuals who took actions to influence the school. Only the principal and the school counselor were in formal leadership positions at the school.

What is interesting about Tropic High School is that the distribution of leadership extended outside the school walls, above the organizational level of the principal, to the area superintendents and the provincial supervisor. On an organizational chart for schools in Tropic Province, individuals all the way from the level of students up to the provincial district supervisor influenced people towards achieving the school's goal of implementing the new grade 11 curriculum. That would indicate that the entire school community, from its highest to lowest level of hierarchy.

Implication 4. There could be other individuals outside the walls of the school who can help improve the school. This would imply that low SES schools have more resources for leadership than they think if they include the district office and social customs.

It could be the case that the people who have the most access to power in the low SES context were the ones higher up the organizational ladder (the area supervisors and the provincial superintendent). These individuals hold formal leadership positions at the provincial district office. The role of the provincial superintendent was to exercise leadership over all of the schools in the province. The area supervisors were responsible for a subject area at all schools in the province. It is interesting that the provincial supervisor was referred to in the data taking actions at Tropic High School. The equivalent in Canada would be a provincial school board director taking action to influence the implementation of a new curriculum in an individual school.

Implication 5. The school organization structure might be larger than the physical school. It might extend to the district or provincial level. This implies that the walls of the school are very permeable, and that the physical school itself might not always be the best level of analysis.
In addition to considering the effect that analysis at the level of the classroom and the organization has on research (Ingersoll, 1994) this implies that research in educational leadership also needs to consider the regional or provincial level of organization. Overall, most of the leadership was practiced by individuals in formal leadership roles (the principal, guidance counselor, area supervisors, and provincial superintendent). The formal leaders exerted additional influence in order to achieve the goal of piloting the new grade 11 curriculum. The Provincial Supervisor went out of his way to bring food to the pilot class students, the principal solicited funds from alumni overseas through the PTA, and somebody encouraged the local government to release funds for farming materials. The principal was not, therefore, always the focus. He was not the sole leader in the exercise of leadership and he was not always the central figure among the group that exercised leadership.

There was not a great deal of leadership distribution because there were few formal roles, and very little power to distribute. Camburn et al. (2003) point out the difference between an increase in the distribution and an increase in power. One way to increase the distribution of leadership would be to simply increase the size of the leadership team, but that was not an option because of limited financial resources. It could also be that the social context did not encourage the distribution of power. Margolis (2008) found that not all environments are conducive to the distribution of leadership.

The small amount of leadership distribution could also be because the four paths framework defined school leadership narrowly, in terms of student achievement. At Tropics High School the relationships also included social responsibility, so that leadership towards academic achievement and leadership towards social needs overlapped. Specifically, the actions of the principal, the relationships among teachers, and the teachers’ beliefs were important. Teacher1 talked about her role in the community as a businesswoman. Teacher3 talked about her role of giving hope to the community with extracurricular dance. Teacher1 talked about including the church in a problem with witches. The students physically entered the community (the vegetable market) in order to sell produce from the school garden. Difficulties that the Counselor talked about were social and community difficulties: absenteeism for farming and fishing, ethical responsibility for students. The school was connected to the community through nine area supervisors.
It is hard to say what the cause of this type of leadership is. It could be unique to the Philippines, it could be related to low SES communities, or it could have some other cause. Hallinger & Pornkasem found both similarities and differences between the way that local Thai culture approached change compared to western culture. Using Hofestede (1976) as a framework, they found that the differences were rooted in the large power distance between individuals (high status and low status). The difference in power-distance "shapes the behavior of administrators, teachers, students, and parents in important ways" (Hallinger & Pornkasem, 2011, p. 206).

Hallinger & Pornkasem (2000) found evidence that the role of the principal as a gatekeeper was important in Thailand. There could be a similar difference in the local culture in Tropics Province that makes the roles of school administrators at the district level involved in the school leadership.

The data describes evidence of individuals on a team trying to fill the needs of the school without enough resources, and others higher up the organizational ladder stepping in to help. A difference in power between individuals does not adequately describe the case of leadership at Tropics High School. Teachers were not just submitting to the authority of higher status individuals. For example, the principal spoke about being left alone by the district office to make decisions regarding the school on his own. He also spoke about leaving the management of the classrooms up to the teachers. The teachers spoke about being allowed the authority to manage the extracurricular activities, and it was the teachers' idea to sponsor the Pilot Class Students.

