

**An Ethnography of Teacher-Led School: Emerging Values,
Norms and Beliefs for Quality Education**

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Chapter 1

The Problem and Literature Review

In every school community, the culture manifested by values, norms, and beliefs upheld by the teacher-in-charge (TIC) profoundly shapes its educational environment. A TIC's leadership skills extend beyond administrative duties; they encompass the ability to cultivate a culture. Whether fostering a culture of adaptability, collaboration, or ethical leadership, the TIC's strategies and practices serve as the cornerstone for building a cohesive educational ethos. By championing specific values, norms, and beliefs, such as openness to feedback, inclusive learning environments, or resilience in the face of challenges, the TIC influences not only day-to-day operations but also the long-term development of students, teachers, staff, and the entire school community.

Background of the Study

The impact of these shared values, norms, and beliefs within a school environment extends beyond rhetoric; it significantly influences overall performance and outcomes. When stakeholders, including teachers, students, parents, and staff, align with a common vision instilled by the TIC, a unified approach emerges. This alignment fosters a supportive environment where educational goals are pursued collaboratively, discipline issues are addressed proactively, and innovation thrives. Consequently, student achievement, teacher satisfaction, and community engagement are met, reflecting the collective commitment to excellence and the shared principles that guide every aspect of school life.

As such, the TIC's leadership in embedding and reinforcing these foundational elements becomes instrumental in shaping a school's trajectory and its broader impact on society.

Previous research has shown that cohesive school culture improves student achievement and teacher morale. This study examines how TICs foster this alignment and its impact on school performance metrics (Hallinger & Wang 2015).

Numerous studies underscore that the values, norms, and beliefs embedded in a leader's strategies significantly impact school climate and effectiveness. For instance, Leithwood, Pollock, and Sun (2017) emphasize that successful school leadership is characterized by the strategic embedding of core values and beliefs, which fosters a positive school culture and enhances overall performance.

Schools with a strong, cohesive culture driven by shared values see significant improvements in student achievement and teacher morale. This research further explores this connection by investigating how the TIC's leadership strategies foster such alignment and subsequently influence performance metrics.

The study of values, norms, and beliefs embedded in the strategies and practices of a teacher leader is intrinsically connected to the broader discourse on teachers as leaders in education. Marzano, Waters, and McNulty (2005) emphasize the critical role of leadership in school success, while (Fullan, 2005) and (Barth & Guest 1991) underscore the need for teachers to embrace leadership roles to drive school improvement. Lieberman and Miller (2004) identify these teacher leaders as 'agents of change' whose leadership is essential for educational reform, especially when supported by school leaders. Understanding the underlying values, norms, and beliefs that guide these teacher leaders is

crucial to fostering effective leadership practices that contribute to the overall effectiveness of schools.

Hofstede, Hofstede, and Minkov (2010) emphasize that leadership is the art and science of influencing groups to achieve school goals. Effective leaders must understand and use school structures where power and influence are distributed and activated within a specific culture. In our country, teacher-leader relationships are characterized by a large-power distance culture, with power concentrated among a few individuals. Commonly, power and influence are activated through familial or kinship systems.

In our country, educational policy guides the way aspiring teachers become school principals, and it frames the basic functions of the position in the overall context of the country's education. The most important policy document on principalship in the Philippines is Republic Act 9155, also known as "An Act Instituting a Frame Work of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture, and Sports as The Department of Education, And for Other Purposes.". De Guzman and Guillermo (2007) paraphrase Republic Act 9155 (RA 9155) in explaining the basic role and functions of school principals (and school superintendents) in the Philippines: "The school principal shall perform both roles as an instructional leader and administrative manager in ensuring that goals for quality education are met and shall be assisted by an office staff for administrative and fiscal services."

As mentioned above, some schools in the country are run by teachers in charge due to the lack of qualified principals who oversee the establishment, change, or maintenance of a school culture. Therefore, in this study, the researcher investigated how the

teacher leader influenced the school culture toward the attainment of its goals and objectives in making the school effective.

Lieberman and Miller (2004) emphasize the importance of teachers expanding their roles to include those of researchers and scholars, yet school culture often presents structural and cultural barriers that hinder such teacher-led initiatives (Center for Comprehensive School Reform and Improvement, 2005). The significance of informal leadership in team settings, particularly its reliance on influence rather than authority, there remains a notable gap in research regarding how such leadership functions in the context of school culture. This is particularly relevant given DepEd Order No. 42, s. 2007, which mandates the presence of a school head in public schools, reinforcing the need for effective leadership that fosters an inclusive culture. However, the existing literature predominantly focuses on teacher leadership within the framework of principal-led schools, neglecting the potential for school success in the absence of a principal, thus highlighting a critical gap in the research on leadership and culture in educational settings.

Despite the extensive research on school leadership, there are notable gaps in understanding the specific strategies and practices employed by teachers-in-charge (TICs) to embed values, norms, and beliefs within their schools. While much of the literature focuses on the role of principals and other higher-level administrators, there is limited research that examines how TICs, who often have direct and sustained interaction with both teachers and students, influence school culture. For instance, a study by Liu and Hallinger (2018) highlights the importance of middle leadership in schools but does not delve deeply into the unique contributions of TICs. This gap suggests a need for more focused

research on the specific leadership skills and strategies TICs use to cultivate environments characterized by adaptability, collaboration, and ethical leadership.

There is a lack of comprehensive studies on how shared values, norms, and beliefs among school stakeholders affect school performance under teacher-in-charge (TIC) leadership. While the positive correlation between cohesive school culture and improved student outcomes is well-documented, the specific ways TICs foster this cohesion and their direct impact on performance metrics are underexplored. Research often overlooks how TICs navigate their unique challenges to align stakeholders with the school's vision and goals. Addressing this gap is crucial for understanding how TICs enhance school performance through value-driven leadership, informing more effective leadership development programs.

Highlighting the significance of this present study within the existing body of knowledge, it is clear that the role of the teacher-in-charge (TIC) in embedding values, norms, and beliefs is pivotal yet understudied. While prior research has extensively covered the influence of principals and other senior leaders on school culture, the specific impact of TICs remains relatively unexplored. This study aims to bridge this gap by focusing on how TICs strategically instill core values and norms through their leadership practices, thereby fostering cultures of adaptability, collaboration, and ethical leadership. As supported by Leithwood et al. (2017), successful school leadership involves the intentional embedding of these core elements to create a positive and productive educational environment. This research provides a nuanced understanding of the unique contributions

of TICs to school leadership, offering new insights into their role in shaping school culture.

The researcher firmly believed that studying the school culture is very important. It is one of the main reasons why the school is functioning well or the other way around. It has a great influence on the attitudes of the teachers towards performing their duties as the primary source of knowledge and shaper of minds. It also affects the students' academic and non-academic performance, which in turn contributes to the success of the school.

This study has been done to fill in the gap in the literature by using a qualitative method, specifically ethnography, to study the link between the school culture when the one leading is a teacher leader and the school performance as well as the other aspects of leading and making the school effective. Wherein the results may be used as inputs to the existing policies in assigning/designating school leaders as well as the tasks of the school leaders in the Department of Education.

Literature Review

Teacher leadership is defined as the capacity and commitment of teachers to contribute beyond their classrooms (Fullan, Rincón-Gallardo, & Hargreaves 2015). Schools to be effective, the best teachers should be placed in classrooms rather than leadership positions, as they have mastered student needs.

Teacher leaders benefit schools by supervising and supporting others, making instructional and staffing decisions, and assuming managerial roles, thus aiding principals

and developing themselves as potential future school leaders. This dual role of teaching and leading, when supported by the administration, could be personally and professionally rewarding, offering teachers independence, collaboration opportunities, skill updates, and a broader perspective of the school (Owen, 2015).

The responsibilities of teacher leaders include roles such as instructional coach, curriculum designer, mentor, department coordinator, and technology and professional development facilitator (Bell, Thacker, & Schargel 2013). Offering high-performing teachers career advancement opportunities is crucial for their impact on colleagues and students.

Research on school development and change highlights the integral role of teacher leadership in successful school change (Crowther, 2003). Teacher leadership counteracts the limitations of hierarchical school organizations by promoting collective action and empowerment (Frost & Durrant 2003). Despite its recognized importance, literature on teacher leadership often focuses more on defining it rather than explaining its effects on schools and stakeholders (York-Barr & Duke 2004).

In a research, reported mixed results on the effects of formal and informal leadership on students, teachers, and schools. However, recent studies have increasingly explored the influence of teacher leadership on school development and success. School leadership, a critical aspect of school management, significantly impacts student development in academics and co-curricular activities (Nettles & Herrington 2007), though the relationship between student achievement and leadership remains underexplored.

Teacher Leadership Models

Teacher leadership is an emerging practice in education, though research on the topic remains limited. Bell et al. (2013) suggested that teachers who leave the classroom to assume leadership roles may lose credibility compared to those who continue teaching. Results highlighted that school culture, stakeholder support, and school capacity are critical factors in designing effective teacher leadership programs.

Conditions for Success

Two critical conditions for the success of teacher leaders are strong leadership support and ongoing professional learning. The role of school leaders is essential, as their backing greatly influences the success of teacher leadership initiatives. Research highlights that when principals create a school culture that values collaboration and distributes leadership, teacher leaders are better positioned to thrive (York-Barr & Duke 2004). Furthermore, sustained learning is necessary for teacher leaders to build the knowledge and skills needed to lead effectively. This includes competencies in adult learning theory, instructional planning, data analysis, and strategic coaching—all of which contribute to their capacity to lead change (Wenner & Campbell 2017).

School Effectiveness and Performance

School effectiveness and performance are crucial factors in assessing the quality and impact of educational institutions. Understanding what contributes to school effectiveness and how performance is measured could provide insights into improving educational outcomes.

Effective leadership plays a pivotal role in school success. Principals and administrators who demonstrate strong leadership qualities can significantly influence school climate, teacher morale, and student achievement. Research shows that teacher quality remains one of the most powerful school-related factors influencing student outcomes (Wenner & Campbell 2017). Continuous professional development enhances teacher skills and pedagogical practices, contributing to overall school effectiveness (Darling-Hammond, Hyler, & Gardner 2017).

A positive school climate—characterized by trust, safety, and inclusivity—has been shown to correlate strongly with higher academic performance and student engagement (Thapa et al., 2013). Engaging parents and the broader community fosters shared accountability and creates a support system for learners (A. S. Bryk, 2015).

Disparities in access to educational resources continue to affect school effectiveness and exacerbate achievement gaps among diverse populations. Addressing equity issues requires inclusive policies and responsive support systems (OECD, 2015). Moreover, while technology presents promising tools for instruction, its effectiveness depends on meaningful integration and teacher capacity to use it in pedagogically sound ways (Tamim et al., 2011).

Achieving school effectiveness and improving performance require holistic approaches that address leadership, teacher quality, curriculum design, assessment practices, and community engagement. By applying research-backed strategies, schools can enhance their capacity to ensure positive learning outcomes for all students.

School Culture

Research consistently demonstrates a strong connection between school culture and the processes and outcomes of educational reform (Weston & Bain 2009). School culture encompasses both tacit and explicit norms, including respect, responsibility, initiative, encouragement, resource consciousness, pride, enthusiasm, supportiveness, collaboration, prioritizing student needs, continuous learning, and honesty.

Subsequent studies corroborate the necessity of a positive culture before implementing change. Case study of four schools revealed that only one successfully translated its aspirations into practice, largely due to its supportive culture (Weston & Bain 2009).

A positive, supportive, and innovative school culture, combined with shared leadership and teacher efficacy, is essential for educational success. Existing studies on teacher leadership primarily focus on teachers who manage additional roles while still teaching. These teacher leaders remain under the supervision of school heads and do not address teacher leaders who transition to full-time leadership roles.

Future research could explore new teacher leadership models based on the skills and strategies of teachers-in-charge or officers-in-charge, which could inform policy enhancements for assigning teacher leaders in the Philippines.

Conceptual Framework

The commitment of school leaders to improving student outcomes is essential, but their effectiveness is often influenced by the school's culture—an intricate web of values, norms, and beliefs. A school leader's role in fostering a positive school culture is crucial,

as it directly impacts the school's identity, effectiveness, and performance. This argument explores how school culture, driven by leadership, is a manifestation of values shaped by norms and beliefs and how this interconnectedness influences school effectiveness.

School leadership and culture are inextricably linked. Positive school leadership significantly influences school culture, which, in turn, affects the overall effectiveness of the institution. Leaders set the tone for the school's environment, creating a culture that reflects certain norms and values. These values, which are the core principles deemed important by the school community, are manifested through the daily practices, rituals, and interactions within the school. Effective leaders cultivate a culture that prioritizes student achievement, holistic development, and a supportive learning environment, aligning with the school's broader goals and objectives.

Values are the foundational principles that guide the behavior and decision-making processes within a school. They reflect what the school community considers important, such as respect, responsibility, and a commitment to excellence. These values are manifested through norms—societal rules and expectations that dictate appropriate behavior in specific contexts. For instance, a school that values respect may establish norms around how students and staff interact, such as addressing each other courteously and maintaining a safe and inclusive environment.

Beliefs, which are the convictions or accepted truths held by individuals or the community, further shape these values and norms. In a school setting, beliefs about the importance of education, the potential of every student, and the role of collaboration in achieving success can influence the norms and practices that define the school culture.

For example, if a school community believes in the potential of every student to succeed, this belief manifests in norms that emphasize personalized learning and differentiated instruction.

School culture plays a decisive role in determining a school's effectiveness and performance. The values, norms, and beliefs embedded in the school culture influence every aspect of school life, from teaching and learning practices to relationships among staff, students, and parents. A positive school culture, characterized by shared values and supportive norms, creates an environment where students are motivated to learn, teachers are committed to their professional growth, and the entire school community works collaboratively toward common goals.

Dimmock and Walker (2005) highlight the importance of understanding the school's culture and the broader context in which leadership operates. They argue that a deep understanding of the cultural dimensions—values, norms, and beliefs—beyond the schoolhouse is essential for effective leadership. This understanding enables leaders to make informed decisions, foster meaningful connections, and implement practices that align with the school's cultural context.

The effectiveness of a school is heavily influenced by the presence of strong, culturally aware leadership. In the absence of such leadership, the school may struggle to achieve its goals, and student outcomes may suffer. For teacher leaders who are not yet full-fledged principals, understanding and shaping the school culture becomes even more critical. They must navigate the complexities of their roles, leveraging their knowledge of

the school's values, norms, and beliefs to guide their actions and influence positive change.

As Brooks and Normore (2010) note, culture is defined by the shared values and social structures that distinguish one group from another. In the Philippine context, where the culture is collectivist and familial, educational leaders must balance formal bureaucratic structures with the importance of relationships and community. Maintaining Smooth Interpersonal Relationships (SIR) is a priority, and school leaders must consider these cultural nuances when shaping the school culture and implementing changes.

The success of a school is deeply rooted in the interplay between leadership, culture, and performance. School leaders must understand and embrace the values, norms, and beliefs that define their school culture, using this understanding to foster an environment conducive to learning and growth. By aligning their leadership practices with the cultural context of the school, leaders can create a positive school culture that enhances effectiveness and supports the achievement of the school's goals. The study of teacher leadership and school culture should focus on how values, norms, and beliefs are operationalized within the school and how they contribute to a culture of excellence and continuous improvement.

The unique context of teacher-led schools extends leadership beyond the traditional role of the school principal, recognizing the significant contributions of teacher-leaders. Distributed Leadership Theory Spillane (2006) provides a foundational understanding of how leadership is shared among multiple stakeholders, not just the principal, but also among teachers who take on various leadership responsibilities within the school.

In teacher-led schools, leadership is distributed across teachers who influence instructional practices, contribute to decision-making, and guide curriculum development. This collective approach fosters a collaborative leadership model that emphasizes shared responsibility for school improvement.

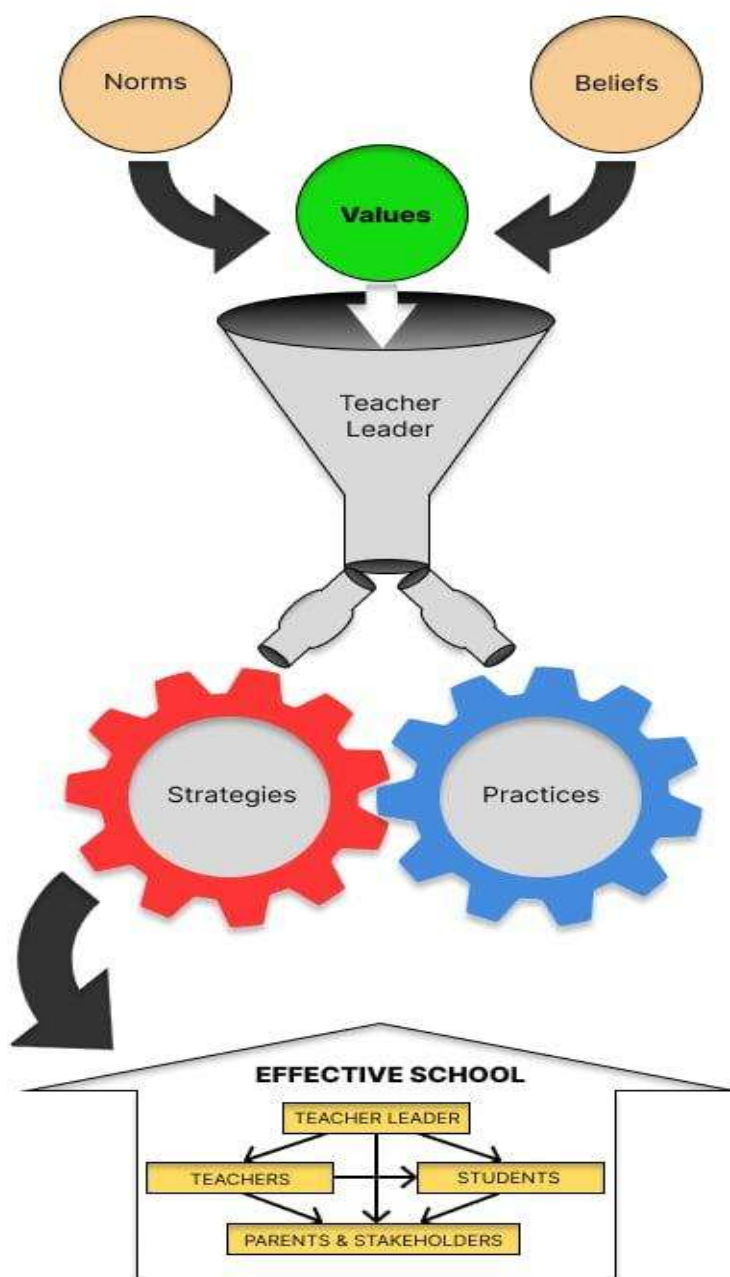
Additionally, Transformational Leadership Theory highlights how teacher-leaders motivate and inspire their peers, creating a culture of innovation and continuous professional growth. These teacher-leaders not only impact instructional quality but also promote a shared vision, empowering their colleagues to take ownership of their roles. Furthermore, the concept of collective efficacy Goddard, Hoy, and Hoy (2004) emphasize the positive impact of teacher collaboration on student outcomes, reinforcing the importance of teacher-leaders in building a supportive and effective learning environment. By embracing these leadership theories, teacher-led schools foster a more dynamic, participatory, and inclusive model of leadership, where teachers are central to shaping educational practices and driving school-wide improvement.

In analyzing the Teacher-in-Charge's practices and strategies in school leadership, the Philippine Professional Standards for School Heads (PPSSH) provides a structured and context-specific framework. Developed by the Department of Education (DepEd, 2020), the PPSSH outlines five domains essential to effective school leadership: Leading Strategically, Managing School Operations and Resources, Leading People, Building Connections, and Leading with Accountability. These domains emphasize the competencies and behaviors expected of school heads in the Philippine context. As Hallinger and Heck (2010) highlight, effective school leadership significantly influences

school improvement and student outcomes, especially when aligned with clear professional standards. The PPSSH also supports the development of reflective and transformational leadership practices (Day, Gu, & Sammons 2016), making it a vital tool for assessing the Teacher-in-Charge's role in driving instructional quality, stakeholder engagement, and organizational efficiency. Using PPSSH as the analytical lens ensures that leadership practices are not only evaluated systematically but also rooted in national educational goals and cultural relevance.

Figure 1

Theoretical Framework of the Study



Teacher leaders, upon entering the school, already have with them the values, norms, and beliefs that they may apply in leading using their skills, practices and strategies. They are expected to apply all these in a manner that the school benefits.

The present study identified the values, norms, and beliefs embedded in the strategies and practices of the teacher-in-charge in leading the school. This also described the leadership skills of the teacher leader in pursuit of school excellence while working hand in hand with the teachers, students, parents, and stakeholders.

This research also determined whether the teacher leader's values, norms, and beliefs embedded in the practices or strategies can really develop a school culture of excellence.

Research Problems

This study described the school culture in initiating change to improve the school's performance when the leader was a teacher leader in a selected school in the Division of Nueva Ecija during the School Year 2022-2023. The outputs were intended to be used as inputs for the existing policies in the selection, training, and tasks of school heads. Specifically, the researcher performed the following:

1. Identify the norms, beliefs, and values embedded in the strategies/practices employed by the teacher-in-charge or officer-in-charge in leading the school.
2. Describe the leadership skills of the teacher-in-charge or officer-in-charge in developing a specific culture.

3. Determine the school's performance through various performance indicators as a result of shared norms, beliefs, and values being practiced among stakeholders in schools.

Scope and Limitations

This study focused on describing the kind of school culture in which the teacher leader influences everyone prior to making changes for the improvement of the school's performance. This also described the leadership skills of the TIC/OIC and how it affects the school performance in one of the schools in the Division of Nueva Ecija during the School Year 2022-2023.

This research work has been done solely by the researcher as he immersed himself in the selected school to really study the behavior of the participants in their normal environment.

This study is focused strictly on the standards set by the Department of Education (DepEd), and its findings are contextualized within the Philippine educational system. This limits the generalizability of the results to other countries or international contexts, such as those outlined by the Programme for International Student Assessment (PISA). DepEd's standards, which are aligned with the ISO 9001:2015 framework, are designed to meet the national needs of the Philippines, whereas PISA's evaluation assesses the readiness of students for global challenges in reading, mathematics, and science, with an emphasis on real-world application. As a result, applying the findings from this study to other contexts with different educational systems or international benchmarks may not be

entirely applicable without further adaptation or alignment with those systems' specific standards.

The implications of applying this study's findings to other contexts include the need for careful consideration of the local educational frameworks, cultural differences, and specific national goals. While some elements may be transferable, the broader educational practices and standards of other countries, such as those employed by PISA or similar international assessments, may require additional analysis and adjustments to ensure their relevance and accuracy. Therefore, the applicability of the findings in global contexts should be approached with caution, recognizing the variations in educational expectations and methodologies.

Definition of Terms

To have a clear understanding of the research work, the following terms were given conceptual and operational definitions.

Culture of Excellence. It is created alongside the strategies and practices of a leader where high standards, continuous improvement, and exceptional performance are consistently pursued and celebrated. In such a culture, individuals and teams are committed to achieving the highest levels of quality and productivity in their work. In an educational setting, values, norms, and beliefs form the foundational framework that guides behaviors, expectations, and mindsets, driving the collective pursuit and sustainment of a culture of excellence.

Educational Leadership. It is one's ability to craft and pursue a shared school vision and mission, goals, and objectives, as well as develop and implement policies on curriculum, programs, activities, and projects. In this research, it pertains to how the school leader implements the policies of the Department of Education with regard to academic matters and how they develop a school culture since it is one of the most important parts of the process of improving the educational organization.

Officer-in-Charge. This refers to a Head Teacher 1, 2, or 3 designated by the office of the Schools Division Superintendent as head of the school. Their task is to do all the responsibilities of a fully-fledged principal.

School Belief. It refers to the deeply held convictions shared by a school community that shape its culture, guiding decisions, behaviors, and attitudes to foster a cohesive and purpose-driven environment.

School Culture. Culture means ethos, atmosphere, and climate. Basically, a school culture consists of the underlying influences and attitudes within the school — based on the values, norms, and beliefs of the teachers, staff, students, parents, and other stakeholders. It is the prevailing atmosphere in the school that affects everything that goes on inside its walls. This goes beyond the student body: it also involves how teachers interact with each other, their students, parents, and other stakeholders.

School Effectiveness. It can be measured qualitatively by the different data from the school, such as the graduation rate, enrolment, test results, participation in contests outside the school, etc. The school-based management score of the school is also one of the concrete data in determining whether the school is effective or not. The teachers',

students', parents', and other stakeholders' opinions and experiences can also be used to determine if the school is an effective one.

School Norms. It is an unwritten informal "rule" that governs individual behavior in an organization. It can also be defined as criteria, rules, or prescriptions that concern what is right and proper within a certain cultural community. Norms serve as one of the manifestations of values. In this study, these are the set behavioral expectations or rules of the teacher leader for the teachers, students, and, most importantly, themselves.

School Performance, in the Department of Education, this refers to the students' achievements, graduation rate, dropout rate, enrolment rate, teacher satisfaction, etc.

School Values. In sociology, these are a culture's standard for discerning what is good and just in society. Values are deeply embedded and critical for transmitting and teaching a culture's beliefs. Values are taught by parents, friends, educators, and the church. The cultural values in which a person believes, guides, and motivates a person towards certain attitudes and actions. In this research, this pertains to the observed actions of the teacher leaders, students, parents and other stakeholders in doing what is right.

Strategic Leadership is the ability to explore complex issues from a global perspective, manage an educational enterprise, and maximize the use of resources. In this research, this refers to how a teacher-leader makes decisions and solves problems that occur along the way in all areas of school leadership.

Teacher Leadership. It entails mobilizing and energizing other teachers towards improving the school's performance of its critical responsibilities related to teaching and learning. It is how the teacher leader engages others in complex work. It also entails

unwavering passion for the core mission of the school and the courage to confront obstacles to achieve the school's mission.

Teacher-in-Charge. This refers to a Teacher 1, 2, 3, or Master Teacher 1 and 2 designated by the office of the Schools Division Superintendent to become a head of the school. Their task is to do all the responsibilities of a fully-fledged principal.

Teacher-Led School. This is a school without a principal item in its Plantilla. The designated school head is either the teacher-in-charge or the officer-in-charge.

Chapter 3

Findings and Discussion

This chapter presents the results, analysis, and interpretation of the data gathered. The results were presented, analyzed, and interpreted to respond to the objectives of the study. The findings are organized thematically and supported by relevant tables and figures to facilitate a clearer understanding of the research outcomes.

Values, Norms and Beliefs Embedded in the Strategies/Practices Employed by the Teacher-in-charge in Leading the School

Values influenced methods and practices, which were manifested through norms and beliefs. Effective leadership involves integrating these elements of culture or representations of culture, enforcing ethical standards, challenging outmoded ideas, engaging professionally, and participating in constant evaluation and growth to accomplish the school's common mission and objectives. The researcher examined values based on recognized standards and the opinions expressed by teachers, students, parents, other stakeholders, and the school head herself (see Table 1).

Table 1 provides a summary of all the values observed, such as empathy, humility, education for lifelong learning, passion for hard work, and servant leadership, as reflected in the strategies and practices employed by the teacher-in-charge in leading the school. The table also has highlighted the observed norms and beliefs that manifested or indicated each value.

Table 1

Summary of the Values, Norms and Beliefs Embedded in the Strategies/Practices Employed by the Teacher-in-charge in Leading the School

Values	Norms	Beliefs
Empathy	Active Listening	Interdependence
	Supportive Behavior	Human Dignity
	Respect for Diversity	Social Justice
	Conflict Resolution	Altruism
	Kindness and Compassion	Emotional Intelligence
Humility	Acknowledgment of Mistakes	Interdependence of Humanity
	Openness to Feedback	Respect to Others
	Team Collaboration	Egalitarianism
	Gratitude	
Education for Lifelong Learning	Continuous Learning	Intrinsic Value of Knowledge
	Open-Mindedness	Adaptability
	Information Sharing	Problem-Solving Attitude
	Experimentation and Innovation	Empowering through Learning
Passion for working hard	Commitment and Dedication	Fulfillment through Passion
	Continuous Improvement	Individual Authenticity
	Collaboration and Teamwork	Positive Impact
	Risk-Taking and Resilience	Life Balance
	Expressiveness	Long Term Commitment
Servant Leadership	Compassion	Empowering Individual
	Supportive Leadership	Focus on Others' Success
	Inclusivity	Ethical Leadership
	Listening and Collaboration	Long Term Impact
	Individualism	Traditional Educational Role

Empathy served as a fundamental value that informed and impacted the adoption of norms such as active listening, supportive behavior, respect for diversity, conflict resolution, kindness, and compassion. Additionally, beliefs such as interdependence, human dignity, social justice, altruism, and emotional intelligence emphasized and strengthened empathetic attitudes and behaviors, contributing to a more compassionate and understanding society. Collectively, these concepts worked cooperatively to shape individuals' interactions and relationships, foster empathy, and cultivate positive social dynamics.

Humility provided a foundation for promoting a set of positive norms and beliefs within society. By prioritizing humility as a core value, individuals were more likely to adopt norms such as admitting mistakes, accepting feedback, collaborating as a team, and expressing gratitude. These norms reinforced beliefs in interdependence, respect for others, and egalitarianism, ultimately contributing to a more harmonious and inclusive social environment.

Broad-mindedness and information sharing served as norms that encouraged collaboration and the exchange of ideas, fostering an environment conducive to learning. Furthermore, the belief in adaptability and a problem-solving attitude underscored the need for experimentation and innovation, consistent with the norms driving these activities. Empowered by learning, individuals adopt these values, norms, and beliefs, thereby sustaining a culture of lifelong learning.

The belief in satisfaction through passion aligned with the value of hard work, as individuals were more motivated to devote themselves to tasks that held personal significance. Norms such as commitment and dedication reinforced the value of hard work by

emphasizing persistence and consistency. Edmondson and Lei (2014) study on organizational learning supported continuous improvement norms, which encouraged individuals to strive for personal and professional development over time. Resilience and collaboration norms fostered positive impact attitudes by highlighting the importance of group effort in achieving common goals, as demonstrated by Salas et al. (2015) study on team performance. Consequently, the synergy of values, norms, and beliefs contributed to a unified organizational culture that encouraged hard work while promoting individual fulfillment and collective achievement.

Servant leadership, grounded in selflessness and service to others, aligned with principles such as compassion, supportive leadership, inclusion, active listening, and cooperation. Servant leaders created environments where individuals felt empowered, supported, and included, thereby enhancing organizational effectiveness. Studies by Liden et al. (2015) showed that servant leadership was built on beliefs in empowering individuals, focusing on others' success, practicing ethical leadership, and prioritizing long-term outcomes. These beliefs supported the behaviors and norms associated with servant leadership, resulting in a holistic approach that promoted organizational success while valuing human well-being and growth.

The following sections present various assertions and arguments from teachers, students, parents, school leaders, and other stakeholders regarding how the teacher-in-charge's values, norms, and beliefs were reflected in the strategies and practices used to run the school.

Empathy

The value of empathy promotes understanding and sharing the feelings of others, fostering positive interpersonal relationships and a sense of social responsibility. In the realm of educational leadership, fostering empathy as a core value and employing active listening as a norm was essential for cultivating a supportive and inclusive school environment. The table provided a comprehensive analysis of these values within the role of the teacher-in-charge (see Table 2).

Table 2

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Active Listening as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Empathy	Active Listening	T1: Our school head noticed that one of my students seemed upset today, so she asked me to take the time to actively listen to her concerns and offer support. S1: Our school head really listens to us when we have problems. It makes me feel like she cares about how we're doing. TIC: In our school, we encourage active listening not just among students but also among teachers and staff. It's important for building empathy and creating a supportive environment.

Note: See Appendix T for detailed statements.

Empathy and active listening were essential in the educational setting for cultivating a supportive and understanding community. The statements provided demonstrate how these concepts were integrated into the school's leadership strategies and practices. For instance, the school head's (T1) recognition of a student's discomfort, followed by a request to the teacher to actively listen and provide assistance, indicated a proactive commitment to addressing individual needs. Supportive school environments enhance students' socio-emotional development, with empathy serving as a key element.

Furthermore, student feedback (S1) illustrated how the school head's empathic actions shaped their perception of care and support within the school. Jennings and Greenberg (2009) noted that when students feel heard and supported by their teachers, they are more likely to engage positively in learning and achieve better academic success.

The teacher-in-charge's (TIC) emphasis on fostering active listening among all members of the school community aligned with Noddings (2010) study, which advocated for empathy as a core component in creating caring learning environments. By attentively listening to students, teachers, and staff, the school promoted empathy and understanding, contributing to a supportive and inclusive atmosphere.

The school principal's engagement in parent-teacher conferences (T2) highlighted the importance of empathic listening in understanding different perspectives. Hoover-Dempsey and Sandler (1997) found that parental involvement had a positive impact on student outcomes, and active listening during such interactions enhanced collaboration between home and school.

Testimonials from students (S2, S3) and teachers (S3) further demonstrated the powerful influence of empathic leadership on individuals' sense of belonging and well-being within the school community. Supportive relationships played a crucial role in fostering healthy educational environments that encouraged learning and growth.

Finally, parental appreciation (P1) for the school principal's attentive listening during events exemplified the reciprocal nature of empathy within the school setting (Jennings and Greenberg 2009). The authors propose a model of the prosocial classroom that highlights the importance of teachers' social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning program implementation. This model proposes that these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students. Furthermore, this article reviews current research suggesting a relationship between SEC and teacher burnout and reviews intervention efforts to support teachers' SEC through stress reduction and mindfulness programs. Finally, the authors propose a research agenda to address the potential efficacy of intervention strategies designed to promote teacher SEC and improved learning outcomes for students (Jennings and Greenberg 2009). Parental engagement significantly impacted children's academic and social outcomes, emphasizing the importance of empathetic communication between home and school.

The integration of empathy and active listening into leadership practices promoted a supportive and inclusive educational environment. By focusing on the perspectives and

experiences of students, teachers, and parents, schools fostered empathy, understanding, and collaboration, ultimately leading to positive outcomes for all members of the school community.

Table 3 provides a detailed analysis of the significance of empathy as a value and supportive behavior as a norm in leadership practices, using stakeholder statements (see Table 3).

Table 3

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Supportive Behavior as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Empathy	Supportive Behavior	T4: If there are students who are struggling with reading and arithmetic, our school head will take some extra time to sit down with them and offer one-on-one support until they felt more confident. P4: Whenever I'm feeling down or stressed about the effect of pandemic on our family, I know I can talk to the teachers and school head, and they'll always lend a listening ear and offer encouragement. TIC: I make it a point to regularly check in with both students and teachers, not just about their academic progress, but also about how they're feeling emotionally because of the pandemic that we are all facing right now. Building a supportive environment starts with understanding and empathy.

Note: See Appendix T for detailed statements.

The value of empathy and supportive behavior as a core belief was evident throughout the school's leadership techniques and activities, as demonstrated by numerous statements. For example, in T4, the school head's willingness to provide one-on-one assistance to struggling students reflected a commitment to understanding individual needs. This approach aligns with Jennings and Greenberg (2009) research, which underscores the positive impact of personalized support on academic outcomes.

Similarly, the statement from the teacher-in-charge (TIC) about regular check-ins with both students and teachers to address emotional well-being during the pandemic demonstrated a proactive and empathetic leadership style. The role of emotional intelligence in fostering supportive learning environments.

Moreover, T5 highlighted the importance of celebrating student successes and guiding them through challenges, extending support beyond academic achievements. This approach highlights the significance of fostering a sense of belonging to improve student engagement.

Additionally, S4 emphasized the school leadership's focus on compassion and understanding, with the school head leading by example. This aligned with Lavy and Naama-Ghanayim (2020) research, which highlights the pivotal role of school leaders in establishing a positive school culture and healthy relationships. P10 expressed parental gratitude for the school's attention to student well-being, which is consistent with Oberle et al. (2016) research, emphasizing the link between a supportive school climate and improved academic and socio-emotional outcomes.

T7 illustrated the school's proactive approach to overcoming learning challenges by offering resources and support to students facing external obstacles. This approach is supported by Domitrovich et al. (2017) research, which demonstrates the effectiveness of school-based interventions. In S15, the school's intervention and support for students experiencing bullying reflected a strong commitment to providing a safe and nurturing environment, aligning with Espelage et al. (2015) research, which emphasized the significance of school-based interventions in addressing bullying.

Furthermore, T6's initiatives, such as organizing counseling services and creating safe spaces for students, reflected a holistic approach to supporting student well-being. This approach is consistent with Greenberg et al. (2003) findings on the effectiveness of comprehensive strategies in promoting mental health and resilience in schools.

Table 4 provides an in-depth analysis of how empathy and respect for diversity influence the culture of educational institutions. By examining how these values function as norms, the table reveals their transformational potential in creating a positive and inclusive school atmosphere (see Table 4).

Table 4

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Respect for Diversity as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Empathy	Respect for Diversity	T4: In our school, we celebrate the uniqueness of each student. Our principal encourages us to create inclusive lesson plans that consider the diverse backgrounds and learning styles of our students. She knows that most of the students are members of a specific religious group, and she instructed us to also give examples with regard to their religion. This fosters empathy among the students and promotes a culture of respect for diversity. S12: I feel more comfortable expressing myself in school than in our house because I know that my opinions and experiences are valued by my classmates, teachers, and school head. Our principal organizes cultural programs where we deeply learn about our and others' traditions and customs, which helps us understand and appreciate diversity.

Note: See Appendix T for detailed statements.

In T4's statement, the emphasis on appreciating each student's uniqueness and developing inclusive lesson plans emphasized the importance of empathy and respect for diversity in the school community. Inclusive education was important for building empathy and understanding among students from varied backgrounds. By including examples from students' religious origins in lesson plans, the principal not only recognized the student body's variety but also encouraged empathy among students by acknowledging their

identities and experiences. It is the responsibility of educational leaders to build an inclusive and diverse culture.

In S12's statement, students expressed that they felt more comfortable sharing their thoughts and experiences at school because the atmosphere acknowledged and valued their perspectives. The principal's cultural programs helped deepen students' understanding and appreciation of diversity, contributing to greater empathy and cultural awareness within the school community.

Parent 10 (P10) illustrated how the school principal's initiatives promoted student diversity through group projects and community engagement programs. The principal's establishment of a community pantry for families affected by the pandemic reflected a strong commitment to addressing social inequities and nurturing empathy and compassion among students.

In T1's statement, the guidance counselor coordinator celebrated the school principal's work in developing empathy and respect for diversity. The role of leadership in fostering inclusive educational settings in which children feel valued and appreciated. The school head's frequent assemblies and workshops provided opportunities for students to build empathy by understanding and empathizing with the viewpoints of others, which was consistent with Batson, Early, and Salvarani (1997) research on the association between perspective-taking and empathy development.

Table 5 provides a comprehensive analysis of significant statements defining the importance of empathy and conflict resolution within the context of educational

leadership. It explains how cultivating empathy as a value and using conflict resolution skills were critical for establishing a productive school environment (see Table 5).

Table 5

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Conflict Resolution as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Empathy	Conflict Resolution	TIC: Let's remember to approach conflicts with empathy and understanding. Everyone has their own perspective, and it's important to listen to each other to find a resolution. <i>(reminder of the TIC to the teachers during their faculty and staff meeting)</i> S9: I felt really heard and understood when my classmate apologized to me. We are like real brothers and sisters in school. It made resolving our conflict so much easier. TIC: As a school, we prioritize empathy in our approach to conflict resolution. We encourage students to put themselves in each other's shoes and find solutions that benefit everyone involved.

Note: See Appendix T for detailed statements.

The Teacher-in-Charge (TIC) had an extensive understanding of the role of empathy in conflict resolution and consistently emphasized it within the school community. By encouraging teachers to address problems with empathy and compassion, the TIC

fostered inclusion and mutual respect, as evidenced by their reminders during faculty and staff meetings. This approach was supported by research, which showed that empathetic listening and understanding were vital components of effective conflict mediation. Furthermore, students echoed this view, stating that feeling heard and understood helped resolve disagreements more easily (S9). This demonstrated the practical benefit of empathy in building harmonious relationships within the educational setting.

Additionally, both teachers and students recognized that conflict resolution involved more than just superficial solutions, highlighting the need to address underlying issues and cultivate empathy and understanding among all parties involved (T2). This aligned with current research, which emphasized the importance of empathy in facilitating cooperative problem-solving and reducing aggressive behaviors in school settings (Jolliffe & Farrington 2006). Students understood the significance of empathy in conflict resolution, stressing its role in understanding each other's feelings and perspectives (S15). This demonstrated a broader awareness within the school community of empathy's transformative capacity in resolving conflicts.

Moreover, the TIC actively developed empathy by empowering students to resolve problems amicably and encouraging them to consider one another's viewpoints (TIC, T4). This strategy aligned with research showing that training empathy skills improved prosocial behaviors and reduced peer conflict Durlak et al. (2011). By establishing these principles, the school created an environment in which differences were seen as opportunities for growth and learning (S63). This transformative approach was further

supported by the TIC's calm and composed demeanor in conflict resolution situations, serving as a role model for both students and faculty (T4, T5).

The TIC's persistent focus on empathy as a core value in conflict resolution was reinforced by real-world experiences within the school community. By prioritizing empathy, the school fostered a culture of respect, understanding, and collaboration, resulting in healthy relationships and improved overall well-being among its members.

Table 6 provides a comprehensive analysis of statements highlighting the critical importance of empathy as a value, alongside kindness and compassion as norms in educational leadership, particularly in the role of the teacher-in-charge. These statements described how these principles became embedded as standards in the strategies used to lead the school (see Table 6).