This distribution of leadership at Tropics High School seems to show that leadership is an organizational influence. Individuals outside the 'normal' boundary of the school participated in the leadership of the school. It is similar to what Gronn and Hamilton found in a school with two principals, which they called a "shared role space inhabited by a distributed mind" (2004, p.3). From this perspective, you are not a leader because you hold a particular position in the school, you are a leader because your colleagues think of you as a leader. You have the "cognitive attribution on the part of one's colleagues" (Gronn & Hamilton, 2004, p.4).

Gronn and Hamilton also saw evidence that different roles were taken on by each of the two principals at the school they studied, even when there was no explicit planning to do so. There
were some things that one principal was good at, and there were some things that the other principal was good at.

The leadership at Tropics High School seems to have been a variation of that, except that there are more than two participants (not just two formal leaders in this case), and the participants in this case were not necessarily working directly in the school (they were supervisory officers, and a provincial officer). So at Tropics High School, the school community members were willing to recognize (cognitively attribute) leadership in individuals outside the school walls. Leaders from outside the school, area supervisors and even the provincial superintendent of schools, participated in the leadership of the school, partly because they were the ones with power to make change. The net amount of leadership at the school may be added to by individuals/administrators outside the walls of the school.

Leadership was a shared responsibility at Tropics High School, it’s just that there wasn’t very much leadership to share. In addition to the principal and the families, there was evidence of teachers influencing other teachers. The principal did not work alone (Leithwood et al., 2008). Teacher2 talked about being given the authority from the principal to organize the intramural sporting events. He talked about assigning tasks to the other teachers so that the event would be successful, and he talked about organizing staff meetings in support of the intramural. The teachers’ roles needed to be accounted for in order to describe the distribution of leadership (Day et al., 2008). There was also evidence that the Guidance Counselor influenced teachers. She spoke with them about discipline, reviewed the federal laws about child protection with the teachers, and made suggestions to them about ways that they could discipline according to the national standard.

This could be a case of the Philippines needing to learn more about the distribution of leadership, or it could be a case of leadership being distributed in a way that was appropriate for the local context. The conditions around and in the school in Tropics Province seemed to allow a limited distribution of leadership.

Leadership tasks may be aligned as a result of planning or "by chance, habit or some other reason" (Mascall et al., 2008, p. 215). Could the leadership at Tropics High School be described as aligned by plan, or for some other reason? In the interviews, there was no reference to
meetings where members of the school staff discussed how they would approach the curriculum implementation together. There were no references in the data about how they would divide the tasks that needed to be done to achieve this goal, for example. If the leadership was planned to be aligned, then they probably would have referred to it in the interviews.

However, the alignment of the leadership did emerge, without deliberate planning. The distribution of leadership was a result of the organizational culture. There were only two formal leadership positions in the school (the principal and the guidance counselor), so there was room for the teachers to step in to provide the leadership that the school needed. Leadership of this type is likely to stay in alignment if feedback mechanisms are built into the organizational structure (Mascall et al., 2008). In this environment, the organizational structure was conducive to teachers continuing to provide leadership.

This alignment was not due to a lack of understanding of the distribution of school leadership as a good thing. There was an understanding that different people needed to exercise leadership, and they did in their different ways. There was a lack of the net amount of leadership to be distributed. I would argue that this particular distribution (Figure 13) is an alignment for this school in this social context. The people who have the ability to change the school have the power to do it. The arrangement of nine area superintendents for each school was a conscious policy choice. Probably, once the implementation of curriculum is completed, or moves on to additional schools, the area supervisors and the provincial superintendent won't have time to dedicate to Tropics High School exclusively, and the alignment may cease.

The degree to which leadership is distributed among formal leadership positions is also an important topic for researchers in the literature review. One current question is how leadership is associated with formal positions in the organization (Hulpia et al., 2007). At Tropics High School, the area supervisors and the provincial district superintendent influenced the school. For example, tasks like home visits were distributed across different groups. The area supervisors, teachers and student counselor all said they visited student homes, even though the policy was that teachers be mandated to do home visits. Haughey (2006) also saw evidence of the distribution of school leadership beyond the school in Alberta. The schools depended on the sophisticated data analysis provided by the district. And knowledge was shared both ways between the school and the district.
Not all environments are conducive to distributed leadership (Margolis, 2008). Camburn and colleagues found that conditions around and within a school have negative effects on instructional leadership (Camburn et al., 2003). Moreover, some schools in Hong Kong adopted different approaches to program change and had different concepts of distributed leadership from the west (Ho, 2010).