Table 6

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Kindness and Compassion as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Empathy	Kindness and Compassion	T7: Let's remember to always show kindness and compassion to our classmates, especially when they're going through a tough time. You can share your excess resources to your classmates who do not have any. As our school head said: ' <i>Empathy is key to building a supportive community here in our school.</i> '

Value	Norm	Sample Statements
		S50: I noticed that when I was struggling with my schoolwork, my classmates were really understanding and helped me out. It's great to see kindness and compassion in action.
		TIC: As leaders of this school, it's important for us to foster an environment where kindness and compassion are valued and practiced daily. Let's lead by example and show empathy towards both our students and staff.

Note: See Appendix T for detailed statements.

The above statements emphasized the importance of empathy, kindness, and compassion within the school community, with particular focus on the role of the teacher-in-charge (TIC) and school leadership in instilling these values. According to the teacher-in-charge, empathy was a critical component in building a supportive community within the school. This sentiment was shared by students, who witnessed and appreciated acts of kindness and compassion among their peers.

Furthermore, the TIC highlighted the necessity of setting a positive example by demonstrating empathy toward both students and staff to maintain a culture of kindness and compassion (TIC). This approach aligned with research showing that empathetic leadership improved the organizational atmosphere and employee well-being (Mayer, Caruso, & Salovey 2016).

Parents also recognized the school's focus on character development, such as kindness and compassion, in addition to academic achievement (P17). This integrated

approach was supported by research indicating that social-emotional learning programs enhanced student outcomes and the school climate (Durlak, 2015).

Moreover, teachers regularly incorporated empathy education into their lessons, resulting in improved student interactions (T5). Research suggested that teaching empathy could enhance prosocial behavior and reduce aggression among students (Jolliffe & Farrington 2006).

The principal's leadership style, which emphasized genuine care and active listening, reinforced the school's values of empathy and compassion (S22). Such leadership qualities were linked to higher employee job satisfaction and organizational commitment. The collaborative efforts of school administrators, teachers, and students to prioritize empathy and compassion helped create a nurturing and supportive learning environment that extended beyond academic achievement (T3, U1, P44). These statements reflected a school culture that prioritized empathy in conflict resolution, aligning with the school head's leadership approach of fostering a supportive and inclusive environment.

Table 7 contains a comprehensive analysis of statements illustrating why the teacher-in-charge must be concerned with others' feelings and understand how everyone is interconnected. These statements demonstrated how these values were embedded in school leadership strategies and practices (see Table 7).

Table 7

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Interdependence as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Empathy	Interdependence	TIC: In our school, we emphasize the interdependence of all beings. When our students understand and practice empathy, they not only become better individuals but also contribute positively to our school community. S20: I appreciate how our teachers always remind us about interdependence. It helps me understand the importance of considering others' feelings and perspectives. TIC: As a school, we believe in fostering a sense of interdependence among our students, teachers, and staff. This belief is reflected in our leadership approach, where we prioritize empathy and understanding in all our interactions.

Note: See Appendix T for detailed statements.

The teacher-in-charge (TIC)'s emphasis on empathy and connection was a fundamental component of the school's philosophy, as evidenced by statements and stakeholder opinions. By emphasizing interconnection, the school aimed to instill in students a deep understanding of how their actions and attitudes affected others, fostering a sense of community and compassion. Researchers like Metz (2021) highlighted the importance of empathy in establishing healthy social interactions and promoting emotional well-being among students. Students who understood and practiced empathy, as highlighted by the

TIC and reiterated by student statements such as S20, not only became better individuals but also contributed positively to the school community. This argument was supported by research conducted by Malti et al. (2016), who found that empathy training in schools increased prosocial behavior and decreased hostility among students.

Furthermore, the school's commitment to fostering interconnection extended beyond student relationships to include the entire school environment, encompassing teachers, staff, and parents, as defined by the TIC. This comprehensive approach was crucial for creating a supportive and inclusive workplace where everyone felt valued and respected. Jennings and Greenberg (2009) noted that teacher empathy and a supportive school climate were essential for enhancing student well-being and academic achievement. As T4 observed, by integrating the concept of interconnectivity into counseling sessions, the school empowered students to develop empathy and form stronger bonds with their peers. This was consistent with the findings of Jagers et al. (2007), who found that empathy education had a positive impact on conflict resolution and peer relationships in schools.

The positive shift in school culture noted by T5 highlighted the impact of the school head's emphasis on interconnection. By fostering a shared vision grounded in common values and collective goals, the school head helped create a supportive environment where students, teachers, and staff felt a strong sense of belonging. This sense of connection, also observed by the Barangay Captain (BC), contributed to improved engagement and a more inclusive and collaborative school atmosphere.

Empathy as a core value and interdependence as a belief were integrated into the school's strategies and practices, championed by the teacher-in-charge, and supported by stakeholders. These elements played a significant role in creating an ideal learning environment and promoting student well-being and success. The school not only taught students fundamental social and emotional skills but also prepared them to thrive in diverse personal and professional situations.

Table 8 provided a comprehensive analysis of how empathy as a value and human dignity as a belief were essential for the teacher in leading the school (see Table 8).

Table 8

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Human Dignity as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Empathy	Human Dignity	T1: Our school head's emphasis on promoting human dignity is reflected in the way they prioritize inclusive practices, ensuring that every student feels respected and valued regardless of their background or abilities. S18: I've noticed that our school head actively listens to our concerns and takes the time to understand our perspectives. It makes me feel like my voice matters and that my dignity is respected within the school community. P20: I appreciate the efforts of our school head in fostering a culture of empathy and understanding among students. It creates a safe and nurturing environment

Value	Belief	Sample Statements
		where my child can thrive academically and socially while upholding their dignity.

Note: See Appendix T for detailed statements.

The importance of empathy and the promotion of human dignity by the teacher-in-charge (TIC) were core values that shaped the school's strategies and daily practices, as reflected in the perspectives of various stakeholders. T1 described how the TIC's commitment to upholding human dignity established a foundation for inclusive practices that emphasized respect and the inherent worth of every student, regardless of background or ability. These values contributed to a supportive learning environment that nurtured student well-being and academic success. This dedication to inclusiveness was reflected in student opinions, such as S18, which valued the school head's active listening and understanding. This approach cultivated a sense of belonging and ensured that individual perspectives were heard and acknowledged within the school community. Reyes et al. (2012) found that promoting respect and dignity enhanced student engagement and academic motivation.

Furthermore, the school head's efforts to encourage empathy and understanding, as noted by P20, helped establish a secure and inclusive atmosphere where students could excel academically and socially while maintaining their self-worth. Durlak et al. (2011) indicated that supportive school climates promoted healthy youth development and well-being. This commitment was further exemplified in T55, where the school head demonstrated his dedication to fostering respect for differences through the application of

restorative justice practices. These practices prioritized restoring relationships over punitive actions. Shrier et al. (2012) concluded that restorative justice practices reduced student misbehavior and disciplinary referrals while fostering a sense of fairness and respect among students.

Additionally, as noted in T7, the TIC's leadership style, characterized by compassion and empathy, served as an excellent example for both students and staff, promoting a culture of belonging and mutual respect within the school community. Jennings and Greenberg (2009) indicated that school leaders' social and emotional competence was critical in fostering supportive and inclusive learning environments. The head of the institution prioritized empathy and human dignity, which not only fostered positive relationships and a sense of community but also created a learning atmosphere conducive to academic success and personal growth.

The value of empathy and the promotion of human dignity by the teacher-in-charge were essential components of the school's leadership strategies and practices, resulting in a supportive and inclusive educational environment where every student felt respected, valued, and encouraged to reach their potential.

Table 9 provided a comprehensive analysis of statements emphasizing the significance of empathy as a value and social justice as a belief in the role of the teacher-in-charge in school leadership (see Table 9).

Table 9

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Social Justice as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Empathy	Social Justice	T6: In our classroom, we emphasize the importance of social justice by teaching our students to consider the perspectives of others, especially those who are marginalized or disadvantaged. S88: I appreciate how our school encourages us to volunteer and engage in community service activities. It really shows that social justice is more than just a concept, but something we actively participate in. P56: I'm glad to see that the school promotes inclusivity and diversity among its students. It's important for my child to learn about social justice from an early age.

Note: See Appendix T for detailed statements.

The educational framework's emphasis on social justice was reflected in many different aspects of the school community, showcasing an unwavering commitment to inclusiveness and equity. The teacher-in-charge (TIC), as a leader, had a significant impact on the school's culture and values. By promoting empathy, the TIC created an environment where every student felt valued and appreciated, aligning with the school's stated objective of fostering social justice. Empathy was important in educational settings, according to Silke et al. (2018), as it improved interpersonal interactions, reduced bias, and promoted prosocial behavior.

Moreover, efforts that encouraged volunteering and community service (S88) not only promoted the practical application of social justice ideas but also fostered a sense of responsibility for those who were less fortunate Metzger et al. (2018). Educators frequently integrate multiple points of view into classrooms, encouraging learners to gain an understanding of the experiences of oppressed groups (T6). This approach not only improved students' critical thinking abilities but also built empathy and compassion for others (Davis, 1990). The emphasis on inclusiveness and diversity (P56) at an early age not only prepared learners to navigate an ever-changing world but also instilled principles of fairness and equality.

Furthermore, empathy in counseling programs (T3) emphasized its significance as a key component of social justice education, equipping students with the emotional intelligence needed to address societal inequalities (Nathanson et al., 2016). By instilling empathy and social justice values into teaching practices and school policies, educators contributed toward creating a more equal and empathetic society.

Table 10 provided a comprehensive analysis of statements highlighting the relevance of empathy as a value and compassion as a belief in the role of the teacher leader in managing a school (see Table 10).

Table 10

Statements elaborating the value of empathy of the teacher-in-charge and altruism as one of the beliefs embedded in the strategies/practices employed in leading the school

Value	Belief	Sample Statements
Empathy	Altruism	T2: I admire how our school head consistently emphasizes the value of altruism in our school community. She often reminds us that empathy is at the core of our profession and encourages us to consider the needs of our students beyond academics. S89: I feel supported by our school because the school head always promotes kindness and altruism. It's not just about grades here; they really care about our well-being. P76: I appreciate how the school head fosters a culture of empathy and altruism among the students. It's evident in the initiatives they organize, like community service projects and peer support programs.

Note: See Appendix T for detailed statements.

The school head's leadership strategies emphasized the importance of compassion and empathy within the school community. By consistently highlighting the value of altruism, the school head (T2) stressed the need to address children's overall needs beyond academic success. Research indicated that fostering altruism in educational environments developed a sense of community and belonging, ultimately contributing to students' well-being (Aknin, Van De Vondervoort, & Hamlin 2018). The focus on kindness and altruism (S89) not only created a supportive environment but also reinforced the idea that compassion was essential to the educational experience (Marra, 2018).

The culture of compassion and empathy extended through various initiatives led by the head of the school, such as volunteering activities and peer support programs (P76). These initiatives inspired students to actively engage in prosocial behavior and fostered a sense of responsibility toward others (Nickerson, Aloe, & Werth 2015).

Additionally, the school head set an example by participating in outreach programs and volunteering activities (T7), which not only promoted the value of altruism but also cultivated a sense of fellowship and empathy within the school community (Eisenberg & Miller 1987). The school head's leadership approach (A1), centered on altruism and empathy, helped create an inviting and inclusive learning environment where both learners and staff felt valued and appreciated.

Table 11 provided a comprehensive analysis of statements that highlighted the relevance of empathy as a value and emotional intelligence as a belief in the role of the teacher-in-charge in managing a school (see Table 11).

Table 11

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Emotional Intelligence as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Empathy	Emotional Intelligence	T4: I can see how our school head's emphasis on emotional intelligence has made a real difference in how students interact with each other. They seem more empathetic and understanding of each other's feelings. S66: Our school head always talks about how important it is to understand each other's emotions. I think it's why our school feels like such a supportive community. P45: I appreciate how our school head focuses on teaching emotional intelligence. It's not just about academics

Value	Belief	Sample Statements
		here; it's about developing well-rounded individuals who care for each other.

Note: See Appendix T for detailed statements.

The arguments made by numerous stakeholders within the school environment underscored the necessity of integrating emotional intelligence, particularly empathy, into leadership and pedagogical processes. The teacher-in-charge (TIC) demonstrated a strong commitment to helping students develop interpersonal skills by creating an emotionally safe and supportive atmosphere where children could express their feelings and seek guidance when needed. This commitment aligned with recent research that emphasized the importance of interpersonal skills in educational settings. For instance, a study by Brackett, Rivers, and Salovey (2011) pointed out that training in emotional intelligence skills could lead to improved interactions with others and enhanced academic achievement for students.

Similarly, Durlak et al. (2011) highlighted the positive impact of programs aimed at enhancing interpersonal skills on students' overall well-being and the school environment. By focusing on emotional intelligence, the TIC fostered a school culture that emphasized empathy, as reflected in student testimonies (T4, S66) that indicated greater understanding and support among peers. This approach was consistent with the findings of Cai et al. (2023), who discovered that cultivating empathy in educational environments enhanced students' sense of community and belonging.

Moreover, the TIC's approach aligned with research on the importance of interpersonal skills in effective leadership (Miao, Humphrey, & Qian 2017). By leading with emotional intelligence, the institution's head (T4, P45, T2) set a positive example for the entire school community, promoting conflict resolution, collaboration, and the development of well-rounded students who were capable of caring for others. These findings underscored the importance of integrating empathy and emotional intelligence into educational leadership practices, which contributed to a healthy and supportive school environment for students.

Humility

The importance of humility emphasizes a humble and courteous attitude toward oneself and others, acknowledging personal limits and appreciating the contributions made by others.

Table 12 provides a summary of statements that highlight the value of humility and the ability to recognize mistakes in the role of the teacher-in-charge in school leadership. (See Table 12).

Table 12

Statements Elaborating the Value of Humility of the Teacher-in-charge and Acknowledgement of Mistakes as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Humility	Acknowledgement of Mistakes	S23: Ma'am, I'm sorry for not submitting my homework on time. I underestimated the workload from my other subjects. It won't happen again, and I'll make sure to manage my time better. TIC: Team, I want to acknowledge that the decision I made regarding the curriculum adjustment didn't yield the expected results. It's clear now that we need to reassess our approach. I appreciate your dedication and patience as we navigate through this together.

Note: See Appendix T for detailed statements.

These statements highlight the cultural value of humility and accountability within the Philippine educational context. The school head's leadership style often demonstrates humility by openly acknowledging mistakes and fostering an environment where such apologies are both valued and appreciated.

The importance of humility and recognizing mistakes in educational leadership cannot be overstated, as they help to create a culture of trust, growth, and continuous improvement. In the scenario of T5, the teacher-in-charge (TIC) displayed humility by admitting a grading error and thanking the learners for their feedback. This approach not

only demonstrated accountability but also underscored the value of learning from mistakes, consistent with current research findings.

Leaders who willingly admit their mistakes cultivate a culture of transparency and trust within the school community, which in turn leads to greater teacher efficacy and student achievement. Similarly, S23, a student's apology for a late submission, coupled with a commitment to improve time management, reflected humility and personal responsibility.

Porter, Leary, and Cimpian (2024) found that students are more likely to take ownership of their learning when teachers model humility and encourage self-reflection. In the case of the TIC, the leader's admission of an error in assessing a curriculum modification demonstrated humility and vulnerability. By involving the team in reassessment and expressing gratitude for their contributions, the TIC fostered a collaborative culture conducive to innovation and growth.

Lastly, the student's acknowledgment of a mistake on a test question in Scenario S70 highlighted the role of humility in the learning process. DeWitt (2018) noted that peer assessment and collaborative problem-solving can help students develop mindsets that support growth and academic resilience. These examples illustrate the critical importance of humility and accountability in educational leadership, as they contribute to a supportive school environment and encourage student success.

Table 13 presents a comprehensive analysis of statements that emphasize the relevance of humility as a value and openness to input as a norm in the role of the teacher-in-charge in school leadership. (See Table 13).

Table 13

Statements Elaborating the Value of Humility of the Teacher-in-charge and Openness to Feedback as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Humility	Openness to Feedback	T1: I appreciate how our principal always encourages us to share our thoughts and suggestions openly during staff meetings. It makes me feel valued as a member of the team. S42: Our school head is really approachable. Whenever I have a concern or suggestion, I know I can go to her office, and she'll listen to me without judgment.

Note: See Appendix T for detailed statements.

As T1 noted, the virtue of humility in the teacher-in-charge was evident in the practice of encouraging open comments and recommendations during staff meetings. This approach promoted inclusion and celebrated each team member's contributions, thereby boosting morale and collaboration within the school community. Leithwood and Jantzi (2000) found that distributed leadership and active decision-making were critical for fostering a strong school culture where all stakeholders felt recognized and empowered. Similarly, S42 described the school head's approachability as openness to criticism and a willingness to engage with issues or suggestions without passing judgment. This accessibility fostered trust and communication, both of which were key components of effective leadership (Bryk & Schneider 2004).

Moreover, P34 highlighted the principal's proactive efforts to gather feedback from parents, demonstrating a commitment to continuous improvement and responsiveness to stakeholder concerns. Castro et al. (2015) found that parental involvement was essential for improving school outcomes and building strong home-school relationships. By consistently seeking input from parents through surveys and forums, the principal exhibited genuine care for students' well-being and academic progress.

Additionally, T7 illustrated the principal's humility in publicly acknowledging and taking responsibility for mistakes, setting a strong example of accountability and a growth mindset within the school community. Dweck (2016) emphasized the importance of cultivating a culture where challenges are embraced and setbacks are viewed as opportunities for learning and development. By demonstrating vulnerability and accountability, the principal created a supportive environment where staff members felt encouraged to take risks and learn from their mistakes.

Finally, A3 underscored the principal's proactive approach in soliciting feedback and guidance from alumni and educational experts, reflecting a dedication to continuous learning and professional growth. (Hattie & Timperley, 2007) found that feedback played a significant role in promoting teacher development and enhancing student learning outcomes. By actively gathering suggestions from diverse sources, the principal improved decision-making processes and fostered a culture of ongoing growth and innovation within the school community.

These strategies underscored the importance of humility and openness to constructive criticism in the leadership practices of the teacher-in-charge. Such behaviors

helped to cultivate a healthy school culture that valued diversity, trust, responsibility, and continuous improvement, benefiting both student learning outcomes and overall school performance.

Table 14 provides a comprehensive analysis of statements regarding the value of humility and collaboration as norms in a school's leadership strategies and practices (see Table 14).

Table 14

Statements Elaborating the Value of Humility of the Teacher-in-charge and Team Collaboration as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Humility	Team Collaboration	T3: In our school, collaboration is key, and it starts with humility. Our school head sets the tone by always being open to suggestions and feedback from the teachers. Just last week, during our team meeting, she admitted that he made a mistake in implementing a new policy and asked for our input on how to rectify it. It made us feel valued and empowered to contribute to the improvement of our school. S14: I've noticed that our school head always emphasizes the importance of working together as a team. During our school events, she's always there, not just delegating tasks but actively participating alongside us. Last month, during the distribution of modules, she didn't hesitate to join our team in cleaning up after the event, showing us

Value	Norm	Sample Statements
		that no task is beneath anyone and we're all in this together.

Note: See Appendix T for detailed statements.

These statements and observations explained how the value of humility had been integrated into the collaborative environment of a Philippine school setting, with real-world examples demonstrating the principal's leadership approach to fostering togetherness and mutual respect among stakeholders. The teacher-in-charge's humility in these instances created a culture of trust, empowerment, and continuous growth within the school community. Humility in leadership promoted transparency, cooperation, and the ability to learn from failures, all of which contributed to improved collaboration.

In T3, the school principal's willingness to acknowledge shortcomings and seek feedback from teachers not only recognized their expertise but also fostered a sense of belonging and shared accountability for the school's development (Bradley, 2022).

Similarly, in S14, the school head's active involvement alongside the team highlighted the value of collaboration and showed that no task was beneath anyone, which helped boost morale and strengthen team cohesion. P12 also emphasized how the values of humility and collaboration extended beyond internal interactions, involving parents and enhancing the school's community relations and trust.

Finally, T7 illustrated how the school head's humility served as an inspiring example of professional growth, encouraging educators to embrace vulnerability, reflect on their teaching methods, and engage in continuous self-improvement (Swart et al., 2022).

Table 15 provides a full analysis of the significance of humility as a value and gratitude as a norm in a school's leadership strategies and practices (see Table 3.4).

Table 15

Statements Elaborating the Value of Humility of the Teacher-in-charge and Gratitude as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Humility	Gratitude	T2: Our school head always emphasizes the importance of being grateful for the opportunities we have as educators. She often says, 'Remember, teaching is a privilege, not just a job. Let's express our gratitude for being able to make a difference in our students' lives. S32: I appreciate how our school head takes the time to personally thank us for our efforts, whether it's through a simple note or a quick word of encouragement. It makes me feel valued as a student.

Note: See Appendix T for detailed statements.

These statements offer real-world examples of how an educational institution principal's approach can influence the culture of appreciation and humility in a Philippine school context. The significance of humility and gratitude in leadership, as demonstrated by the teacher-in-charge in the scenarios presented (T2, S32, P81, T5, and A7), was essential in creating an equitable educational environment and enhancing the overall well-being of both learners and educators.

To begin, the school head's dedication to gratitude (T2) underscored the understanding of teaching as a privilege rather than just a job. This aligned with studies that show a connection between gratitude and job satisfaction among educators (Chan, 2011).

Additionally, the school head's personal recognition and appreciation for staff members (S32) contributed to a sense of value and inclusion, which positively affected staff retention and motivation. Parents also echoed this sentiment, noting improvements in their children's behavior due to the emphasis on humility and appreciation within the school environment (P81). Research supports this, as (Froh et al., 2009) found that practicing gratitude can enhance student well-being and academic performance.

Moreover, the teacher-in-charge's display of humility and gratitude as leadership qualities (T5) set an excellent example for the entire school community, fostering a culture of recognition and unity (Huda et al., 2018). This culture extended beyond the school, as shown by students' active participation in outreach programs and their genuine appreciation for community support (A7). This reflected the positive influence of school leadership on civic engagement and social responsibility.

Table 16 provides a comprehensive analysis of the importance of humility as a value and the interconnectedness of humanity in the leadership strategies and practices required to effectively manage a school (see Table 16).

Table 16

Statements Elaborating the Value of Humility of the Teacher-in-charge and Interconnectedness of Humanity as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Humility	Interconnectedness of Humanity	S10: I learned from our lessons about interconnectedness that humility is about recognizing our place in the world and how our actions affect others. It's not just about being humble individually but understanding our role in the greater human family. TIC: As the leader of this school, I believe in fostering a culture of humility and interconnectedness among our staff and students. By emphasizing the importance of working together and supporting one another, we create a positive learning environment where everyone feels valued and respected.

Note: See Appendix T for detailed statements.

In general, the concept of humanity's interconnectivity, as it relates to humility, influenced all aspects of the Philippine school system, from classroom discussions to the school principal's leadership methods. This approach fostered a sense of responsibility and compassion in both learners and staff.

The belief in humility and humanity's interconnectivity, as demonstrated by the teacher-in-charge (TIC) at School S10, was a profound approach with significant implications for educational leadership. The TIC described humility as understanding one's place in the world and recognizing the impact of individual actions on others. The teacher-in-

charge (TIC) fostered a culture of humility, encouraging both staff and students to recognize their interdependence. This approach promoted a strong sense of community and mutual respect, leading to increased positive social behavior and reduced conflict. By emphasizing humility and connection, the TIC helped create an environment that supported collaboration, empathy, and academic success among students.

The TIC's actions, such as promoting collaboration among students and staff and prioritizing community service initiatives (P20), demonstrated a commitment to instilling a sense of interconnection and social responsibility. Engaging in collaborative activities fostered a sense of connection and collective identity, both of which were essential for creating a connected culture within educational institutions. Additionally, community service programs enabled students to develop compassion and empathy for others, emphasizing the importance of humility and interconnection (P20).

Moreover, teacher-led discussions, such as T4, about values like humility and interconnection supported students' socio-emotional development. Nurturing a sense of interconnectivity led to enhanced empathy and prosocial behavior both within and outside of educational settings. By emphasizing humanity's interdependence, educators inspired students to cultivate empathy and compassion for others, contributing to a more empathetic and inclusive society (T4).

Ultimately, the emphasis on humility and humanity's interconnection in educational leadership practices at S10 reflected a deep understanding of the interpersonal and emotional aspects of learning. By promoting these values, the teacher-in-charge not only

created a positive school environment but also equipped students with essential skills and values for thriving in an increasingly interconnected world.

Table 17 provides a comprehensive analysis of the value of humility and respect for others embedded in school leadership and practices (see Table 17).

Table 17

Statements Elaborating the Value of Humility of the Teacher-in-charge and Respect to Others as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Humility	Respect to Others	P27: I appreciate how the school emphasizes respect. It's crucial for my child's development. TIC: As the leader of this school, it's my responsibility to set an example of respect and humility. I believe in leading with kindness and understanding. T6: Our principal always encourages open communication and treats everyone with respect, regardless of their position. It creates a positive atmosphere in the school.

Note: See Appendix T for detailed statements.

The principles of humility and respect for others were deeply embedded in the methods and practices used by the teacher-in-charge (TIC) to manage the school, as evidenced by numerous testimonies and observations.

To begin, parent P27's recognition highlighted the importance of respect in creating an environment conducive to children's holistic growth. Jones and Bouffard (2012) found that respectful school cultures enhanced student outcomes, supporting this notion. The TIC's statement emphasized leadership's responsibility to lead by example and that leaders who demonstrate humility foster trust and collaboration within their institutions.

T6's testimony illustrated how the TIC's approach permeated the entire school, encouraging open communication and a positive atmosphere. This was reflected in S13's statement, which highlighted the teacher-in-charge's (TIC) accessibility and willingness to actively listen. Such respectful leadership contributed to a culture of trust, strengthened staff morale, and enhanced overall job satisfaction.

Brown, Treviño, and Harrison (2005) found that leaders who show respect for their subordinates foster a supportive and inclusive institutional environment. Similarly, T5's testimony highlighted the TIC's commitment to valuing everyone's contributions and promoting collaborative thinking and teamwork, which is consistent with Edmondson (1999) research on the role of psychological safety in fostering learning and innovation.

Finally, P11's statement expressed admiration for the TIC's humility despite holding a position of authority, aligning with (Owens & Hekman, 2016) research that found modest leadership fostered trust and engagement among followers. These statements demonstrated how humility and respect for others were central to the TIC's leadership style, contributing to a positive school culture and enhancing the overall well-being of both learners and staff.

Table 18 provides a comprehensive analysis of the significance of humility as a value and egalitarianism as an element of school leadership and practices (see Table 18).

Table 18

Statements Elaborating the Value of Humility of the Teacher-in-charge and Egalitarianism as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Humility	Egalitarianism	T1: In this school, everyone's opinion matters. Our school head truly believes in egalitarianism, and it reflects in how decisions are made collaboratively, considering inputs from all stakeholders. S15: I appreciate how our school head treats us all equally. No matter our background or achievements, she values each of us the same. It creates a sense of fairness and respect among students.

Note: See Appendix T for detailed statements.

The school's leadership values humility and egalitarian principles, as demonstrated by testimonies from diverse stakeholders. The teacher-in-charge (T1) emphasized the importance of equality by highlighting the inclusive decision-making process, which considered input from all members of the student body. This approach aligns with the findings of (Owens & Hekman, 2016), who found that collaborative decision-making positively impacted stakeholders' sense of ownership and commitment.

Learner 15 (S15) appreciated the school principal's fair treatment, which fostered a sense of justice and respect among students. This supports the research by (Harter et al., 2002), which emphasized the importance of fairness in enhancing student engagement and satisfaction. Additionally, Parent 9 (P9) praised the school principal for creating an environment where every child, regardless of their financial background, could succeed. This echoed Sirin (2005) findings on the value of inclusive practices in mitigating the negative effects of socioeconomic inequality on learning outcomes.

Both Teacher 2 (T2) and Teacher 3 (T3) highlighted the school principal's commitment to equality, inclusion, and equitable access to resources for everyone. This is consistent with Leithwood et al. (2017) study, which asserted that inclusive leadership practices, such as valuing diverse perspectives and fostering a sense of belonging, are essential for promoting a positive school environment and improving student achievement.

In conclusion, incorporating humility and equality into leadership methods not only cultivated an inclusive and fair culture but also contributed to academic success and overall well-being within the school environment.

Education for lifelong learning

Education for perpetual growth was a core concept firmly established in the school principal's strategies and practices as she led the educational institution. Recognizing that learning extended well beyond traditional schooling, this leader emphasized creating environments that encouraged curiosity, critical thinking, and adaptability. She promoted initiatives that enabled students to become lifelong learners equipped with the skills and mindset necessary to thrive in an ever-changing world. Through curriculum

development, educator training, and community engagement, the school principal fostered an environment of continuous growth, encouraging students to embrace new challenges and opportunities in every aspect of their lives.

Table 19 provides a comprehensive analysis of the significance of education for lifelong learning, along with the relevance of continuous learning in relation to school leadership and practices (see Table 19).

Table 19

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Continuous Learning as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Education for Lifelong Learning	Continuous Learning	T1: In our school, continuous learning is not just encouraged, it's ingrained in our culture. We believe that curiosity is the key to lifelong learning, and we strive to foster that curiosity in our students every day. TIC: As a school, we prioritize continuous learning because we understand that the world is constantly evolving. Our goal is to equip our students with the skills and knowledge they need to adapt and thrive in any situation.

Note: See Appendix T for detailed statements.

The statement provided by T1 emphasized the importance of curiosity and continual education in the institution's environment. Research supported this idea, with

evidence consistently showing that fostering curiosity improved learning outcomes and encouraged lifelong learning Kang et al. (2009). By establishing continuous learning as a core principle, the school created an atmosphere where learners were motivated to actively ask questions, explore, and engage with new ideas. This approach aligned with contemporary educational research that highlighted the value of curiosity in developing deeper understanding and innovative thinking skills (Kidd & Hayden 2015).

The teacher-in-charge (TIC) highlighted the significance of continual learning in preparing learners for a constantly evolving world. This viewpoint emphasized the importance of educational institutions adapting their approaches to meet the evolving demands of a rapidly changing society. By emphasizing continual learning, the school equipped learners with the skills and knowledge needed to navigate uncertain futures effectively.

Student S15's perspective affirmed that the institution's encouragement of inquiry and exploration strengthened the validity of the approach. Research indicated that educational settings promoting questioning and independence led to higher levels of learner engagement and motivation. The school cultivated an environment where learners were encouraged to ask questions and explore their passions, fostering a lifelong love of learning.

The statement from teacher T3 underscored the importance of school leadership in supporting continual learning among staff members. According to research, leadership plays a vital role in shaping the school environment and promoting professional development (Leithwood et al., 2017). By modeling continual growth and emphasizing professional development, educators fostered a culture of lifelong learning among their peers.

The teacher-in-charge's (TIC) methods reinforced the school's commitment to continual learning. Providing access to resources and professional development opportunities played a key role in fostering a strong learning culture within the school. Through investments in modern technology and the organization of seminars and training sessions, the school ensured that both students and faculty were equipped with the tools needed for effective teaching and learning.

Teacher T2's focus on analysis and self-evaluation aligned with research on the importance of metacognition in the learning process (Hattie & Timperley 2007). The school encouraged teachers to critically reflect on their teaching practices and seek feedback, fostering continual improvement and innovative thinking in education.

Lastly, the TIC's acknowledgment of the importance of engaging with external stakeholders illustrated the school's comprehensive commitment to continual learning. Studies showed that collaboration with other schools, institutions, and community organizations enhanced the learning experience by providing diverse perspectives and resources (A. S. Bryk, 2015). By building these partnerships, the school ensured that continual learning extended beyond its walls, enriching the educational experience for all students.

The analysis of the statements provided highlighted the importance of questioning and continual learning in the school's culture and practices. Drawing on current educational research, fostering curiosity, supporting continuous learning, and promoting collaboration were all crucial in preparing learners for success in an ever-changing world.

Table 20 provides a concise analysis of the significance of education for lifelong learners as a value, as well as the relevance of open-mindedness as a norm embedded in school leadership (see Table 20).

Table 20

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Open Mindedness as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Education for Lifelong Learning	Open Mindedness	T5: Let's keep an open mind when exploring new teaching methods. It's important to adapt and innovate to meet the diverse needs of our students. TIC: As a school, we value open-mindedness as a core principle. It's essential for both teachers and students to approach challenges with curiosity and a willingness to learn from each other.

Note: See Appendix T for detailed statements.

These statements demonstrated how open-mindedness was fostered and valued in Philippine schools and indicated the school principal's approach to establishing an environment of exploration and discovery.

Curiosity and open-mindedness were highly valued in educational settings because they created an environment of adaptation, creativity, and inclusiveness. The teacher-in-charge (TIC) in this scenario consistently highlighted the relevance of these

characteristics in various comments. In T5, the TIC advocated for open-mindedness when exploring new teaching approaches and recognizing students' diverse needs, which aligned with research findings. For instance, research by Leong et al. (2017) emphasized the importance of educators embracing contemporary methods to improve learner performance and engagement.

Moreover, the TIC's remarks in T6 about creating a safe space for children to express themselves corresponded with research by Greene et al. (2004), which showed that open-minded classroom environments enhanced learner confidence and engagement. The focus on embracing multiple perspectives, as highlighted in both TIC statements, emphasized the value of exposing learners to diverse ideas, which helped enhance critical thinking and foster empathy among students. The student perspective (S90) reflected how open-minded learning environments encouraged and supported students in exploring new ideas with confidence.

Table 21 presented a comprehensive analysis of the relevance of education for lifelong learners, as well as information sharing as a norm embedded in school leadership strategies and practices (see Table 21).

Table 21

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Information Sharing as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Education for Lifelong Learning	Information Sharing	TIC: As we embark on this new semester, I encourage everyone to share interesting facts they come across. Let's keep the flow of information going and nurture our curiosity. T2: Remember, there's no such thing as a silly question. Curiosity drives discovery and understanding.

Note: See Appendix T for detailed statements.

In the educational context, the significance of curiosity, as displayed by the teacher-in-charge (TIC), was crucial. By encouraging the exchange of intriguing knowledge and nurturing a constant flow of information, the TIC created a dynamic learning environment where curiosity thrived. Fostering curiosity in the classroom has been shown to increase student engagement, critical thinking, and deeper understanding. When the teacher-in-charge (TIC) emphasized the value of curiosity, it not only sparked students' interest in learning but also cultivated a school-wide culture of discovery and intellectual growth. This approach supported academic progress and contributed to students' overall success. By making knowledge-sharing a regular practice, the TIC also promoted cooperation and collaborative learning—key elements of effective and modern educational environments.

Similarly, teacher T2's remark that "there is no such thing as a silly question" promoted the idea that curiosity was not only accepted but celebrated. This approach correlated with studies showing that providing a safe space for questioning inspired learners to explore new topics and expand their understanding (Chan, 2011). By encouraging curiosity, T2 fostered a growth mindset, where learners were motivated to take intellectual risks and pursue new knowledge (Haimovitz & Dweck 2017).

Student S46's excitement in presenting a scientific discovery during the morning assembly illustrated the positive impact of fostering curiosity within the school community. Peer-led interactions and presentations enriched the learning experience by providing diverse perspectives and encouraging active participation among students.

Likewise, teacher T3 encouraged students to ask questions and explore diverse cultures, highlighting the importance of curiosity in developing cultural competence and global awareness. By promoting empathy, tolerance, and respect for diversity, T3 helped students cultivate the essential qualities needed to thrive in an increasingly interconnected world.

Student S4's research into plant growth patterns exemplified the natural connection between curiosity and scientific inquiry. Research (Hidi & Renninger 2006) showed that cultivating interest in STEM disciplines led to improved scientific literacy and problem-solving abilities. When learners like S4 were encouraged to pursue their interests through research, they not only gained a deeper understanding of the subject matter but also developed a sense of responsibility and ownership over their learning process.

The strategies and methods employed by the teacher-in-charge and other stakeholders in the school, such as encouraging questioning and knowledge sharing, were key to establishing a vibrant learning environment. By cultivating an atmosphere where students were encouraged to ask questions, where innovations were celebrated, and where knowledge was shared, educators inspired learners to become lifelong learners.

Table 22 presented a comprehensive analysis of the importance of education for lifelong learners, as well as the significance of experimentation and innovation as key norms integrated into school leadership strategies and practices (see Table 22).

Table 22

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Experimentation and Innovation as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Education for Lifelong Learning	Experimentation and Innovation	T2: Let's try implementing a flipped classroom approach for our next unit. I think it will encourage more engagement and active learning among our students. TIC: I encourage all teachers to think outside the box and experiment with new teaching methods. Innovation is key to keeping our students motivated and excited about learning.

Note: See Appendix T for detailed statements.

The presented statements showed the significance of the teacher-in-charge's (TIC) curiosity and the emphasis on "experimentation and innovation" as integral norms throughout the institution's leadership strategies and practices. TIC's proactive approach to promoting innovative instructional methodologies, such as the use of a flipped classroom approach (T2), while encouraging teachers to think independently (TIC), aligned with research findings (Hidi & Renninger 2006) that suggested cultivating curiosity among educators could lead to improved teaching methods and increased learner engagement.

Furthermore, the focus on innovative thinking and experimentation fostered a culture of continuous improvement within the institution, empowering teachers to implement new pedagogical approaches and methodologies, such as project-based learning (T3), which has been linked to higher student motivation and improved learning outcomes (Dimmock & Walker 2005). By creating an environment that promoted curiosity and encouraged experimentation (TIC), educators were better equipped to address students' ever-changing needs and promote meaningful learning experiences. This aligned with research showing that fostering an innovative culture in education could result in better learning outcomes and overall school success (Fuad et al., 2022).

In addition, the perspectives of students (S27, S19, P19, and S88) highlighted the positive effects of these leadership styles on their learning experiences. Encouraging students to explore new concepts and strategies (S27) not only boosted their confidence and curiosity but also promoted deeper engagement in the learning process.

Incorporating interactive activities (S19) and creative projects (P19) into the curriculum captured students' interest and made learning more enjoyable. Furthermore, giving students the opportunity to explore their passions beyond the standard curriculum (S88) nurtured a sense of independence and self-directed growth—key elements in fostering innovation and a lifelong love of learning.

Table 23 presented a comprehensive analysis of the importance of education for lifelong learning as a value and the intrinsic value of knowledge as a belief in successful leadership (see Table 23).

Table 23

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Intrinsic Value of Knowledge as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Education for Lifelong Learning	Intrinsic Value of Knowledge	TIC: As a leader, I believe in creating a school environment where curiosity is encouraged, and the intrinsic value of knowledge is celebrated. By fostering a culture of lifelong learning, we empower both students and teachers to reach their full potential. TIC: One of our key strategies is to integrate project-based learning and inquiry-based approaches into the curriculum. This allows students to explore topics in-depth and discover the intrinsic value of knowledge through hands-on experiences.

Note: See Appendix T for detailed statements.

Jirout and Klahr (2012) found that curiosity-driven inquiry improved learning outcomes by motivating learners to actively seek knowledge and engage in deeper levels of comprehension. By incorporating project-based learning and inquiry-based techniques into the curriculum, as described by the TIC, students were given the opportunity to explore areas of interest, allowing them to personally experience the inherent value of information through hands-on experiences.

Inquiry-based learning enhanced deeper understanding and retention of subject matter more effectively than traditional teaching methods. Additionally, the TIC's commitment to equipping teachers with the necessary skills and methodologies to foster curiosity and intrinsic motivation aligned with Hattie (2012) findings, which emphasized the importance of teacher professional development for improving learner outcomes.

By prioritizing learners' voices and preferences and aligning efforts to promote a culture of curiosity and inquiry, the TIC not only encouraged students to pursue their passions but also cultivated a genuine appreciation for the inherent worth of knowledge, fostering lifelong learners who could thrive in an ever-changing world.

Table 24 presented a comprehensive analysis of the importance of education for lifelong learning, as well as the adaptability integrated into school leadership strategies and practices (see Table 24).

Table 24

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Adaptability as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Education for Lifelong Learning	Adaptability	T2: Incorporating new teaching methods and technologies into our lessons shows our adaptability as educators, keeping our students engaged and curious about learning. S77: I appreciate how our school encourages us to explore different subjects and activities, allowing us to adapt and discover new interests.

Note: See Appendix T for detailed statements.

The value of lifelong learning and adaptability among educators, particularly the teacher-in-charge (TIC), was paramount in shaping a dynamic and engaging learning environment. The TIC's emphasis on incorporating new teaching methods and technologies reflected a proactive approach to education, as highlighted in T2. Research by Zhang et al. (2021) underscored the importance of adaptability in educators, suggesting that it positively correlated with student engagement and achievement. By continuously exploring innovative strategies, educators not only kept students engaged but also fostered a sense of curiosity that fueled lifelong learning.

Moreover, the sentiment expressed in S77 regarding the school's encouragement of exploration promotes adaptability in education enhanced students' ability to navigate complex challenges. This adaptability allowed them to discover new interests and talents,

contributing to their overall growth and development. The commitment to adaptability, as articulated in A10, echoed research by Hargreaves and Fullan (2012), who emphasized the importance of adapting teaching practices to meet diverse student needs. Such adaptability fostered a culture of curiosity and continuous learning, ensuring that every student received personalized support and opportunities for exploration.

Furthermore, A9 highlighted the strategic leadership approach of the school head in prioritizing adaptability. Research by Spillane, Halverson, and Diamond (2001) suggested that effective leadership played a crucial role in creating an adaptive school culture. By empowering both students and teachers to embrace curiosity and pursue new learning opportunities, the school head cultivated an environment where innovation thrived. This aligned with the TIC's strategy of fostering adaptability as a key leadership principle, as noted in TIC. Research by Leithwood et al. (2017) supported this approach, indicating that schools led by adaptable leaders tended to exhibit higher levels of student achievement and teacher satisfaction.

The integration of curiosity and adaptability into the school's strategies and practices, particularly under the guidance of the teacher-in-charge, enriched the learning experience for all stakeholders. By embracing new ideas and technologies, encouraging exploration, and promoting a culture of continuous learning, educators effectively met the diverse needs of students and nurtured their innate curiosity, ultimately preparing them for success in an ever-evolving world.

Table 25 provides a comprehensive analysis of the importance of education for lifelong learners as a value and problem-solving as a belief integrated into the leadership strategies and practices of guiding a school (see Table 25).

Table 25

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Problem-solving Attitude as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Education for Lifelong Learning	Problem-Solving Attitude	T2: In our classroom, we encourage a problem-solving attitude by presenting real-life scenarios and challenging students to think critically about solutions. S78: I've learned that having a problem-solving attitude means not giving up when things get tough. It's about being curious and finding creative ways to overcome obstacles.

Note: See Appendix T for detailed statements.

Firstly, the teacher-in-charge (T2) fostered a culture of inquiry and critical thinking by presenting real-life scenarios that encouraged students to analyze and devise solutions. This approach aligned with research by Hmelo-Silver (2004), which suggested that problem-based learning enhanced problem-solving skills and promoted deeper understanding.

Similarly, Student 78 (S78) highlighted the importance of perseverance and curiosity in problem-solving, emphasizing how these traits contribute to overcoming challenges and achieving goals. Parent 19 (P19) appreciated the school's focus on developing problem-solving skills, recognizing their value in preparing students for future academic and career success. Teacher 1 (T1) emphasized the role of a problem-solving attitude in shaping the school culture.

Student 69 (S69) illustrated a transformative shift in mindset, from frustration to seeing challenges as opportunities for growth, reflecting the cognitive shift associated with a problem-solving orientation, as discussed by (Dweck, 2016). Finally, Parent 72 (P72) underscored the impact of the principal's leadership in nurturing a problem-solving ethos school-wide, consistent with research by Leithwood et al. (2017) on the pivotal role of leadership in shaping school culture and practices. In sum, the integration of curiosity and a problem-solving attitude into educational leadership aligned with empirical evidence, fostering a dynamic learning environment conducive to student success.

Table 26 provides a comprehensive analysis of the significance of education for lifelong learners and the belief in empowering through learning as integrated into the leadership strategies and practices of guiding a school (see Table 26).

Table 26

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Empowering Through Learning as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Education for Lifelong Learning	Empowering through Learning	S77: I'm curious about how things work, and I'm glad my teachers support me in exploring my interests. It makes learning more engaging. TIC: Our school's belief in empowering through learning means fostering curiosity in our students. As such, I encourage teachers to incorporate inquiry-based learning methods into their lessons.

Note: See Appendix T for detailed statements.

The statement made by student S77 reflected a profound appreciation for the value of curiosity in the learning process. By expressing gratitude toward teachers who encouraged the exploration of personal interests, the student acknowledged that curiosity enhanced engagement with academic material. Encouraging curiosity promotes deeper learning and enhances student motivation.

The teacher-in-charge (TIC) echoed this sentiment by emphasizing the school's commitment to empowering students through learning, particularly by nurturing their curiosity. The use of inquiry-based learning methods, as advocated by the TIC, played a key role in promoting critical thinking and long-term knowledge retention. Moreover, the TIC's focus on cultivating a curiosity-driven environment supported the idea that

curiosity contributes significantly to academic success and creative thinking. This proactive approach was essential in creating a dynamic and engaging learning atmosphere.

Student S62's remark highlighted the influence of a school culture that valued curiosity and encouraged exploration beyond conventional academic limits. Encouraging students to think creatively and explore a wide range of topics has been shown to foster a genuine love for learning and support cognitive growth.

The statement of teacher T5 further emphasized the role of leadership in cultivating a culture where curiosity was encouraged and nurtured. Leaders who prioritized curiosity as a core value played a key role in creating a positive learning environment that supported academic growth and achievement. By embedding the belief in empowering through learning into various aspects of school leadership, such as curriculum development and teacher training, the TIC exemplified a commitment to nurturing curiosity as a driving force for educational excellence.

Passion for working hard.

Passion is described as a sense of energy for something, according to Hudson and McLean (2011). "Passions are an internal energy source, the fire or determination individuals have for reaching some destination up ahead. They reveal the purpose behind a journey and what one desires from life. They are the push and pull." These energies might be derived from achievement, a search for meaning, compassion, and contribution, or play and creativity. Every adult has the potential to tap into these passions.

Table 27 provides a comprehensive analysis of the importance of passion for hard work as a value and commitment and dedication as core norms embedded within the leadership strategies and practices of guiding a school (see Table 27).

Table 27

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Commitment and Dedication as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Passion for working hard	Commitment and Dedication	T2: I am committed to nurturing the minds of our students, ensuring they receive the best education possible. S29: I am dedicated to my studies because I believe education is the key to a better future.

Note: See Appendix T for detailed statements.

The value of passion for hard work, along with commitment and dedication as norms in education, was evident across various stakeholders within the school community. Starting with the teacher (T2), who expressed a commitment to nurturing students' minds, the sentiment underscored the crucial role of educators in shaping young minds. Research by Lavy and Naama-Ghanayim (2020) highlighted that teacher commitment positively correlated with student achievement, emphasizing the importance of passionate educators in fostering academic success. Similarly, in statement S29, a student's dedication to studies reflected the understanding of education as a gateway to a better future,

echoing findings from Sirin (2005), which emphasized the positive outcomes associated with student dedication and engagement.

Moreover, the principal acknowledged the dedication of teachers and staff, recognizing their essential role in providing quality education. This recognition reflected the broader understanding that effective leadership involves valuing and supporting the commitment of school personnel. The Teacher-in-Charge (TIC) further emphasized the importance of fostering a culture of commitment and dedication among students and staff. Research by Hallinger and Heck (2010) underscored the role of leadership in shaping organizational culture, highlighting how leaders' values influenced the norms within the institution. The testimonies from Teachers 4 and 5 (T4, T5) and Student 77 (S77) reinforced the impact of leadership on cultivating dedication and commitment.

Studies by Moral et al. (2020) emphasized the significance of principal leadership in promoting a positive school climate conducive to learning. Overall, these statements and research findings illustrated how passion and dedication, embedded within leadership practices, contributed to a thriving school environment where both students and staff were motivated to excel.

Table 28 offered a comprehensive analysis of the importance of passion for hard work and continuous improvement embedded within the leadership strategies and practices of guiding a school (see Table 28).

Table 28

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Continuous Improvement as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Passion for working hard	Continuous Improvement	T5: Continuous improvement is at the heart of our teaching approach. We're always seeking ways to enhance our methods and engage students better, fueled by our passion for education. TIC: As a school, we believe in fostering a culture of continuous improvement. It's not just about meeting standards; it's about exceeding them and fueling our passion for excellence in education.

Note: See Appendix T for detailed statements.

These statements illustrated how the concept of continuous improvement, driven by passion, permeated the Philippine school setting and was closely tied to the leadership strategy of the school principal.

The value of passion for hard work and belief in continuous improvement, embedded in the strategies and practices of leading the school, was paramount for fostering a thriving educational environment. The sentiment expressed in T5 underscored the central role of continuous improvement in the teaching approach, driven by a passion for education. Research by Fullan et al. (2015) highlighted that effective educational leaders prioritized continuous improvement as a key aspect of school development, which positively impacted student outcomes. Similarly, the TIC emphasized the culture of continuous

improvement within the school community, focusing on surpassing standards and nurturing a collective passion for excellence.

Furthermore, T7 emphasized the pivotal role of the school head in exemplifying continuous improvement through a passion for learning and growth. Leaders who demonstrated a strong commitment to continuous improvement inspired organizational learning and fostered a culture of innovation. Similarly, S33 highlighted the motivational aspect of continuous improvement, citing the school head's focus on nurturing individual passions and potential.

Moreover, P44 shared anecdotal evidence highlighting the positive impact of continuous improvement on student development, attributing gains in academic performance and overall growth to the school head's strong commitment to educational excellence.

Lastly, T1 summarized the school head's strategic approach in promoting continuous improvement across all levels of the institution. This approach reflected the broader understanding that effective leadership involves embedding continuous improvement as a central component of school development, thereby fostering a culture of learning and progress.

In summary, including passion and continuous improvement as fundamental principles in school leadership not only enhanced teaching approaches and student engagement but also established an environment of excellence and progress throughout the educational community.

Table 29 provides a comprehensive analysis of the teacher-in-charge's passion for hard work, as well as collaboration and teamwork in the school's leadership methods and practices (see Table 29).

Table 29

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Collaboration and Teamwork as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Passion for working hard	Collaboration and Teamwork	T2: In our school, collaboration and teamwork are at the core of everything we do. We believe that when we work together, we can achieve our goals and make a greater impact on our students' lives. S56: I love how our teachers encourage us to collaborate on projects. It's not just about getting good grades; it's about learning from each other and growing together.

Note: See Appendix T for detailed statements.

The significant enthusiasm demonstrated by the teacher-in-charge (TIC) in the instances mentioned earlier was crucial in encouraging teamwork and collaboration within the school community. Passion acted as a motivator, inspiring individuals to participate enthusiastically in achieving common objectives. The TIC's unwavering confidence in the value of cooperation was evident in their communication and actions, as they consistently emphasized its importance in accomplishing educational goals. Enthusiastic

leadership improved the organizational atmosphere and fostered collaborative efforts toward mutual objectives.

Moreover, the TIC's commitment to promoting cooperation among staff and learners, which showed that collaborative workplaces improved learning outcomes. Hargreaves and O'Connor (2018) found that by promoting interaction, the TIC not only fostered a sense of unity but also enabled individuals to leverage their collective strengths.

The TIC emphasized teamwork and collaboration as core principles reflected in the methods and practices used to run the school. Through teamwork, the school community moved beyond individual accomplishments, working together to foster the holistic development of learners. Both learners (S56, S55) and staff (T3, T4, T5) acknowledged the significance of teamwork in their academic and professional growth.

Furthermore, the TIC's proactive approach to collaboration extended beyond internal stakeholders and included external partnerships, which enhanced students' learning experiences (TIC, T5). This is consistent with the studies of Moolenaar, Slegers, and Daly (2012), which found that external collaborations broadened learning opportunities and improved school performance.

The enthusiasm of the teacher-in-charge, along with their focus on teamwork and collaboration, served as a strong foundation in guiding the school toward success. A collaborative mindset not only helped the school community achieve its instructional goals but also fostered a culture of inclusion, creativity, and continuous development. The TIC's innovative leadership, supported by research-based practices, ensured that

teamwork remained fundamental to the school's culture, encouraging individuals to grow together while pursuing common goals.

Table 30 presents a comprehensive analysis of the passion for hard work, as well as the risk-taking and resilience embedded in the leadership practices used to guide the school's direction (see Table 30).

Table 30

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Risk-taking and Resilience as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Passion for working hard	Risk-Taking and Resilience	S69: I used to be afraid of trying new things, but our teachers always tell us that making mistakes is okay. It's about learning from them and being resilient. Now, I'm more confident in pursuing my interests. TIC: As a leader, I strive to create a culture where risk-taking and resilience are celebrated. I want our students to know that failure is not the end but an opportunity for growth. By fostering this mindset, we empower them to follow their passions fearlessly.

Note: See Appendix T for detailed statements.

The statements above highlighted the importance of enthusiasm, risk-taking, and resilience in the educational setting, with a particular emphasis on the role of the teacher-in-charge (TIC) in fostering these qualities.

The TIC's dedication to establishing a culture that embraced failure as a stepping stone to success was evident throughout the school, as seen in student and staff testimonies. According to Dweck (2016), recent research underscored the significance of cultivating a growth mindset in learners, enabling them to view obstacles and failures as opportunities for growth and learning.

By empowering learners to pursue their passions while taking calculated risks, the TIC fostered a sense of self-confidence and engagement, ultimately improving their sense of accomplishment. Furthermore, the TIC's emphasis on resilience equipped learners with vital coping skills for managing academic and emotional challenges (Masten & Barnes 2018). The TIC served as an inspiring role model for both learners and staff by demonstrating resilience and perseverance in the face of challenges, reinforcing the belief that resilience is a key predictor of future success.

In summary, integrating passion, risk-taking, and resilience into the school's culture not only promoted a supportive learning environment but also prepared students for lifelong growth and success beyond the school setting.

Table 31 presents a comprehensive analysis of the teacher-in-charge's recognition of passion for hard work as a value and expressiveness as a norm in leading the school (see Table 31).

Table 31

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Expressiveness as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Passion for working hard	Expressiveness	T6: I love how our school head encourages us to bring our passion into the classroom. It really makes teaching more enjoyable and effective. S73: Our school head always emphasizes the importance of pursuing our passions. It's inspiring to see how much they care about our individual growth.

Note: See Appendix T for detailed statements.

The statements by stakeholders throughout the school community emphasized the importance of the school heads' enthusiasm and openness in establishing an excellent educational environment. As indicated by T6, T7, T1, and T2, the teacher-in-charge was recognized for diligently encouraging the incorporation of enthusiasm into instructional methodologies, consequently increasing both the satisfaction and efficacy of learning. This aligned with recent studies that highlighted the value of passion-driven teaching in enhancing student engagement and success (Ruiz-Alfonso & León 2016).

Furthermore, the school head's expressiveness, as indicated in S73 and S74, contributed to fostering an encouraging environment in which individual passions were acknowledged and nurtured. Manninen et al. (2022) discovered that autonomy support and connections played a significant role in fostering intrinsic motivation and

psychological well-being among learners, which was supported by an expressive and passion-driven leadership strategy.

Moreover, P44 highlighted the positive influence of the principal's passion on learner excitement for learning, reflecting Fredricks and McColskey (2012) findings regarding the importance of educator passion in shifting learners' mindsets and drives toward their studies. In conclusion, the teacher-in-charge's dedication, passion, and expressiveness served as an initial foundation for establishing an engaging and positive educational environment throughout the school.

Table 32 presents a comprehensive analysis of the teacher-in-charge's emphasis on the value of passion for working hard, with the belief in fulfillment through passion in leading the school (see Table 32).

Table 32

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Fulfillment Through Passion as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Passion for working hard	Fulfillment through Passion	T3: I see my students thriving when they pursue their passions in the classroom. It's not just about memorizing facts; it's about finding fulfillment through what truly interests them. S81: I used to dread coming to school, but now I look forward to it because I get to explore my

Value	Belief	Sample Statements
		passions. It makes learning so much more enjoyable and fulfilling.

Note: See Appendix T for detailed statements.

The teacher-in-charge's (TIC) enthusiasm clearly had a tremendous impact on the school's instructional culture and practices. The TIC emphasized the significance of students pursuing their passions, considering education as a journey toward fulfillment rather than simply acquiring knowledge. This notion aligned with current educational research (Hidi & Renninger 2006), which demonstrated that incorporating learners' passions into the learning environment increased motivation, engagement, and, ultimately, academic performance. The TIC's approach correlated with the emotions described by students like S81, who expressed a shift from worry to eagerness about school due to the opportunity to pursue their passions. Such experiences supported the findings that passion-driven learning leads to greater levels of joy and fulfillment in educational pursuits (Vallerand, 2015).

In addition, the TIC's leadership style could be seen within the school's objectives, which focused on cultivating an enjoyment of learning and encouraging students to follow their passions. According to research by Fredricks et al. (2010), aligning learning goals with learners' passions provided multiple advantages, including generating a sense of purpose beyond academic performance. This mindset was shared by stakeholders such as T6 and S84, who emphasized the collaborative and inclusive school environment created by the principal's leadership style. An atmosphere that enables individuals to pursue

their passions has been scientifically linked to greater morale and career fulfillment among educators (Zembylas & Papanastasiou 2005).

Ultimately, the commitment to passion-driven learning, as articulated by P50, resonated with parents seeking holistic development for their children. Research underscored the importance of aligning educational institutions with parental values, particularly regarding the promotion of student well-being and fulfillment (Hallinger & Wang 2015). Thus, the TIC's emphasis on fulfillment through passion not only enriched the educational experiences of students but also fostered a school community characterized by engagement, satisfaction, and a shared commitment to nurturing individual potential.

Lastly, the educational institution's commitment to passion-driven learning, as mentioned by P50, connected with parents who wanted their children to grow holistically. The TIC's emphasis on fulfillment through passion not only enhanced the educational experiences of learners but also established a learning environment characterized by participation, satisfaction, and a shared dedication to fostering individual potential.

Table 33 presents a comprehensive analysis of the teacher-in-charge's passion for hard work, as well as recognizing individual authenticity in the leadership practices implemented (see Table 33).

Table 33

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Individual Authenticity as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Passion for working hard	Individual Authenticity	T6: I believe that nurturing individual authenticity is key to unlocking each student's passion and potential. S39: In our school, we're encouraged to explore our interests and express ourselves authentically. It's empowering to know that our passions are valued.

Note: See Appendix T for detailed statements.

The concept of cultivating individual authenticity as a method of unlocking students' passion and capability was firmly rooted in the methods and strategies used by the school's teacher-in-charge (TIC). This mindset was based on the belief that when learners were encouraged to express themselves and openly pursue their passions, they were more likely to participate fully in the learning process.

When learners experienced a sense of uniqueness and independence in their learning environments, they exhibited higher levels of motivation, fulfillment, and learning success. Furthermore, the TIC's emphasis on establishing an atmosphere in which authenticity was valued cultivated a sense of connection among learners and educators, which was essential for nurturing enthusiasm for learning (Goodenow & Grady 1993).

By setting a positive example and exhibiting authenticity in interactions with staff and learners, the school head (T4) encouraged people to embrace their uniqueness while pursuing what inspired them. This alignment of thought and practice fostered a culture in which students like S39 and S42 felt encouraged to pursue their passions and express their true selves, resulting in enhanced classroom participation and innovative thinking (Hennessey & Amabile 2010).

The teacher-in-charge's enthusiasm and attention to individual authenticity not only helped develop an engaging and dynamic school culture but also laid the groundwork for valuable and evolving learning experiences.

Table 34 presents a comprehensive analysis of the teacher-in-charge's emphasis on the significance of passion for hard work, along with its positive impact as a belief in leading the school (see Table 34).

Table 34

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Positive Impact as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Passion for working hard	Positive Impact	T3: I've noticed a significant increase in student engagement and enthusiasm ever since the principal implemented her passion-driven approach to leadership. Students seem genuinely excited to come to school and participate in various activities. P27: I'm really impressed with how the school head encourages my child to explore their passions. It's evident in their improved academic performance and overall happiness.

Note: See Appendix T for detailed statements.

The significance of enthusiasm demonstrated by the teacher-in-charge (TIC) was crucial in creating a positive impact on the school community. Students exhibited increased involvement and excitement when led with passion, as seen in T3. Duckworth

and Yeager (2015) discovered an association between passion and academic success, lending support to this theory. Furthermore, in P27, a parent endorsed the relationship between passion-driven discovery and improved academic performance. This notion was further evident in T4, where the collaborative environment among staff highlighted the contagious nature of passion-driven leadership.

Amabile (2018) found that passion-driven workplaces promoted creativity and collaboration. T5 emphasized the transformational influence of passion-driven teaching on school culture, supported by Vallerand (2015) study, which demonstrated that passion fosters purpose and achievement.

Additionally, the customized assistance noted in S72 aligned with Deci and Ryan (1985) study, which emphasized the value of autonomy and support in cultivating passion. T6 also showed how connecting curriculum with student interests promoted curiosity and motivation, consistent with Hidi and Renninger (2006) findings on the influence of interest on learning outcomes.

T1 highlighted the school head's visionary leadership in encouraging creativity and innovation, which was backed by Patel et al. (2015) study on the importance of passion in driving organizational success. Overall, these instances illustrated the immense value of passionate leadership in fostering a healthy and dynamic educational environment.

Table 35 presents a comprehensive analysis of the teacher-in-charge's value for passion in working hard, as well as the belief in life balance as part of the school's leadership practices (see Table 35).

Table 35

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Life Balance as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Passion for working hard	Life Balance	T2: Balancing work and personal life is crucial for our well-being. Our principal encourages us to prioritize self-care and family time alongside our dedication to teaching. S14: Our school head always emphasizes the importance of finding our passions outside of academics. She believes that a balanced life leads to happier and more successful individuals.

Note: See Appendix T for detailed statements.

The school head advocated the value of passion and the promotion of life balance within the learning environment, which was a recurring theme across various remarks (T2, S14, P16, T2, T4, T5, A7). The teacher-in-charge's commitment to promoting a well-rounded way of life was evident in the school's methods, which incorporated a variety of practices and philosophies. The focus on maintaining a balanced life aligned with current research findings, which highlighted its relevance for general well-being and performance in professional settings.

Establishing a healthy work-life balance is essential for reducing stress and enhancing overall satisfaction with work. Prioritizing self-care and maintaining equilibrium

between professional and personal responsibilities has been shown to improve efficiency and build long-term resilience.

The principal's commitment to leading by example reflected the sincerity of his viewpoints, as evidenced by his active participation in community work and dedication to spending time with his family, in addition to his role as a school leader. This approach was reinforced by Weiss et al. (2018), who found that leaders who prioritized their well-being were more likely to establish a healthy working environment and support the well-being of their staff.

The principal promoted a culture of work-life balance, ensuring that teachers had the support and resources necessary to prevent burnout and achieve success both personally and professionally. This was in accordance with Demerouti et al. (2001) conclusions, which indicated that an encouraging working atmosphere was crucial in reducing the risk of burnout among employees.

Incorporating passion and life balance into the school's leadership strategies significantly improved teacher well-being by fostering a supportive and sustainable work environment. Additionally, this holistic approach contributed to creating a more enjoyable and engaging learning environment for students, as reflected in the positive long-term impact reported by graduates, such as in statement A7.

Table 36 presents a comprehensive and detailed analysis of the teacher-in-charge's strong emphasis on the significance of passion for hard work as a core value within the school community. It further highlights the teacher-in-charge's firm conviction that

fostering this passion is essential for cultivating a deep, long-term commitment among staff and students alike.

Table 36

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Long-term Commitment as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Passion for working hard	Long-Term Commitment	T7: I believe in the long-term commitment to education, that's why I dedicate myself to teaching every day, despite the challenges we face. S25: I see my education as a long-term commitment. I know that putting in the effort now will pay off in the future.

Note: See Appendix T for detailed statements.

The idea of long-term commitment, represented by both instructors and school administrators, permeated the educational institution's culture, shaping its methods and practices. The teacher-in-charge's enthusiasm exemplified this dedication. Despite challenges faced within the educational landscape, the teacher-in-charge's consistent commitment to teaching demonstrated the importance of endurance and resilience. Hattie (2012) research underscored the importance of teacher passion in supporting learners' engagement and success, emphasizing its crucial role in long-term educational outcomes.

Furthermore, the school principal's emphasis on long-term commitment fostered a culture where current efforts were viewed as building blocks for future success (S25, S26, P45). This was supported by Liu and Hallinger (2018) findings, which stated that effective leadership generates a sense of purpose and direction by aligning efforts with long-term organizational goals.

By cultivating a culture of perseverance and commitment, the principal instilled in both staff and learners the belief that hard work yields tangible results (T2, T6, S7). This aligned with Duckworth (2016) study, which emphasized the importance of perseverance, or "grit," in assessing performance outcomes. Thus, the significance of passion and long-term commitment, deeply embedded in the school's leadership methods and practices, served as a driving force for educational success and overall growth.

Servant Leadership

Servant leaders contribute to creating a healthy school culture that fosters growth and development for both teachers and learners by prioritizing the needs of their followers and cultivating an encouraging environment.

Table 37 presents a comprehensive analysis of the teacher-in-charge's commitment to servant leadership as a core value, supported by the integration of compassion as a norm within the practices used to manage the school (see Table 37).

Table 37

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Compassion as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Servant Leadership	Compassion	T2: Our school head always emphasizes the importance of compassion in our interactions with students. She believes that by showing understanding and empathy, we can better support their growth and development. S17: I appreciate how our school head listens to our concerns and tries to find solutions that consider our well-being. It shows that she truly cares about us as individuals.

Note: See Appendix T for detailed statements.

These statements demonstrated how compassion had become a standard in Philippine schools, particularly through the school principal's model of servant leadership. Servant leadership, as exemplified by the teacher-in-charge in this context, emphasized compassion as a fundamental principle guiding interactions and decision-making processes within the school community. The consistent focus on compassion fostered an environment in which individuals felt acknowledged, supported, and valued, promoting their personal development and growth (T2). Compassionate leadership has been shown to enhance both employee well-being and overall organizational effectiveness.

Additionally, the teacher-in-charge's eagerness to listen attentively to the concerns of both learners and faculty members demonstrated a genuine concern for their well-being (S17). Leaders' empathic listening plays a crucial role in building trust and fostering healthy relationships within educational settings. This empathetic approach also influences disciplinary practices by prioritizing understanding the root causes of behavioral issues rather than relying on punitive measures. Compassionate discipline techniques have been shown to promote positive behavior and reduce the occurrence of disciplinary incidents.

Furthermore, the long-term impact of compassionate leadership was highlighted by statements from former students who expressed gratitude for their experiences (A10). Lavy and Naama-Ghanayim (2020) found that such experiences could shape individuals' perceptions of leadership and influence their future leadership behaviors. Ultimately, the teacher-in-charge's commitment to compassion extended beyond the classroom, as evidenced by the promotion of community service initiatives (BC). Lim et al. (2016) found that community service positively affected students' emotional and social development, demonstrating that compassionate leadership had a broader impact outside the classroom.

Integrating compassion into leadership practices not only enhanced the school environment but also fostered empathy and social responsibility among learners and staff.

Table 38 presented a comprehensive analysis of the teacher-in-charge's commitment to servant leadership, along with the incorporation of supportive leadership as a norm within the practices used to manage the school (see Table 38).

Table 38

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Supportive Leadership as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Servant Leadership	Supportive Leadership	T3: Our school head truly embodies servant leadership. She's always there to lend a helping hand, whether it's with lesson planning or handling student issues. It makes us feel supported and valued. S59: I feel like our school head really cares about us. Whenever I have a problem, I know I can go to her, and she'll listen and try to help. It's like she's always looking out for us.

Note: See Appendix T for detailed statements.

When the significance of servant leadership demonstrated by the teacher-in-charge was compared to the established norm of supportive leadership within the organizational strategies and practices used to manage the school, these types of leadership had profoundly beneficial impacts on the school community. In T3, the observation of the school principal demonstrating servant leadership by actively helping teachers with duties such as lesson planning and supporting struggling students developed a sense of support and value among the staff. This was in line with the results of Van Dierendonck et al. (2009), who emphasized that servant leaders prioritize the demands of their followers, leading to higher job satisfaction and corporate citizenship behavior.

Likewise, in S59, the notion that the school head sincerely cared about the well-being of employees indicated an empathetic leadership style. Edwards and Kutaka (2015) found that leaders who showed empathy and concern for their people established an inviting workplace that enhanced the well-being of staff members. This supportive environment was further highlighted in P44, where parents' participation in decision-making reflected the school principal's dedication to cooperation and inclusiveness. Inclusive decision-making processes have been shown to strengthen organizational commitment and boost stakeholder confidence.

The hands-on attitude of the school head, as stated in T4, exemplified servant leadership in practice. By actively engaging in numerous school events and setting a positive example, the principal fostered a culture of collaboration and support among the personnel. This aligned with the view that servant leaders inspire and motivate others through their actions, not merely through verbal encouragement.

The school head's approachability, as indicated in S45 and S13, was another hallmark of servant leadership. Leaders who were readily available and approachable provided an environment where employees felt free to share their difficulties and ideas, resulting in higher engagement and job satisfaction (Liden et al., 2014).

Additionally, in T5, empowering staff to take on leadership responsibilities and make decisions reflected the school principal's servant leadership style. Greenleaf et al. (2002) stated that servant leaders instill a sense of responsibility and ownership in their staff, which has been linked to higher job satisfaction and organizational commitment.

The teacher-in-charge's servant leadership and supportive leadership styles had a significantly beneficial influence on the school community, cultivating a culture of support, cooperation, and empowerment. These leadership strategies were backed by research findings that emphasized the importance of prioritizing followers' needs, developing inclusive decision-making procedures, leading by example, and fostering a supportive and empowered workplace.

Table 39 presented a comprehensive analysis of the teacher-in-charge's commitment to servant leadership, supported by the incorporation of inclusivity as a norm within the school's leadership strategies and practices (see Table 39).

Table 39

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Inclusivity as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Servant Leadership	Inclusivity	T5: Our principal's commitment to inclusivity creates a supportive environment where staff members feel empowered to contribute their unique perspectives and talents to benefit the school community. S40: As a representative of the student body, I'm proud to say that our school head actively promotes inclusivity by fostering a culture of acceptance and understanding among students.

Note: See Appendix T for detailed statements.

In the situation of the teacher-in-charge (T5), the emphasis on inclusion represented a servant leadership style in which the leader focused on the needs and contributions of every staff member. This generated a sense of empowerment and belonging by valuing everyone's distinctive points of view and abilities. Van Dierendonck et al. (2009) pointed out the relevance of servant leadership in fostering a healthy organizational atmosphere where inclusion thrives due to a leader's dedication to helping others and supporting their development.

According to the learner representative's standpoint (S40), the school head's active promotion of inclusion fostered an environment in which learners were accepted and acknowledged. Wang and Degol (2016) discovered that inclusive school environments improved learners' well-being and academic success. The school head contributed to students' positive school experiences by cultivating an accepting and empathetic environment.

In the specific instance of T6, integrating inclusion into learner educational support programs illustrated the school principal's dedication to ensuring that all students received the help they needed to succeed academically, socially, and emotionally. Inclusive educational approaches are essential for addressing the needs of diverse student groups and promoting holistic development. By prioritizing inclusion in student support services, the school head contributed to creating an equitable learning environment where every learner had the opportunity to succeed.

Alumni testimonies (A7) demonstrated the long-term influence of the school leader's emphasis on diversity and servant leadership. Liden et al. (2015) found that servant

leadership developed a sense of trust and commitment among followers that could last beyond their tenure at the institution. Alumni who recognized the impact of inclusion and servant leadership in both their personal and professional lives demonstrated the significant and long-lasting effects of the school's values imparted by the school head.

Lastly, extending efforts to promote inclusion beyond the institution's boundaries (A8) displayed the school principal's commitment to fostering collaboration and mutual respect in the larger community. Parris and Peachey (2013) found that servant leaders played an important role in enhancing social responsibility and community involvement. By actively engaging with the surrounding community to promote inclusion and cooperation, the school principal helped establish a more unified and welcoming environment outside the school setting.

Table 40 presented a comprehensive analysis of the teacher-in-charge's dedication to servant leadership, along with the incorporation of listening and collaboration as norms throughout the school's leadership practices (see Table 40).

Table 40

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Listening and Collaboration as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Servant Leadership	Listening and Collaboration	T1: Our school head really emphasizes the importance of listening to both students and teachers.

Value	Norm	Sample Statements
		She often holds open forums where everyone's opinions are valued, fostering a collaborative environment.
		S77: I appreciate how our principal always takes the time to listen to our concerns. It makes me feel like my voice matters in the school community.

Note: See Appendix T for detailed statements.

When examining the significance of servant leadership and the "listening and collaboration" standard incorporated into school leadership strategies and practices, it was clear that these methods significantly contributed to an excellent educational setting in which both learners and staff felt empowered, valued, and heard.

A constant theme emerged from the testimonials: the importance of attentiveness, cooperation, and servant leadership in establishing a positive and welcoming school culture. For example, T1 stressed the principal's commitment to listening to all stakeholders and creating open channels for discussion and interaction, which aligned with current research findings.

According to Greenleaf et al. (2002), servant leadership focuses on others' needs and emphasizes active listening and collaboration, leading to greater job satisfaction and organizational effectiveness. Similarly, S77 highlighted the significance of being heard by the principal, supportive leadership behaviors, such as active listening, contributed to staff well-being and engagement.

Additionally, testimonies such as T2, T5, and S78 emphasized the benefits of collaboration in enhancing the learning experience and creating an inclusive and respectful

environment. DeChurch and Mesmer-Magnus (2010) found that collaborative approaches in educational contexts improved student learning outcomes and teacher satisfaction.

Furthermore, testimonies from T3, T6, and S52 highlighted the significance of servant leadership in fostering an uplifting and inspiring atmosphere. According to Barbuto and Wheeler (2006), servant leadership practices, such as listening and collaborative decision-making, were associated with higher levels of organizational commitment and fulfillment. Incorporating servant leadership principles and a culture of listening and collaboration into school leadership practices created an environment that promoted growth, development, learning, and cooperation within the community.

Table 41 presents the teacher-in-charge's commitment to servant leadership and how individualism as a norm affected the leadership practices implemented to manage the school (see Table 41).

Table 41

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Individualism as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Sample Statements
Servant Leadership	Individualism	T3: The teacher-in-charge is always very supportive and encourages collaboration among us. However, at times, it feels like they prioritize making everyone happy and avoid addressing issues directly, which can sometimes prevent us from making the tough choices necessary for school improvement.

Value	Norm	Sample Statements
		S18: Our teacher-in-charge always seems to care about our needs and listens to our concerns, which is really great. But sometimes, it feels like they put too much focus on pleasing everyone and trying to be liked, rather than making tough decisions that might be needed for our growth.

The statements from both the student and teacher highlight the value of servant leadership, which prioritizes listening to others, offering support, and fostering collaboration. However, there is an underlying concern that this approach, while positive in intention, may unintentionally lead to challenges in decision-making and maintaining authority.

The student's statement reflects a positive view of servant leadership, noting that the teacher-in-charge listens and cares about the students' needs. However, the concern arises when the teacher-in-charge becomes overly focused on pleasing everyone, which could hinder the ability to make difficult but necessary decisions. Similarly, the teacher's statement acknowledges the supportive nature of the teacher-in-charge's leadership, but it highlights the potential drawback of avoiding direct confrontation or hard choices. Both perspectives suggest that while servant leadership has its strengths in creating a supportive and inclusive environment, there is a risk that it can lead to indecision or lack of direction if the leader becomes too focused on maintaining harmony or appeasing everyone.

Research on servant leadership supports the positive aspects observed in these statements. Greenleaf (1991), who introduced the concept of servant leadership, argued

that leaders who focus on the growth and well-being of others create a more collaborative, empowering environment. Studies have shown that servant leadership can lead to increased employee satisfaction and a stronger sense of community Liden et al. (2014). Furthermore, servant leadership fosters trust and engagement, both critical in educational settings Cosner et al. (2018). These findings align with the positive aspects seen in the statements, where both students and teachers feel supported and valued.

However, the concern about the potential downside of servant leadership is also well-documented in research. A study by Van Dierendonck (2011) found that while servant leadership can promote a healthy organizational culture, it may also be perceived as weak or indecisive when leaders avoid difficult decisions or fail to assert authority. In educational settings, leaders who excessively focus on consensus-building may struggle to make the tough choices that are necessary to drive meaningful change (Ehrhart, 2004). The teacher's statement echoes this concern, noting that avoiding direct confrontation can undermine the effectiveness of the leadership approach.

In conclusion, the data reveal that while servant leadership can create a positive, supportive environment, its effectiveness may be compromised when the leader becomes too focused on pleasing others and avoids taking necessary, sometimes uncomfortable actions. To ensure that servant leadership is both effective and sustainable, it is essential for leaders to strike a balance between empathy and decisiveness, ensuring that the needs of the group are met without neglecting the tough decisions that may be required for progress.

Table 42 presents a comprehensive analysis of the teacher-in-charge's commitment to servant leadership, supported by empowering individuals through the leadership practices implemented to manage the school (see Table 42).

Table 42

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Empowering Individual as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Servant Leadership	Empowering Individual	T4: In this school, we believe in nurturing the intrinsic value of every student. It's not just about academic achievements, but about fostering their unique talents and qualities. TIC: As a servant leader, my priority is to empower every member of our school community. I strive to create an environment where everyone feels valued, respected, and supported in reaching their full potential.

Note: See Appendix T for detailed statements.

The concept of developing everyone's inherent value was firmly established in the methods and practices used by the teacher-in-charge (TIC) to manage the school, as evidenced by various remarks made throughout the educational institution. The TIC highlighted the significance of empowering all members of the school community, fostering an atmosphere in which everyone felt respected and encouraged to realize their greatest potential.

This servant leadership style was vital in developing a sense of belonging and acceptance, as shown by feedback provided by employees (S39), who asserted that they felt at ease and acknowledged without judgment. Liden et al. (2008) found that servant leadership enhanced employee well-being and corporate citizenship behavior. Furthermore, the TIC's emphasis on recognizing and honoring diverse abilities and backgrounds (T3) aligned with research by Sendjaya et al. (2008), who found that servant leadership fostered a healthy corporate culture that embraced diversity.

By focusing on human needs along with personal growth (T5), the TIC demonstrated a commitment to going beyond academic achievement, reflecting the conclusions of Spears (2005), who asserted that servant leaders prioritize holistic development over outcomes.

Additionally, the TIC's commitment to ensuring that each student felt valued and supported (P29) highlighted everyone's intrinsic value, which aligned with Van Dierendonck et al. (2009) research showing that servant leadership improved staff engagement and productivity.

Therefore, the TIC's servant leadership style not only created an uplifting atmosphere but also contributed to the institution's overall success by emphasizing the intrinsic value of everyone in the educational community.

Table 43 presented a comprehensive analysis of the teacher-in-charge's dedication to servant leadership, with a focus on nurturing others' success as a core belief inherent in the school's leadership strategies and practices (see Table 43).

Table 43

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Focus on Others' Success as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Servant Leadership	Focus on Others' Success	T2: As educators, it's not just about our own achievements but about how we can uplift our students and fellow teachers. We celebrate each other's successes because we know that when one succeeds, we all do. S61: I noticed that our school head always emphasizes collaboration and teamwork. It's not just about individual achievements here; it's about how we can support each other to reach our goals together.

Note: See Appendix T for detailed statements.

These assertions expressed the viewpoint that focusing on the success of others was a key value in the Philippine school context, as demonstrated by the school principal's leadership strategy. The value of servant leadership displayed by the teacher-in-charge (TIC) was deeply embedded in the school's culture, as reflected in the principles held by many stakeholders. This approach highlighted the importance of others' achievements as a core value.

The TIC's admission that "it is not about being in charge; it is about serving others and helping them succeed" indicated a dedication to prioritizing the well-being and success of learners and staff over personal control or recognition. Research confirmed the

importance of servant leadership in educational settings. For example, Greenleaf's (1991) study emphasized the significance of leaders fostering the growth and development of others, concluding that such leadership created trust, cooperation, and shared success.

Similarly, Spears (2005) discovered that servant leaders focused on the needs of others, creating an environment of autonomy and shared accomplishment within organizations. In line with this research, the TIC's emphasis on acknowledging each other's achievements and encouraging collaboration (T2, S61) fostered a sense of belonging and shared accountability, ultimately creating a positive learning environment.

Furthermore, by developing a culture of empathy and support among students (P62), the TIC prioritized not only academic excellence but also the holistic development of individuals, which aligned with research highlighting the importance of socio-emotional learning in educational settings (Durlak, 2015).

Additionally, the TIC's practice of leading by example and recognizing successes (T6) was consistent with research demonstrating the influence of leader behavior on organizational culture and staff engagement (Avolio & Gardner 2005).

The servant leadership approach used by the TIC was aligned with recent research findings while serving as a foundation for cultivating a collaborative, supportive, and success-oriented educational environment.

Table 44 presented a comprehensive analysis of the teacher-in-charge's commitment to servant leadership, along with the incorporation of ethical leadership as a core belief throughout the school's leadership practices (see Table 44).

Table 44

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Ethical Leadership as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Servant Leadership	Ethical Leadership	S75: I admire how our school head always listens to our concerns and takes action to address them. It makes me feel valued as a student. T6: Under the school head's guidance, we focus not just on academic achievement but also on fostering values like integrity, empathy, and respect. It creates a more nurturing learning environment.

Note: See Appendix T for detailed statements.

Servant leadership, as demonstrated by the teacher-in-charge (TIC), was a fundamental component of excellent school leadership that promoted an uplifting and encouraging atmosphere. In the context of S75, a student admired how the school principal responded to issues and acted, which aligned with the core values of servant leadership, where leaders prioritized their followers' needs and actively listened to their feedback.

Greenleaf (1991) found that servant leaders prioritized the growth and well-being of their followers, fostering mutual respect and cooperation within the organization. Additionally, T6 emphasized the importance of developing values alongside academic achievement, which was consistent with the principles of ethical leadership. This approach, supported by Brown and Treviño (2014), highlighted integrity, empathy, and respect, leading to a more comprehensive and supportive educational environment. T5 and

P59 pointed out the value of ethical leadership by demonstrating how it permeated all levels of the school community and built trust among stakeholders. Mayer et al. (2012) found that ethical leadership improved organizational trust and productivity.

Furthermore, the focus on empowerment, cooperation, and inclusion in S19 and T2 was consistent with servant leadership values, which required leaders to delegate responsibility, foster engagement, and support collaborative decision-making. This was in line with Liden et al. (2014) study, which found that servant leadership promoted staff empowerment and institutional success.

Lastly, T1 and S33 emphasized the importance of reflection, development, humility, and empathy in leadership, all of which were central to the servant leadership philosophy. This approach, as proposed by Spears (2005), promoted a culture of continuous improvement, personal growth, and compassion, contributing to a positive and nurturing school atmosphere.

Overall, the use of servant leadership and ethical leadership methods in leading the school underscored the significance of prioritizing the well-being and development of all stakeholders while adhering to ethical standards and principles.

Table 45 presented a comprehensive analysis of the teacher-in-charge's dedication to servant leadership, along with a commitment to fostering long-term impact within the school's leadership practices (see Table 45).