6.2.3 Conclusion 3

The use of the four paths framework should incorporate social context.

This conclusion is part of the debate about how to conceptualize school leadership. The model was excellent when used as a tool to design the study, ensuring that all the bases were covered in the interview protocol and the instructions for asking the participants to take photographs. It was less effective, however, in defining discrete categories for each action a leader might take, as many of the people’s actions did not fit neatly into one category or the other. Because it accounts for all the possible choices that a leader can make and all the tools at a principal’s disposal, the use of the pre-determined conceptual framework in this case avoided the danger of not building on what leadership research had come before (Heck & Hallinger, 2005). It did work in that it provided options for all the sources of leadership influence. However, somewhat ironically, it was the social role of culture that proved to be key. In the methodology chapter I suggested that a reason for choosing this particular framework was that the research was taking place in a foreign culture. It was suggested that the four paths could act like a roadmap, and this was the case. The model took social context out of the school leadership equation.

There was a natural tension between the pre-defined conceptual framework, and the ethnographic description of a local reality. In the coding phase for example, it was not always clear which of the four paths a participant’s response referred to. In practice, the categories on the framework were discrete, but they were not necessarily discrete in the social context. This was particularly true for socioeconomic status, which, rather than being a separate category, seemed to be embedded in the influences people described. For example, in why teachers sponsored students, why the principal canvassed the PTA for funding, and why there was high absenteeism. It was not always possible to determine if the influences I was coding were directly related to the categories.
It could be that the relationship between the local culture and school leadership is “interactive, reciprocal, and evolving process” (Hallinger and Heck, 2011, p. 149). They argue that a more accurate model would include multiple influences flowing in multiple directions, which is an accurate description of what was happening at Tropics High School. Rather than looking only at the influence that school leadership has on the students, they argue that there is in effect a feedback loop in the school leadership model. School leaders are influenced by the organization and the students, just as they exert influence on the organization and the students.

The relationship between the leaders at Tropics High School and their social context could also be described in terms of four frames: structural, human resource, political and symbolic (Bolman & Deal, 1992). In those terms, the Four Paths framework would be described as having too much emphasis on the structural (rationality, efficiency and policy). The school leaders at Tropics High School were focused on the human resources frame, which includes the interaction between individual and organizational needs, and the symbolic frame, which "sees a chaotic world in which meaning and predictability are socially constructed and facts are interpretative rather than objective" (Bolman & Deal, 1992, p. 315).

Figure 14

*Societal Culture Forms the Background of Leadership (Hallinger and Leithwood, 1997, p. 107)*
I would characterize social context as the background or canvas on which the school leadership model is played out, rather than an external moderating influence. I think the visual representation in Figure 14 from Hallinger & Leithwood (1997) is an accurate visualization of the relationship between local culture, school culture and school leadership. It shows the three concepts as overlapping and integrated, which is similar to the results from the data. To represent that relationship in the Four Paths model, I would suggest a similar underlying background representing school culture and local culture canvas on which leadership is acted out.

6.2.4 Conclusion 4

School leaders at Tropics High School formed patron-client relationships, a social convention that made their leadership resilient and implies that it might not always be possible to tease apart social practices from leadership practices.

We "lack details concerning how principals respond to their schools' environmental contexts as they seek to shape the organizational processes and outcomes" (Heck, 1998, p. 52). This is related to the discussion that research is not a one-way communication. The Philippines school emphasized the relationships rather than the leadership roles. The dual nature of distributed leadership was noted by Arrowsmith (2007). Power and influence may be given or taken.

The second way that Hallinger and Leithwood suggested that social context might influence school administration was to influence the nature of interactions between individuals which they called an “overarching independent variable” (1996, p. 106). Sutherland and Brooks characterized these relationships as part of the core Philippine values of community and kinship (2013). These relationships focused on matters separate from classroom practice.