Table 45

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Long-term Impact as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Servant Leadership	Long Term Impact	T3: Our school head's emphasis on nurturing not just academic excellence but also values like integrity and compassion truly reflects their commitment to long-term impact. It's evident in every initiative she spearheads. P20: Seeing how our principal invests in programs that promote holistic growth among students reassures me of their dedication to long-term impact. It's comforting to know that my child is in a school environment that prioritizes their future wellbeing.

Note: See Appendix T for detailed statements.

The teacher-in-charge of T3 demonstrated servant leadership that was strongly anchored in the belief in long-term impact, as seen by their focus on cultivating not just academic success but also qualities such as integrity and compassion. This approach aligned with recent research findings, which emphasized the value of holistic education in developing well-rounded individuals who could positively impact society (Bautista et al., 2016). By prioritizing values over academic results, the teacher recognized the importance of personal growth in preparing learners for future success (Avolio & Gardner 2005). This method was crucial in educating students about the complex challenges of

contemporary life, where ethical decision-making and compassion held great significance.

In P20, the principal's involvement in programs that promoted holistic growth in students demonstrated a commitment to long-term impact. Research suggested that holistic education benefits students' general well-being and future success (Durlak et al., 2011). The principal laid the groundwork for lifelong learning and fulfillment by creating a supportive environment that prioritized students' emotional, social, and physical development (Duckworth & Yeager 2015). This aligned with modern educational concepts that emphasized the importance of teaching the whole learner to prepare them for future challenges (Hargreaves & Fullan 2012).

In T7, the teacher-in-charge's servant leadership style promoted a culture in which decisions were made with students' long-term success in mind. This aligned with research showing that servant leadership enhanced organizational efficiency and sustainability over time (Van Dierendonck, 2011). By putting students' needs first and enabling others to do the same, the teacher-in-charge fostered a collaborative environment beneficial for growth and creativity (Sendjaya et al., 2008). This approach promoted a sense of shared purpose and collaborative accountability, improving the institution's ability to adapt and thrive in an ever-changing educational landscape.

Lastly, in T1, the principal's visionary leadership encouraged learners to focus on their long-term goals. Research indicated that visionary leaders who established a compelling future vision motivated their followers to take action and commit to the goal. By inspiring stakeholders to see beyond immediate challenges and adopt a broader

perspective, the principal cultivated a culture of continuous growth and innovation. This strategy played a vital role in addressing the challenges of education and preparing students with the competencies required in a more global and interconnected world.

Table 46 presented a comprehensive analysis of the teacher-in-charge's dedication to servant leadership, along with a traditional educational role within the school's leadership practices (see Table 46).

Table 46

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Traditional Educational Role as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Sample Statements
Servant Leadership	Traditional Educational Role	T5: The teacher-in-charge is always prioritizing the well-being of both students and teachers, showing servant leadership by being approachable and empathetic. But at times, her focus on being inclusive and supportive of everyone can lead to hesitation in asserting authority or making necessary changes. This approach, while positive, can sometimes conflict with the traditional educational role where clear authority and decision-making are needed to drive progress. P22: Our teacher-in-charge is always there to support us, and she lead by example, showing a lot of care and humility. However, sometimes it feels like she focuses so much on being supportive and involved that she misses opportunities to make strong, decisive decisions. The focus on building relationships can sometimes mean important rules or changes get delayed.

The statements from both the student and teacher reflect the value of servant leadership practiced by the teacher-in-charge. They emphasize the positive attributes of this leadership style, such as care, humility, and strong relationships, which are central to servant leadership. However, both the student and teacher also highlight potential drawbacks when the focus on relationships and inclusivity inadvertently delays important decisions or undermines authority.

The student's perspective underscores the teacher-in-charge's efforts to be supportive and involved, yet it points out that this focus on nurturing relationships can sometimes come at the expense of necessary decisiveness. Similarly, the teacher's statement praises the teacher-in-charge for prioritizing well-being and inclusivity but raises a concern that the hesitation to assert authority or make tough decisions could create tension with the traditional educational belief that leadership should involve clear authority and decisive action.

Research supports the positive aspects of servant leadership, emphasizing its ability to foster trust, engagement, and a supportive environment. The concept of servant leadership, argued that this style creates an environment where leaders serve others, leading to increased morale and collective growth. Studies have shown that servant leadership can improve communication, collaboration, and teacher satisfaction (Liden et al., 2014). In educational settings, this approach is seen as effective in building strong relationships and fostering a positive school climate.

However, the concerns raised by both the student and teacher about servant leadership reflect a broader issue in educational leadership literature. While servant

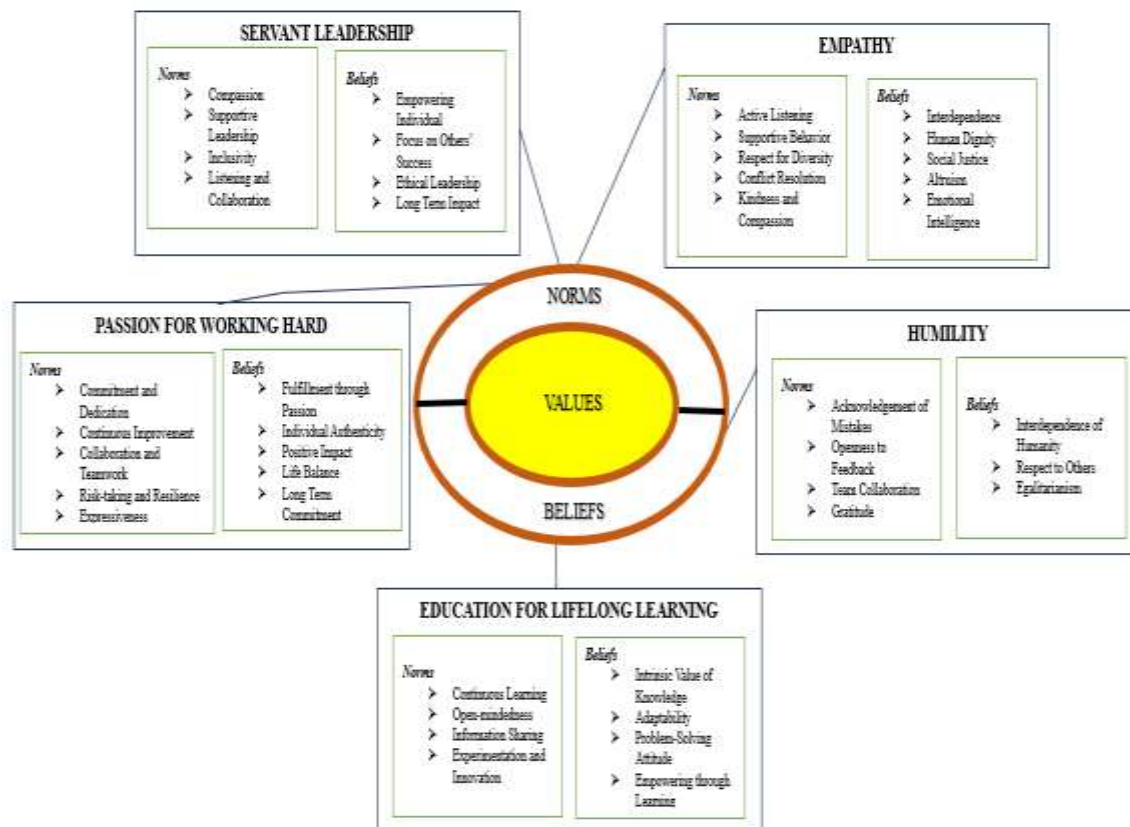
leadership is effective in creating supportive environments, it may struggle to balance empathy with the need for decisive action. According to Van Dierendonck et al. (2009), while servant leadership enhances organizational culture and personal relationships, it may be perceived as overly passive or indecisive, particularly when the leader avoids taking difficult or unpopular actions. In traditional educational settings, where clear authority and assertiveness are often expected, leaders may face a challenge in reconciling the servant leadership model with the need to establish authority and make timely decisions (Ehrhart, 2004). This creates tension, as seen in the teacher's statement, where the emphasis on inclusivity and care may conflict with the traditional norms of authoritative leadership.

The analysis suggests that while servant leadership has undeniable value in building trust and positive relationships, it may need to be balanced with elements of more authoritative leadership to ensure timely decision-making and direction-setting. Leaders who embrace servant leadership must be mindful of the need to navigate between being empathetic and making strong, clear decisions that align with the traditional educational roles of authority and direction.

Figure 4 shows the connection between the teacher leader's values, norms, and beliefs embedded in the strategies and practices of leading the school.

Figure 4

Diagram Showing the Connections of the Values, Norms, and Beliefs of the Teacher-in-Charge



The teacher-in-charge, guided by the value of empathy, integrated specific norms and beliefs into her leadership strategies. Through active listening, supportive behavior, respect for diversity, conflict resolution, and promoting kindness and compassion, she created a supportive environment where empathy was actively practiced. The beliefs in interdependence, human dignity, social justice, altruism, and emotional intelligence shaped policies and interactions, fostering a school culture that valued empathy as a cornerstone of effective leadership and community well-being.

The teacher-in-charge, guided by the value of humility, embedded specific norms and beliefs into her leadership strategies. By acknowledging mistakes, being open to

feedback, promoting team collaboration, and expressing gratitude, she created a culture where humility was practiced daily. Her belief in the interdependence of humanity, respect for others, and egalitarianism shaped her approach to leadership, ensuring that the school environment was inclusive, respectful, and collaborative. This approach fostered a community where everyone felt valued and empowered to contribute, leading to a more supportive and effective educational setting.

The teacher in charge led the school with a deep commitment to the value of Education for Lifelong Learning. By embedding norms such as continuous learning, open-mindedness, information sharing, experimentation, and innovation into the school's culture and underpinning these norms with beliefs in the intrinsic value of knowledge, adaptability, a problem-solving attitude, and empowerment through learning, the teacher-in-charge created a dynamic and supportive educational environment. This approach ensured that the school not only adapted to the changing educational landscape but also actively contributed to the lifelong learning of its students and staff.

The overarching value of Passion for Working Hard emphasized a strong work ethic and dedication to achieving goals. This value shaped the norms and beliefs that guided the strategies and practices of the teacher-in-charge in leading the school. By embedding norms such as commitment and dedication, continuous improvement, collaboration and teamwork, risk-taking and resilience, and expressiveness into the school's culture and underpinning these norms with beliefs in fulfillment through passion, individual authenticity, positive impact, life balance, and long-term commitment, the teacher-in-charge created a dynamic and supportive educational environment. This approach ensured that

the school not only achieved high standards of performance but also fostered a holistic and balanced development of students and staff driven by a passionate work ethic.

The teacher in charge led the school with a deep commitment to the value of Servant Leadership. By embedding norms such as compassion, supportive leadership, inclusivity, and listening and collaboration into the school's culture and underpinning these norms with beliefs in empowering individuals, focusing on others' success, ethical leadership, and long-term impact, the teacher-in-charge created a nurturing and inclusive educational environment. This approach ensured that the school not only supported the immediate needs of its community but also fostered sustainable growth and development, guided by a philosophy of serving others.

In summary, the relationship between a teacher leader's values, norms, beliefs, and strategies/practices in leading a school was dynamic and interconnected. By aligning these components within the framework of school culture, teacher leaders could effectively cultivate a positive and inclusive learning environment that supports the academic and socio-emotional growth of all students.

Overall, this culture would be characterized by a deep respect for human dignity, a commitment to continuous learning and improvement, and a supportive environment that fostered both personal growth and organizational success.

Leadership Skills of the Teacher-in-charge in Developing a Specific Culture

A teacher's leadership abilities play an important role in establishing the culture of a particular place, including a classroom, school, or organization. According to the

Philippine Professional Standards for School Heads (PPSSH), an excellent educational institution head needed to engage in five types of leadership behaviors to develop holistically integrated Filipino students.

The teacher leader, while performing her role in managing the school, developed specific aspects of Filipino culture. The PPSSH served as the foundation for assessing the teacher-in-charge's leadership abilities in building a particular culture (see Table 47).

Table 47

*Summary of Leadership Skills Based on the PPSSH Applied by the Teacher-in-charge in
Developing a Specific Culture*

Career Stages Do- main	Leadership Skill	Specific Culture Developed
Leading Strategically	School Planning and Imple- mentation	Openness to Feedback
	Policy implementation and review	Listening and Collaboration
	Research and innovation	Continuous Improvement
	Monitoring and evaluation process and tools	Conflict Resolution
Managing School Operations and Re- sources	Records Management	Information Sharing
	Financial Management	Ethical Leadership
	School facilities and equip- ment	Adaptability
	Management of staff	Active Listening
	School safety for disaster pre- paredness, mitigation, and re- siliency	Risk-taking and Resilience
	Emerging opportunities and challenges	Open-mindedness
Focusing on Teach- ing and Learning	Teacher performance feed- back	Supportive Leadership
	Learning environment	Inclusivity
	Learner discipline	Supportive Behavior
Developing Self and Others	Personal and professional de- velopment	Life Balance
	General welfare of human re- sources	Compassion

Career Stages Domain	Leadership Skill	Specific Culture Developed
Building Connections	Rewards and recognition mechanisms	Empowering Individual
	Management of school organizations	Team Collaboration
	Communication	Expressiveness
	Community engagement	Collaboration, cocreation, pakikisama and pakikipagtulungan

As the Department of Education institutionalized the set of professional standards for school heads, it helped school leaders assess and evaluate their practice as they performed their duties and responsibilities. The PPSSH defined the professional standards that constituted a quality school head. It served as a public statement of professional accountability for school heads. It outlined what school heads were expected to know, be able to do, and value as they progressed in their profession. It provided a common language for the high-impact leadership expected of school heads to guide individual professional reflections, foster professional discussions among educational leaders and other stakeholders, and inform the provision of professional learning and development for school heads (Pueblo, 2025).

The PPSSH was divided into five domains: Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections. Each domain contained a different number of strands that referred to specific dimensions of school leadership practices.

Under each domain were various leadership skills that the teacher leader applied in leading the school. As the school head performed these different leadership practices, she developed specific aspects of Filipino culture in each one. These were reflected in statements from stakeholders—students, teachers, alumni, and the teacher leader herself.

Leading Strategically

Thinking strategically emphasized the significance of school leaders in school planning and execution, implementing policies and assessments, research and development, and evaluation and monitoring processes and tools, ensuring that all stakeholders adopted and understood them.

Table 48 provides a comprehensive analysis of statements explaining the teacher-in-charge's leadership qualities in school planning and implementation, with a particular emphasis on developing a specific culture of "openness to feedback" (see Table 48).

Table 48

Statements Elaborating the Leadership Skills of the Teacher-in-charge in School Planning and Implementation in Developing a Specific Culture of Openness to Feedback

Leadership Skills	Specific Culture Developed	Sample Statements
School planning and implementation	Openness to Feedback	T4: Our teacher-in-charge demonstrates exemplary leadership in school planning and implementation by fostering a culture of openness to feedback. This proactive approach ensures that our educational

Leadership Skills	Specific Culture Developed	Sample Statements
		strategies continually evolve to meet the needs of our students and community. T3: As the teacher-in-charge, I believe in cultivating a culture of openness to feedback among my colleagues and students. By actively seeking and valuing input, we create an environment where everyone feels empowered to contribute ideas and collaborate effectively in our school's planning and implementation processes.

Note: See Appendix U for detailed statements.

The statements reflected a consistent theme of the teacher-in-charge actively promoting and embodying a culture of openness to feedback within the school environment. According to T4, the teacher-in-charge was recognized for exemplary leadership in school planning and implementation by prioritizing feedback. This proactive stance ensured that educational strategies remained responsive to the evolving needs of students and the community. This aligned with research findings emphasizing the importance of feedback in educational settings. For instance, a study by Hattie and Timperley (2007) underscored how effective feedback significantly enhanced student learning outcomes by closing the gap between current understanding and desired goals.

Similarly, T3 highlighted the teacher-in-charge's commitment to cultivating openness to feedback among colleagues and students. By valuing input and creating an inclusive environment, the teacher fostered collaboration and empowered stakeholders to contribute meaningfully to school planning processes. This approach aligned with the idea

that fostering a culture of feedback within educational institutions encourages greater engagement and improves overall organizational performance.

S18 reinforced the impact of the teacher-in-charge's leadership on student engagement and satisfaction. By encouraging the open sharing of thoughts and suggestions, students felt valued and integral to shaping their educational experiences. Research by Shute (2008) supported this, noting that feedback not only enhanced learning but also boosted student motivation and self-regulation.

Furthermore, P5 emphasized the teacher-in-charge's efforts to extend openness to feedback beyond the school by involving parents in the educational process. By prioritizing parental input, the teacher ensured a collaborative approach that enhanced educational outcomes. This practice was consistent with findings from studies such as Epstein (2018) work, which underscored the importance of parent-school partnerships in fostering student success and well-being.

In conclusion, the teacher-in-charge's leadership in promoting openness to feedback in school planning and implementation was critical for creating a dynamic educational environment that responded effectively to stakeholder needs. By integrating feedback loops into decision-making processes, the school not only enhanced educational strategies but also cultivated a sense of community and ownership among students, teachers, parents, and the broader school community.

Table 49 presented a comprehensive analysis of the leadership competencies displayed by the teacher-in-charge in policy implementation and review, with a special emphasis on building a culture of "listening and collaboration" (see Table 49).

Table 49

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Policy Implementation and Review in Developing a Specific Culture of Listening and Collaboration

Leadership Skills	Specific Culture Developed	Sample Statements
Policy implementation and review	Listening and Collaboration	TIC: In my role, I prioritize listening and collaboration in policy implementation and review. By fostering open communication channels and actively seeking diverse perspectives, I ensure that our policies are effective and reflective of our school community's needs. This collaborative approach strengthens our policies and builds a supportive and inclusive school environment. T1: Our teacher-in-charge exemplifies leadership by championing a culture of listening and collaboration in policy implementation and review. By encouraging input from all stakeholders, we develop well-rounded policies that address the real needs of our students and staff, fostering a more harmonious and productive school atmosphere.

Note: See Appendix U for detailed statements.

The statements consistently highlighted the teacher-in-charge's proactive leadership in fostering a culture of listening and collaboration during policy implementation and review processes. According to the teacher-in-charge (TIC), the teacher prioritized open communication channels and sought diverse perspectives to ensure that school policies were not only effective but also reflective of the community's needs. This approach

aligned with research emphasizing the importance of inclusive decision-making processes in policy development. For example, Bryson et al. (2015) argued that involving stakeholders in policy discussions led to more sustainable and effective outcomes by incorporating diverse perspectives.

T1 reinforced this perspective by illustrating how the teacher-in-charge championed a culture where input from all stakeholders was valued in policy development. By encouraging diverse perspectives, the school developed policies that were comprehensive and responsive to the real needs of students and staff, fostering a harmonious and productive school atmosphere. This was consistent with the view that collaborative governance models strengthen policy implementation and support greater organizational resilience.

Similarly, S23 underscored the impact of the teacher-in-charge's leadership on fostering a sense of inclusion and respect among stakeholders. By valuing opinions and actively involving them in policy discussions, students and staff felt empowered and motivated to contribute positively to shaping the school environment. This was further supported by the notion that involving stakeholders in decision-making fosters organizational trust and strengthens collective efficacy.

Moreover, P11 highlighted how the teacher-in-charge extended listening and collaboration beyond the school to engage parents in policy discussions. By considering parental feedback, the teacher ensured that policies aligned with community values and aspirations, thereby strengthening the school-family partnership. This practice was consistent with research by Epstein (2018), emphasizing the role of collaborative partnerships in promoting educational equity and enhancing student outcomes.

In conclusion, the teacher-in-charge's leadership in prioritizing listening and collaboration in policy implementation and review was crucial for fostering an inclusive and supportive school environment. By engaging stakeholders in meaningful dialogue and incorporating diverse perspectives, the school not only developed more effective policies but also built trust and promoted a sense of ownership among students, staff, and parents.

The table below provides a comprehensive analysis of feedback explaining the teacher-in-charge's leadership abilities in the fields of technological advancement and research, with a particular emphasis on developing a culture of "continuous improvement" (see Table 50).

Table 50

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Research and Innovation in Developing a Specific Culture of Continuous Improvement

Leadership Skills	Specific Culture Developed	Sample Statements
Research and innovation	Continuous Improvement	TIC: As a teacher-in-charge, I am committed to embedding research and innovation into our school's practices to cultivate a culture of continuous improvement. By staying abreast of the latest educational trends and encouraging experimentation with new teaching methods, I aim to ensure that our school consistently evolves to meet the changing needs of our students and community. T4: Our teacher-in-charge leads by example in promoting research and innovation. By encouraging us to explore new ideas and approaches, they foster a culture where continuous improvement is the norm. This commitment to innovation ensures that we remain dynamic and responsive to the educational needs of our students.

Note: See Appendix U for detailed statements.

The statements consistently highlighted the teacher-in-charge's proactive leadership in integrating research and innovation into the school environment to foster continuous improvement. According to the teacher-in-charge (TIC), they were dedicated to embedding research and innovation into school practices, ensuring that educational strategies evolved to meet the dynamic needs of students and the community. This approach

was supported by research indicating that innovation in education enhanced student engagement and learning outcomes (Trilling & Fadel 2009).

T4 underscored how the teacher-in-charge led by example in promoting research and innovation among staff and students. By encouraging the exploration of new ideas and approaches, the teacher fostered a culture where continuous improvement became ingrained. This aligned with studies suggesting that a supportive organizational culture that valued innovation led to enhanced organizational performance (West & Farr 1996).

Similarly, S20 illustrated the teacher-in-charge's role in inspiring students to embrace continuous improvement through innovative learning methods. By introducing new approaches, the teacher kept education relevant and motivating, encouraging students to strive for excellence. The importance of innovative teaching practices in preparing students for success in a rapidly changing world.

Moreover, statement P61 reflected how the teacher-in-charge's commitment to research and innovation reassured parents about the quality of education their children received. By adopting new educational strategies, the teacher ensured that the school environment remained conducive to learning and growth, aligning with parental expectations for educational excellence (Epstein, 2018).

In conclusion, the teacher-in-charge's leadership in promoting research and innovation cultivated a culture of continuous improvement within the school. By integrating new ideas and approaches, the school proactively adapted to meet educational challenges and opportunities, ensuring that students received a high-quality, future-ready education.

Table 51 provides a comprehensive analysis of statements outlining the teacher-in-charge's leadership competencies in managing the monitoring and evaluation procedures and tools, with a particular emphasis on building a culture of "conflict resolution" (see Table 51).

Table 51

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Monitoring and Evaluation Process and Tools in Developing a Specific Culture of Conflict Resolution

Leadership Skills	Specific Culture Developed	Sample Statements
Monitoring and evaluation process and tools	Conflict Resolution	TIC: As the teacher-in-charge, I prioritize fostering a culture of conflict resolution within our school. I implement monitoring and evaluation tools to track our progress and ensure that all stakeholders are engaged. Through consistent feedback and collaborative problem-solving sessions, we create a supportive environment where conflicts are addressed constructively and promptly. This approach helps us cultivate respect, understanding, and effective communication among students, teachers, and parents.

Note: See Appendix U for detailed statements.

The statements highlighted the teacher-in-charge's effective leadership in fostering a culture of conflict resolution within the school environment through systematic monitoring and evaluation. According to the teacher-in-charge (TIC), they prioritized implementing monitoring and evaluation tools to track progress and engage stakeholders in

addressing conflicts constructively. This proactive approach aligned with research emphasizing the importance of structured conflict resolution processes in educational settings (Kohlrieser, 2006). Kohlrieser argued that effective conflict management not only resolved issues but also strengthened relationships and enhanced organizational resilience.

T2 illustrated how the teacher-in-charge's use of systematic monitoring and evaluation tools supported conflict resolution by identifying issues early and involving stakeholders in solutions. By modeling open dialogue and collaborative problem-solving, the teacher fostered a harmonious and cooperative learning environment, echoing findings that structured conflict resolution processes improved organizational climate and reduced disruptive conflicts (Manalo & Weitzman 2019).

Similarly, S15 reflected students' perceptions of the teacher-in-charge's commitment to listening and fair conflict resolution. By using diverse tools to assess and address conflicts, the teacher-in-charge promoted a supportive environment where students felt valued and learned essential skills in conflict management. Research by Hocker et al. (2014) suggested that integrating systematic monitoring with effective communication strategies enhanced conflict resolution outcomes and promoted a positive organizational culture.

Moreover, P22 highlighted parental appreciation for the teacher-in-charge's leadership in conflict management. By employing proactive monitoring and evaluation methods, the teacher ensured a positive school atmosphere that supported children's emotional and social development. This approach was consistent with studies emphasizing the role

of schools in teaching conflict resolution skills and promoting a safe learning environment (Johnson & Johnson 2009).

In conclusion, the teacher-in-charge's leadership in utilizing monitoring and evaluation processes to foster conflict resolution contributed significantly to creating a supportive and inclusive school culture. By addressing conflicts promptly and fairly, the school not only resolved immediate issues but also cultivated respect, understanding, and effective communication among all stakeholders.

Managing School Operations and Resources

Regulating School Operations and Resources focused on school leaders' roles in managing school systems and procedures. This area of focus emphasized the school leaders' commitment to maintaining efficiency, effectiveness, and fairness in carrying out responsibilities to maximize the well-being of the organization.

In this domain, school heads understood and applied laws, regulations, guidelines, and directives related to the administration of human, financial, and material resources. They were expected to foster a culture of openness and accountability in the ongoing provision of basic educational services.

Table 52 provides an insightful analysis of statements that highlight the teacher-in-charge's leadership abilities in records administration, with a special emphasis on developing a culture of "information sharing" (see Table 52).

Table 52

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Records Management in Developing a Specific Culture of Information Sharing

Leadership Skills	Specific Culture Developed	Sample Statements
Records Management	Information Sharing	TIC: As the teacher-in-charge, I am committed to establishing a culture of information sharing through efficient records management. By implementing systematic and transparent records management practices, I ensure that all relevant information is accessible to teachers, students, and parents. This transparency fosters trust and collaboration, making it easier for everyone to stay informed and engaged in the educational process. Our goal is to create an environment where information flows seamlessly, supporting informed decision-making and continuous improvement. T5: Our teacher-in-charge excels in records management, which significantly enhances our ability to share information effectively. By maintaining well-organized and accessible records, we are able to collaborate more efficiently and ensure that everyone is on the same page. This leadership approach not only streamlines our administrative tasks but also empowers us to make better-informed decisions and provide more targeted support to our students.

Note: See Appendix U for detailed statements.

The statements highlighted the teacher-in-charge's effective leadership in establishing a culture of information sharing through systematic records management practices. According to the teacher-in-charge (TIC), they were committed to implementing

transparent and efficient records management to ensure the accessibility of information for teachers, students, and parents. This approach reinforced the idea that transparent information sharing enhances communication and collaboration within organizations by building trust among stakeholders and supporting more effective decision-making.

T5 underscored how the teacher-in-charge's proficiency in records management enhanced the effectiveness of information sharing. By maintaining well-organized records, the school community could collaborate more efficiently, leading to informed decision-making and targeted support for students. Well-managed information systems contribute to organizational effectiveness by improving information access and utilization.

Similarly, S22 reflected students' appreciation for the teacher-in-charge's organized approach to records management. Accessible information on grades, schedules, and announcements facilitated student engagement and preparedness, aligning with studies on the benefits of accessible information in educational settings (Bélanger & Carter 2009).

Moreover, P19 highlighted parental gratitude for the teacher-in-charge's leadership in managing school records. Clear and organized information sharing enhanced parental involvement and trust in the school system, which was crucial for effectively supporting children's educational journeys (Epstein, 2018).

In conclusion, the teacher-in-charge's leadership in records management played a vital role in fostering a culture of information sharing within the school. By ensuring transparent and accessible records, the school promoted collaboration, enhanced stakeholder engagement, and supported informed decision-making processes.

Table 53 presents a comprehensive analysis of statements that examine the teacher-in-charge's leadership abilities in the field of financial management, with a particular emphasis on cultivating a culture of "ethical leadership" (see Table 53).

Table 53

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Financial Management in Developing a Specific Culture of Ethical Leadership

Leadership Skills	Specific Culture Developed	Sample Statements
Financial Management	Ethical Leadership	TIC: As the teacher-in-charge, I prioritize ethical leadership in all aspects of financial management. By ensuring transparency and accountability in our financial processes, I aim to build a culture of trust and integrity within our school. Through regular audits, open communication about financial decisions, and adherence to ethical standards, I demonstrate that responsible financial stewardship is crucial for our institution's success and credibility.

Note: See Appendix U for detailed statements.

The teacher-in-charge (TIC) demonstrated exemplary ethical leadership in financial management by prioritizing transparency, accountability, and integrity. According to their statement, they emphasized these values through practices such as regular audits, open communication about financial decisions, and adherence to ethical standards. This approach not only ensured responsible financial stewardship but also fostered a culture of trust and integrity within the school community. Research supported the idea that ethical

leadership in financial management enhanced organizational trust and employee commitment (Brown et al., 2005). By openly discussing budget allocations and expenditures, as noted by T1, the TIC encouraged honesty and accountability among staff and students alike. This transparency not only built trust in the administration but also cultivated a sense of responsibility toward financial ethics among stakeholders (Weber, 2014).

Furthermore, testimonials from stakeholders (S10, P55) highlighted the positive impact of the TIC's ethical leadership. S10 emphasized the educational value of witnessing ethical financial management, suggesting that such practices instilled valuable lessons in responsibility and integrity. Similarly, P55 appreciated the TIC's transparent approach, which reassured stakeholders about the prudent use of resources and strengthened their trust in the school administration.

In conclusion, the TIC's commitment to ethical leadership in financial management not only ensured sound fiscal practices but also cultivated a culture where integrity and responsibility were core values. This approach aligned with contemporary research findings that emphasized the role of ethical leadership in fostering organizational trust and promoting ethical behavior (Brown & Treviño 2014).

Table 54 presents a comprehensive analysis of statements that elucidate the leadership qualities demonstrated by the teacher-in-charge in the administration of school facilities and equipment, with a particular emphasis on building a culture of "adaptability" (see Table 54).

Table 54

Statements Elaborating the Leadership Skills of the Teacher-in-charge in School Facilities and Equipment in Developing a Specific Culture of Adaptability

Leadership Skills	Specific Culture Developed	Sample Statements
School facilities and equipment	Adaptability	TIC: As the teacher-in-charge, I am committed to fostering a culture of adaptability by effectively managing our school facilities and equipment. By regularly assessing and updating our resources, I ensure that our school can quickly adapt to changing educational needs and technological advancements. I encourage innovative solutions and flexibility in utilizing our facilities, which helps our community thrive in an ever-evolving environment.

Note: See Appendix U for detailed statements.

The statements highlighted the teacher-in-charge's effective leadership in fostering adaptability through proactive management of school facilities and equipment. According to the teacher-in-charge (TIC), they prioritized regular assessment and updates of resources to ensure the school could swiftly adapt to evolving educational needs and technological advancements. This approach was supported by research emphasizing the role of adaptability in organizational resilience and performance (O'Reilly & Tushman 2008). O'Reilly and Tushman argued that organizations that adapt to changing environments are better equipped to thrive and innovate.

T2 illustrated how the teacher-in-charge's proactive maintenance of facilities and equipment supported adaptability in teaching methods and classroom setups. By

anticipating and responding to technological and educational changes, the teacher fostered a dynamic learning environment that met diverse student needs. Research by Fullan (2016) supported this, emphasizing that adaptable educational institutions were better positioned to improve student outcomes and respond effectively to educational challenges.

Similarly, S45 reflected student appreciation for the teacher-in-charge's efforts to keep facilities and equipment up to date. By embracing new technologies and teaching tools, the teacher promoted student engagement and readiness for future challenges, reinforcing findings that technological adaptability enhanced educational effectiveness (Cheung & Slavin 2013).

Moreover, P33 underscored parental confidence in the teacher-in-charge's leadership in managing school resources. By ensuring a safe and modern learning environment through facility upkeep and updates, the teacher supported children's educational development and prepared them for success in a changing world. This aligned with studies highlighting the importance of adaptable educational environments in fostering student growth and achievement (Hattie, 2012).

In conclusion, the teacher-in-charge's leadership in managing school facilities and equipment played a crucial role in fostering a culture of adaptability within the school. By maintaining and updating resources effectively, the school not only enhanced educational quality but also prepared students to thrive in a rapidly changing educational landscape.

Table 55 presents a comprehensive analysis of statements explaining the teacher-in-charge's leadership abilities in staff management, with a primary emphasis on developing an "active listening" culture (see Table 55).

Table 55

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Management of Staff in Developing a Specific Culture of Active Listening

Leadership Skills	Specific Culture Developed	Sample Statements
Management of Staff	Active Listening	TIC: As the teacher-in-charge, I prioritize active listening in our school's management practices. By fostering open communication and genuinely considering the perspectives and feedback of all staff members, I create an environment where everyone feels valued and heard. This approach not only enhances our teamwork and collaboration but also empowers our teachers to express their ideas and concerns, leading to a more inclusive and effective educational community.

Note: See Appendix U for detailed statements.

The statements consistently underscored the teacher-in-charge's effective leadership in prioritizing active listening within the school's management practices. According to the teacher-in-charge (TIC), they fostered open communication and genuinely considered the perspectives and feedback of all staff members. This approach reflected the understanding that active listening strengthens communication, builds trust, and boosts employee satisfaction by creating a work environment where individuals feel respected and motivated to perform at their best.

T4 highlighted how the teacher-in-charge exemplified active listening by attentively listening to staff suggestions and concerns. This practice fostered a culture where teachers felt respected and understood, encouraging open sharing of ideas and

strengthening relationships among colleagues. Research by Edmondson and Lei (2014) suggested that environments promoting psychological safety, where employees felt comfortable speaking up, were conducive to innovation and high performance.

Similarly, S2 reflected on the teacher-in-charge's practice of listening carefully to both teachers and students, ensuring that diverse perspectives were considered in decision-making processes. This approach emphasized the value of listening and understanding while helping to cultivate a supportive and collaborative school climate. It highlighted how effective leadership involves building trust and respect by being attentive and responsive to the needs and perspectives of all stakeholders.

Moreover, P7 highlighted parental appreciation for the teacher-in-charge's dedication to active listening. By addressing staff concerns and ensuring open communication channels, the teacher-in-charge enhanced the school's ability to meet students' needs effectively. This aligned with research showing that schools with inclusive leadership practices, such as active listening, created stronger partnerships with parents and communities, leading to improved student outcomes (Leithwood et al. 2020).

In conclusion, the teacher-in-charge's leadership in promoting active listening among staff members contributed significantly to a positive and collaborative school culture. By valuing and integrating diverse perspectives, the school enhanced teamwork, decision-making, and overall effectiveness in supporting student learning and development.

Table 56 presents a comprehensive analysis of statements clarifying the teacher-in-charge's skills as a leader in guaranteeing school safety for disaster preparedness,

reduction, and resiliency, with a particular emphasis on promoting a culture of "risk-taking and resilience" (see Table 56).

Table 56

Statements Elaborating the Leadership Skills of the Teacher-in-charge in School Safety for Disaster Preparedness, Mitigation and Resiliency in Developing a Specific Culture of Risk-taking and Resilience

Leadership Skills	Specific Culture Developed	Sample Statements
School safety for disaster preparedness, mitigation, and resiliency	Risk-Taking and Resilience	TIC: As the teacher-in-charge, I am dedicated to ensuring our school is prepared for any disaster. By implementing comprehensive safety protocols and conducting regular drills, I cultivate a culture of resilience and informed risk-taking. Our students and staff are trained to respond effectively to emergencies, empowering them to face challenges with confidence. This proactive approach not only safeguards our community but also instills a mindset of resilience and adaptability, crucial for navigating unforeseen circumstances.

Note: See Appendix U for detailed statements.

The statements highlighted the teacher-in-charge's proactive approach to disaster preparedness, fostering resilience, and encouraging informed risk-taking within the school community. According to the teacher-in-charge (TIC), they were dedicated to implementing comprehensive safety protocols and conducting regular drills, which not only enhanced community safety but also cultivated a mindset of resilience and adaptability

among students and staff. This aligned with research indicating that proactive disaster preparedness and training contributed to increased organizational resilience and readiness (Comfort et al. 2012). Comfort et al. argued that organizations with robust preparedness measures were better equipped to respond effectively to disasters and maintain operational continuity.

T3 illustrated how the teacher-in-charge's leadership in disaster preparedness instilled confidence through thorough planning and execution of safety measures. By encouraging regular drills and risk assessments, the teacher promoted a culture where individuals felt empowered to embrace challenges within a controlled environment. This approach demonstrated that organized disaster preparedness training improves individuals' capacity to handle adversity and uncertainty.

Similarly, S18 reflected on the teacher-in-charge's impact on student confidence and resilience. By prioritizing safety with regular drills and clear protocols, the teacher helped students develop critical thinking skills and emotional resilience during emergencies. Research by Torpus et al. (2024) suggested that disaster preparedness education not only enhanced safety but also contributed to psychological resilience and well-being among students and staff.

Moreover, P52 underscored parental appreciation for the teacher-in-charge's focus on disaster preparedness. By ensuring thorough planning and readiness, the teacher not only protected children during emergencies but also taught them valuable life skills in resilience and preparedness. This aligned with research emphasizing the role of schools in

promoting disaster resilience through proactive safety measures and community engagement.

In conclusion, the teacher-in-charge's leadership in school safety for disaster preparedness and resilience-building played a crucial role in fostering a culture of informed risk-taking and resilience within the school community. By prioritizing safety protocols and preparedness training, the school enhanced its ability to navigate unforeseen challenges while promoting a sense of security and readiness among students, staff, and parents.

Table 57 presents a comprehensive analysis of statements defining the leadership qualities displayed by the teacher-in-charge in managing emergent possibilities and difficulties, with a particular emphasis on cultivating a culture of "open-mindedness" (see Table 57).

Table 57

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Emerging Opportunities and Challenges in Developing a Specific Culture of Open-mindedness

Leadership Skills	Specific Culture Developed	Sample Statements
Emerging opportunities and challenges	Open-Mindedness	TIC: As the teacher-in-charge, I actively seek out and embrace emerging opportunities and challenges, fostering a culture of open-mindedness within our school. By encouraging innovative thinking and being receptive to new ideas, I create an environment where change is viewed as an opportunity for growth. This approach helps our school community remain adaptable, curious, and willing to explore new possibilities, ultimately enhancing our educational experience.

Note: See Appendix U for detailed statements.

The statements highlighted the teacher-in-charge's proactive approach to fostering a culture of open-mindedness within the school community. According to the teacher-in-charge (TIC), they actively sought out emerging opportunities and challenges, encouraging innovative thinking and openness to new ideas. This leadership style showed that organizations fostering openness and creativity are more capable of innovating and adapting in changing environments. Fostering a culture where new ideas were welcomed and explored could lead to sustained competitive advantage and organizational success.

T6 illustrated how the teacher-in-charge's openness to emerging opportunities inspired staff to adopt a similar mindset. By encouraging continuous learning and adaptation, the teacher promoted a culture of growth and improvement in teaching practices, which enhanced the overall learning environment. Research by Amabile (2018) suggested that environments promoting openness to new ideas and challenges stimulated creativity and intrinsic motivation among individuals, leading to enhanced performance and satisfaction.

Similarly, S11 reflected on the teacher-in-charge's impact on students by encouraging them to think creatively and embrace challenges. This open-minded approach not only made learning more engaging but also fostered confidence and resilience in students as they navigated new experiences and perspectives. Studies by Dweck (2016) emphasized the importance of fostering a growth mindset, where challenges are seen as opportunities for learning and development.

Moreover, P30 underscored parental admiration for the teacher-in-charge's leadership in promoting open-mindedness. By prioritizing growth and adaptability, the teacher fostered an environment that equipped children for future success in a fast-evolving world. This reflects the role of educational leaders in cultivating school cultures that encourage innovation and openness.

In conclusion, the teacher-in-charge's leadership in embracing emerging opportunities and challenges cultivated a culture of open-mindedness that enhanced educational experiences for both staff and students. By fostering creativity, resilience, and a

willingness to explore new ideas, the school community became better equipped to thrive in an ever-evolving educational landscape.

Focusing on Teaching and Learning

Concentrating on Teaching and Learning emphasized the role of school heads in fostering outstanding teaching and learning. This domain highlighted the commitment of school leaders to providing instructional leadership to enhance teacher competency and student outcomes.

In this area, school administrators were expected to provide technical support related to curriculum, teaching practices, and performance-based education. They were also tasked with fostering a learner-centered environment that ensured access to inclusive, quality, relevant, and liberating education.

Table 58 provided a comprehensive analysis of statements that elucidated the leadership qualities demonstrated by the teacher-in-charge in delivering feedback on teacher performance, with a particular emphasis on establishing a culture of "supportive leadership" (see Table 58).

Table 58

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Teacher Performance Feedback in Developing a Specific Culture of Supportive Leadership

Leadership Skills	Specific Culture Developed	Sample Statements
Teacher performance feedback	Supportive Leadership	TIC: As the teacher-in-charge, I believe in the power of constructive feedback to enhance teacher performance. By providing regular, thoughtful feedback and fostering open communication, I strive to create a supportive environment where teachers feel valued and encouraged to grow. This approach not only improves individual performance but also builds a collaborative culture where everyone is committed to continuous improvement and mutual support.

Note: See Appendix U for detailed statements.

The statements highlighted the teacher-in-charge's proactive approach to fostering a culture of supportive leadership through constructive feedback and open communication. According to the teacher-in-charge (TIC), they believed in the power of regular and thoughtful feedback to enhance teacher performance. This leadership style aligned with research emphasizing the importance of constructive feedback in improving teaching effectiveness and fostering professional growth Hattie and Timperley (2007). Hattie and Timperley argued that feedback should be specific, actionable, and aimed at clarifying goals, which supported teachers' continuous improvement efforts.

T5 illustrated how the teacher-in-charge's supportive leadership inspired staff by providing meaningful feedback tailored to individual needs. By addressing challenges and offering practical solutions, the teacher created an environment where teachers felt valued and motivated to excel. This approach contributed to a positive and collaborative atmosphere, which research suggested enhanced job satisfaction and organizational commitment (Wilson et al., 2016).

Similarly, S28 reflected on the teacher-in-charge's impact on students' learning experiences through supportive feedback to teachers. By promoting teachers' professional development, the teacher-in-charge indirectly helped improve student outcomes, reflecting the connection between strong school leadership, better teacher performance, and higher student achievement.

Moreover, P40 underscored parental appreciation for the teacher-in-charge's supportive leadership style. By recognizing teachers' strengths and addressing areas for improvement, the teacher-in-charge created a motivating environment that ensured high-quality education for students. This reflected the understanding that supportive leadership plays a key role in boosting teacher satisfaction, retaining staff, and enhancing overall school effectiveness.

In conclusion, the teacher-in-charge's leadership in providing constructive feedback and fostering a culture of supportive leadership enhanced teacher performance and contributed to a positive educational environment. By valuing continuous improvement and mutual support, the school community became better equipped to achieve educational goals and support student success.

Table 59 provides a comprehensive analysis of statements defining the leadership abilities displayed by the teacher-in-charge in structuring the learning environment, with a special emphasis on establishing a culture of "inclusivity" (see Table 59).

Table 59

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Learning Environment in Developing a Specific Culture of Inclusivity

Leadership Skills	Specific Culture Developed	Sample Statements
Learning environment	Inclusivity	TIC: As the teacher-in-charge, I believe in fostering an inclusive learning environment where every student feels valued and respected. My leadership involves creating opportunities for all students to participate equally, ensuring their diverse needs are met, and promoting a culture where differences are celebrated as strengths.

Note: See Appendix U for detailed statements.

The statements highlighted the teacher-in-charge's commitment to fostering inclusivity in the school environment. According to the teacher-in-charge (TIC), they prioritized creating an inclusive learning environment where every student felt valued and respected. This leadership style was supported by research emphasizing the importance of inclusive practices in education, which promoted positive outcomes for students from diverse backgrounds (Myklebust, 2018). Myklebust argued that inclusive environments not

only supported academic achievement but also contributed to social and emotional development by fostering a sense of belonging and acceptance among students.

T6 demonstrated how the teacher-in-charge's vision of inclusivity was embraced by teachers who actively promoted collaboration and understanding among students of different backgrounds and abilities. This collaborative approach reflected the idea that inclusive teaching practices improve student engagement and learning outcomes by fostering supportive environments where all students feel encouraged to participate and contribute.

Similarly, S28 reflected on the positive impact of the teacher-in-charge's inclusive leadership on students. By encouraging learning from diverse perspectives and creating a supportive atmosphere, the teacher-in-charge promoted student growth both academically and personally. Inclusive education has been shown to help students develop critical thinking skills and empathy, both of which are vital for thriving in a diverse society.

Moreover, P71 underscored parental appreciation for the teacher-in-charge's efforts in fostering an inclusive school environment. Parents valued the school's commitment to celebrating diversity and nurturing their child's sense of belonging.

In conclusion, the teacher-in-charge's leadership in creating an inclusive learning environment enhanced student engagement, promoted empathy, and supported academic achievement. By valuing diversity and fostering a culture of inclusivity, the school community became more cohesive and supportive, contributing to positive educational outcomes for all students.

Table 60 provides a comprehensive analysis of statements that elucidated the leadership qualities displayed by the teacher-in-charge in preserving learner discipline, with a particular emphasis on building a culture of "supportive behavior" (see Table 60).

Table 60

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Learner Discipline in Developing a Specific Culture of Supportive Behavior

Leadership Skills	Specific Culture Developed	Sample Statements
Learner discipline	Concerned	TIC: As a school head, I observe that effective teacher leadership in learner discipline fosters a culture where every student feels cared for and understood. Teachers who demonstrate empathy and proactive management not only maintain order but also build trust and respect among students.

Note: See Appendix U for detailed statements.

The statements collectively emphasized the crucial role of teacher leadership in fostering a positive and supportive environment through effective learner discipline. The teacher-in-charge (TIC) highlighted that empathy and proactive management in a discipline not only maintained order but also built trust and respect among students. This perspective aligned with research underscoring the importance of emotional intelligence and relational leadership in education. For instance, Lobman and Lundquist (2007) noted that

effective school leadership, including teacher leadership, significantly impacted student engagement and school climate, particularly when centered on care and understanding.

From the student's perspective (S12), the impact of a teacher's genuine concern for discipline extended beyond enforcing rules; it involved guiding students through challenges and fostering their growth as responsible individuals. This reflected the findings of Gregory and Ripski (2008), who argued that student-teacher relationships built on respect and support were pivotal in promoting positive behavior and academic success. Students who felt supported were more likely to engage in the learning process and exhibit self-regulation.

The parent's view (P13) reinforced the significance of open communication between teachers and families regarding learner discipline. When teachers prioritized discipline with care and communicated effectively, it strengthened the partnership between home and school, promoting consistency in the values and behavior expected from students. This aligned with Epstein (2018) theory of overlapping spheres of influence, where family, school, and community worked together to support student development.

Lastly, the community member (A7) underscored the broader impact of compassionate and fair discipline on creating a supportive learning environment. Such an approach not only enhanced classroom dynamics but also prepared students for real-world challenges. Research by Marzano et al. (2005) supported this by showing that a positive disciplinary climate contributed to a safer, more effective learning environment, leading to better student outcomes.

In summary, effective teacher leadership in learner discipline was multifaceted, involving empathy, open communication, and fairness. It played a critical role in creating a culture where students felt supported, valued, and prepared for future challenges.

Developing Self and Others

Developing Self and Others acknowledges the responsibility of school leaders in nurturing both themselves and others. This domain focuses on the school leaders' commitment to fostering individual and team effectiveness.

Table 61 provides a comprehensive analysis of statements describing the teacher-in-charge's leadership abilities in promoting personal and professional growth, with a special emphasis on cultivating a culture of "life balance" (see Table 61).

Table 61

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Personal and Professional Development in Developing a Specific Culture of Life Balance

Leadership Skills	Specific Culture Developed	Sample Statements
Personal and Professional Development	Life Balance	TIC: As the teacher-in-charge, I prioritize the personal and professional development of my colleagues and myself. I lead by example, advocating for a balanced approach to work and personal life. My leadership involves promoting wellness initiatives, encouraging continuous learning, and fostering a supportive culture where educators can thrive both professionally and personally.

The teacher-in-charge (TIC) demonstrated exemplary leadership in prioritizing the personal and professional development of colleagues and themselves, advocating for a balanced approach to work and personal life. By actively promoting wellness initiatives, encouraging continuous learning, and fostering a supportive culture, TIC created an environment where educators could thrive both professionally and personally. This approach aligned with research indicating that supporting teachers' well-being and work-life balance positively impacted job satisfaction and performance Skaalvik and Skaalvik (2016). Skaalvik and Skaalvik emphasized that when teachers felt supported and valued, they were more likely to engage in continuous professional development and maintain high levels of commitment to their roles.

T5's perspective underscored the impact of TIC's leadership on personal and professional growth among teachers. By providing opportunities for professional development and emphasizing self-care, TIC enabled educators to manage their workload effectively while nurturing their well-being. This approach correlated with findings by Sonnentag and Fritz (2015), who argued that promoting work-life balance and well-being enhanced employees' job satisfaction and reduced burnout, ultimately benefiting organizational performance.

S46's observation as a student reflected how TIC's leadership positively influenced the school environment. Students were inspired by educators who modeled a balanced approach to teaching and personal growth, which supported their own holistic development and academic success. This aligned with research by Oberle et al. (2016), who found that school environments promoting teacher well-being and balance contributed to

positive student outcomes, including academic achievement and socio-emotional development.

P9's feedback from parents highlighted the broader community's appreciation for TIC's efforts in promoting life balance among educators and students. They recognized the positive impact on their child's education, noting that motivated and supported teachers contributed significantly to both academic and personal growth. This sentiment was supported by research showing that schools prioritizing teacher well-being created a more positive learning environment conducive to student success (Schonert-Reichl & Lawlor 2010).

In conclusion, the teacher-in-charge's leadership in promoting a culture of life balance not only supported the well-being and professional growth of educators but also enhanced the overall school environment and student outcomes. By advocating for wellness, continuous learning, and a supportive culture, TIC created a sustainable framework for personal and professional development within the educational community.

Table 62 presents a comprehensive analysis of statements describing the leadership abilities displayed by the teacher-in-charge in dealing with the overall welfare of human resources, with a focus on cultivating a culture of "compassion" (see Table 62).

Table 62

Statements Elaborating the Leadership Skills of the Teacher-in-charge in General Welfare of Human Resources in Developing a Specific Culture of Compassion

Leadership Skills	Specific Culture Developed	Sample Statements
General Welfare of Human Resources	Compassion	TIC: As the teacher-in-charge, I prioritize the general welfare of our school's human resources, including teachers, staff, and students. My leadership focuses on cultivating a culture of compassion where everyone feels valued and supported. I advocate for policies and initiatives that promote mental health, well-being, and inclusivity. By fostering a caring environment, I aim to enhance the overall experience and success of our school community.

Note: See Appendix U for detailed statements.

The teacher-in-charge (TIC) demonstrated exceptional leadership in prioritizing the general welfare of the school's human resources, fostering a culture of compassion where all members—teachers, staff, and students—were valued and supported. By advocating for policies and initiatives that promote mental health, well-being, and inclusivity, TIC created an environment conducive to academic success and emotional well-being. Research supports the notion that compassionate leadership enhances organizational climate and employee well-being (Lilius et al., 2011). Leaders who prioritize compassion create a workplace where individuals feel cared for and are more engaged, leading to improved overall performance and satisfaction.

T4's perspective as a teacher underscored the positive impact of TIC's leadership on fostering empathy and understanding among colleagues and students. This aligned with the findings by (Dutton et al. 2014), who suggested that compassionate leadership promotes a supportive organizational climate, encouraging cooperation and mutual support among team members. Such environments are crucial for enhancing job satisfaction and fostering a sense of belonging among employees.

S4's experience as a student reflected how TIC's leadership in promoting compassion created a safe and supportive school environment. Research by Shea et al. (2016) highlighted that compassionate environments in schools not only enhanced students' emotional well-being but also contributed significantly to their academic achievement and social development. Students thrive when they feel supported and valued, which is essential for their overall growth and learning outcomes.

P55's feedback from parents underscored the broader community's appreciation for TIC's efforts in promoting compassion and general welfare within the school. They recognized the positive impact on their child's education and well-being, emphasizing the importance of a caring environment that nurtures both academic and emotional needs. Research by Waters (2011) suggested that schools emphasizing compassion and well-being fostered a positive learning environment that supported students' holistic development and success.

In conclusion, the teacher-in-charge's leadership in promoting a culture of compassion not only enhanced the well-being of teachers, staff, and students but also contributed to a positive school climate conducive to learning and growth. By prioritizing

empathy, support, and inclusivity, TIC established a foundation for academic achievement and emotional flourishing within the school community.

Table 63 provides a comprehensive analysis of statements defining the leadership qualities displayed by the teacher-in-charge in implementing incentives and recognition systems, with a specific goal of establishing a culture of "empowering individuals" (see Table 63).

Table 63

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Rewards and Recognition Mechanisms in Developing a Specific Culture of Empowering Individual

Leadership Skills	Specific Culture Developed	Sample Statements
Rewards and Recognition Mechanisms	Empowering Individual	TIC: As the teacher-in-charge, I believe in empowering individuals through effective rewards and recognition mechanisms. My leadership involves identifying and celebrating the achievements and strengths of students, teachers, and staff. I strive to create a culture where individuals feel valued and motivated to excel. By acknowledging their efforts and contributions, I aim to foster a supportive environment that encourages personal growth and success.

Note: See Appendix U for detailed statements.

The teacher-in-charge (TIC) demonstrated effective leadership in empowering individuals through robust rewards and recognition mechanisms, creating a culture where achievements and strengths were celebrated across the school community. By

acknowledging the efforts of students, teachers, and staff, TIC fostered a supportive environment that encouraged personal growth and success. Effective recognition systems boost motivation and play a key role in improving both performance and job satisfaction among employees. TIC's approach demonstrated how acknowledging achievements can strengthen engagement and foster greater commitment to organizational goals.

T1's perspective as a teacher highlighted how TIC's leadership positively influenced educators to strive for innovation and excellence. Recognizing teachers' efforts played a significant role in boosting their job satisfaction and encouraging creative teaching approaches, which in turn enhanced student learning. This demonstrated how TIC's focus on appreciation helped cultivate a vibrant and effective educational environment.

S69's experience as a student reflected how TIC's recognition efforts empowered individual students by motivating them to set higher goals and strive for excellence. Research by Alves-Martins et al. (2002) suggested that recognition of students' achievements not only boosted their self-esteem but also enhanced their academic engagement and performance. TIC's approach ensured that students felt valued and supported, which was crucial for their overall development and success.

P15's feedback from parents highlighted the importance of TIC's rewards and recognition systems in empowering their children and peers. Research by Gagné and Deci (2005) indicated that recognition of efforts fostered intrinsic motivation and enhanced individuals' sense of competence and autonomy. This supported TIC's role in nurturing a positive school environment where students were motivated to learn and grow.

In conclusion, the teacher-in-charge's leadership in rewards and recognition mechanisms effectively empowered individuals within the school community. By celebrating achievements and strengths, TIC fostered a culture of empowerment and motivation that supported both personal and academic development.

Building Connections

Establishing Connections highlights the school leaders' ability to engage stakeholders in activities that strengthen school communities. This domain reflects the school leaders' dedication to emphasizing that learning is everyone's responsibility.

In this domain, school leaders were required to be responsible and accountable for fostering a greater understanding of the school's vision, purpose, core values, and directions among key stakeholders. They were skilled in interacting with and forming connections with others. They were expected to develop relationships with individuals and organizations based on mutual trust, honesty, openness, respect, and a shared vision for achieving institutional goals.

Table 64 offers a comprehensive analysis of statements delineating the leadership competencies demonstrated by the teacher-in-charge in the management of school organizations, with a focused aim on fostering a culture of "team collaboration" (see Table 64).

Table 64

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Management of School Organizations in Developing a Specific Culture of Team Collaboration

Leadership Skills	Specific Culture Developed	Sample Statements
Management of School Organizations	Team Collaboration	TIC: As the teacher-in-charge of school organizations, I prioritize fostering a culture of team collaboration among students and staff. My leadership involves promoting open communication, fostering respect for diverse perspectives, and encouraging teamwork. I provide guidance and support to ensure that each organization operates cohesively towards common goals. By nurturing a collaborative environment, I aim to empower students and staff to achieve success through collective efforts.

Note: See Appendix U for detailed statements.

The teacher-in-charge (TIC) demonstrated strong leadership in promoting a culture of team collaboration among students and staff within school organizations. By prioritizing open communication, respecting diverse perspectives, and encouraging teamwork, TIC created an environment where collective efforts toward common goals thrived. TIC's emphasis on nurturing a collaborative environment aligned with findings that highlight the positive impact of teamwork on educational outcomes and student engagement (E. G. Cohen, 2014).

T3's perspective as a teacher underscored the beneficial effects of TIC's leadership on promoting teamwork and collaboration. Studies by Vangrieken et al. (2015) suggested that collaborative work environments in educational settings contribute to professional growth and the development of innovative teaching practices. This illustrated how TIC's approach empowered teachers to leverage their strengths collectively, thereby enhancing the quality of education provided.

S42's experience as a student reflected how TIC's promotion of teamwork and collaboration enhanced the learning experience. Research by Johnson and Johnson (2009) indicated that collaborative learning environments not only improved academic performance but also fostered social skills and emotional well-being among students. TIC's efforts to encourage collaboration prepared students for future challenges by developing essential teamwork and leadership skills crucial for success beyond school.

P71's feedback from parents reflected how TIC's leadership positively influenced their child's growth through active involvement in school organizations. By fostering a collaborative school culture, TIC helped students develop strong social skills and a sense of responsibility, effectively preparing them for future challenges and opportunities.

In conclusion, the teacher-in-charge's leadership in fostering team collaboration within school organizations effectively enhanced educational outcomes and student development. By promoting a culture of collaboration, TIC created opportunities for growth, innovation, and collective success among students and staff alike.

Table 65 provides a comprehensive analysis of statements explaining the teacher-in-charge's leadership abilities in communication, with a particular emphasis on building a culture of "expressiveness" (see Table 65).

Table 65

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Communication in Developing a specific Culture of Expressiveness

Leadership Skills	Specific Culture Developed	Sample Statements
Communication	Expressiveness	TIC: As the teacher-in-charge, I prioritize effective communication as a cornerstone of developing a culture of expressiveness in our school community. My leadership involves promoting open dialogue, active listening, and transparency. I encourage students, teachers, and parents to freely express their thoughts, ideas, and concerns. By fostering a culture where communication is valued and respected, I aim to create a supportive environment where everyone feels empowered to contribute and collaborate.

Note: See Appendix U for detailed statements.

The teacher-in-charge (TIC) played a vital role in fostering a culture of openness and expression within the school by emphasizing clear and effective communication. Through open dialogue, active listening, and transparency, TIC's leadership created an environment where students, teachers, and parents felt encouraged and empowered to share their thoughts and ideas freely. Research supports that fostering open

communication channels in educational settings enhances collaboration, trust, and the overall school climate (Wang & Holcombe 2010).

T6, as a teacher, acknowledged the positive impact of TIC's leadership on fostering expressiveness through clear and open communication. Studies by Sandars and Goh (2020) emphasized that effective communication among educators promoted professional development and improved student outcomes by creating a supportive learning environment. TIC's encouragement of meaningful discussions enhanced teacher collaboration and enriched the educational experience through shared insights and strategies.

S28's perspective as a student reflected how TIC's promotion of communication empowered students to express themselves confidently. Research by Vygotskiĭ and Cole (1978) underscored the importance of social interaction and communication in cognitive development, highlighting how opportunities for dialogue and expression in school settings contributed to student growth and learning. TIC's efforts to create a platform for students to voice opinions and engage in discussions fostered a sense of empowerment and active participation in their education.

P19's feedback from parents underscored the value of TIC's leadership in promoting a culture of expressiveness and communication within the school. Research by Wang and Holcombe (2010) suggested that parental involvement and open communication between school and home positively impacted student achievement and well-being. TIC's emphasis on inclusive communication practices not only strengthened the school-home partnership but also prepared students for future interpersonal interactions and challenges.

In conclusion, the teacher-in-charge's leadership in prioritizing effective communication fostered a culture of expressiveness that enriched the school community. By promoting open dialogue, active listening, and transparency, TIC created a supportive environment where communication was valued and respected, empowering stakeholders to contribute meaningfully to the educational process.

Table 66 presents a comprehensive analysis of statements explaining the leadership abilities demonstrated by the teacher-in-charge in community participation, with a focus on establishing a culture of "positive impact" (see Table 66).

Table 66

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Community Engagement in Developing a Specific Culture of Positive Impact

Leadership Skills	Specific Culture Developed	Sample Statements
Community Engagement	Collaboration, cocreation, pakikisama and pakikipagtulungan	TIC: As the teacher-in-charge, I believe in the power of community engagement to create positive impacts within and beyond our school. My leadership involves initiating and facilitating partnerships with local communities, organizations, and stakeholders. Through collaborative projects and initiatives, we aim to address societal needs, promote civic responsibility, and instill a sense of social awareness among our students. By fostering community engagement, I strive to inspire our school community to make meaningful contributions and create lasting positive change.

Note: See Appendix U for detailed statements.

The teacher-in-charge (TIC) showed outstanding leadership by actively promoting community engagement as a driving force for positive change within and outside the school. By initiating and nurturing partnerships with local communities, organizations, and stakeholders, TIC emphasized the importance of addressing societal needs and fostering a strong sense of civic responsibility. By engaging in collaborative projects and initiatives, TIC not only enriched the educational experience but also instilled a sense of social awareness and responsibility among students (Boix & Jackson 2023).

T2 highlighted the profound impact of TIC's leadership on integrating community engagement into the educational framework. Research by Jones et al. (2016) underscored that community-based learning enhanced students' understanding of real-world issues and fostered a sense of civic identity and responsibility. TIC's dedication to involving students in community service projects and collaborative learning experiences aligned with best practices in educational leadership that emphasized experiential learning and community partnership (Bringle & Hatcher 2002).

S56 valued the meaningful opportunities offered by TIC to participate in community engagement activities. These experiences supported students' personal development, strengthened their empathy, and deepened their sense of social responsibility. TIC's leadership in encouraging volunteerism and community initiatives not only enriched student learning but also cultivated skills and values essential for active citizenship and positive societal impact.

P11 valued TIC's leadership in nurturing a culture of positive impact through community engagement. Research by Furco et al. (2016) emphasized that community

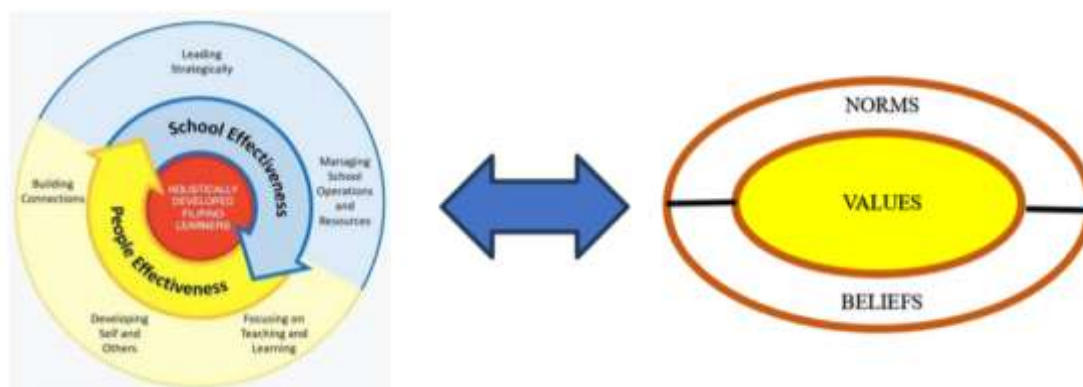
engagement in schools strengthened the school-home-community partnership and enhanced students' holistic development. TIC's efforts to inspire students to contribute to community initiatives and collaborate effectively with peers and local organizations not only fostered social skills but also instilled a lifelong commitment to making a difference in society.

The teacher-in-charge's leadership in community engagement was pivotal in fostering a culture of positive impact within the school and beyond. By initiating partnerships, promoting civic responsibility, and providing meaningful community-based learning experiences, TIC empowered students to become proactive agents of change and cultivated a sense of social consciousness that extended well beyond their academic years.

Figure 5 shows the interconnection of the teacher leader's skills in developing a specific culture embedded in the practices or strategies.

Figure 5

PPSSH Framework (leadership skills of the teacher-in-charge) in developing a school culture



The five domains represented a broad conceptual area of leadership activities for all school leaders. Positioning learners at the core of the framework emphasized the vital role of school principals in improving student success. The school leader's skills were grounded in her values, norms, and beliefs, which had a significant influence on developing a school culture.

Figure 5 shows the interconnectedness of the teacher leader's leadership skills with her values, norms, and beliefs in developing a school culture. It also illustrated that school culture could be shaped based on the embedded values, norms, and beliefs of the school stakeholders in leading the institution.

In the context of school leadership in the Philippines, the alignment between the values, norms, and beliefs of the school leader and the overarching school culture was paramount for effective management and positive outcomes. The Philippine Professional Standards for School Heads (PPSSH) emphasized the importance of school leaders embodying values such as integrity, accountability, and social responsibility, which were deeply embedded in Filipino cultural norms. Research by Lim (2024) highlighted the significance of integrity and moral uprightness as core values expected from Filipino school leaders, reflecting broader societal expectations. Moreover, the role of school leaders in fostering social responsibility and community involvement closely aligns with the Filipino cultural value of *bayanihan*, which emphasizes communal unity and cooperation. These deeply rooted values, norms, and beliefs influenced how school leaders approached management, guided their decision-making, shaped interactions with stakeholders, and contributed to building a positive and inclusive school environment.

Inspired by the qualities of a Filipino leader, school heads often demonstrated warmth, approachability, and empathy—traits that were essential in nurturing a positive and supportive school culture. These relational qualities helped build trust and strong connections with staff, students, and the broader community, reinforcing a sense of unity and shared purpose within the school.

This reflected the Filipino concept of *pakikisama*, which emphasizes harmonious relationships, cooperation, and collaboration. School leaders who embraced these values were more likely to create a supportive and inclusive environment where everyone felt respected and empowered. Empathy, as a core leadership trait, played a crucial role in boosting morale, motivation, and the overall school atmosphere. By incorporating these culturally rooted qualities into their leadership approach, school leaders helped shape a school culture that mirrored the values and beliefs of Filipino society, ultimately strengthening organizational effectiveness and improving student outcomes.

In summary, the school culture would be inclusive, supportive, and innovative, with a strong commitment to ethical leadership and social justice. The focus would be on empowering individuals, fostering collaboration, and maintaining a balance between academic excellence and personal well-being.

School's Performance Through Various Performance Indicators as a Result of Shared Values, Norms, and Beliefs Being Practiced Among Stakeholders

Key performance indicators are types of performance measurements that help schools or any institution understand how they are performing and allow them to determine if they are headed in the right direction with their strategy as leaders.

Table 67 provides a comprehensive analysis of the school's performance, delving into a range of performance indicators influenced by the collective adherence to shared values, norms, and beliefs, as well as the specific culture developed (see Table 67).

Table 67

Summary of School's Performance Through Various Performance Indicators as a Result of Shared Values, Norms and Beliefs Being Practice Among Stakeholders

School Performance Indicators	Shared values (V), norms (N), and beliefs (B) of the stakeholders	Specific culture developed
Drop-Out Rate 2020-20203: 0	V: Education for lifelong learners N: Open-Mindedness B: Adaptability	Pakikisama (social harmony)
Retention Rate 2020-2021: 94.03 2021-2022: 114.52 2022-2023: 94.44	V: Education for lifelong learners N: Continuous Learning B: Intrinsic Value of Knowledge	Pag-aaral (learning)
Repetition Rate 2020-20203: 0	V: Empathy N: Supportive Behavior B: Human Dignity	Pagmamalasakit (empathy)

School Performance Indicators	Shared values (V), norms (N), and beliefs (B) of the stakeholders	Specific culture developed
Graduation Rate 2020-20203: 100	V: Passion for working hard N: Commitment and Dedication B: Long-Term Commitment	Sipag at tiyaga (diligence and perseverance)
Survival Rate 2020-2021: 100 2021-2022: 92.31 2022-2023: 92.31	V: Empathy N: Supportive Behavior B: Interdependence	Pagtutulungan (cooperation)
Transition Rate 2020-2021: 91.67 2021-2022: 108.33 2022-2023: 83.33	V: Empathy N: Conflict Resolution B: Social Justice	Tapat na pamamahala (integrity in leadership)
Participation Rate 2020-2021: 111.27 2021-2022: 116.67 2022-2023: 126.67	V: Passion for working hard N: Continuous Improvement B: Positive Impact	Galing (excellence)
Completion Rate 2020-2021: 100 2021-2022: 92.31 2022-2023: 92.31	V: Passion for working hard N: Collaboration and Teamwork B: Fulfillment through Passion	May pakialam (concerned)
Enrolment Rate 2020-2021: 111.27 2021-2022: 116.67 2022-2023: 126.67	V: Servant Leadership N: Inclusivity B: Empowering Individual	Pagmamalasakit (empathy)
Achievement Rate 2020-2021: 84.84 2021-2022: 84.94 2022-2023: 85.01	V: Servant Leadership N: Compassion B: Empowering Individual	Pakikipagkapwa (regard to others)
Leaver Rate	V: Humility	Paggalang (respect)

School Performance Indicators	Shared values (V), norms (N), and beliefs (B) of the stakeholders	Specific culture developed
2020-20203: 0	N: Openness to Feedback B: Respect to Others	

The performance of a school across various indicators is profoundly influenced by the cultivation and practice of shared values, norms, and beliefs among its stakeholders. Research by Bryk and Schneider (2004) underscored the significance of a common commitment to academic excellence, suggesting that schools with shared values tended to exhibit higher levels of student achievement.

Moreover, studies by Cohen et al. (2009) emphasized the role of shared norms in shaping the school climate, which directly impacted factors such as student engagement, attendance, and disciplinary incidents. Lee and Louis (2019) further supported this notion by highlighting the correlation between a cohesive school culture and teacher morale and effectiveness. When educators shared a sense of purpose and belonging, they were more likely to employ innovative instructional methods and positively impact student outcomes.

Additionally, Epstein (2010) research emphasized the importance of collaborative relationships based on shared goals between schools and parents, which could lead to increased parental involvement and, consequently, improved academic performance. In sum, the evidence suggested that schools with strong shared values, norms, and beliefs among stakeholders tended to demonstrate superior performance across a range of metrics, fostering an environment conducive to learning, collaboration, and success.

Table 68 presents a comprehensive overview of the school's performance in the last three years, from 2020-2021 to 2022-2023, under the leadership of the teacher-in-charge (see Table 68).

Table 68

Summary of School's Performance Through Various Indicators From School Year 2020-2021 to 2022-2023

Indicators	School Year		
	2020-2021	2021-2022	2022-2023
Drop-out Rate	0	0	0
Retention Rate	94.03	114.52	94.44
Repetition Rate	0	0	0
Graduation Rate	100	100	100
Survival Rate	100.00	92.31	92.31
Transition Rate	91.67	108.33	83.33
Participation Rate	111.27	116.67	126.67
Completion Rate	100.00	92.31	92.31
Enrolment Rate	111.27	116.67	126.67
Achievement Rate	84.84%	84.94%	85.01%
Leaver Rate	0	0	0

As shown in Table 68, the school's performance improved over the last three consecutive school years. The dropout rate refers to the percentage of students who leave school before completing a particular level of education, such as primary, secondary, or tertiary education. This could occur for various reasons, including financial constraints,

family obligations, lack of interest or motivation, academic difficulties, or socioeconomic factors.

Drop-out Rate

The dropout rate, within the context of the Department of Education, served as a crucial metric measuring the percentage of students who left school before completing their studies. This statistic reflected the number of students who disengaged from the educational system for various reasons, such as academic struggles, personal challenges, or socioeconomic factors. The dropout rate was a significant indicator of educational effectiveness, highlighting potential areas of concern within schools or districts and guiding policymakers in implementing targeted interventions to support at-risk students. Monitoring dropout rates helped assess the overall health of the education system and its ability to provide equitable opportunities for all learners to succeed academically and pursue fulfilling futures.

Table 69 presents a comprehensive analysis of the relationship between the school's performance in the dropout rate and the cultivation of shared values, norms, and beliefs among stakeholders, along with the development of a specific culture—Pakikisama (social harmony) (see Table 69).

Table 69

Statements Elaborating the School's Performance in Drop-out rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Drop-Out Rate 2020-20203: 0	V: Education for lifelong learners N: Open-Mindedness B: Adaptability	Pakikisama (social harmony)	TIC: As the teacher-in-charge, I am proud to say that our school's drop-out rate is consistently zero due to our collective commitment to education for lifelong learners (V). Our emphasis on open-mindedness (N) allows us to continually adapt to the needs of our students (B), ensuring that no one is left behind. By fostering a culture of Pakikisama, we create a supportive environment where students feel valued and understood, which motivates them to stay in school and pursue their education.

Note: See Appendix V for detailed statements.

Based on the statements provided, there was a clear consensus among the Teacher-in-Charge (TIC), Teacher (T3), Student (S12), and Parent (P20) regarding the positive impact of shared values, open-mindedness, adaptability, and supportive culture (Pakikisama) on reducing school drop-out rates and fostering a supportive educational environment.

The TIC highlighted the school's consistent zero drop-out rate, crediting it to a shared dedication to lifelong learning, a willingness to adapt to students' needs, and the cultivation of a supportive Pakikisama culture. This approach created an inclusive and nurturing environment that played a key role in keeping students engaged and committed to their education.

Similarly, Teacher (T3) emphasized how shared values and open-mindedness positively shaped teaching practices, enabling educators to tailor their methods to meet the diverse needs of students. This flexible and inclusive approach helped create a more effective learning environment that supports all learners.

The student (S12) highlighted feeling encouraged to stay in school due to the supportive environment created by shared values and open-mindedness among teachers and peers. Research showed that students who perceived their school environment as supportive and inclusive were more likely to stay engaged and committed to their education.

Parent P20 expressed relief and gratitude that their child was part of a school community that prioritized lifelong learning, adaptability, and a supportive Pakikisama culture. Such positive parental perceptions of the school environment and community support play a vital role in promoting student retention and academic achievement.

In summary, these statements reflected a coherent narrative about the importance of shared values, openness, adaptability, and supportive school cultures in reducing drop-out rates and fostering a conducive learning environment. The cited research underscored these factors' positive impact on student outcomes and overall educational effectiveness.

Retention Rate

In the realm of education, the retention rate held paramount importance within the Department of Education, serving as a fundamental gauge of student persistence and academic success. This metric denoted the percentage of students who remained enrolled in educational programs or institutions over a specified period, typically from one academic year to the next. A high retention rate indicated a healthy and supportive learning environment that fostered student engagement, progress, and satisfaction, while a low retention rate signaled underlying issues such as inadequate support services, challenging academic climates, or socioeconomic disparities. By closely monitoring retention rates, education stakeholders could identify areas for improvement, implement targeted interventions to support student persistence and cultivate an inclusive educational ecosystem conducive to long-term student achievement and fulfillment.

Table 70 presents a comprehensive analysis of the intricate interplay between a school's performance in retention rate and the cultivation of shared values, norms, and beliefs among its stakeholders, along with the development of a specific culture—Pag-aaral (learning) (see Table 70).

Table 70

Statements Elaborating the School's Performance in Retention rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Retention Rate 2020-2021: 94.03 2021-2022: 114.52 2022-2023: 94.44	V: Education for lifelong learners N: Continuous Learning B: Intrinsic Value of Knowledge	Pag-aaral (learning)	TIC: As the teacher-in-charge, I am thrilled to see our school's retention rate improving significantly. Our commitment to education for lifelong learners (V) is at the core of our mission. By fostering a culture of continuous learning (N) and instilling the intrinsic value of knowledge (B) in our students, we create an environment where learning is a shared and celebrated endeavor. This culture of Pag-aaral ensures that students remain engaged and motivated, resulting in higher retention rates. T1: As a teacher, I have observed that our emphasis on education for lifelong learners (V) and continuous learning (N) has positively influenced our retention rates. We strive to show students the intrinsic value of knowledge (B), making learning a rewarding experience. The culture of Pag-aaral we nurture in our classrooms keeps students curious and eager to continue their education, leading to better retention rates year after year.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T1), Student (S39), and Parent (P18), there was a consistent theme highlighting the positive impact of fostering a culture of education for lifelong learners, continuous learning, and emphasizing the intrinsic value of knowledge on improving school retention rates.

The Teacher-in-Charge (TIC) emphasized the significant improvement in retention rates, attributing it to the school's commitment to lifelong learning and a culture of continuous learning. This aligned with findings showing that schools focused on continuous professional development and cultivating learning cultures experience improvements in student retention and achievement.

The Teacher (T1) observed firsthand how the school's emphasis on education for lifelong learners and continuous learning positively influenced retention rates. Fostering a culture of lifelong learning could enhance student motivation and engagement, thereby improving retention rates.

The student (S39) expressed being inspired to stay in school due to the culture of continuous learning and the intrinsic value of knowledge promoted at the school. Studies indicated that when students perceived learning as meaningful and valuable, they were more likely to stay engaged and committed to their education (OECD, 2019).

The Parent (P18) credited the school's high retention rate to its strong emphasis on education for lifelong learners and continuous learning. The role of school culture in influencing parental perceptions and student retention, highlighting the importance of supportive educational environments.

In summary, these statements reflected a coherent narrative about the positive influence of educational values, continuous learning norms, and the intrinsic value of knowledge on school retention rates. The cited research provided empirical support for these factors' impact on enhancing student engagement, motivation, and, ultimately, retention.

Repetition Rate

Within the Department of Education, the repetition rate stood as a crucial metric reflecting the frequency with which students were required to repeat a grade level during their academic journey. This statistic captured the proportion of students who, due to various factors such as academic challenges, insufficient mastery of subject matter, or personal circumstances, were unable to progress to the next grade level alongside their peers. A high repetition rate often signified potential gaps in teaching and learning strategies, inadequate support systems, or challenges in meeting individual student needs. Conversely, a low repetition rate suggested effective instructional practices, robust intervention strategies, and an environment conducive to student progress. Monitoring the repetition rate was essential for educational policymakers and administrators to identify areas requiring targeted interventions, foster academic success, and ensure equitable access to quality education for all students.

Table 71 presents a comprehensive analysis of the relationship between a school's performance in repetition rate and the cultivation of shared values, norms, and beliefs among its stakeholders, along with the development of a specific culture—Pagmamalasa-kit (empathy) (see Table 71).

Table 71

Statements elaborating the School's Performance in Repetition Rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Repetition Rate 2020-20203: 0	V: Empathy N: Supportive Behavior B: Human Dignity	Pagma-malasakit (empathy)	TIC: As the teacher-in-charge, I am proud of our school's efforts in maintaining a zero-repetition rate through the practice of empathy (V). By fostering supportive behavior (N) among our teachers and students and upholding the belief in human dignity (B), we create a nurturing environment. This culture of Pagma-malasakit ensures that each student feels understood and valued, which helps address their individual learning needs and prevents them from repeating grades.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T6), Student (S29), and Parent (P61), there was a clear consensus on the positive impact of empathy, supportive behavior, and respect for human dignity (Pagma-malasakit) in reducing grade repetition rates and fostering a nurturing educational environment.

The Teacher-in-Charge (TIC) highlighted the school's success in maintaining a zero-repetition rate, attributing it to a culture of empathy, supportive behavior among

teachers and students, and a belief in human dignity. Research supported the idea that fostering supportive and empathetic school environments could significantly reduce academic disengagement and improve student outcomes (Jennings & Greenberg 2009).

The Teacher (T6) observed a significant decrease in repetition rates due to the school's commitment to empathy and supportive behavior. Studies indicated that creating a culture of caring and empathy in schools could enhance student motivation and reduce the need for grade repetition (E. G. Cohen, 2014).

The student (S29) expressed confidence in their academic progress due to the supportive and empathetic culture at school. Research suggested that when students felt valued and supported, they were more likely to engage positively in their learning and less likely to repeat grades (OECD, 2019).

Parent 66 (P61) recognized the reduction in repetition rates, attributing it to the school's empathetic approach and supportive atmosphere. Positive parental perceptions of a nurturing school climate are crucial, as such environments help address educational challenges and improve student academic outcomes.

In summary, these statements reflected a cohesive narrative about the positive influence of empathy, supportive behavior, and respect for human dignity on reducing grade repetition rates and creating a compassionate learning environment. The cited research provided empirical support for these factors' role in enhancing student engagement, reducing academic stress, and ultimately, improving educational outcomes.

Graduation Rate

In the Department of Education, the graduation rate served as a fundamental measure of student success, reflecting the percentage of students who completed their educational programs within a specified timeframe. This metric held paramount importance as it signified the culmination of students' academic endeavors and their readiness to transition into higher education, the workforce, or other pathways. A high graduation rate indicated the effectiveness of educational institutions in providing the necessary support, resources, and instruction to help students achieve their academic goals. Conversely, a low graduation rate indicated barriers to success, such as inadequate resources, systemic inequalities, or challenges faced by marginalized populations. Monitoring the graduation rate enabled educational stakeholders to assess the efficacy of policies and interventions, identify areas for improvement, and strive towards ensuring that all students had equitable opportunities to attain educational success and realize their full potential.

Table 72 presented a comprehensive analysis of the connection between a school's performance in graduation rate and the cultivation of shared values, norms, and beliefs among its stakeholders, along with the development of a specific culture—Sipag at Tiyaga (diligence and perseverance) (see Table 72).

Table 72

Statements Elaborating the School's Performance in Graduation Rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Graduation Rate 2020-20203: 100	V: Passion for working hard N: Commitment and Dedication B: Long-Term Commitment	Sipag at tiyaga (diligence and perseverance)	TIC: As the teacher-in-charge, I am delighted by our school's high graduation rate, which reflects our shared value of passion for working hard (V). Through our commitment and dedication (N) to nurturing students and instilling a long-term commitment (B) to their education, we have cultivated a culture of Sipag at Tiyaga. This culture encourages students to persevere through challenges, ensuring they graduate equipped with the skills and knowledge needed for success.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T2), Student (S55), and Parent (P11), there was a consistent theme highlighting the positive impact of cultural values such as Sipag at Tiyaga (perseverance and diligence), passion for hard work, commitment to nurturing students, and dedication to their education on achieving high graduation rates.

The Teacher-in-Charge (TIC) attributed the school's high graduation rate to the shared values of passion for hard work, commitment, and dedication to students' education, fostering a culture of Sipag at Tiyaga. Research supported the idea that school cultures emphasizing perseverance and dedication contributed to improved student outcomes, including higher graduation rates (OECD, 2019).

The Teacher (T2) observed firsthand the positive influence of Sipag at Tiyaga on the school's graduation rate, emphasizing the impact of passion for hard work and commitment to student success. Studies indicated that schools promoting a strong work ethic and supportive teacher-student relationships enhanced student motivation and perseverance (Von Ehrlich & Seidel 2015).