This seems to be a fundamental way the Filipino school leaders influence the curriculum implementation. At Tropics High School, the participants lacked money and resources, but they emphasized forming relationships. This infers that the design of research studies needs to account for the ways that school leaders form relationships that are not associated with classroom pedagogy. One view of organizations is that they are made up of interconnected individuals with a common purpose. Individuals could be complementary, overlap or duplicate in terms of their roles in the school. Gronn and Hamilton claimed that two co-principals could share a role space, share one “distributed mind” inhabited by both principals (2004, p.21).
I see these patron-client relations as part of the emotions path on the Four Paths framework, because they raise a feeling of obligation in the recipient, similar to a feeling of guilt and because they did not deal directly with classroom teaching. The leaders favoured actions that added to the sense of community and established bonds encouraging the participation of people, organizations, and groups. These actions and concerns seemed to exist “beyond that of the organization’s culture (Hallinger & Leithwood, 1996, p. 106). These community building actions sometimes crossed the boundaries of the organization. They seem to be “values, expectations and traditions” (Hallinger & Leithwood, 1996, p. 107) which influenced administrators. For example, the provincial district superintendent approved the study, encouraged the area supervisors to change their minds about participating, and took food to students at the school. He crossed over several levels in the organizational structure (including area supervisors and the principal) to accomplish this.

Research in the literature review dealt with power and influence in three different ways: as a process of influencing, as an equivalent to leadership, and as associated with the tasks or roles in the school organization. Results from Tropics High School are most similar to the conception of leadership as a process of influencing. They engaged in a process of "interpersonal influence" (deLima, 2008, p. 165). They appeared to be working towards a socially defined goal, centered around the national school improvement project generally, the socioeconomic needs of the students, and the organizational goal of piloting the new grade 11 curriculum. This is a similar concept of leadership to Firestone & Martinez (2007).

There was a lot of evidence of individuals forming important social relationships. The teachers formed important relationships with each other, the school families, and the students. The students formed important relationships with each other, the teachers, and the public. The school counselor formed relationships with the teachers, the students and the school families. The principal formed relationships with the PTA and the district office. The area supervisors formed important relationships with the provincial district superintendent, the families and the teachers.

The school leadership functioned in the context in which it existed. School leaders practised leadership in a way that leveraged their relationships to acquire resources for the school. For example, being in a community of farmers with a relatively high population density, the school capitalized on food growing and human labour. The principal approached the general assembly
of the PTA with his funding proposals, and the alumni sent money from overseas because they felt obligated to do so.

In particular, the school leadership acted as a mirror of the surrounding society and culture (Belchetz & Leithwood, 2007). School leadership practices incorporated the values and behaviours of the Philippines culture (Sutherland & Brooks, 2013) and school leaders relied on the cultural norms of the Philippines. School leaders used relationship forming to enhance their practice of school leadership (for example between the teachers and their sponsored students) which would confirm Brooks & Sutherland's (2014) assertion that relationships established community bonds. For school leaders, these relationships served as a kind of reserve capital that could be called upon when they need a certain task to be accomplished. Examples of such actions include the principal going to the PTA for funds. School leaders were able to use debts of obligation, built through past patron-client relationships, to call in debts that aided in the successful implementation of the curriculum (e.g., the farming tools showed up just when they were needed). The surrounding culture, which had a tendency toward community building, could also be called upon to assist inside the school walls.

6.3 Recommendations for Further Research

The research revealed several areas for future study. The first recommendation would be a leadership study using a broader unit of analysis than the school, perhaps a focus on the organization at the district or provincial level in the Philippines, or the equivalent organizational level in a different context. Second, the use of photography was limited to using images as the basis of interviews with the participants. Future studies of school leadership in the Philippines could be designed to include the photographs themselves. Textual analysis and data analysis software has made the analysis of photographs themselves more accessible. Third, it would be helpful to return to Tropics Province for a second round of research to determine how successful the implementation of the new curriculum was over time. Related to this would be a study of other schools in the province, particularly in relatively wealthy urban and relatively more poor mountain school districts. It would be interesting to see how school leadership in those contexts dealt with the challenges of finding resources, discipline and teaching and learning, whether they were dealt with in similar or different ways than at Tropics High School. Fourth, the patron-client relationships in the Philippines should be studied further. More detail is needed to describe
the impact that these relationships have on school leadership and the school. Finally, a study of school leadership in Tropics Province using a more evolving framework would be helpful, to determine if results would be similar to this study with a pre-defined framework.