The student (S55) credited their graduation to the culture of Sipag at Tiyaga, highlighting how the values instilled by teachers—such as a passion for hard work and dedication—motivated them to overcome challenges. Research suggested that fostering a resilient mindset and perseverance in students could lead to higher graduation rates and academic success (Tsang & Martin 2019).

Parent P11 expressed pride in the school's high graduation rate, crediting it to the culture of Sipag at Tiyaga fostered by the teachers. This highlights how cultural values and teacher dedication play a vital role in encouraging student perseverance and academic success, ultimately leading to higher graduation rates.

In summary, these statements reflected a coherent narrative about the positive influence of cultural values like Sipag at Tiyaga, passion for hard work, and teacher dedication to achieving high graduation rates. The cited research provided empirical support for

these factors' role in fostering student perseverance, motivation, and, ultimately, successful educational outcomes.

Survival Rate

In the context of education, the survival rate within Department of Education schools referred to the percentage of students who progressed from one academic year to the next without dropping out, repeating grades, or transferring to other educational institutions. This metric was essential for evaluating the ability of schools to provide a supportive and conducive learning environment that facilitated students' continuous engagement and progress. A high survival rate indicated effective educational practices, robust support systems, and an environment that fostered student retention and success. Conversely, a low survival rate signaled underlying challenges such as academic difficulties, inadequate support services, or socio-economic disparities. By closely monitoring the survival rate, education administrators and policymakers could identify areas for improvement, implement targeted interventions, and ensure that all students had equitable access to quality education and opportunities for academic advancement.

Table 73 presents a comprehensive analysis of the relationship between a school's performance in survival rate and the cultivation of shared values, norms, and beliefs among its stakeholders, along with the development of a specific culture—Pagtutulungan (cooperation) (see Table 73).

Table 73

Statements Elaborating the School's Performance in Survival Rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Survival Rate 2020-2021: 100 2021-2022: 92.31 2022-2023: 92.31	V: Empathy N: Supportive Behavior B: Inter-dependence	Pagtutulungan (cooperation)	TIC: As the teacher-in-charge, I am pleased with our school's high survival rate, which reflects our shared value of empathy (V). Through promoting supportive behavior (N) and fostering interdependence (B) among our students and staff, we have cultivated a culture of Pagtutulungan. This culture encourages cooperation and mutual support, ensuring that every member of our school community feels valued and supported, which contributes to their overall well-being and success.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T4), Student (S22), and Parent (P1), there was a consistent emphasis on the positive impact of cultural values such as empathy, supportive behavior, and interdependence (Pagtutulungan) on enhancing the school's survival rate and fostering a supportive educational environment.

The Teacher-in-Charge (TIC) attributed the school's high survival rate to the shared value of empathy, promoting supportive behavior, and fostering interdependence among students and staff. Research supported the idea that schools emphasizing empathy and cooperation created inclusive environments that enhanced student well-being and academic success (Snyder & Lopez 2020).

The Teacher (T4) observed firsthand how *Pagtutulungan* positively influenced the school's survival rate, highlighting the impact of empathy and supportive behavior in creating a safe and encouraging environment. Studies indicated that supportive school climates where students felt valued and supported contributed to improved student retention and academic outcomes (J. Cohen, 2006). The student (S22) attributed the school's high survival rate to the culture of *Pagtutulungan*, emphasizing how empathy and supportive behavior created a caring environment where cooperation and teamwork thrived. The Parent (P1) expressed gratitude for the school's emphasis on *Pagtutulungan*, believing it contributed to their child's high survival rate. Research underscored the importance of supportive school environments in promoting student well-being and academic achievement, highlighting the role of empathy and cooperation in student success (OECD, 2019).

In summary, these statements reflected a cohesive narrative about the positive influence of cultural values like empathy, supportive behavior, and interdependence (*Pagtutulungan*) on enhancing school survival rates and fostering a supportive educational environment. The cited research provided empirical support for these factors' role in creating inclusive and supportive school climates that benefited student well-being and academic outcomes.

Transition Rate

In the realm of education, the transition rate within the Department of Education school system represented the percentage of students successfully navigating significant educational milestones or transitions, such as moving from one grade level to another, transitioning from primary to secondary education, or completing high school and transitioning to post-secondary institutions or the workforce. This metric provided valuable insights into the effectiveness of educational programs, support structures, and pathways in facilitating smooth and successful transitions for students at various stages of their academic journey. A high transition rate reflected robust educational practices, comprehensive support services, and effective collaboration between schools and other stakeholders. Conversely, a low transition rate indicated barriers to progression, such as academic challenges, inadequate resources, or socioeconomic disparities. By closely monitoring transition rates, education administrators and policymakers could identify areas for improvement, tailor interventions to support students' educational transitions, and ensure equitable access to educational opportunities for all learners.

Table 74 presented a comprehensive analysis of the relationship between a school's performance in transition rate and the cultivation of shared values, norms, and beliefs among its stakeholders, along with the development of a specific culture—*Tapat na Pamamahala* (Integrity in leadership) (see Table 74).

Table 74

Statements Elaborating the School's Performance in Transition Rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Transition Rate 2020-2021: 91.67 2021-2022: 108.33 2022-2023: 83.33	V: Empathy N: Conflict Resolution B: Social Justice	Tapat na pamamahala (Integrity in leadership)	TIC: As the teacher-in-charge, I am proud of our school's successful transition rate, which reflects our shared value of empathy (V). Through promoting conflict resolution skills (N) and upholding principles of social justice (B) in our leadership approach, we have fostered a culture of Tapat na pamamahala. This integrity in leadership ensures that decisions are made with fairness and consideration for all stakeholders, facilitating smooth transitions for students and staff alike.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T2), Student (S34), and Parent (P25), there was a consistent theme highlighting the positive impact of cultural values such as empathy, conflict resolution skills, and principles of social justice (Tapat na Pamamahala) on facilitating successful transitions within the school community.

The Teacher-in-Charge (TIC) attributed the school's successful transition rate to the shared value of empathy, promoting conflict resolution skills, and upholding principles of social justice in leadership. The Teacher (T2) observed firsthand how Tapat na Pamamahala positively influenced the school's transition rate, emphasizing empathy and conflict resolution skills in creating a supportive environment. Studies indicated that teaching conflict resolution and promoting empathy contributed to a positive school climate and student well-being, which was crucial during periods of change (Casasola & Park 2013).

The student (S34) appreciated the integrity in leadership (Tapat na Pamamahala) at their school, highlighting how empathy and commitment to conflict resolution helped manage transitions effectively. Research suggested that supportive school environments and fair decision-making processes promoted student engagement and satisfaction, particularly during times of transition (OECD, 2019).

The parent (P25) expressed satisfaction with the school's emphasis on Tapat na Pamamahala, believing it played a key role in facilitating successful transitions for students. Effective, fair leadership in educational environments has been shown to strengthen parent trust and improve student outcomes.

In summary, these statements reflected a coherent narrative about the positive influence of cultural values like empathy, conflict resolution skills, and principles of social justice on successful school transitions. The cited research provided empirical support for these factors' role in creating supportive school environments, fostering resilience during transitions, and promoting overall student well-being.

Participation Rate

Within the Department of Education, the participation rate served as a pivotal metric, encapsulating the extent of engagement and involvement of students, educators, and stakeholders in various educational activities and initiatives. This metric reflected the percentage of individuals within the educational community who actively participated in programs, events, assessments, and other educational endeavors. A high participation rate suggested a vibrant and inclusive educational environment characterized by robust student engagement, teacher involvement, and community support. Conversely, a low participation rate signaled potential issues such as disengagement, barriers to access, or inadequate outreach efforts. Monitoring participation rates enabled education administrators and policymakers to gauge the effectiveness of initiatives, identify areas for improvement, and foster a culture of active involvement and collaboration within the educational ecosystem. Ultimately, a strong participation rate contributed to creating a dynamic and enriching educational experience that empowered learners and enhanced overall educational outcomes.

Table 75 presents a comprehensive analysis of the relationship between a school's performance in participation rate and the cultivation of shared values, norms, and beliefs among its stakeholders, along with the development of a specific culture—Galing (excellence) (see Table 75).

Table 75

Statements Elaborating the School's Performance in Participation Rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Participation Rate 2020-2021: 111.27 2021-2022: 116.67 2022-2023: 126.67	V: Passion for working hard N: Continuous Improvement B: Positive Impact	Galing (excellence)	TIC: As the teacher-in-charge, I am thrilled with our school's high participation rate, which reflects our shared value of passion for working hard (V). Through promoting continuous improvement (N) and emphasizing the positive impact (B) of active engagement, we have cultivated a culture of Galing. This culture inspires students and staff alike to strive for excellence in all aspects of their educational journey, resulting in increased participation and achievement.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T5), Student (S50), and Parent (P17), there was a consistent emphasis on the positive impact of cultural values such as a passion for working hard (Galing), continuous improvement, and belief in the positive impact of active engagement on increasing school participation rates and fostering a culture of excellence.

The Teacher-in-Charge (TIC) attributed the school's high participation rate to the shared value of passion for working hard, promoting continuous improvement, and emphasizing the positive impact of active engagement. Research supports the idea that schools fostering a culture of excellence and high expectations increase student motivation and participation in school activities (OECD, 2019).

The Teacher (T5) observed firsthand how Galing enhanced the school's participation rate, highlighting the impact of passion for hard work and dedication to continuous improvement. Studies indicated that when teachers emphasized excellence and provided opportunities for student engagement, it enhanced the overall school climate and student achievement (McAdam, 2013).

The student (S50) was inspired to participate actively due to the culture of Galing at their school, emphasizing the motivation derived from teachers' and peers' passion for hard work and commitment to improvement. Research suggested that creating a supportive environment where students felt inspired to excel led to higher levels of engagement and personal growth (Seligman & Csikszentmihalyi 2000).

The Parent (P17) attributed the school's high participation rate to the culture of Galing, emphasizing how teachers' instilled passion for hard work and commitment to improvement created an encouraging environment for active participation. Research underscored the importance of parental perception of school climate and its impact on student engagement and achievement (Rosenberg, 2016).

In summary, these statements reflected a coherent narrative about the positive influence of cultural values like passion for hard work, continuous improvement, and belief

in the impact of active engagement on increasing school participation rates. The cited research provided empirical support for these factors' role in fostering student motivation, engagement, and overall school success.

Completion Rate

In the Department of Education, the completion rate stood as a crucial indicator, quantifying the proportion of students who successfully fulfilled the requirements of their educational program within a specified timeframe. This metric encompassed various educational milestones, such as completing a grade level, graduating from high school, or obtaining a degree or certification. A high completion rate signified the effectiveness of educational institutions in supporting students to achieve their academic goals and transition to subsequent stages of their educational or professional journey. Conversely, a low completion rate indicated barriers to success, such as academic challenges, socio-economic disparities, or inadequate support systems. Monitoring completion rates allowed education administrators and policymakers to assess the efficacy of educational programs, identify areas for improvement, and implement targeted interventions to ensure that all students had equitable opportunities to attain educational success and realize their full potential. Ultimately, a strong completion rate was essential for promoting lifelong learning and empowering individuals to thrive in an increasingly complex and competitive global landscape.

Table 76 presents a comprehensive analysis of the relationship between a school's performance in completion rate and the cultivation of shared values, norms, and beliefs

among its stakeholders, along with the development of a specific culture—May Pakialam (concerned) (see Table 76).

Table 76

Statements Elaborating the School's Performance in Completion Rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Completion Rate 2020-2021: 100 2021-2022: 92.31 2022-2023: 92.31	V: Passion for working hard N: Collaboration and Teamwork B: Fulfillment through Passion	May pakialam (concerned)	TIC: As the teacher-in-charge, I am proud of our school's high completion rate, which reflects our shared value of passion for working hard (V). Through promoting collaboration and teamwork (N) among students and staff and fostering fulfillment through passion (B) in their educational journey, we have cultivated a culture of May pakialam. This culture ensures that every member of our school community is invested in the success of our students, supporting them to complete their education with enthusiasm and dedication.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T2), Student (S17), and Parent (P41), there was a clear emphasis on the positive impact of

cultural values such as passion for working hard (May pakialam), collaboration and teamwork, and fulfillment through passion on enhancing the school's completion rates and fostering a supportive educational environment.

The Teacher-in-Charge (TIC) attributed the school's high completion rate to the shared value of passion for working hard, promoting collaboration and teamwork, and fostering fulfillment through passion in the educational journey. Research supported the idea that schools promoting a culture of care and investment in student success increased completion rates by fostering a supportive and engaging environment (Buchanan, 1975).

The Teacher (T2) observed firsthand how May Pakialam positively influenced the school's completion rate, highlighting the impact of passion for working hard and the encouragement of collaboration and teamwork. Studies indicated that fostering a sense of purpose and achievement among students through supportive educational practices enhanced motivation and persistence toward completion (Deci & Ryan 1985).

The students (S17) felt supported and motivated to complete their education due to the culture of may pakialam at their school, emphasizing the role of passion for hard work and the emphasis on collaboration and teamwork in achieving academic goals. Research indicated that supportive school environments, where students felt valued and encouraged, played a significant role in improving completion rates.

The Parent (P41) appreciated the school's focus on May pakialam, believing it contributed to their child's high completion rate. Research underscored the importance of school climate and supportive practices in fostering student motivation and persistence

toward educational goals, enhancing overall completion rates (Williams & Kaufmann 2012).

In summary, these statements reflected a cohesive narrative about the positive influence of cultural values like passion for hard work, collaboration, teamwork, and fulfillment through passion for increasing school completion rates. The cited research provided empirical support for these factors' role in creating supportive school environments and motivating students to pursue their educational goals with dedication and purpose.

Enrolment Rate

In the landscape of education within the Department of Education, the enrolment rate served as a foundational metric, quantifying the percentage of eligible students who were registered and attending educational institutions within a specified jurisdiction or academic year. This metric encapsulated the accessibility and inclusivity of educational opportunities, reflecting the extent to which individuals within a community or population were engaged in formal learning. A high enrolment rate signified robust educational infrastructure, widespread access to schooling, and effective outreach efforts to ensure that all eligible students had the opportunity to participate in education. Conversely, a low enrolment rate signaled barriers to access, such as geographic isolation, socio-economic disparities, or cultural factors. Monitoring enrolment rates allowed education administrators and policymakers to assess the effectiveness of enrollment initiatives, identify underserved populations, and implement targeted interventions to promote equitable access to education for all individuals, thereby fostering societal development and individual empowerment.

Table 77 presents a comprehensive analysis of the relationship between a school's performance in enrolment rate and the cultivation of shared values, norms, and beliefs among its stakeholders, along with the development of a specific culture—Pagmamalasakit (empathy) (see Table 79).

Table 77

Statements Elaborating the School's Performance in Enrolment Rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Enrolment Rate 2020-2021: 111.27 2021-2022: 116.67 2022-2023: 126.67	V: Servant Leadership N: Inclusivity B: Empowering Individual	Pagmamalasakit (empathy)	TIC: As the teacher-in-charge, I am pleased with our school's high enrollment rate, which reflects our shared value of servant leadership (V). Through promoting inclusivity (N) and empowering individuals (B) within our school community, we have fostered a culture of Pagmamalasakit. This empathy ensures that every student feels valued and supported, attracting families and increasing our enrollment. Our commitment to servant leadership guides us in providing quality education and opportunities for all.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T5), Student (S42), and Parent (P37), there was a consistent emphasis on the positive impact of cultural values such as servant leadership, inclusivity, and empowerment on enhancing the school's enrollment rates and fostering a supportive educational environment.

The Teacher-in-Charge (TIC) attributed the school's high enrollment rate to the shared value of servant leadership, promoting inclusivity, and empowering individuals within the school community. Schools focusing on servant leadership and inclusivity were more likely to attract diverse student populations and foster a positive school climate that promotes learning.

The Teacher (T5) observed firsthand how Pagmamalasakit positively influenced the school's enrollment rate, highlighting the impact of servant leadership and inclusivity in creating a welcoming environment. Studies indicated that inclusive educational environments fostered student engagement, satisfaction, and increased enrollment (Park & Chang 2015).

The student (S42) appreciated being part of a school that practiced Pagmamalasakit, emphasizing the role of servant leadership, inclusivity, and empowerment in making students feel valued and respected. Research suggests that empathetic school cultures enhance student well-being, academic achievement, and overall school satisfaction (Mundy et al., 2017). The Parent (P37) valued the school's focus on Pagmamalasakit, believing it contributed to the high enrollment rate by creating a nurturing environment where students felt safe and supported.

In summary, these statements reflected a cohesive narrative about the positive influence of cultural values like servant leadership, inclusivity, and empowerment on increasing school enrollment rates. The cited research provided empirical support for these factors' role in creating a supportive and welcoming school environment that attracted students and families.

Achievement Rate

In the Department of Education, the achievement rate served as a fundamental measure of student performance and academic success within educational institutions. This metric quantified the percentage of students who attained specified academic standards, benchmarks, or learning outcomes within a given period. The achievement rate encompassed various aspects of student learning, including proficiency in core subjects, mastery of essential skills, and attainment of educational goals. A high achievement rate reflected effective teaching practices, rigorous curriculum standards, and robust support systems that fostered student success. Conversely, a low achievement rate indicated challenges such as academic gaps, instructional deficiencies, or barriers to learning. Monitoring achievement rates allowed education administrators and policymakers to evaluate the effectiveness of educational programs, identify areas for improvement, and implement targeted interventions to enhance student outcomes. Ultimately, a strong achievement rate was essential for ensuring that all students received a quality education and had the opportunity to reach their full potential academically and beyond.

Table 78 presented a comprehensive analysis of the relationship between a school's performance in achievement rate and the cultivation of shared values, norms, and

beliefs among its stakeholders, along with the development of a specific culture—
Pakikipagkapwa (regard for others) (see Table 78).

Table 78

*Statements Elaborating the School's Performance in Achievement Rate as a Result of
Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders*

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Achievement Rate 2020-2021: 84.84 2021-2022: 84.94 2022-2023: 85.01	V: Servant Leadership N: Compassion B: Empowering Individual	Pakikipagkapwa (regard to others)	TIC: As the teacher-in-charge, I am proud of our school's high achievement rate, which reflects our shared value of servant leadership (V). Through promoting compassion (N) and empowering individuals (B) within our school community, we have fostered a culture of Pakikipagkapwa. This regard for others ensures that every student is supported and encouraged to succeed academically and personally. Our commitment to servant leadership guides us in providing a nurturing environment where students can thrive and achieve their goals.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T1), Student (S2), and Parent (P80), there was a consistent emphasis on the positive impact of cultural values such as servant leadership, compassion, and empowerment on enhancing the school's achievement rates and fostering a supportive educational environment.

The Teacher-in-Charge (TIC) attributed the school's high achievement rate to the shared value of servant leadership, promoting compassion, and empowering individuals within the school community. Research supported the idea that schools emphasizing servant leadership and compassion created environments conducive to academic success and personal growth (Hannah & Robertson 2015).

The Teacher (T1) highlighted the firsthand experience of how Pakikipagkapwa positively influenced the school's achievement rate, emphasizing servant leadership and compassion in creating a supportive environment. Compassionate school climates played a key role in boosting student motivation, engagement, and academic achievement.

The student (S2) expressed gratitude for being part of a school that practiced Pakikipagkapwa, acknowledging the servant leadership and compassion shown by teachers and administrators. Students felt supported and valued by their school community, they were more likely to pursue academic excellence and personal growth.

The Parent (P80) appreciated the school's focus on Pakikipagkapwa, believing it contributed to the high achievement rate by creating a nurturing environment where students felt supported and empowered. Studies underscored the role of supportive school environments in promoting student well-being and academic success (Hoffmann et al. 2015).

In summary, these statements reflected a cohesive narrative about the positive influence of cultural values such as servant leadership, compassion, and empowerment on increasing school achievement rates. The cited research provided empirical support for these factors' role in creating a caring and supportive school climate that fostered academic success and personal development.

Leaver Rate

In the Department of Education, the leaver rate was a crucial metric used to measure the percentage of students who left the educational system before completing their intended program or course of study. This statistic encompassed various reasons for leaving, including dropping out, transferring to alternative educational settings, or discontinuing education altogether. The leaver rate provided valuable insights into the effectiveness of educational programs, support services, and policies in retaining students and ensuring their successful completion of academic requirements. A low leaver rate typically indicates a supportive learning environment, effective interventions to address student needs and robust strategies for promoting student retention. Conversely, a high leaver rate signified systemic challenges such as inadequate support systems, socio-economic disparities, or educational barriers faced by marginalized populations. By monitoring the leaver rate, education administrators and policymakers could identify areas for improvement, implement targeted interventions, and strive toward fostering an inclusive educational ecosystem that enables all students to achieve their educational goals and realize their full potential.

Table 79 presented a comprehensive analysis of the relationship between a school's performance in leaver rate and the cultivation of shared values, norms, and beliefs among its stakeholders, along with the development of a specific culture—Paggalang (respect) (see Table 79).

Table 79

Statements Elaborating the School's Performance in Leaver Rate as a Result of Shared Values (V), Norms(N) and Beliefs (B) Being Practice Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Sample Statements of the Stakeholders
Leaver Rate 2020-20203: 0	V: Humility N: Openness to Feedback B: Respect to Others	Paggalang (respect)	TIC: As the teacher-in-charge, I am committed to addressing our school's leaver rate through our shared value of humility (V). By fostering openness to feedback (N) and promoting respect for others (B) among our staff and students, we aim to cultivate a culture of Paggalang. This culture ensures that every individual feels valued and heard, reducing reasons for students to leave prematurely. Our dedication to humility guides us in continuously improving our support systems and educational offerings to better serve our students.

Note: See Appendix V for detailed statements.

Based on the statements provided by the Teacher-in-Charge (TIC), Teacher (T4), Student (S3), and Parent (P15), there was a clear emphasis on the positive impact of cultural values such as humility, openness to feedback, and respect for others on reducing the school's leaver rate and fostering a supportive educational environment.

The Teacher-in-Charge (TIC) attributed the school's commitment to addressing the leaver rate to the shared value of humility, promoting openness to feedback and respect for others. Fostering a respectful and supportive school climate could reduce student dropout rates by enhancing student engagement and satisfaction. The Teacher (T4) underscored how the emphasis on Paggalang positively influenced the school's leaver rate, emphasizing humility and openness to feedback in creating a supportive environment. Respectful and supportive teacher-student relationships contributed significantly to student retention and academic success.

The student (S3) appreciated the culture of Paggalang at the school, noting the humility and openness to feedback shown by teachers and peers, which fostered a sense of belonging and encouraged academic and social engagement. Research suggested that when students felt valued and respected within their school community, they were more likely to persist and succeed academically (Miller et al. 2015).

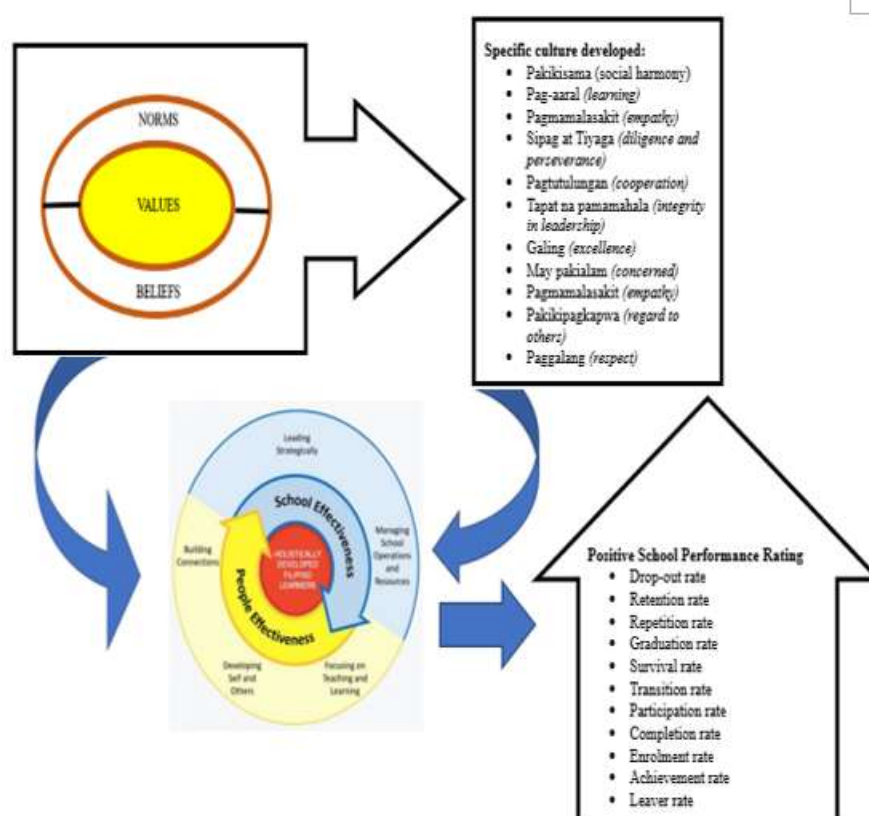
The Parent (P15) valued the school's focus on Paggalang, believing it contributed to reducing the leaver rate by creating a welcoming environment where their child felt respected and supported. Parental perception of school climate in influencing student retention and school loyalty is very important.

In summary, these statements illustrated a consistent narrative about the positive influence of cultural values such as humility, openness to feedback, and respect for others in reducing school leaver rates. The cited research provided empirical support for these factors' role in creating a respectful, supportive, and engaging school environment that fostered student retention and success.

The interrelationship between the shared values, norms, and beliefs of the school stakeholders and the leadership practices of the teacher leader in developing a specific culture and maintaining positive school performance can be seen in Figure 6.

Figure 6

Shared Values, Norms and Beliefs Practiced by Stakeholders for School Effectiveness in Developing a Specific Culture and Positive School Performance Rating



The overarching culture of a school that embodied these specific values, norms, and beliefs could be described as a "Collaborative and Compassionate Learning Community."

Shared values, norms, and beliefs practiced by stakeholders played a pivotal role in fostering an effective school environment. When educators, administrators, students,

parents, and community members collectively embraced common values and norms, it created a cohesive and supportive atmosphere conducive to learning and growth. Research substantiated this assertion by highlighting the correlation between shared values and positive educational outcomes.

Among the eleven performance indicators—drop-out rate, retention rate, repetition rate, graduation rate, survival rate, transition rate, participation rate, completion rate, enrollment rate, achievement rate, and leaver rate in determining school performance—shared values, norms, and beliefs were identified. The teacher leader's skills in leading the school based on the PPSSH, all grounded in these values, norms, and beliefs, and the specific culture developed were the guiding factors for the school's positive performance rating.

Additionally, research explored the impact of shared norms among educators on school performance. Findings indicated that a common set of norms, such as high expectations for student achievement and a commitment to continuous improvement, had a positive effect on teaching practices and student outcomes.

Furthermore, research by Buchanan (1975) emphasized the role of shared beliefs in fostering a positive school culture. Their study indicated that when stakeholders shared common beliefs regarding equity, inclusivity, and student support, it contributed to a sense of belonging and engagement among students, leading to improved academic performance and well-being.

In addition, collective efficacy—a shared belief among stakeholders in their collective ability positively impacts student learning. When educators, parents, and students

collectively believed in their capacity to make a difference, it drove collaborative efforts and innovative practices, thereby enhancing school effectiveness.

In conclusion, the pivotal role of shared values, norms, and beliefs in shaping an effective school environment. By aligning stakeholders' perspectives and fostering collaboration, trust, and collective efficacy, schools could cultivate a culture that prioritizes student success and well-being.

Emerging Culture

Table 80 presented the culture that emerged from the strategies and practices, leadership skills, and school performance with values, norms and beliefs (see Table 80).

Table 80

Matrix Showing the Culture that Emerged from the Strategies and Practices, Leadership Skills, and School Performance with Values, Norms and Beliefs

Emerged Culture	Shared (V), (N) and (B) of the stakeholders	Leadership Skill	School Perfor- mance
Pakikisama (Social Harmony)	V: Education for lifelong learners N: Open-mindedness B: Adaptability	Community Engagement	Zero Drop-Out Rate
Pakikipagtulungan (Cooperation)	V: Empathy N: Supportive Behavior B: Human Dignity	Community Engagement	2.31% Gradua- tion Rate

EmergEd Culture	Shared (V), (N) and (B) of the stakeholders	Leadership Skill	School Perform- ance
Pagtutulungan (Cooperation)	V: Empathy N: Conflict Resolution B: Social Justice	Financial Man- agement	83.33% Tran- sition Rate
Pakikipagkapwa (Companionship)	V: Servant Leadership N: Compassion B: Empowering Individ- ual	Community Engagement	85.01% Achievement Rate
May pakialam (<i>con- cerned</i>)	V: Passion for working hard N: Collaboration and Teamwork B: Fulfillment through Passion	Learner Disci- pline	92.31% Com- pletion Rate

In a school environment led by a teacher leader, the culture of *pakikisama* (social harmony) thrived under the leadership skill of community engagement, significantly impacting school performance, particularly in reducing dropout rates. This culture fostered a supportive atmosphere where students felt valued and connected, promoting a sense of belonging that discouraged dropout tendencies. The shared value of education for lifelong learners reinforced a commitment to nurturing students' continuous growth, while the norm of open-mindedness encouraged innovative approaches to addressing educational challenges. Belief in adaptability further enhanced resilience in adjusting strategies to meet diverse student needs, thereby creating a conducive environment for sustained student engagement and academic success.

The culture of *pakikipagtulungan* (cooperation) was deeply embedded within the leadership skill of community engagement, significantly contributing to an improved graduation rate. This cooperative culture encouraged collective responsibility among teachers, students, and the wider community, fostering a supportive environment where every student was guided toward success. The shared value of empathy enhanced this cooperation by ensuring that individual needs and challenges were understood and addressed, while the norm of supportive behavior created a safety net that empowered students to persevere through difficulties. The belief in human dignity reinforced respect and inclusion, ensuring that all students, regardless of their background, were given equal opportunities to succeed. Research supported that schools with strong community engagement and a culture of cooperation experienced higher graduation rates, as such environments were conducive to student motivation, academic perseverance, and overall school success (Buchanan, 1975).

The culture of *pagtutulungan* (cooperation) was vital to effective financial management, which played a critical role in improving the transition rate of students. This cooperative culture ensured that financial resources were allocated and utilized in ways that directly supported student progression, particularly during key transitional phases such as moving from one educational level to another. The shared value of empathy ensured that financial decisions were made with a deep understanding of the diverse needs of the student body, particularly those who may have faced economic barriers. The norm of conflict resolution was essential in navigating financial disagreements, ensuring that all stakeholders worked collaboratively towards the common goal of student success. The

belief in social justice underpinned this approach, guiding financial management practices that prioritized equity and inclusivity, ensuring that all students had the necessary resources to transition smoothly through their educational journey.

The culture of *pakikipagkapwa* (companionship) flourished through the leadership skill of community engagement, significantly enhancing the school's achievement rate. This culture of companionship fostered strong, supportive relationships between students, teachers, and the broader community, creating a collaborative environment where everyone felt valued and motivated to contribute to collective success. The shared value of servant leadership deepened this connection by prioritizing the needs of others, ensuring that leaders focused on uplifting their community. The norm of compassion drove this supportive atmosphere, where understanding and kindness were central to interactions, creating a positive learning environment that boosted student morale and performance. The belief in empowering individuals ensured that each student was given the tools and confidence needed to reach their full potential, contributing to higher academic achievement.

Chapter 4

Summary, Conclusion, and Recommendations

This chapter contains the summary of findings, conclusions based on findings, and the recommendations specified in accordance with the conclusion. It aims to highlight the key insights derived from the study and propose actionable steps for future practice, policy, or research.

Summary of the Study

The study revealed that the leadership of the teacher-in-charge is deeply rooted in five core values: empathy, humility, education for lifelong learning, passion for working hard, and servant leadership. Each value was manifested through specific norms and beliefs that guided daily practices and interactions within the school. For instance, empathy was reflected in active listening and supportive behavior, grounded in beliefs such as social justice and emotional intelligence. Similarly, humility was shown through openness to feedback and gratitude, based on egalitarianism and respect for others. The value of education for lifelong learning promoted norms like continuous learning and innovation, while the passion for working hard emphasized dedication and resilience. Servant leadership stood out in fostering compassion, inclusivity, and a commitment to empowering others.

In alignment with the Philippine Professional Standards for School Heads (PPSSH), the teacher-in-charge demonstrated leadership skills across five domains:

leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. Each domain cultivated specific school cultures, such as openness to feedback, ethical leadership, inclusivity, and team collaboration. Furthermore, the results highlighted how shared values, norms, and beliefs among stakeholders positively influenced school performance indicators. Indicators such as zero dropout and repetition rates, high graduation and participation rates, and improved achievement scores were attributed to strong cultural values like *pakikisama*, *pagmamalasakit*, *sipag at tiyaga*, and *paggalang*, which were nurtured through shared leadership and collective commitment to school success.

Summary of Results

The following results were determined from the obtained data:

1. The values, norms and beliefs embedded in the strategies/practices employed by the teacher-in-charge in leading the school. Five values were observed, namely empathy, humility, education for lifelong learning, passion for working hard, and servant leadership. In each value, specific norms and beliefs were observed, which are the following:
 - For the value of empathy, the observed norms were active listening, supportive behavior, respect for diversity, conflict resolution, kindness, and compassion, while the observed beliefs were interdependence, human dignity, social justice, altruism, and emotional intelligence.

- For the value of humility, the observed norms were an acknowledgment of mistakes, openness to feedback, team collaboration, and gratitude, while the observed beliefs were interdependence of humanity, respect for others, and egalitarianism.
 - For the value of education for lifelong learning, the observed norms were continuous learning, open-mindedness, information sharing, and experimentation and innovation, while the observed beliefs were the intrinsic value of knowledge, adaptability, problem-solving attitude, and empowerment through learning.
 - For the value of passion for working hard, the observed norms were commitment and dedication, continuous improvement, collaboration and teamwork, risk-taking and resilience, and expressiveness. In contrast, the observed beliefs were fulfillment through passion, individual authenticity, positive impact, life balance, and long-term commitment.
 - For the value of servant leadership, the observed norms were compassion, supportive leadership, inclusivity, and listening and collaboration, while the observed beliefs were empowering individuals, focusing on others' success, ethical leadership, and long-term impact.
2. The leadership skills of the teacher-in-charge are based on the Philippine Professional Standards for School Heads (PPSSH) in developing a specific culture, namely: leading strategically, managing school operations and resources, focusing

on teaching and learning, developing self and others, and building connections. In each domain, different leadership skills were described in developing specific cultures, which are the following:

- For the leading strategically domain, the applied leadership skills were school planning and implementation, policy implementation and review, research and innovation, and monitoring and evaluation processes and tools. At the same time, the specific cultures that emerged were openness to feedback, listening and collaboration, continuous improvement, and conflict resolution, respectively.
- For the managing school operations and resources domain, the applied leadership skills were records management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation and resiliency, and emerging opportunities and challenges. In contrast, the specific cultures that emerged were information sharing, ethical leadership, adaptability, active listening, risk-taking resilience, and open-mindedness, respectively.
- For focusing on the teaching and learning domain, the applied leadership skills were teacher performance feedback, learning environment, and learner discipline, while the specific cultures that emerged were supportive leadership, inclusivity, and concern, respectively.

- For the Developing self and others domain, the applied leadership skills were personal and professional development, the general welfare of human resources, rewards and recognition, and management of school organizations. The specific cultures that emerged were life balance, compassion, empowering individuals, and team collaboration, respectively.
 - For the building connections domain, the applied leadership skills were communication and community engagement, while the specific cultures that emerged were expressiveness and positive impact, respectively.
3. School's performance through various performance indicators as a result of shared values, norms, and beliefs practiced among stakeholders were determined as follows:
- On drop-out rate (2020-2023: 0), the shared value was education for life-long learners, the shared norm was open-mindedness, and the shared belief was adaptability, while the specific culture that emerged was pakikisama (social harmony).
 - On retention rate (2020-2021: 94.03, 2021-2022: 114.52, 2022-2023:94.44), the shared value was education for lifelong learners. The shared norm was continuous learning, and shared belief was the intrinsic value of knowledge, while the specific culture that emerged was pag-aaral (learning).

- On repetition rate (2020-2023: 0), the shared value was empathy, the shared norm was supportive behavior, and the shared belief was the passion for working hard, while the specific culture that emerged was Pagmamalasakit (empathy).
- On graduation rate (2020-2023: 100), the shared value was the passion for working hard, the shared norm was commitment and dedication, and shared belief was a long-term commitment, while the specific culture that emerged was sipag at tiyaga (diligence and perseverance).
- On survival rate (2020-2021:100, 2021-2022:108.33, 2022-2023:83.33), the shared value was empathy, the shared norm is supportive behavior and shared belief was interdependence while the specific culture that emerged was pagtutulungan (cooperation).
- On transition rate (2020-2021: 91.67, 2021-2022:116.67, 2022-2023:126.67), the shared value was empathy, the shared norm was conflict resolution, and the shared belief in social justice, while the specific culture that emerged was tapat na pamamahala (integrity in leadership).
- On participation rate (2020-2021:111.27, 2021-2022:116.67, 2022-2023:126.67), the shared value was the passion for working hard, share norm was a continuous improvement, and shared belief was a positive impact, while the specific culture that emerged was galing (excellence).

- On completion rate (2020-2021: 100, 2021-2022:92.31, 2022-2023: 92.31), the shared value was the passion for working hard, the shared norm was collaboration and teamwork, and shared belief was fulfillment through passion, while the specific culture that emerged was may pakialam (concerned).
- On enrolment rate (2020-2021: 111.27, 2021-2022: 116.67, 2022-2023: 126.67), the shared value was servant leadership, the shared norm was inclusivity, and shared belief was empowering individuals, while the specific culture that emerged is pagmamalasakit (empathy).
- On achievement rate (2020-2021:84.84, 2021-2022: 84.94, 2022-2023: 85.01), the shared value was servant leadership, the shared norm was compassion, and shared belief was empowering individual, while the specific culture that emerged is pakikipagkapwas (regard to others).
- On the leaver rate (2020-2023:0), the shared value was humility, the shared norm was openness to feedback, and the shared belief was respect for others, while the specific culture that emerged was paggalang (respect).

Limitations of the Study

This study focused on describing the kind of school culture in which the teacher leader influences everyone prior to making changes for the improvement of the school's performance. This also described the leadership skills of the TIC/OIC and how it affects

the school performance in one of the schools in the Division of Nueva Ecija during the School Year 2022-2023.

This research work was done solely by the researcher as he immersed himself in the selected school to really study the behavior of the participants in their normal environment.

This study is focused strictly on the standards set by the Department of Education (DepEd), and its findings are contextualized within the Philippine educational system. This limits the generalizability of the results to other countries or international contexts, such as those outlined by the Programme for International Student Assessment (PISA). DepEd's standards, which are aligned with the ISO 9001:2015 framework, are designed to meet the national needs of the Philippines, whereas PISA's evaluation assesses the readiness of students for global challenges in reading, mathematics, and science, with an emphasis on real-world application. As a result, applying the findings from this study to other contexts with different educational systems or international benchmarks may not be entirely applicable without further adaptation or alignment with those systems' specific standards.

The implications of applying this study's findings to other contexts include the need for careful consideration of the local educational frameworks, cultural differences, and specific national goals. While some elements may be transferable, the broader educational practices and standards of other countries, such as those employed by PISA or similar international assessments, may require additional analysis and adjustments to ensure their relevance and accuracy. Therefore, the applicability of the findings in global

contexts should be approached with caution, recognizing the variations in educational expectations and methodologies.

Conclusion

Based on the research findings, several conclusions can be drawn:

The values of empathy, humility, education for lifelong learning, passion for working hard, and servant leadership formed the "Collaborative and Compassionate Learning Community" cultural framework within which the teacher in charge operated. These values were not only reflected in specific norms and beliefs but also played a crucial role in shaping organizational practices and strategies.

Empathy, characterized by active listening and supportive behavior, fostered a school environment where diversity was respected and conflicts were effectively resolved. This contributed to a culture of kindness and compassion, enhancing student and staff well-being.

Humility demonstrated through openness to feedback and team collaboration cultivated an atmosphere of continuous improvement and gratitude. Such humility promoted egalitarianism and fostered a sense of shared responsibility among all stakeholders.

Education for lifelong learning emphasizes continuous learning and innovation, which is essential for adapting to changing educational needs. This value instilled a problem-solving attitude and encouraged information sharing, fostering a culture of adaptability and empowerment through knowledge.

Passion for working hard encouraged commitment, collaboration, and resilience among educators and students alike. This value supported individual fulfillment and long-term commitment, promoting a positive impact on school performance.

Servant leadership, characterized by compassion and inclusivity, empowers individuals and focuses on the success of others. This approach to leadership fostered ethical practices and long-term positive outcomes within the school community.

Overall, the alignment of these cultural values with educational practices not only enhanced school performance but also nurtured a supportive and inclusive learning environment. By prioritizing these values, schools could effectively promote student achievement, staff satisfaction, and community engagement, thereby contributing to sustained educational excellence.

The research findings provided a comprehensive understanding of how the leadership skills of the teacher-in-charge, as outlined in the Philippine Professional Standards for School Heads (PPSSH), contributed to the development of specific cultures within the school environment. These insights highlighted the intricate relationship between leadership practices and the cultivation of a productive and supportive school culture, ultimately influencing school performance.

In the domain of leading strategically, the teacher-in-charge employed skills such as school planning, policy implementation, research, and monitoring to foster a culture of openness to feedback, listening, collaboration, continuous improvement, and conflict resolution. These cultural attributes were essential for creating an environment where diverse perspectives and ongoing evaluation informed strategic decisions.

Within the domain of managing school operations and resources, the teacher-in-charge demonstrated leadership through records management, financial management, and school facilities oversight. This resulted in a culture characterized by information sharing, ethical leadership, adaptability, and active listening. Additionally, focusing on disaster preparedness and emerging opportunities cultivated a culture of resilience and open-mindedness, which is vital for navigating challenges and capitalizing on new possibilities.