6.4 Limitations of the Study

As with all small, ethnographic studies, the conclusions drawn from this research apply only to a particular group at a particular school in the Philippines. Care should be taken when applying the conclusions to different groups. Some of the limitations reduced the quality of the data collected. First, with respect to the group researched, none of the parents invited to participate did so, so the results for families should be considered with caution. Language was also an issue, especially with respect to the younger student participants. These difficulties may have resulted in a lower volume of data than if they had been interviewed in their first language. At the same time, these difficulties were alleviated by the inclusion of photography, which allowed the students to express themselves with fewer words. Third, the research design did not allow the researcher time to view the photographs before the interviews took place, so questions from the interview protocol were assigned while seeing the photos for the first time. More robust data could have been collected if the study design allowed time to classify the photos according to the Four Paths, and assign questions from that section of the protocol. The participants could have been allowed to group the photos and explain their groupings.

6.5 Summary and Final Statement

This chapter presented limitations to the study, four conclusions from the research study, and four implications for future research. The final section is a summary and personal statement.

The data from the interviews, and the photographs from the participants, allowed the research to describe the local way of doing things (Geertz, 1973) in Tropics Province. Leadership was a shared responsibility at Tropic’s High School. In addition to the Principal and the families, there was evidence of teachers influencing other teachers. This is an important conceptual point for future research on educational leadership in the Philippines. Several insights would not have been captured, if the focus had been solely on the school principal. The principal was not the only focus of organizational influence. Participants spoke about the role that the provincial district superintendent played. Area supervisors visited families and gave teaching and learning
support to the teachers. Influences outside the school, at the district level, played a very important role.

The use of photography as the data collection process helped to cross the cultural barrier between the Filipino participants, and the Canadian researcher. This is similar to results from Nguyen & Mitchell (2012). The use of photography in the interview process added aspects to the conversation that would not have been obvious using the interview protocol alone (Harper, 2005). It also aided in generating thick description and was appropriate for research into a foreign culture. The participants were able to contribute their perspective to the research (Prosser, 1998). As the quote introducing this chapter suggests, it is not possible in an ethnography to write a representation of the truth, but only to give an account of what is known.

Similar to other school research using photography, there were complications with methodological concerns (Wall, Higgins, Remedios, Rafferty, & Tiplady, 2013), and the ethical approval process. The participants and the community were not perturbed by the use of photography. The use of photography confirmed that visual methods can act as a balance in situations where there is a power imbalance between the researcher and the researched (Zenkov, Harmon, Bell, Ewaida, & Lynch, 2011).

Participants at Tropics High School expanded on the use of photography, took their own initiative and generated dozens more photographs than were asked for and from different locations than were asked for in the researchers’ instructions. Most subjects took to photography naturally. The culture was already saturated with cameras in the form of smart phones, so people taking pictures using phone cameras were not a disturbance to the community. This method of data collection helped to compensate for the difficulty of including the social conditions of the subjects in the framework.

The participants were asked to deliberately consider the things that influenced their school towards improvement. They took away the instructions and the cameras for two weeks, and during that time they reflected on the things that they should photograph in order to help answer the question. I suspect that they thought about the research during that time than they would have if I had just asked those questions during an interview.
Bibliography


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Appendices

Appendix 1: Introductory Letter

Paul Smyth
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Joseph A. Lagura
Division Superintendent
Department of Education
Tropics, Philippines
++63-35-377-2034

02 July 2013

Dear Mr. Lagura,

I am a doctoral (PhD) student in the Department of Educational Administration at the Ontario Institute for Studies in Education (OISE)/University of Toronto. My supervisor is Dr. Blair Mascall. As part of the degree requirements, I am interested in conducting research at a school in Tropics.

The title of my proposal is “Distributed Leadership in the Provincial Philippines”. The research will involve staff and students from one school.

1. Participation is voluntary and all participants will remain anonymous.
2. There is a small payment to compensate participants for their time.
3. All information will be treated with the strictest confidence.
4. Interviewees will have the opportunity to verify statements they make.
5. Participants will receive an executive summary of the final report.
6. The research is to be assessed by the Ontario Institute for Studies in Education (OISE)/University of Toronto for examination purposes.
7. The research will attempt to explore the way that school leadership is practiced in Tropics. It is hoped that the final report may be of benefit to the school district.

If you have any questions you can contact the university’s Office of Research Ethics at ethics.review@utoronto.ca or 001-316-946-3237. For further information, please do not hesitate to contact me, or the University of Toronto.