The focus on teaching and learning involved providing teacher performance feedback, creating an inclusive learning environment, and managing learner discipline. These efforts fostered a culture of supportive leadership, inclusivity, and supportive behavior, which were crucial for enhancing the overall educational experience and promoting student success.

The development of self and others was achieved through personal and professional development initiatives, attention to the general welfare of human resources, and recognition of achievements. This approach nurtured a culture of life balance, compassion, empowerment, and team collaboration, contributing to a positive and motivating school atmosphere.

In the domain of building connections, the teacher-in-charge emphasized communication and community engagement. These skills led to a culture of expressiveness and positive impact, essential for fostering strong relationships with stakeholders and enhancing the school's reputation and influence.

Overall, the leadership skills of the teacher-in-charge, aligned with the PPSSH, played a pivotal role in shaping a school culture that supported strategic planning,

efficient operations, effective teaching and learning, personal and professional development, and strong community connections. By cultivating these specific cultural attributes, schools could achieve higher performance, improved stakeholder satisfaction, and sustained educational excellence.

The research findings demonstrated a clear link between shared values, norms, and beliefs among school stakeholders and various performance indicators, underscoring the importance of culture in enhancing school performance. Each performance indicator was associated with specific cultural attributes, highlighting how these shared elements contributed to a cohesive and effective educational environment.

The drop-out rate of zero from 2020 to 2023 was associated with the shared value of education for lifelong learners, the norm of open-mindedness, and the belief in adaptability, fostering a culture of *pakikisama* (social harmony). This culture likely created a supportive and inclusive environment that encouraged students to stay in school.

The retention rate, which showed strong performance with figures around 94% to 115%, was linked to the shared value of education for lifelong learners, the norm of continuous learning, and the belief in the intrinsic value of knowledge, cultivating a culture of *pag-aaral* (learning). This emphasis on continuous learning and knowledge likely motivated students to remain engaged and invested in their education.

A repetition rate of zero aligned with the shared value of empathy, the norm of supportive behavior, and the belief in a passion for working hard, promoting a culture of *pagmamalasakit* (empathy). This empathetic approach likely supported struggling students, helping them to progress without the need for repetition.

The perfect graduation rate of 100% was connected to the shared value of passion for working hard, the norm of commitment and dedication, and the belief in long-term commitment, creating a culture of *sipag at tiyaga* (diligence and perseverance). This culture of hard work and perseverance ensured that students were well-prepared to graduate.

The survival rate, with strong performance figures, was associated with the shared value of empathy, the norm of supportive behavior, and the belief in interdependence, fostering a culture of *pagtutulungan* (cooperation). This cooperative environment likely helped students support each other to continue their education.

The transition rate, showing significant improvement over the years, was linked to the shared value of empathy, the norm of conflict resolution, and the belief in social justice, promoting a culture of *tapat na pamamahala* (integrity in leadership). This integrity likely helped students smoothly transition between different educational levels.

The participation rate's steady increase was connected to the shared value of passion for working hard, the norm of continuous improvement, and the belief in a positive impact, fostering a culture of *galing* (excellence). This culture of striving for excellence likely encouraged high levels of student participation.

The completion rate, with consistently high figures, was associated with the shared value of passion for working hard, the norm of collaboration and teamwork, and the belief in fulfillment through passion, creating a culture of *may pakialam* (concern). This concern and teamwork likely ensured that students completed their education.

The enrollment rate's growth was linked to the shared value of servant leadership, the norm of inclusivity, and the belief in empowering individuals, fostering a culture of

pagmamalasakit (empathy). This inclusive and empowering environment likely attracted more students to enroll.

The achievement rate, showing steady improvement, was associated with the shared value of servant leadership, the norm of compassion, and the belief in empowering individuals, promoting a culture of *pakikipagkapwa* (regard for others). This compassionate approach likely supported student achievement.

The leaver rate of zero aligned with the shared value of humility, the norm of openness to feedback, and the belief in respect for others, creating a culture of *paggalang* (respect). This respect likely helped retain students and prevent them from leaving.

Overall, these findings highlighted how the integration of shared values, norms, and beliefs among school stakeholders created a positive and supportive culture that significantly enhanced various aspects of school performance. This cultural foundation promoted student engagement, retention, achievement, and overall success, demonstrating the critical role of culture in educational excellence.

Recommendations

Based on the summary of findings and conclusions, the following recommendations were made:

1. Integration of Values-Based Leadership in School Administration
 - Policy Development: Schools should develop and implement policies that integrate the core values of empathy, humility, education for lifelong learning, passion for working hard, and servant leadership into their

administrative practices. This can be achieved by embedding these values into the school's mission and vision statements, performance evaluation criteria, and professional development programs.

- **Training Programs:** Establish mandatory training programs for school leaders and teachers focused on values-based leadership. These programs should cover active listening, supportive behavior, continuous improvement, ethical leadership, and conflict resolution.
- **Feedback Mechanisms:** Create structured feedback mechanisms where students, teachers, and parents can provide input on the school's adherence to these values. Regularly review and act on this feedback to ensure continuous alignment with the values.

2. Enhancement of Leadership Skills Aligned with PPSSH

- **Leadership Development Initiatives:** Implement leadership development initiatives that specifically align with the Philippine Professional Standards for School Heads (PPSSH). Focus on strategic planning, policy implementation, research, and innovation to foster a culture of openness to feedback, collaboration, and continuous improvement.
- **Resource Management Policies:** Develop comprehensive policies for managing school operations and resources. Emphasize records management, financial management, school safety, and staff management to cultivate cultures of ethical leadership, adaptability, and risk-taking resilience.

- **Performance Review Systems:** Establish robust performance review systems that assess the leadership skills of school heads in creating inclusive learning environments and fostering supportive behavior. Ensure these systems promote life balance, compassion, and team collaboration.

3. Cultivation of a Positive School Culture for Improved Performance

- **Cultural Integration Strategies:** Formulate strategies to integrate shared values, norms, and beliefs into everyday school activities. Encourage practices that promote social harmony, continuous learning, empathy, diligence, cooperation, integrity, excellence, and respect.
- **Monitoring and Evaluation:** Set up monitoring and evaluation frameworks to track the impact of cultural integration on performance indicators such as drop-out rates, retention rates, graduation rates, and achievement rates. Use data-driven approaches to refine these strategies continuously.
- **Community Engagement:** Strengthen community engagement policies to involve parents and community members in fostering a supportive and inclusive school culture. Organize regular community-building events and activities to reinforce shared values and norms.

4. Future Studies

- **Longitudinal Studies on Values-Based Leadership Impact:** Conduct longitudinal studies to examine the long-term impact of values-based leadership on school performance. Investigate how sustained practices of empathy,

humility, lifelong learning, hard work, and servant leadership influence student outcomes over time.

- **Effectiveness of Leadership Skills Training:** Study the effectiveness of leadership skills training aligned with the PPSSH. Assess how training programs focusing on strategic planning, policy implementation, resource management, and inclusive leadership contribute to developing specific cultural attributes and improving school performance.
- **Cultural Integration and Educational Outcomes:** Research the relationship between cultural integration strategies and educational outcomes across different school settings. Analyze how varying degrees of cultural integration influence performance indicators such as retention rates, graduation rates, and achievement rates in diverse educational environments.
- **Impact of Community Engagement on School Culture:** Investigate the impact of community engagement initiatives on school culture and performance. Explore how the active involvement of parents and community members in school activities contributes to creating a supportive, inclusive, and high-performing educational environment.
- **Influence of Filipino Value System on School Performance:** Conduct empirical studies to explore the influence of core Filipino values on school culture and academic performance. Assess how the institutionalization of these values within school programs and classroom interactions

contributes to improved student motivation, teacher effectiveness, and stakeholder collaboration. Compare results with international benchmarks to evaluate how culturally rooted value systems can elevate quality education, foster inclusive learning environments, and meet or exceed global standards in student achievement and school performance.

By implementing these policy recommendations and pursuing these future studies, schools can further enhance their leadership practices, strengthen their cultural foundations, and ultimately improve their overall performance.

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Appendices

Appendix A



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

November 29, 2020

JESSIE D. FERRER, CESO 5

Schools Division Superintendent

Division of Nueva Ecija

Sir:

Greetings of Peace!

In pursuit of continuous professional development, the undersigned, an Instructor from the Nueva Ecija University of Science and Technology-San Isidro Campus, is currently enrolled at the Philippine Normal University-Manila in Dissertation Writing, one of the requirements for completing the degree Doctor of Philosophy in Educational Management.

The researcher's working dissertation title is "*An Ethnography of Teacher-led School*" to the selected school in the Division of Nueva Ecija.

In this regard, the researcher would like to seek your approval in allowing him to conduct the said study for the second quarter of the school year 2020-2021. The participant of the study is the school without a principal as head but an officer-in-charge or teacher-in-charge instead.

The researcher is hoping for your positive response regarding this matter.

Thank you very much, and more power!

Very truly yours,

MARK REN D. VILLAFLOR

Researcher

Noted:

DR. ZENAIDA Q. REYES

Adviser

Appendix B



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

June 19, 2020

SEVERINO M. JOCSON, JR., PhD

Public Schools District Supervisor

San Isidro District

Division of Nueva Ecija

Sir:

Greetings of Peace!

In pursuit of continuous professional development, the undersigned, an Instructor from the Nueva Ecija University of Science and Technology-San Isidro Campus, is currently enrolled at the Philippine Normal University-Manila in Dissertation Writing, one of the requirements for completing the degree Doctor of Philosophy in Educational Management.

The researcher's dissertation title is "*An Ethnography of Teacher-led School*" to the selected school in the Division of Nueva Ecija.

In this regard, the researcher would like to seek your approval in allowing him to conduct the said study in one of your schools in the district. The participant of the study is the school without a principal as head but an officer-in-charge or teacher-in-charge instead.

The researcher is hoping for your positive response regarding this matter.

Thank you very much, and more power!

Very truly yours,

MARK REN D. VILLAFLOR

Researcher

Noted:

DR. ZENAIDA Q. REYES

Adviser

Appendix C



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

June 19, 2020

Greetings of Peace!

In pursuit of continuous professional development, the undersigned, an Instructor from the Nueva Ecija University of Science and Technology-San Isidro Campus, is currently enrolled at the Philippine Normal University-Manila in Dissertation Writing, one of the requirements for completing the degree Doctor of Philosophy in Educational Management.

The researcher's dissertation title is: "*An Ethnography of Teacher-led Schools*" to the selected high schools in the Division of Nueva Ecija.

In this regard, the researcher would like to seek your expert assistance for the validation of the attached interview guide/questions and focused group discussion guide/questions that would facilitate the accumulation of valid and reliable information.

The researcher is hoping for your positive response regarding this matter.

Thank you very much, and more power!

Very truly yours,

MARK REN D. VILLAFLOR
Researcher

Noted:

DR. ZENAIDA Q. REYES
Adviser

Appendix D

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-Q16
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CLEARANCE TO PROCEED	
	QAC No.	CC-09242018-023

BASIC INFORMATION

REC Code:	02012021-069
Research Proposal Title:	An Ethnography of Teacher-LED School
Researcher / Project Leader and Designation/Affiliation:	Mark Ren D. Villafior

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **February 1, 2021**


Dr. TERESITA T. RUNGDUIN
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

Appendix E



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

June 19, 2020

Greetings of Peace!

In pursuit of continuous professional development, the undersigned, an Instructor from the Nueva Ecija University of Science and Technology-San Isidro Campus, is currently enrolled at the Philippine Normal University-Manila in Dissertation Writing, one of the requirements for completing the degree Doctor of Philosophy in Educational Management.

The researcher's dissertation title is "*An Ethnography of Teacher-led Schools*" to the selected high schools in the Division of Nueva Ecija.

In this regard, the researcher would like to ask your permission to become his *participant* in the conduct of the said study.

The researcher is hoping for your positive response regarding this matter.

Thank you very much, and more power!

Very truly yours,

MARK REN D. VILLAFLOR

Researcher

Noted:

DR. ZENAIDA Q. REYES

Adviser

Appendix F



Interview Schedule for teacher-in-charge/officer-in-charge

How long have you been in education? Please state your first date of appointment.

How long have you been a teacher-in-charge/officer-in-charge? If you still remember, when was it?

How long have you been teacher-in-charge/officer-in-charge in this school? If you still remember, when was it?

Part 1 - LEADERSHIP SKILLS OF THE TEACHER LEADER (for Research Question no. 1)

1. Do you know the school's mission and vision?
 - 1.1. How does your mission and vision guide you in leading the teachers and the school as a whole?
 - 1.2. Can you cite some instances where you were able to use it in leading?
2. What curriculum policies does your school have?
 - 2.1. How do you lead your teachers and students regarding these policies (e.g., the K-12 program)?
 - 2.2. What problems and challenges do you encounter in implementing the curriculum policies, and how do you resolve those?
3. What programs and projects did you implement in the school?
 - 3.1. What is/are the outcome/s of these programs and projects?
 - 3.2. How about the teachers' and students' reactions and attitudes towards the programs and projects?
4. How do you work and develop effective relationships with stakeholders and exert a positive influence upon people? Will you cite some instances?
5. How do you prepare and lead your teachers and students for the 21st century/global community perspective? Will you cite some instances?
6. What resources do you have in your school? Do you have enough or not?
 - 6.1. How do you lead the teachers in maximizing the use of resources?
7. If you want to add more to the information that you gave earlier, please do so. I would appreciate it very much.

Part 2 - STRATEGIES OF THE TEACHER LEADER IN MANAGING THE SCHOOL (for Research Question no. 2)

1. Describe your understanding of leadership in a school setting. How is leadership exercised in your school? What is your role as teacher-in-charge/officer-in-charge in the leadership of the school? Can you cite some assurances that you exercise good leadership? Were there times that you felt that your leadership was ineffective?
2. Describe your major roles as teacher-in-charge/officer-in-charge.
3. What are your activities as a teacher-in-charge/officer-in-charge outside the office?
4. Do you trust your teachers? Cite examples where you give them trust.
 - 4.1. Do you value your teachers? Give instances where you give value to your teachers in doing well
5. How do you lead by example? Will you cite instances?
6. Briefly describe instances where you provide an opportunity for your teachers to undertake greater responsibility and undergo development programs in your school.
7. Were there occasions when you engaged teachers to participate in some professional development activities? Describe these particular situations.
8. In your school, how do you encourage initiative among teachers, students, and staff in experimenting with new ideas and new teaching methods? Cite more examples.
9. Were there times that you gave praise and encouragement and helped teachers, students, and staff? Will you cite some instances?
10. How do you value learners in your school? Cite situations where learners are the priority of your role.
11. What programs and projects in your school did you initiate that involved the community and other stakeholders? What is the impact of these programs and projects on the school performance?
12. Were there occasions when your school conducted team-building activities? What is the result of it?
13. If you want to add more to the information that you gave earlier, please do so. I would appreciate it very much.

**Part 3 – TEACHER LEADERS’ ATTITUDE TOWARDS HIMSELF/HERSELF
AND TO HIS/HER TEACHERS (for Research Question no. 4)**

1. How do you feel being a teacher-in-charge/officer-in-charge?
 - 1.1. Is/are there issues (positive or negative) that arose when you became a TIC/OIC?
 - 1.2. Is there a change of attitude from being a plain teacher to becoming a TIC/OIC? Cite examples.
 - 1.3. What adjustments did you make to resolve issues?
2. How about your feelings with your teachers? Will you narrate your feelings towards handling them?
 - 2.1. Is/are there issues (positive or negative) that you encounter while working with them? Cite instances.
3. What is your general attitude towards your teachers? Can you say that they are the type who can assist you in your work? Are they also the type of teachers who can inspire you to work better for the good of the school?
4. If you want to add more to the information that you gave earlier, please do so. I would appreciate it very much.

Appendix G



Interview Schedule for Teachers

How long have you been in education? Please state the date of your appointment.

How long have you been with a teacher-in-charge/officer-in-charge? If you still remember, when was it?

How long have you been with the teacher-in-charge/officer-in-charge in this school? If you still remember, when was it?

Part 1 - LEADERSHIP SKILLS OF THE TEACHER LEADER (for Research Question no. 1)

5. Does your TIC/OIC know the school's mission and vision?
 - 1.1. How does your mission and vision guide your TIC/OIC in leading the teachers and the school as a whole?
 - 1.2. Can you cite some instances where your TIC/OIC was able to use it in leading?
6. What curriculum policies does your school have?
 - 2.1. How does your TIC/OIC lead his/her teachers and students regarding these policies (e.g., Kto12 program)?
 - 2.2. What problems and challenges do your TIC/OIC encounter in implementing the curriculum policies, and how does he/she resolve those?
7. What programs and projects did your TIC/OIC implement in the school?
 - 3.1. What is/are the outcome/s of these programs and projects?
 - 3.2. How about the teachers' and students' reactions and attitudes towards the programs and projects?
8. How does your TIC/OIC work develop effective relationships with stakeholders and exert a positive influence upon people? Will you cite some instances?
9. How does your TIC/OIC prepare and lead teachers and students for the 21st century/global community perspective? Will you cite some instances?
10. What resources do you have in your school? Do you have enough or not?
 - 6.1. How does your TIC/OIC lead the teachers in maximizing the use of resources?
11. If you want to add more to the information that you gave earlier, please do so. I would appreciate it very much.

Part 2 - STRATEGIES OF THE TEACHER LEADER IN MANAGING THE SCHOOL (for Research Question no. 2)

14. How do you understand school leadership? How is leadership exercised in your school? What is your role as a teacher in the leadership of the school? What can you suggest in the leadership of your present school head to make your school successful?
15. What is your major role as a teacher? Can you narrate it?
16. What are your activities as a teacher outside the office? Can you please cite some activities that you are doing which are not related to school?
17. Does your TIC/OIC trust your teachers? Cite examples where you were given trust.
4.1. Does your TIC/OIC value you as a teacher? Give instances where you were given value as teachers in doing well.
18. How does your TIC/OIC lead by example? Will you cite instances?
19. Briefly describe instances where your TIC/OIC provides you an opportunity as a teacher to undertake greater responsibility and undergo development programs in your school.
20. Were there occasions when your TIC/OIC engaged teachers to participate in some professional development activities such as training and schooling or any other activity? Describe these particular situations.
21. In your school, how does your TIC/OIC encourage initiative to teachers, students, and staff in experimenting with new ideas and new teaching methods? Cite more examples.
22. Were there times that your TIC/OIC encouraged you to praise and help teachers, students, and staff? Will you cite some instances?
23. How does your TIC/OIC value learners in your school? Cite situations where learners are the priority of his/her role.
24. What programs and projects in your school did your TIC/OIC initiate that involved the community and other stakeholders? What is the impact of these programs and projects on the school performance?
25. Were there occasions when your school conducted team-building activities? What is the result of it?
12. If you want to add more to the information that you gave earlier, please do so. I would appreciate it very much.

**Part 3 – TEACHER LEADERS’ ATTITUDE TOWARDS HIMSELF/HERSELF
AND TO HIS/HER TEACHERS (for Research Question no. 4)**

13. How do you feel being a teacher towards your TIC/OIC?
 - 1.1. Is/are there issues (positive or negative) that arose when he/she became a TIC/OIC?
 - 1.3. What adjustments did you make to resolve/clarify issues?
14. What is your general attitude towards your teacher-in-charge/officer-in-charge?
Can you say that he/she is the type of leader who can assist you in your work? Is he/she the type of leader who can inspire you to work better for the good of the school?
15. If you want to add more to the information that you gave earlier, please do so. I would appreciate it very much.

Appendix H

For Research Question 3: To determine the school's performance through various performance indicators as a result of shared norms, beliefs, and values being practiced among stakeholders in schools, the researcher made an observation guide aligned to the Department of Education's School-Based Management Assessment Tool (STAR 3+1)

OBSERVATION GUIDE FOR THE SCHOOL'S PERFORMANCE BASED ON THE SCHOOL-BASED MANAGEMENT

Name of School: _____ District: _____ Date: _____
Name of SH: _____ Position: _____ SBM Level: _____

A. LEADERSHIP AND GOVERNANCE

Items to be observed	Possible Means of Verifications/Documents/Systems	Evident	Not Evident	Other Observation
1. The School's Development Plan was developed through the leadership of the teacher-in-charge or officer-in-charge with the active participation of the teachers, parents, students, and other stakeholders.	➤ SIP – AIP (Extent of participation of stakeholders) ➤ Annual Procurement Plan ➤ Annual Budget ➤ Documentation of the SIP Process (Minutes of the Meeting, Attendance, Photos)			
2. The TIC/OIC and the whole school facilitate the regular review and improvement process while the stakeholders are the ones leading.	➤ SIP Review ➤ SMEPA docs ➤ Documentation of the SIP Review Process (Minutes of the Meeting,			

	Attendance, Photos)			
3. With the guide of the agreed organizational structure, the community stakeholders are the leaders in defining their roles and responsibilities, while the school is just providing technical and administrative support.	➤ Faculty Association–CBL ➤ School Governing Council Structure ➤ Parents-Teachers Association–CBL (DO No. 54, s. 2009, DO No. 67, s. 2009) ➤ Supreme Student Government/ Pupil Government (DM 4, s. 2012)			
4. In the school where the teacher leader is assuming the position, the leadership network facilitates the communication between and among school and community leaders such as the Barangay Captain, Municipal Mayor, Alumni, etc., for informed decision-making and solving school community-wide problems related to learning.	➤ Communication Plan ➤ Communication Flow ➤ Communication System ➤ School Website ➤ Newsletter ➤ Linkages with BLGU and other Sectoral Groups ➤ MOA, MOU, etc.			
5. School leaders' shoulder full responsibility for their seminars, training, and development, while the school community leaders work individually or in groups and coach and mentor each other in	➤ T&D System ➤ Individual Plan for Professional Development (IPPD)			

achieving their Vision, Mission, Goals, and Objectives. The teacher leader also assumes the responsibilities of their teachers' and students' professional development by implementing programs and projects that may contribute to their development.	➤ School Plan for Professional Development (SPDP) for Teachers ➤ Training and Development Program for Leaders ➤ Parenting Seminar Program ➤ Training Designs			
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B. CURRICULUM AND INSTRUCTION

Items to be observed	Possible Means of Verifications/Documents/Systems	Evident	Not Evident	Other Observation
1. The school curriculum caters to the individual needs of the diverse learners in the community.	Implementation Documents: ➤ Science Curriculum (DO 53 & 57 s. 2012) ➤ Sports Curriculum (DO 56, s. 2012) ➤ Arts Curriculum (DO 56, s. 2012) ➤ Curriculum for Journalism (DO 46, s. 2012) * Foreign Language ➤ Technical Vocational Education (DO 68, s. 2012)			

	➤ SPED (DO 60, s. 2003) ➤ Madrasah Education (DO 40, s. 2011) ➤ IP Educ. (DO 62, s. 2012) ➤ Senior High School Curriculum (Secondary Schools)			
2. The school is implementing the curriculum in a localized manner to make it more beneficial and meaningful to all the learners and eventually to make the curriculum applicable to real-life situations in the community.	Localized Curriculum: ➤ Contextualized LMs/TGs ➤ Big Books ➤ Curriculum Adaptation ➤ Orthography ➤ MTB Dictionary ➤ IMs on IKSP ➤ Improvised IMs ➤ ARATA based on EGRA ➤ Senior High School Curriculum (Secondary Schools)			
3. The school and the stakeholders, such as the parents and LGU officials, are working hand in hand to develop methods and materials to make the students think creatively and solve problems critically.	➤ Action Research on Effective Teaching Methods and Strategies ➤ LPP Implementation ➤ Lesson Plans ➤ Daily Logs			

	➤ Science Investigatory Projects ➤ Linkages with CSOs/NGOs/HEIs in Improving Quality Instruction ➤ Visual Aids ➤ ICT-Based Instruction (ex: Txt2Teach) ➤ Workbooks/Worksheets locally developed			
4. The monitoring system is accepted and regularly used for collective decision-making. The monitoring tool has been improved to provide both quantitative and qualitative data.	➤ Action Research on students' Learning Outcomes – the basis for developing Remedial Programs ➤ SMEPA Dashboards & Results			
5. The teacher leaders are using the appropriate assessment tools for teaching and learning. They are continuously reviewing and improving these tools. The results are localized and contextualized to the learner and local situation. It aimed to the attainment of relevant life skills.	➤ Teachers' Test Notebook ➤ Teachers' Portfolio ➤ Test Results and analysis of any of the following Tools: ● EGRA resulting to ARATA ● Phil-IRI results used in developing the Reading Program			

	● Pre-Test /Diagnostic Tests ● Formative/Summative Tests (HOTS or aligned with KPUP) used in designing Remediation Programs ➤ Enhanced Assessment Tools Adopted from Partners			
6. The teachers, school leaders and the members of the community are nurturing values and a school environment that protects the learners. They also demonstrate behaviors that are consistent with the vision, mission, goals, and objectives of the school.	➤ Child Protection Policy Implementation Report cum CFSS ➤ Co-curricular Activities Report (ex: Scouting, Religious Instruction, Science Camp, etc.)			
7. The teaching methods of resources used by the teachers in delivering lessons are learner-centered and community-friendly, safe, enjoyable, inclusive and accessible to all. It must also aim to develop learners who are self-directed and equipped with enough knowledge, skills, and values that they may use to assume accountability and responsibility for their learning.	➤ Daily Lesson Log/Lesson Plans ➤ Student's Portfolio ➤ Library ➤ Guidance Services ➤ Computer Laboratory ➤ ADM Modules ➤ Awards received by Learners ➤ Learners-initiated projects			

	➤ Classroom Structuring ➤ Reading Centers ➤ Study Lounge			
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C. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Items to be observed	Possible Means of Verifications/Documents/Systems	Evident	Not Evident	Other Observation
1. The roles and responsibilities of all the accountable persons, such as the teacher leader, teachers, student leaders, parents, and collective bodies, are clearly defined and agreed upon by the community stakeholders.	Structure of School Accountable Organizations: ➤ School Faculty Association – CBL ➤ School Governing Council Structure (SGC) ➤ Parents-Teachers Association – CBL (DO No. 54, s. 2009, DO No. 67, s. 2009) ➤ Supreme Student Government / Supreme Pupil Government (DM 4, s. 2012) ➤ Orderly Records of Attendance,			

	documentation Photos, and Comprehen- sive Minutes of the Meeting re- garding the crafting of the definition of roles and re- sponsibilities of the School Organization (Parents and Teachers Asso- ciation, SGC, SSG, SPG, Faculty Club, etc.)			
2. All the achievements of goals are always being recognized through a collaboratively developed performance accountability system where the appropriate actions fill in gaps.	Appropriate Actions to address Gaps based on the following: ➤ SMEPA Implementation ➤ Recognition and incentive system ➤ General PTA Assembly Meetings ➤ Minutes of the Homeroom PTA Meetings ➤ Records of Attendance, Documentation			

	Photos, and Minutes of the Meeting in the development/capability building program on Performance Accountability System (SMEPA)			
3. In the school where the teacher leaders were designated, a system of accountability is not just owned by the school but also by the community. It is continuously developed and enhanced to ensure responsive management structures and mechanisms to the emerging learning needs and demands of the school and, most especially, the community.	* Accountability System processes, mechanisms, and tools - Attendance, Photos, Minutes of the Meeting of the Enhancement and Review of the M&E System * School Report Card – State of the School Address (SOSA)			
4. There is an inclusive and collaboratively developed and agreed upon accountability assessment criteria and tools, feedback mechanism, and information collection.	Assessment Tools: ➤ Clients' Satisfaction Survey, Parent's Questionnaire, Checklist Form, Survey Questionnaire, Tracer Study Tool, School Report Cards			

	Feedback Mechanisms: ➤ General Assembly Meeting, Education Summit, Stakeholders Forum, School Report Card, State of the School Address (SOSA), Parents' Conference, School Website, Home Visitation, School Bulletin, Parenting Seminar Information Collection: ➤ Sampling – Convenient & Purposive, Suggestion Box, Documentation, Conduct Survey Validation Techniques and Processes: ➤ FGD, Participation, Brainstorming, Interview,			
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	Triangulation, Observation – Direct & Indirect ➤ Attendance, Photos, and Minutes of the Meeting in the development of accountability assessment criteria			
5. Regular participatory assessment of performance was done with the community. The results of the assessment and all the lessons learned are serving as the basis for feedback, recognition, plan adjustment, and technical assistance.	M&E Process- Mid-year/Annual Review, SMEPA Institutionalization focusing on Assessment of: ➤ KPIs on Access (Enrolment and drop-out rate), Quality (NAT), Governance (SBM Assessment) ➤ School's PPAs: WSRP Brigada Eskwela, Gulayan sa Paaralan, Guidance Program, ADM/DORP, LPP, Feeding			

	Program, PPP, etc. Assessment Results based on Monitoring and Evaluation Feedback: ➤ Enhanced Implementation of School's Programs, Projects and Activities ➤ Technical Assistance on Remedial Instruction Program, Teachers and Students Training Program, Proposed new Programs ➤ Recognition ➤ Plan Adjustment: Catch-up Plan of Annual Implementation Plan or Programs, Projects and Activities ➤ Attendance, Documentation Photos, and Minutes of the Meeting with			
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	the attendance of all concerns in the conduct of Participatory Assessment Performance (SMEPA)			
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D. MANAGEMENT OF RESOURCES

Items to be observed	Possible Means of Verifications/Documents/Systems	Evi- dent	Not Evi- dent	Other Ob- serva- tion
1. The inventory of the resources (human, financial, technological, etc.) is regularly conducted collaboratively by the teacher leader, teachers, parents, students, and other stakeholders.	Process – Regular Resources Inventory of: ➤ Human Resources (Teachers, Students, Partners) ➤ Financial Resources (PTA, MOOE, Canteen Fund, IGP, Clubs) ➤ Technological Resources ➤ Instructional Materials ➤ Furniture ➤ Rooms ➤ School Site Titling			

	➤ Instructional Tools & Equipment Output: Resources Allocation & Mobilization Plan (RAMP)			
2. The school conducted a regular dialogue for planning and resource programming. It continuously engages the stakeholders and supports the implementation of community education plans. This must be accessible and inclusive to all.	Process: Regular Resource Planning and Programming through Strategic Planning Output: ➤ Human Resource Development Plan (HRDP) ➤ Financial Management Development Plan (FMDP) ➤ Technology Resource Improvement Plan (TRIP) ➤ School Physical Development Plan (SPDP) ➤ Annual Procurement Plan ➤ IGP Sustainability Plan			
3. All the stakeholders, such as the teacher leader, teachers, students, parents, etc., sustain	Mechanisms: ➤ Updated Transparency			

the implementation and improvement of the resource management system. It is collaboratively developed, periodically adjusted, and constituent-focused.	Board of all Finances (MOOE, PTA, IGP, Canteen Fund, Donations, etc.) ➤ Innovations for the collective and judicious utilization and transparent, effective, and efficient resource management system			
4. There is regular monitoring of resource management, which is collaboratively developed and implemented by the teacher leader, teachers, students, parents, and other stakeholders. Reporting processes are also being done for everyone.	SMEPA of the following: ➤ Human Resource Development Plan (HRDP) ➤ Financial Management Development Plan (FMDP) ➤ Technology Resource Improvement Plan (TRIP) ➤ School Physical Development Plan (SPDP)			

	➤ Annual Procurement Plan (APP) ➤ Inventory List of all resources			
5. There is a system that manages the connection (linkages and networks) that strengthens and sustains partnerships in improving resource management.	➤ Cash Disbursement (MOOE) ➤ Transparency Board ➤ Financial Reports (PTA, IGP, Canteen, School Clubs/Organization)			

Appendix I



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

Question Guide for Focus Group Discussion with the Teachers

1. How long have you been teaching in this school? Please state the first day of your original appointment.
2. How many school heads did you work with already?
3. Have you been under the supervision of a full pledge principal?
4. How is it working with your school head?
5. For those who have been under the supervision of a full pledge principal, how can you compare the experience of working with your present school head?
6. What do you think are the strengths of your school head? Why do you think so?
7. What do you think are the weaknesses of your school head? Why do you think so?
8. Can you tell your story and experiences working under your school head?
9. If you were given a chance to give suggestions, comments, and recommendations on how your school head is leading the school, what would you say?
10. What are the learnings that you acquired from your present school head? How do you apply it in doing your task?
11. Have you already encountered any school problems in his/her term? How do you deal with it? How does your school head help you?
12. How does it feel to be under the supervision of a teacher leader?
13. How can you describe the performance of the school under the leadership of the teacher leader?
14. What are the traits that you like about your school head? Why?
15. What are the traits that you do not like about him/her? Why?
16. If you will be given a chance to lead the school, how are you going to do it?
17. How does your school head treat the teachers like you?
18. In terms of professionalism, how are you going to rate your school head?
19. What can you say about the norms, beliefs, and values embedded in the strategies and practices employed by your school head in leading the school?
20. What kind of culture does your school head give to you in making the school successful?

Appendix J



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

Question Guide for Focus Group Discussion with the Students

1. What Grade are you already in?
2. How long do you already know your school head?
3. How is your study?
4. Are you enjoying your stay in school?
5. Have you already had the chance to talk to your school head? If yes, what is it all about?
6. What is your impression of your school head?
7. What can you say about his/her leadership in your school?
8. If you were given a chance to give a comment, suggestion, or recommendation to your school head, what would it be and why?
9. What support does your school head give to you in terms of academics and non-academic activities?
10. Did you observe any changes or improvements under his/her leadership?
11. If you rate the effectiveness of your school head from 1-10, 1 being the lowest, what would it be and why?
12. How does your school head treat the students like you?
13. In terms of professionalism, how are you going to rate your school head?
14. What can you say about the norms, beliefs, and values embedded in the strategies and practices employed by your school head in leading the school?
15. What kind of culture does your school head give to you in making the school successful?

Appendix K



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

Question Guide for Focus Group Discussion with the Parents

1. How many child/children do you have in this school?
2. How long do you know your school head?
3. What is your involvement in making the school successful?
4. How often does the school head meet the parents?
5. What is your impression of your school head?
6. If you are talking to your child/children about their school experiences, what are they saying?
7. In your observations, what is/are the strength/s and weaknesses/es of your present school head?
8. How do you compare your present school head to the previous ones?
9. If you were given a chance to give comments, suggestions, and recommendations to your school head, what would it be and why?
10. Can you please tell me about your experiences dealing with the school head?
11. What problems did you encounter in the school, and how did the school head help you in resolving them?
12. How does your school head treat the students like you?
13. In terms of professionalism, how are you going to rate your school head?
14. What can you say about the norms, beliefs, and values embedded in the strategies and practices employed by your school head in leading the school?
15. What kind of culture does your school head give to you in making the school successful?

Appendix L



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

Question Guide for Focus Group Discussion with Other Stakeholders (LGUs, NGOs, GOs, Alumni, etc.)

1. What is your role in helping the school?
2. How long do you know the school head?
3. How often did you meet the school head?
4. What can you say about his/her leadership skills?
5. What can you say about the school now? Are there any changes that you observed?
Is it positive or negative?
6. What is your impression of your school head?
7. If you were given a chance to give comments, suggestions, and recommendations to your school head, what would it be and why?
8. How do you perform your responsibilities in the school?
9. What are your contributions to making the school effective and successful?
10. Can you tell your story while working with your school head?
11. What problems did you encounter in the school, and how did the school head help you in resolving them?
12. How does your school head treat the stakeholders like you?
13. In terms of professionalism, how are you going to rate your school head?
14. What can you say about the norms, beliefs, and values embedded in the strategies and practices employed by your school head in leading the school?
15. What kind of culture does your school head give to you in making the school successful?

Appendix M



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

Field Note Form

Date: _____ Day: _____ Setting: _____

Occasion: _____

Who are the involved persons?

My observations

Significant Occurrences

Appendix N



Philippine Normal University

Taft Avenue, Manila, Philippines 1000

CONSENT LETTER (TEACHER LEADER)

Date: _____

To whom it may concern;

I, _____, a Filipino and of legal age, the School Head (Teacher-in-Charge / Officer-in-Charge) of Mangga Elementary School, Mangga, San Isidro, Nueva Ecija, accept the invitation of the researcher, Mr. Mark Ren D. Villaflor to become his respondent in his research work entitled: An Ethnography of Teacher-Led School.

I also allow the researcher to have access to our school data that he will use as a means of verification for the school's performance. Furthermore, I also understand that the nature of the research work is ethnography, and he needs to immerse himself and serve as a teacher under my supervision.

I fully understand that the researcher will secure my anonymity and confidentiality in the research work. I am also aware that I can back out at any moment from being a participant in this research.

As a sign of my commitment to this endeavor, I hereby affix my signature over the printed name below.

Signature over the printed name of the
OIC/TIC

Appendix O**Philippine Normal University**

Taft Avenue, Manila, Philippines 1000

**CONSENT LETTER
(TEACHERS)**

Date: _____

To whom it may concern;

I, _____, a Filipino and of legal age, a Teacher at Mangga Elementary School, Mangga, San Isidro, Nueva Ecija, accepts the invitation of the researcher, Mr. Mark Ren D. Villaflor to become his respondent in his research work entitled: An Ethnography of Teacher-Led School.

I also allow the researcher to have access to our school data that he will use as a means of verification for the school's performance. I also allow myself to be part of the Focus Group Discussions and interviews.

I fully understand that the researcher will secure my anonymity and confidentiality in the research work. I am also aware that I can back out at any moment from being a participant in this research.

As a sign of my commitment to this endeavor, I hereby affix my signature over the printed name below.

Signature over the printed name of the
Teacher

Appendix P**Philippine Normal University**

Taft Avenue, Manila, Philippines 1000

**CONSENT LETTER
(PARENTS)**

Date: _____

To whom it may concern;

I, _____, a Filipino and of legal age, a Parent of a student/s enrolled in Mangga Elementary School, Mangga, San Isidro, Nueva Ecija, accept the invitation of the researcher, Mr. Mark Ren D. Villaflor, to become his respondent in his research work entitled: An Ethnography of Teacher-Led School.

I also allow myself to be part of the Focus Group Discussions and interviews. At the same time, I also permit him to let my son/daughter be part of the research work.

I fully understand that the researcher will secure our anonymity and confidentiality in the research work. I am also aware that I can back out at any moment from being a participant in this research.

As a sign of my commitment to this endeavor, I hereby affix my signature over the printed name below.

Signature over the printed name of the Parent

Appendix Q
RESEARCH INFORMED CONSENT
AN ETHNOGRAPHY OF TEACHER-LED SCHOOL

PRIMARY RESEARCHER

Name: VILLAFLOR, MARK REN D.

Affiliation: NUEVA ECIJA UNIVERSITY OF SCIENCE AND TECHNOLOGY

Address: PULO, SAN ISIDRO, NUEVA ECIJA

Phone: 09173275693

Email: m.villaflor19@yahoo.com

PURPOSE OF STUDY

This study aims to describe the school culture in initiating change to improve the school's performance when the one leading is a teacher leader in a selected school in the Division of Nueva Ecija during the Second Quarter of the school Year 2020-2021, wherein the outputs will use as inputs to the existing policies in the selection, training, and tasks of school heads.

PROCEDURES

The researcher will be immersed in Mangga Elementary School and will serve as a volunteer teacher. He will conduct observations, interviews, and Focus Group Discussions with the teacher leader, teachers, parents, students, and other stakeholders.

RISKS

The pandemic might be a risk in this study because it will limit the interaction of the researcher with the participants. However, rest assured that all the safety and health protocols will be followed strictly.

CONFIDENTIALITY

The researcher will make every effort to preserve the participants' confidentiality, including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as a result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel, you can discuss with the Primary Researcher directly by cellphone at **09173275693** or the following email address **m.villafior19@yahoo.com**

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

PARENT'S CONSENT

I allow my son/daughter to be part of this research work with the strong hope that his/her identity will be kept anonymous. I also allow the researcher to conduct interviews and Focus Group Discussions with my son/daughter, following the safety and health protocols.

Participant's Signature _____ **Date** _____

Researcher's Signature _____ **Date** _____

Appendix R

ASSENT FORM (for 7-17 years old)

Approval Date: _____

Study Title: **AN ETHNOGRAPHY OF TEACHER-LED SCHOOL**

What will happen to me in this study?

In this study, you will be a student of the researcher. You will be asked to be part of the Focus Group discussions and interviews.

Can anything bad happen to me?

Nothing bad will happen to you in this study. The safety and health protocols will be followed strictly.

Can anything good happen to me?

You will be able to be part of learning something new that may be very beneficial in assigning teacher leaders in a particular school.

Will anyone know I am in the study?

No one will know that you will be part of this study. Your anonymity will be kept secret.

Who can I talk to about the study?

If you have any questions about the study or any problems to do with the study you can contact always say it with your parents/guardians. You may also contact your teacher as well as the researcher.

What if I do not want to do this?

You can always stop being in the study at any time most especially if you feel any discomfort in the duration of the study.

If you agree to be in this study, please sign here:

Signature of Child: _____ Date: _____

Printed name of Child: _____

Appendix S

For Research Question 2: To describe the leadership skills of the teacher leader in developing a school culture of excellence, the researcher made an observation guide aligned to the Validation Checklist Tool that is being used by the Department in Education-Nueva Ecija Division in scoring the applicants for principalship.