Paul Smyth
paul.smyth@utoronto.ca
++63-921-666-6969

Dr. Blair Mascall
blair.mascall@utoronto.ca
++1-416-978-1173
Appendix 2: Invitation Letters

Dear Principal,

I am conducting a research project about school improvement in Tropics, and I would like to invite your school to participate. The purpose of the project is to understand the way that school leadership works in the community. The project is a requirement of the PhD program at the Ontario Institute for Studies in Education/University of Toronto. My research advisor is Dr. Blair Mascall.

Your school's participation would require you to:

- allow the researcher access to the school
- help distribute information about the project to the school
- allow the distribution of invitations to staff, students and families (18 individuals will be selected)
- provide a place where invitations to participate can be dropped off (e.g. a box in the school office)
- allow participants to take photos of the school
- allow information meetings and interviews with the participants on three Saturdays

Your participation is entirely voluntary. If you agree to participate now, you can change your mind and withdraw at any time. There is no direct benefit to you, but the results of the research may provide help to school improvement in Tropics.

The school and participants will not be identified by name in any report or publication, if you do agree to participate. There is no physical risk.

Also, all the information you provide will be confidential. It will only be used for research and will be stored in encrypted computer files. Only the researcher will have access to the files. The photographs will also be stored securely. All the photographs and data will be destroyed at the end of the study. If you have questions you can contact the University of Toronto's Office of Research Ethics at thics.review@utoronto.ca or phone 001-416-946-3273.

If you agree to allow this research at your school, please sign below.

I have read the consent letter and I agree to participate in the research project on school leadership and the community in Tropics.

Name (printed): _____________________________________________

Signature: __________________________________________________

Phone Number: ______________________________________________

Your participation is appreciated.

Sincerely,

Paul Smyth
paul.smyth@utoronto.ca
++63-921-666-6969

Dr. Blair Mascall
blair.mascall@utoronto.ca
++1-416-978-1173
Dear staff,

I am conducting a research project about school improvement in Tropics, and I would like to invite you to participate. The purpose of the project is to understand the way that school leadership works in the community.

The project is a requirement of the PhD program at the Ontario Institute for Studies in Education/University of Toronto. My research advisor is Dr. Blair Mascall.

You are invited to participate by collecting photographs for about two weeks and having an interview about the photographs you take. The interview will be audio-recorded. There is a small financial payment to compensate you for your time.

Your participation is entirely voluntary. If you agree to participate now, you can change your mind and withdraw at any time. There is no direct benefit to you, but the results of the research may provide help to school improvement in Tropics.

You will not be identified by name in any report or publication, if you do agree to participate. There is no physical risk.

Also, all the information you provide will be confidential. It will only be used for research and will be stored securely. Only the researcher will have access to the files. The photographs will also be stored securely. All the photographs and data will be destroyed at the end of the study.

If you agree to participate in this research, please sign below and return this paper to the school. If you have any questions, you can contact the university’s Office of Research Ethics at ethics.review@utoronto.ca or 001-316-946-3237.

I have read the consent letter and I agree to participate in the research project on school leadership and the community in Tropics.

Name (printed): ________________________________________________

Signature: ______________________________________________________

Phone Number: __________________________________________________

Your participation is appreciated.

Sincerely,

Paul Smyth
paul.smyth@utoronto.ca
++63-921-666-6969

Dr. Blair Mascall
blair.mascall@utoronto.ca
++1-416-978-1173
Dear students,

I am conducting a research project about school improvement in Tropics, and I would like to invite you to participate. The purpose of the project is to understand the way that school leadership works in the community.

The project is a requirement of the PhD program at the Ontario Institute for Studies in Education/University of Toronto. My research advisor is Dr. Blair Mascall.

You are invited to participate by collecting photographs for about two weeks and having an interview about the photographs you take. The interview will be audio-recorded. There is a small financial payment to compensate you for your time.

Your participation is entirely voluntary. If you agree to participate now, you can change your mind and withdraw at any time. There is no direct benefit to you, but the results of the research may provide help to school improvement in Tropics.

You will not be identified by name in any report or publication, if you do agree to participate. There is no physical risk.

Also, all the information you provide will be confidential. It will only be used for research and will be stored securely. Only the researcher will have access to the files. The photographs will also be stored securely. All the photographs and data will be destroyed at the end of the study.

If you agree to participate in this research, please sign below and return this paper to the school. If you have any questions you can contact the university's Office of Research Ethics at ethics.review@utoronto.ca or 001-316-946-3237.

I have read the consent letter and I agree to participate in the research project on school leadership and the community in Tropics.

Name (printed): ____________________________________________

Signature: ____________________________________________

Phone Number: ____________________________________________

Your participation is appreciated.

Sincerely,

Paul Smyth
paul.smyth@utoronto.ca
++63-921-666-6969

Dr. Blair Mascall
blair.mascall@utoronto.ca
++1-416-978-1173
Dear school families,

I am conducting a research project about school improvement in Tropics, and I would like to invite one parent from each child's family to participate. The purpose of the project is to understand the way that school leadership works in the community.

The project is a requirement of the PhD program at the Ontario Institute for Studies in Education/University of Toronto. My research advisor is Dr. Blair Mascall.

One parent is invited to participate by collecting photographs for about two weeks and having an interview about the photographs you take. The interview will be audio-recorded. There is a small financial payment to compensate you for your time.

Your participation is entirely voluntary. If you agree to participate now, you can change your mind and withdraw at any time. There is no direct benefit to you, but the results of the research may provide help to school improvement in Tropics.

You will not be identified by name in any report or publication, if you do agree to participate. There is no physical risk.

Also, all the information you provide will be confidential. It will only be used for research and will be stored securely. Only the researcher will have access to the files. The photographs will also be stored securely. All the photographs and data will be destroyed at the end of the study.

If you agree to participate in this research, please sign below and return this paper to the school. If you have any questions you can contact the university's Office of Research Ethics at ethics.review@utoronto.ca or 001-316-946-3237.

I have read the consent letter and I agree to participate in the research project on school leadership and the community in Tropics.

Name of Child (printed): __________________________________________

Name of Parent (printed): _________________________________________

Signature: _____________________________________________________

Phone Number: _________________________________________________

Your participation is appreciated.

Sincerely,

Paul Smyth  

paul.smyth@utoronto.ca  

++63-921-666-6969

Dr. Blair Mascall  

blair.mascall@utoronto.ca  

++1-416-978-1173
Appendix 3: Parents' Permission Letter

Dear parents,

I am conducting a research project about school improvement in Tropics, and I would like to invite your son or daughter to participate. The purpose of the project is to understand the way that school leadership works in the community.

The project is a requirement of the PhD program at the Ontario Institute for Studies in Education/University of Toronto. My research advisor is Dr. Blair Mascall.

Your child is invited to participate by collecting photographs for about two weeks and then having an interview about the photographs they take. The interview will be audio-recorded. There is a small financial payment to compensate them for their time.

Their participation is entirely voluntary. If you agree to allow them to participate now, you can change your mind and decide to withdraw them at any time. There is no direct benefit to you, but the results of the research may help improve schools in Tropics.

There is no physical risk, but if your child is nervous about photographs, they may feel shy or embarrassed. Neither you nor your child will be identified by name in any report or publication, if you do agree to participate.

Also, all the information and photographs your child provides will be confidential. It will only be used for this research and will be stored securely. Only the researcher will have access to the files. All data and photographs will be destroyed at the end of the study.

If you agree to allow your child to participate, please sign below and return this paper to me. If you have any questions you can contact the university's Office of Research Ethics at ethics.review@utoronto.ca or 001-316-946-3237.

I have read the consent letter and I agree to allow my child to participate in the research project on school leadership and the community in Tropics.

Name of Child (printed): ________________________________
Name of Parent (printed): ________________________________
Signature: ____________________________________________
Phone Number: _______________________________________

Your participation is appreciated.

Sincerely,

Paul Smyth
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Appendix 4: Draft Observation Protocol

Instructions:

You should take pictures of the things that improve your school. Use the camera to create a ‘visual diary’ or a ‘visual record’ of people that make your school better. These may be people, places, things, feelings, etc. Take about 24 photos.

Who and What to photograph:

<table>
<thead>
<tr>
<th>You might take pictures of anyone who:</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• has power to change the school.</td>
<td>• in the classroom</td>
</tr>
<tr>
<td>• makes the school better.</td>
<td>• inside the school building</td>
</tr>
<tr>
<td>• is a formal leader (principals, vice principals, etc.)</td>
<td>• in an administration building</td>
</tr>
<tr>
<td>• belongs to other groups (teachers, students, family members, people in the community)</td>
<td>• in the school yard</td>
</tr>
<tr>
<td>• you think is having an influence on the school.</td>
<td>• in the school offic</td>
</tr>
<tr>
<td>• any other people.</td>
<td>• in the community around the school</td>
</tr>
<tr>
<td></td>
<td>• in your home</td>
</tr>
<tr>
<td></td>
<td>• in someone else's home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence on your school</td>
</tr>
<tr>
<td>For example, someone's expectations might have the power to improve the school.</td>
</tr>
<tr>
<td>Physical things like money, school supplies and buildings.</td>
</tr>
</tbody>
</table>
People's knowledge, or the topics covered in school might have influence.

Finally, feelings. The way that people feel about things might influence the school.

The camera.

You will be given a simple ‘point and shoot’ disposable camera. You should take pictures for two weeks. When you are finished. Please return the camera.

Photos of people.

You will need to get consent from people before you take photos of them.

You should review the consent letter with them before photographing them.
Third Party Consent Letter

Dear community member,

We are conducting a research project about school improvement in Tropics, and we would like you to appear in a photograph. The purpose of the project is to understand the way that school leadership works in the community.

The project is a requirement of the PhD program of Paul A. Smyth at the Ontario Institute for Studies in Education/University of Toronto. His research advisor is Dr. Blair Mascall.

You are invited to participate by appearing in a photograph.

Your participation is entirely voluntary. If you agree to participate now, you can change your mind and withdraw at any time. There is no direct benefit to you, but the results of the research may provide help to school improvement in Tropics.

You will not be identified by name in any report or publication, if you do agree to participate. There is no physical risk.

Also, your picture will be confidential. It will only be used for research and will be stored securely. All the photographs and data will be destroyed at the end of the study.

If you agree to participate in this research, please sign below and return this paper to the school. If you have any questions you can contact the university's Office of Research Ethics at ethics.review@utoronto.ca or 001-316-946-3237.

Name (printed): _____________________________________________

Signature: _________________________________________________

Phone Number: ____________________________________________

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Appendix 5: Draft Interview Protocol

Location: _______________________________________

Interviewer: _______________________________________

Interviewee: _______________________________________

Sections Discussed

A. Background Questions
B. Organizational Path Questions
C. Family Path Questions
D. Rational Path Questions
E. Emotions Path Questions
E. Demographics (Social Context/SES)

Other Topics Discussed: _______________________________________

Documents Collected: _______________________________________

Post Interview Comments/Leads: _______________________________________

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Introductory Protocol

A. General Questions

Can you talk about school improvement in general?
Who does what to influence your school?
Who is the most influential person?
Who else has influence?
Do you think the school is doing well?
How could it do better?

B. Organizational Path Questions

Could you talk about these photographs you took about people’s relationships at the school?
Probe: Why did you take this photograph?
Probe: What does this photograph show?

Could you talk a bit about what people do to improve the teachers’ working conditions in the school?

Probe: What do people do to improve conditions that help students do better?
Probe: What things influence people’s relationships in the school?

Could you talk a bit about the teachers’ working conditions at the school?

Is school funding an issue?
How are you involved in improving working conditions at the school?

C. Family Path Questions

Could you talk about these photographs?
Probe: Why did you take this photograph?
Probe: What does this photograph show?

Could you talk about how your family treats schooling?

How does the environment in your home help (or harm) learning?

Could you talk about the TV in your home?

Could you tell me about the expectations for school in your home?

What about the things you use to improve schoolwork (e.g. computers)?

What things in your home help a student become better?

Probe: Is there one of your photographs that shows this particularly well?

D. Rational Path Questions

Could you talk about how academic achievement is emphasized in your school?
What about discipline in your school?

How is the quality of teaching in your school?

What about classroom management?

How are problems usually solved at your school?

What did you do as a result of the leadership you have described?

How did the leadership change things at the school?

What else needs changing to make the school better?

**E. Emotions Path Questions**

How would you describe the morale at your school?

How would you describe your engagement in the school?

Could you talk about job satisfaction?

How would you describe the stress level at school?

What would you say about burnout?

How did the leadership you have described make you feel?
Appendix 6: Telephone Script to Approach Schools

Hello.

I am a doctoral student at the University of Toronto.

I am conducting research into schools in Tropics.

And I am looking for a school in which to conduct research.

I have asked the Division Superintendant (Joseph Lagura) to give me a list of potential schools.

Your school was one of the names he listed.

I wonder if your school would be available?

The research would last for two weeks (three weekends).

I would recruit about 18 volunteers.

They would take photographs at the school and then have interviews with me about the photographs.

There would be financial compensation for the participants.

Would it be possible to arrange a meeting so that I can show you the details?