OBSERVATION GUIDE FOR THE TEACHER LEADER

A. Instructional Leadership

Items to be observed	Evident	Not Evident	Additional Observations
1. Checks and Improves reflections in the Daily Lesson Logs or Daily Lesson Plans of the teachers.			
2. Observe classes using the appropriate tools (COT or STAR)			
3. Develops Instructional Materials			
4. Conducts Holistic Assessment Activities			
5. Winnings in the Academic or Co-Curricular Competitions			
6. Enriches the existing curriculum			
7. Improves the learning environments such as the classrooms, learning tambayan, school parks, etc.			
8. Conducts School Learning Action			

Cell on teaching-learning processes.			
9. Conducts Remedial, Intervention, Innovation			
10. Research to improve the quality of instruction			
11. Provides technical support and assistance on teachers' instruction			
12. Provides advanced learner development activities to cater the students who are talented and fast learners			
13. Improves participation, completion, and drop-out rates of the students in each classroom			
14. Generates teaching and learning resources from other stakeholders that will be used by the students and teachers			
15. Adapts or initiates best practices on the existing curriculum.			

B. Personal and Professional Attributes

Items to be observed	Evident	Not Evident	Additional Observations
1. Attends school with punctuality and a good record of attendance			

2. Leads by example (Workmanship and Competence)			
3. Submits reports to the concerned offices on time and with 100% correctness			
4. Human Relations with the teachers, students, parents, and other stakeholders			
5. Respect the superiors (Public Schools District Supervisors, Schools Division Superintendent, etc.)			
6. Public Relations with the Local Government Unit Officials such as the Barangay Captain, Mayor, Governor, etc.			
7. Professional Code of Ethics (Professionalism and Fairness)			
8. Self-disciplined and Morally Right			
9. Looks presentable to everybody (Wears the appropriate uniform)			
10. Builds or Develops Leaders openly and fairly			
11. Attends training and school for personal and professional enrichment			

12. Manages stress with stable emotion			
13. Promotes integrity and honesty in the workplace			
14. Communicates well with the students, teachers, parents, and other stakeholders while listening respectfully.			
15. Promotes professionalism, responsiveness, and fairness			

C. Improvement of the Learning Environment

Items to be observed	Evident	Not Evident	Additional Observations
1. Secures the title of the school with no squatting or issues.			
2. Completes the school fences permanently and maintained			
3. Improves all the classrooms with no classrooms left behind			
4. Repairs and maintains major facility needs such as the library, school canteen, gymnasium, etc.			
5. Improves the lawn of the school with maximum space utilization			

6. Improves and eliminates the eye sores in the schools such as the dump site, warehouse, etc.			
7. Beautifies the school with aesthetic, greens, and wow			
8. Implements infrastructure projects not from the government funds			
9. Promotes ergonomics and comfort to all.			
10. Promotes safety and security to all by conducting the drills (fire, earthquake, etc.) and by having security and utility personnel			
11. Updates the school inventory to manage the school assets well			
12. There is a Material Recovery Facility in the school to maintain the cleanliness.			
13. Resources or Out-sources with WOW Projects			
14. Promotes a positive environment by showing good discipline			
15. Turns the whole school into a learning environment/hub.			

D. School Management and Operations

Items to be observed	Evident	Not Evident	Additional Observations
1. Utilizes the approved Strategic Plans such as the e-SIP, AIP, and APP			
2. Organizes and systematizes the record management of the school			
3. Liquidates the school's MOOE with no disallowance and AOM			
4. Focuses on the priority of urgent needs of the school's MOOE PAPs			
5. Checks the financial records with integrity and transparency			
6. Implements and obeys the DepEd orders and the Schools Division Office Policies			
7. Integrates technology in the school (CCTV installation, ICT Tools procurement and printing)			
8. Generates resources not from the Local Government Units innovatively and with full transparency			
9. Accomplishes programs and projects			

with the stakeholders			
10. Has potential and capabilities for school leadership			
11. Has no conflict issues, cases, etc.			
12. School-Based Management Level is improving.			
13. Has a structured manpower and office management			
14. Implements best practices for simplification of works			
15. Has a positive legacy on the school, such as the accomplishments, priority, etc.			

Appendix T

1. Values, norms and beliefs embedded in the strategies/practices employed by the teacher-in-charge in leading the school.

1.1. Empathy

Table 2

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Active Listening as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Empathy	Active Listening	T1: Our school head noticed that one of my students seemed upset today, so she asked me to take the time to actively listen to her concerns and offer support." S1: "Our school head really listens to us when we have problems. It makes me feel like she cares about how we're doing. TIC: In our school, we encourage active listening not just among students but also among teachers and staff. It's important for building empathy and creating a supportive environment. T2: During parent-teacher conferences, our school head asks us to make sure to actively listen to what the parents or guardians have to say about their child's progress. It helps us understand their perspective better. S2: I feel heard and understood in this school. Whenever I have an issue, I know I can talk to any teacher, students, and even our school head, and they will surely listen. TIC: Part of our leadership strategy involves actively listening to the needs and concerns of both students and

teachers. By doing so, we can address issues effectively and foster a sense of empathy and understanding throughout the school community.

T3: In our faculty meetings, our principal always makes sure to actively listen to everyone's ideas and concerns. It makes us feel valued and respected.

S3: Our principal does not just sit in their office all day. She walks around to talk to us and really listens to what we have to say. It makes me feel like they care about us not just as students but as their sons and daughters.

P1: I appreciate how the school head takes the time to actively listen to parents' feedback during school events. It shows that she values our input and is committed to making improvements.

TIC: As a school leader, I believe in the power of active listening. By truly hearing the voices of our students, teachers, and parents, we can create a more inclusive and empathetic learning environment.

Table 3

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Supportive Behavior as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Empathy	Supportive Behavior	T4: If there are students who are struggling with reading and arithmetic, our school head will take some extra time to sit down with them and offer one-on-one support until they felt more confident. P4: Whenever I'm feeling down or stressed about the effect of pandemic on our family, I know I can talk to the

teachers and school head, and they'll always lend a listening ear and offer encouragement.

TIC: I make it a point to regularly check in with both students and teachers, not just about their academic progress, but also about how they're feeling emotionally because of the pandemic that we are all facing right now. Building a supportive environment starts with understanding and empathy.

T5: In our school, it's not just about grades; it's about making sure every student felt seen and heard. We celebrate their successes through a simple classroom-based recognition program and support them through their challenges.

S4: Every flag-raising ceremony and even classroom visit, our school head always emphasizes the importance of kindness and understanding. She led by example, and it set the tone for the entire school.

P10: I appreciate how the school values the well-being of my child as much as their academic achievement. It's reassuring to know they're in a supportive environment where they can thrive.

T7: If a student is facing difficulties outside of school that affect their performance, our school head ensures they have access to the necessary resources and support to overcome those obstacles. That is why she is always asking us to conduct home visitation.

S15: When I was struggling with bullying, my teachers and the school head didn't just brush it off. They took it seriously, intervened, and made sure I felt safe and supported.

TIC: Empathy isn't just a buzzword in our school; it's a guiding principle. I encourage my teachers and staff to approach every interaction with students from a place of understanding and compassion.

T6: Our school's culture of support extends beyond the classroom. Whether it's organizing counseling services or creating a safe space for students to express themselves, our school head is always looking for ways to nurture a supportive community.

Table 4

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Respect for Diversity as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Empathy	Respect for Diversity	T4: In our school, we celebrate the uniqueness of each student. Our principal encourages us to create inclusive lesson plans that consider the diverse backgrounds and learning styles of our students. She knows that most of the students are members of a specific religious group, and she instructed us to also give examples with regards to their religion. This fosters empathy among the students and promotes a culture of respect for diversity. S12: I feel more comfortable expressing myself in school than in our house because I know that my opinions and experiences are valued by my classmates, teachers, and school head. Our principal organizes cultural programs where we deeply learn about our and others' traditions and customs, which helps us understand and appreciate diversity. P10: I appreciate how our school principal promotes respect for diversity among students. Through various activities like group projects and community outreach programs, my child has learned to empathize with others and embrace differences. The school head spearheaded

the community pantry at school to support those affected families by the pandemic.

T1: As a guidance counselor coordinator, I've seen firsthand the positive impact of our school head's leadership in fostering empathy and respect for diversity. Through regular assemblies and workshops, students are encouraged to step into each other's shoes, fostering a sense of understanding and compassion.

Observed school head's leadership:

- The principal actively promotes empathy and respect for diversity through various initiatives such as inclusive lesson planning and community outreach.
- The principal encourages teachers to create a supportive and inclusive learning environment where students feel valued and respected for their unique backgrounds and perspectives.
- The principal organizes activities and workshops that promote empathy, encouraging students to understand and appreciate differences among their peers.
- The principal leads by example, demonstrating empathy and respect for diversity in interactions with staff, students, and parents, which sets a positive tone for the school community.

Overall, the principal's leadership plays a crucial role in nurturing a school culture where empathy and respect for diversity are not only encouraged but also celebrated as integral values.

Table 5

Statements Elaborating the Value of Empathy of the Teacher-in-Charge and Conflict Resolution as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Empathy	Conflict Resolution	TIC: Let's remember to approach conflicts with empathy and understanding. Everyone has their own perspective, and it's important to listen to each other to find a resolution. <i>(reminder of the TIC to the teachers during their faculty and staff meeting)</i> S9: I felt really heard and understood when my classmate apologized to me. We are like real brothers and sisters in school. It made resolving our conflict so much easier. TIC: As a school, we prioritize empathy in our approach to conflict resolution. We encourage students to put themselves in each other's shoes and find solutions that benefit everyone involved. T2: Conflict resolution isn't just about finding a quick fix. It's about addressing the underlying issues and fostering empathy and understanding among students. S15: I learned that empathy plays a big role in resolving conflicts. It's not just about who's right or wrong, but about understanding each other's feelings. TIC: In our school, we empower students to resolve conflicts peacefully by fostering empathy and understanding. Our goal is to create a supportive and inclusive environment where everyone feels valued. T4: When conflicts arise, our school head encourages us to consider how our actions might affect others. Empathy is key to finding a resolution that respects everyone's feelings. She is very cool and calm in resolving conflicts in the school. S63: I used to think conflict meant fighting, but now, through the help of our school head and teachers, I understand that it's an opportunity to learn and grow. Empathy helps us find common ground and move forward together.

TIC: I believe that empathy is essential for effective conflict resolution. By teaching students to consider each other's perspectives, we promote a culture of respect and understanding in our school.

T5: As educators, it's our responsibility to model empathy and compassion in how we address conflicts. By showing empathy towards our students, we teach them valuable skills for resolving conflicts in their own lives. Our school head serves as our role model in doing such.

Table 6

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Kindness and Compassion as one of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Empathy	Kindness and Compassion	T7: Let's remember to always show kindness and compassion to our classmates, especially when they're going through a tough time. You can share your excess resources to your classmates who do not have any. As our school head said: '<i>Empathy is key to building a supportive community here in our school.</i>' S50: I noticed that when I was struggling with my schoolwork, my classmates were really understanding and helped me out. It's great to see kindness and compassion in action. TIC: As leaders of this school, it's important for us to foster an environment where kindness and compassion are valued and practiced daily. Let's lead by example and show empathy towards both our students and staff. P17: I appreciate how the school emphasizes the importance of kindness and compassion. It's reassuring to know that my child is in an environment where they're

not only learning academically but also developing important character traits.

T5: In our classes, we focus on teaching students the importance of empathy and understanding towards others. It's heartwarming to see them apply these principles in their interactions with their classmates.

U1: Our school head always encourages us to prioritize empathy in our interactions with students. It sets a positive tone for the entire school community and helps create a supportive learning environment.

T3: During our staff meetings, our school head often shares stories of students showing kindness and compassion towards each other. It's clear that these values are deeply ingrained in our school's culture, thanks to her leadership.

S22: I admire how our principal takes the time to listen to our concerns and genuinely cares about our well-being. It makes me feel valued as a member of this school community.

TIC: Part of our school's mission is to nurture not only academic excellence but also empathy and compassion. By instilling these values in our students, we're preparing them to become responsible and caring individuals in society.

P44: I'm grateful for the initiatives our principal has implemented to promote kindness and compassion among students. It's evident that these efforts are making a positive impact on the school culture.

Table 7

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Interdependence as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Empathy	Interdependence	TIC: In our school, we emphasize the interdependence of all beings. When our students understand and practice empathy, they not only become better individuals but also contribute positively to our school community. S20: I appreciate how our teachers always remind us about interdependence. It helps me understand the importance of considering others' feelings and perspectives. TIC: As a school, we believe in fostering a sense of interdependence among our students, teachers, and staff. This belief is reflected in our leadership approach, where we prioritize empathy and understanding in all our interactions. P39: I'm glad to see that the school values interdependence. It's important for my child to learn empathy and understand how their actions affect others. T4: In our counseling sessions, we often discuss the concept of interdependence with students. It helps them develop empathy and build better relationships with their peers. T5: I've noticed a positive shift in the school culture since the principal started emphasizing interdependence. There's a greater sense of community and support among everyone. BC: The principal's focus on interdependence aligns well with our vision for the school. It creates a nurturing environment where students feel valued and supported. A2: Even after graduating, I still carry the lessons of interdependence that I learned at this school. It

has helped me navigate various situations in my personal and professional life.

Table 8

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Human Dignity as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Empathy	Human Dignity	T1: Our school head's emphasis on promoting human dignity is reflected in the way they prioritize inclusive practices, ensuring that every student feels respected and valued regardless of their background or abilities. S18: "I've noticed that our school head actively listens to our concerns and takes the time to understand our perspectives. It makes me feel like my voice matters and that my dignity is respected within the school community. P20: I appreciate the efforts of our school head in fostering a culture of empathy and understanding among students. It creates a safe and nurturing environment where my child can thrive academically and socially while upholding their dignity. T55: Our school head's commitment to promoting human dignity is evident in the way they address conflicts and disciplinary issues. Instead of punitive measures, they prioritize restorative justice practices that aim to restore relationships and uphold the dignity of all parties involved. T7: The school head's leadership style emphasizes the importance of empathy and compassion in all aspects of school life. It sets a positive example for both students

and staff, fostering a sense of belonging and mutual respect within the school community.

Table 9

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Social Justice as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Empathy	Social Justice	T6: In our classroom, we emphasize the importance of social justice by teaching our students to consider the perspectives of others, especially those who are marginalized or disadvantaged. S88: I appreciate how our school encourages us to volunteer and engage in community service activities. It really shows that social justice is more than just a concept, but something we actively participate in. P56: I'm glad to see that the school promotes inclusivity and diversity among its students. It's important for my child to learn about social justice from an early age. TIC: As a leader, I strive to create a school environment where every student feels valued and respected. This means implementing policies and initiatives that promote equality and social justice. T3: Part of our counseling program involves teaching students about empathy and understanding towards others. We believe that fostering these qualities is essential for promoting social justice within our school community.

Table 10

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Altruism as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Empathy	Altruism	T2: I admire how our school head consistently emphasizes the value of altruism in our school community. She often reminds us that empathy is at the core of our profession and encourages us to consider the needs of our students beyond academics. S89: I feel supported by our school because the school head always promotes kindness and altruism. It's not just about grades here; they really care about our well-being. P76: I appreciate how the school head fosters a culture of empathy and altruism among the students. It's evident in the initiatives they organize, like community service projects and peer support programs. T7: Our school head leads by example when it comes to altruism. She's always the first to volunteer for outreach programs and encourages us to do the same. It creates a sense of unity and compassion within the school. A1: The school head's approach to leadership is rooted in altruism and empathy. By prioritizing the well-being of both students and staff, she creates a positive and inclusive school environment where everyone feels valued and supported.

Table 11

Statements Elaborating the Value of Empathy of the Teacher-in-charge and Emotional Intelligence as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
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Empathy	Emotional Intelligence	T4: I can see how our school head's emphasis on emotional intelligence has made a real difference in how students interact with each other. They seem more empathetic and understanding of each other's feelings. S66: Our school head always talks about how important it is to understand each other's emotions. I think it's why our school feels like such a supportive community. P45: I appreciate how our school head focuses on teaching emotional intelligence. It's not just about academics here; it's about developing well-rounded individuals who care for each other. T2: The school head's approach to leading with emotional intelligence sets the tone for the entire school. It's evident in how conflicts are resolved and how everyone works together as a team. TIC: My commitment to fostering emotional intelligence has created a safe space for students to express their feelings and seek support when needed. It had a profound impact on our school culture.
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1.2. Humility

Table 12

Statements Elaborating the Value of Humility of the Teacher-in-charge and Acknowledgment of Mistakes as One of the Norms Embedded in the Strategies/Practices employed in Leading the School

Value	Norm	Statements
Humility	Acknowledgment of Mistakes	T5: I apologize for the mistake I made in grading your paper. I overlooked a crucial point in your answer. Thank you for bringing it to my attention. I'll make sure to rectify it.

S23: Ma'am, I'm sorry for not submitting my homework on time. I underestimated the workload from my other subjects. It won't happen again, and I'll make sure to manage my time better.

TIC: Team, I want to acknowledge that the decision I made regarding the curriculum adjustment didn't yield the expected results. It's clear now that we need to reassess our approach. I appreciate your dedication and patience as we navigate through this together.

S70: Guys, I have to admit, I was wrong about the answer to question three on the math quiz. I appreciate those who pointed out my errors. Let's learn from this and strive to improve together.

Table 13

Statements Elaborating the Value of Humility of the Teacher-in-charge and Openness to Feedback as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Humility	Openness to Feedback	T1: I appreciate how our principal always encourages us to share our thoughts and suggestions openly during staff meetings. It makes me feel valued as a member of the team.
		S42: Our school head is really approachable. Whenever I have a concern or suggestion, I know I can go to her office, and she'll listen to me without judgment.
		P34: I admire how our principal actively seeks feedback from parents through surveys and forums. It shows that

she genuinely cares about our opinions and wants to make the school better for our children.

T7: I've seen our principal openly admit when she's made a mistake and take responsibility for it. It sets a great example for the rest of us and shows that it's okay to be vulnerable.

A3: Our principal is constantly seeking ways to improve, and she's not afraid to ask for feedback from the alumni or seek advice from other educational leaders. It's refreshing to see someone in her position display such humility.

Table 14

Statements elaborating the value of humility of the teacher-in-charge and team collaboration as one of the norms embedded in the strategies/practices employed in leading the school

Value	Norm	Statements
Humility	Team Collaboration	T3: In our school, collaboration is key, and it starts with humility. Our school head sets the tone by always being open to suggestions and feedback from the teachers. Just last week, during our team meeting, she admitted that he made a mistake in implementing a new policy and asked for our input on how to rectify it. It made us feel valued and empowered to contribute to the improvement of our school. S14: I've noticed that our school head always emphasizes the importance of working together as a team. During our school events, she's always there, not just delegating tasks but actively participating alongside us. Last month, during the distribution of modules, she didn't hesitate to

join our team in cleaning up after the event, showing us that no task is beneath anyone and we're all in this together.

P12: As a parent, I appreciate how our school head fosters a culture of humility and collaboration among the staff. When I had concerns about my child's academic progress, instead of dismissing them, the school head listened attentively and involved the teachers in finding a solution. It was evident that they worked as a team to address my concerns, which reassured me of the school's commitment to the students' well-being.

T7: In our professional development workshops, our school head often shares personal anecdotes about times when she had to admit her mistakes and seek guidance from her colleagues. It sets a powerful example for us as educators to humble ourselves and learn from each other's experiences. During a planning session, our school head acknowledged that a lesson plan she initially proposed was not effective, and together, we brainstormed ideas to improve it. It made me realize that we're all constantly learning and growing, regardless of our position.

Table 15

Statements Elaborating the Value of Humility of the Teacher-in-charge and Gratitude as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Humility	Gratitude	T2: Our school head always emphasizes the importance of being grateful for the opportunities we have as educators. She often says, 'Remember, teaching is a privilege, not just

a job. Let's express our gratitude for being able to make a difference in our students' lives.

S32: I appreciate how our school head takes the time to personally thank us for our efforts, whether it's through a simple note or a quick word of encouragement. It makes me feel valued as a student.

P81: I've noticed a positive change in my child's attitude since the new school head took over. There's more emphasis on humility and gratitude, and it reflects in how my child talks about school and interacts with others.

T5: Our school head leads by example when it comes to humility and gratitude. She doesn't seek praise or recognition for her work but is always quick to acknowledge and appreciate the efforts of others. It creates a culture of appreciation within the school.

A7: The humility and gratitude instilled by the school principal are evident in the way students engage with the community. They actively participate in outreach programs and show genuine appreciation for the support they receive from local businesses and organizations.

Table 16

Statements Elaborating the Value of Humility of the Teacher-in-charge and Interconnectedness of Humanity as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Humility	Interconnectedness of Humanity	S10: I learned from our lessons about interconnectedness that humility is about recognizing our place in the world and how our actions affect others. It's not just about being humble

individually but understanding our role in the greater human family.

TIC: As the leader of this school, I believe in fostering a culture of humility and interconnectedness among our staff and students. By emphasizing the importance of working together and supporting one another, we create a positive learning environment where everyone feels valued and respected.

P20: I appreciate how the school principal incorporates the idea of interconnectedness into the school's leadership. It's evident in the way they encourage collaboration among students and staff, and how they prioritize community service projects that benefit others.

T4: When discussing values like humility with our students, we often talk about how understanding the interconnectedness of humanity can lead to greater empathy and kindness towards others. It's a concept that resonates with them and helps shape their behavior both in and out of school.

Table 17

Statements Elaborating the Value of Humility of the Teacher-in-charge and Respect for Others as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Humility	Respect to Others	P27: I appreciate how the school emphasizes respect. It's crucial for my child's development.

TIC: As the leader of this school, it's my responsibility to set an example of respect and humility. I believe in leading with kindness and understanding.

T6: Our principal always encourages open communication and treats everyone with respect, regardless of their position. It creates a positive atmosphere in the school.

S13: I feel comfortable approaching our school head because I know she listens to my concerns and treats me with respect.

T5: During staff meetings, our school head ensures that everyone's ideas are valued and respected. It promotes collaboration and teamwork.

P11: I admire how our principal leads with humility. Despite her position, she's always approachable and willing to listen.

TIC: Respect is not just a value we teach; it's something we actively practice every day. It's the foundation of our school's culture and success.

Table 18

Statements Elaborating the Value of Humility of the Teacher-in-charge and Egalitarianism as One of the Beliefs embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Humility	Egalitarianism	T1: In this school, everyone's opinion matters. Our school head truly believes in egalitarianism, and it reflects in how decisions are made collaboratively, considering inputs from all stakeholders.
		S15: I appreciate how our school head treats us all equally. No matter our background or achievements,

she values each of us the same. It creates a sense of fairness and respect among students.

P9: I'm impressed by the leadership style of our school head. She fosters an environment of egalitarianism, where every child is given the opportunity to thrive regardless of their socio-economic status. It's truly commendable.

T2: Our school head's approach to leadership is grounded in egalitarianism. She encourages open dialogue and values everyone's perspective, which creates a sense of inclusivity and belonging among staff and students.

T3: One of the things I admire most about our school head is her commitment to egalitarianism. She works tirelessly to ensure that all students receive the support and resources they need to excel academically, regardless of their background or circumstances.

Table 19

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-Charge and Continuous Learning as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Education for Lifelong Learning	Continuous Learning	T1: In our school, continuous learning is not just encouraged, it's ingrained in our culture. We believe that curiosity is the key to lifelong learning, and we strive to foster that curiosity in our students every day. TIC: As a school, we prioritize continuous learning because we understand that the world is constantly

evolving. Our goal is to equip our students with the skills and knowledge they need to adapt and thrive in any situation.

S15: I love how our school encourages us to ask questions and explore new ideas. It makes learning so much more interesting, and I feel like I'm always growing and discovering something new.

T3: Our school head leads by example when it comes to promoting continuous learning. She's always seeking out new professional development opportunities and encourages us to do the same. It creates a culture of growth and improvement among the staff.

TIC: One of the strategies I employ to promote continuous learning is to provide ample resources and support for both teachers and students. Whether it's investing in new technology or organizing workshops and seminars, I want to ensure that everyone in our school community has access to opportunities for growth.

T2: Our school head emphasizes the importance of reflection and self-assessment as part of the learning process. By regularly evaluating our practices and seeking feedback from students and colleagues, we're able to continuously improve and adapt our teaching methods.

TIC: I believe that fostering a culture of curiosity and continuous learning starts with creating a supportive and inclusive environment where everyone feels empowered to ask questions and take risks. That's why I strive to build strong relationships with both students and staff, so they feel comfortable exploring new ideas and challenging themselves.

T5: Our school head understands that continuous learning isn't just about what happens inside the classroom. That's why she encourages us to collaborate with other schools and community

organizations, so we can learn from different perspectives and experiences.

Table 20

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Open-mindedness as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Education for Lifelong Learning	Open Mindedness	T5: Let's keep an open mind when exploring new teaching methods. It's important to adapt and innovate to meet the diverse needs of our students. TIC: As a school, we value open-mindedness as a core principle. It's essential for both teachers and students to approach challenges with curiosity and a willingness to learn from each other. T6: Being open-minded means being willing to consider new ideas and viewpoints. Let's foster an environment where students feel safe to express themselves and explore different perspectives. TIC: In our school, we prioritize open-mindedness as a key trait for success. I encourage teachers to incorporate diverse perspectives into their lessons and empower students to question, analyze, and think creatively. S90: I feel supported in our school to express my opinions and explore new ideas. The culture of open-mindedness encourages me to think outside the box and pursue my interests. TIC: Our school's success lies in our ability to embrace diversity and curiosity. By fostering open-mindedness, we create a dynamic learning

environment where everyone feels valued and empowered to grow.

T1: When we approach teaching with an open mind, we inspire our students to do the same. Let's lead by example and show them the value of embracing different perspectives and ideas.

Table 21

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Information Sharing as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Education for Lifelong Learning	Information Sharing	TIC: As we embark on this new semester, I encourage everyone to share interesting facts they come across. Let's keep the flow of information going and nurture our curiosity. T2: Remember, there's no such thing as a silly question. Curiosity drives discovery and understanding. S46: I read about a fascinating discovery in science class yesterday. Can I share it with the class during our morning assembly? T3: In today's lesson, we'll delve into different cultures around the world. I encourage you to ask questions and learn as much as you can about other societies. S4: I wonder why certain plants grow better in specific climates. Can we research this for our science project? TIC: Let's embrace a culture of curiosity and continuous learning. Share interesting articles, videos, or discoveries with your classmates and teachers.

Table 22

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Experimentation and Innovation as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Education for Lifelong Learning	Experimentation and Innovation	T2: Let's try implementing a flipped classroom approach for our next unit. I think it will encourage more engagement and active learning among our students. TIC: I encourage all teachers to think outside the box and experiment with new teaching methods. Innovation is key to keeping our students motivated and excited about learning. S27: I love how our school encourages us to explore different ideas and approaches to learning. It makes me feel more confident in trying out new things and expressing my curiosity. T3: I'm planning to integrate project-based learning into my curriculum this quarter. I believe it will foster creativity and critical thinking skills among my students. TIC: As educators, we should embrace experimentation and innovation in our teaching practices. Let's create an environment where curiosity thrives, and students are encouraged to ask questions and seek answers. S19: I never thought learning could be so fun until our teacher started incorporating hands-on experiments into our lessons. It's really sparked my curiosity and made me more interested in science.

P19: I'm impressed with how the school encourages students to think critically and problem-solve through innovative projects. My child comes home excited to share what they've learned each day.

T3: I'm planning to attend a workshop on incorporating technology into the classroom. I think it's important to stay updated on new tools and strategies that can enhance our teaching methods.

TIC: Let's create a culture of continuous improvement where both teachers and students feel empowered to take risks and try new approaches to learning. This will help us stay relevant and adapt to the changing needs of our students.

S88: I'm grateful for the opportunities our school provides to explore our interests outside of the traditional curriculum. Whether it's through clubs, competitions, or research projects, there's always something new to discover.

Table 23

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and the Intrinsic Value of Knowledge as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Education for Lifelong Learning	Intrinsic Value of Knowledge	TIC: As a leader, I believe in creating a school environment where curiosity is encouraged, and the intrinsic value of knowledge is celebrated. By fostering a culture of lifelong learning, we empower both students and teachers to reach their full potential. TIC: One of our key strategies is to integrate project-based learning and inquiry-based approaches into the curriculum. This allows students to explore topics in-

depth and discover the intrinsic value of knowledge through hands-on experiences.

TIC: Through professional development workshops and ongoing support, we ensure that our teachers are equipped with the tools and strategies to promote the intrinsic value of knowledge in their classrooms. By investing in our educators, we invest in the future of our students.

TIC: In leading our school, I prioritize creating opportunities for student voice and choice. By allowing students to pursue their interests and passions, we foster a genuine appreciation for the intrinsic value of knowledge.

TIC: Our school's strategic plan includes initiatives aimed at promoting a culture of curiosity and inquiry. By aligning our resources and efforts towards this goal, we ensure that every student recognizes the intrinsic value of knowledge and the joy of learning.

Table 24

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Adaptability as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Education for Lifelong Learning	Adaptability	T2: Incorporating new teaching methods and technologies into our lessons shows our adaptability as educators, keeping our students engaged and curious about learning. S77: I appreciate how our school encourages us to explore different subjects and activities, allowing us to adapt and discover new interests.

A10: The school's commitment to adaptability ensures that we can meet the diverse needs of our students, fostering a culture of curiosity and continuous learning.

A9: The school head's strategic approach to leadership emphasizes adaptability, creating an environment where both students and teachers feel empowered to embrace curiosity and pursue new learning opportunities.

TIC: One of the key strategies in leading our school is fostering a culture of adaptability, where curiosity thrives and innovation flourishes, ultimately enriching the learning experience for everyone involved.

Table 25

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Problem-solving Attitude as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Education for Lifelong Learning	Problem-Solving Attitude	T2: In our classroom, we encourage a problem-solving attitude by presenting real-life scenarios and challenging students to think critically about solutions. S78: I've learned that having a problem-solving attitude means not giving up when things get tough. It's about being curious and finding creative ways to overcome obstacles. P19: As a parent, I appreciate that the school emphasizes the importance of problem-solving skills. It prepares our children for the challenges they'll face in the future.

T1: During faculty meetings, our school head always emphasizes the need for a problem-solving attitude among both students and staff. It sets the tone for our school culture.

S69: I used to get frustrated when I couldn't figure something out, but now I see it as an opportunity to learn and grow. It's all about having a problem-solving mindset.

P72: The principal's leadership style really fosters a problem-solving attitude throughout the school. It's inspiring to see how they encourage innovation and creativity.

Table 26

Statements Elaborating the Value of Education for Lifelong Learners of the Teacher-in-charge and Empowering Through Learning as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Education for Lifelong Learning	Empowering through Learning	S77: I'm curious about how things work, and I'm glad my teachers support me in exploring my interests. It makes learning more engaging. TIC: Our school's belief in empowering through learning means fostering curiosity in our students. As such, I encourage teachers to incorporate inquiry-based learning methods into their lessons. TIC: As part of our school's strategy in leading, we prioritize creating a learning environment where curiosity is nurtured. This involves providing resources, supporting teachers in

implementing inquiry-based approaches, and celebrating curiosity-driven achievements.

S62: I love how our school encourages us to think outside the box and explore topics beyond the textbooks. It makes learning more exciting.

T5: In our school, the school head's leadership approach involves fostering a culture where curiosity is celebrated and supported. This belief in empowering through learning drives our efforts in curriculum development, teacher training, and student engagement initiatives.

1.4. Passion for working hard.

Table 27

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Commitment and Dedication as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Passion for working hard	Commitment and Dedication	T2: I am committed to nurturing the minds of our students, ensuring they receive the best education possible.
		S29: I am dedicated to my studies because I believe education is the key to a better future.
		P70: I appreciate the dedication of the teachers and staff in providing a quality education for our children.
		TIC: As a leader, I strive to foster a culture of commitment and dedication among both students and staff, encouraging everyone to pursue their passions and excel in their endeavors.

T4: The school head's unwavering commitment to the school's vision inspires us all to work harder and give our best every day.

S77: Our school head leads by example, showing us the importance of dedication and perseverance in achieving our goals.

T5: We are proud to be part of a school community where commitment and dedication are valued and encouraged at every level.

TIC: I believe that by instilling a sense of passion and purpose in our students and staff, we can create a school environment where everyone is motivated to reach their full potential.

Table 28

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Continuous Improvement as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Passion for working hard	Continuous Improvement	T5: Continuous improvement is at the heart of our teaching approach. We're always seeking ways to enhance our methods and engage students better, fueled by our passion for education. TIC: As a school, we believe in fostering a culture of continuous improvement. It's not just about meeting standards; it's about exceeding them and fueling our passion for excellence in education. T7: Our school head leads by example when it comes to continuous improvement. Their passion for learning and growth inspires us all to push our boundaries and strive for greatness.

S33: I appreciate how our school head always emphasizes the importance of continuous improvement. It's motivating to know that our school is committed to helping us nurture our passions and reach our full potential.

P44: I've noticed a significant positive change in my child since they enrolled in this school. The emphasis on continuous improvement, driven by the school head's passion for education, has truly made a difference in their academic performance and overall development.

T1: The school head's strategic approach to leading the school involves creating opportunities for continuous improvement at every level. Their passion for educational excellence sets the tone for our entire learning community.

TIC: In our school, passion is not just a buzzword; it's the driving force behind everything we do. We believe in continuously improving ourselves, our methods, and our outcomes to better serve our students and their passions for learning.

Table 29

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Collaboration and Teamwork as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Passion for working hard	Collaboration and Teamwork	T2: In our school, collaboration and teamwork are at the core of everything we do. We believe that when we work together, we can achieve our goals and make a greater impact on our students' lives.

S56: I love how our teachers encourage us to collaborate on projects. It's not just about getting good grades; it's about learning from each other and growing together.

TIC: As a leader, I firmly believe that fostering a culture of collaboration and teamwork among our staff is essential. When teachers work together, sharing ideas and resources, it not only benefits them professionally but also enhances the quality of education we provide to our students.

T3: Our school head is always emphasizing the importance of collaboration in staff meetings and professional development sessions. She leads by example by actively seeking input from teachers and involving us in decision-making processes.

S55: I appreciate how our school organizes group activities and projects that require teamwork. It's a great way to build relationships with my classmates and develop essential skills for the future.

TIC: One of the strategies I employ to promote collaboration among students is by organizing group discussions and cooperative learning activities. By creating opportunities for students to work together, they learn how to communicate effectively and respect diverse perspectives.

T4: Our school head recognizes the strengths of each teacher and encourages us to collaborate on interdisciplinary projects. It not only enhances the learning experience for students but also fosters a sense of camaraderie among the staff.

TIC: I believe that collaboration should extend beyond the school walls. That's why I actively seek partnerships with other schools, organizations, and community stakeholders to create more opportunities for our students and enrich their learning experiences.

T5: Our principal promotes a culture of open communication and teamwork, which has created a supportive environment where teachers feel valued and empowered to contribute their ideas and expertise.

Table 30

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Risk-taking and Resilience as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Passion for working hard	Risk-Taking and Resilience	S69: I used to be afraid of trying new things, but our teachers always tell us that making mistakes is okay. It's about learning from them and being resilient. Now, I'm more confident in pursuing my interests. TIC: As a leader, I strive to create a culture where risk-taking and resilience are celebrated. I want our students to know that failure is not the end but an opportunity for growth. By fostering this mindset, we empower them to follow their passions fearlessly. T5: Our school head leads by example. Whenever a new initiative doesn't go as planned, instead of dwelling on the failure, she focuses on what we can learn from it. This attitude trickles down to the staff and students, promoting a culture of innovation and resilience. S70: I never thought I could excel in art until our school started promoting risk-taking. Now, I'm exploring my passion for painting, even if it means trying and failing multiple times. I know it's all part of the process. TIC: One of my priorities is to create an environment where students feel safe to take risks and bounce back from setbacks. By embedding this mindset into our

school culture, we're preparing them not just academically but also emotionally for the challenges they'll face in life.

T6: I've seen students transform before my eyes because of the emphasis on risk-taking and resilience. They're more willing to participate in class, take on leadership roles, and pursue their passions outside of academics.

P77: I admire how the school principal instills the value of resilience in our children. It's evident in the way they tackle problems and setbacks with determination and a positive attitude. This is exactly the kind of preparation they need for the real world.

S71: Our school head always says, 'Success is not final, failure is not fatal: It is the courage to continue that counts.' It's become sort of a mantra in our school, reminding us that taking risks and being resilient are keys to achieving our dreams.

Table 31

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Expressiveness as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Passion for working hard	Expressiveness	T6: I love how our school head encourages us to bring our passion into the classroom. It really makes teaching more enjoyable and effective. S73: Our school head always emphasizes the importance of pursuing our passions. It's inspiring to see how much they care about our individual growth.

T7: The school head's expressiveness in showcasing their passion for education sets the tone for the whole school. It creates a culture where everyone feels empowered to pursue their interests.

S74: I feel like our school head truly understands us. She always encourages us to express ourselves and follow our passions, whether it's in academics, arts, or sports.

P44: I appreciate how the principal instills a sense of passion and dedication in the students. It reflects in my child's enthusiasm for learning and exploring new interests.

T1: The school head's passion for education is contagious. It motivates us as teachers to go above and beyond in supporting our students' growth and development.

T2: I admire how our school head incorporates passion into every aspect of school life. It fosters a sense of purpose and fulfillment among students and staff.

Table 32

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Fulfillment Through Passion as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Passion for working hard	Fulfillment through Passion	T3: I see my students thriving when they pursue their passions in the classroom. It's not just about memorizing facts; it's about finding fulfillment through what truly interests them.

S81: I used to dread coming to school, but now I look forward to it because I get to explore my passions. It makes learning so much more enjoyable and fulfilling.

TIC: Our school's mission is to cultivate a love for learning and to empower students to pursue their passions. By aligning our curriculum and extracurricular activities with their interests, we're fostering a sense of fulfillment that goes beyond academic success.

T6: The school head's leadership style is all about nurturing the individual talents and interests of both students and teachers. It creates a school culture where everyone feels supported and fulfilled in their roles.

S84: I appreciate how our school head encourages us to pursue what we love. It's not just about grades here; it's about finding joy and fulfillment in our education.

TIC: As a leader, I believe in creating a school environment where everyone can find fulfillment through their passions. It's not just about academic success; it's about nurturing the whole person.

P50: I chose this school for my child because of its commitment to passion-driven learning. I want them to be happy and fulfilled in their education, and I know this school can provide that.

Table 33

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Individual Authenticity as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
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Passion for working hard	Individual Authenticity	T6: I believe that nurturing individual authenticity is key to unlocking each student's passion and potential. S39: In our school, we're encouraged to explore our interests and express ourselves authentically. It's empowering to know that our passions are valued. TIC: As a school leader, I prioritize creating an environment where students and teachers feel free to be themselves. This authenticity fosters a sense of belonging and drives passion for learning. T4: Our school head leads by example, demonstrating authenticity in her interactions with staff and students. This sets a positive tone for our school community and encourages passion-driven learning. S37: I feel motivated to pursue my interests because our school head encourages us to embrace who we are. It's inspiring to see someone in authority value individual authenticity. TIC: I firmly believe that when students feel free to express themselves authentically, they become more engaged in their learning journey. That's why fostering a culture of individual authenticity is a cornerstone of our school's approach. T2: Our school head's emphasis on celebrating each student's uniqueness has transformed the classroom dynamic. It's incredible to see how embracing individual authenticity has sparked passion and creativity among our students. S42: I never thought my hobbies and interests could be part of my learning experience until our principal encouraged us to bring our authentic selves to school. Now, I'm excited to share my passions with my peers and teachers.
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Table 34

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Positive Impact as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Passion for working hard	Positive Impact	T3: I've noticed a significant increase in student engagement and enthusiasm ever since the principal implemented her passion-driven approach to leadership. Students seem genuinely excited to come to school and participate in various activities. P27: I'm really impressed with how the school head encourages my child to explore their passions. It's evident in their improved academic performance and overall happiness. T4: The positive impact of our school head's passion-focused leadership style is evident in the collaborative atmosphere among staff members. We're all inspired to pursue our own interests and share them with our students, creating a more dynamic learning environment. T5: The school head's belief in the positive impact of passion-driven education has transformed our school culture. There's a palpable sense of purpose and excitement among students and staff alike, leading to greater overall success. S72: I feel like our school head truly cares about us as individuals. She encourages us to follow our passions and supports us every step of the way. It's empowering to know that our school leaders believe in us. T6: By aligning our curriculum with students' passions and interests, our school head has sparked a renewed sense of curiosity and motivation in the classroom. It's incredible to see how this approach has positively impacted student learning outcomes. T1: Thanks to our school head's visionary leadership, our school has become a hub of creativity and innovation. By

encouraging us to pursue our passions, she has unlocked the full potential of both students and staff, leading to remarkable achievements.

Table 35

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Life Balance as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Passion for working hard	Life Balance	T2: Balancing work and personal life is crucial for our well-being. Our principal encourages us to prioritize self-care and family time alongside our dedication to teaching. S14: Our school head always emphasizes the importance of finding our passions outside of academics. She believes that a balanced life leads to happier and more successful individuals. P16: I appreciate how our school principal promotes a holistic approach to education. She encourages students to pursue their passions and interests while maintaining a healthy balance with their studies. T2: Our school head leads by example when it comes to life balance. She's actively involved in community service, spends time with her family, and still manages to excel in her role as a school leader. T4: Our school principal understands that burnt-out teachers aren't effective teachers. That's why she promotes a culture of work-life balance, ensuring that we have the support and resources we need to thrive both in and out of the classroom. T5: During faculty meetings, our school head often discusses the importance of self-care and avoiding burnout. She believes that when teachers take care of themselves, they can

better support their students in their academic and personal growth.

A7: Even after graduating, I still remember the emphasis our school head placed on finding a balance between academics, extracurricular activities, and personal interests. It's a lesson that has stuck with me throughout my life.

Table 36

Statements Elaborating the Value of Passion for Working Hard of the Teacher-in-charge and Long-term Commitment as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Passion for working hard	Long-Term Commitment	T7: I believe in the long-term commitment to education, that's why I dedicate myself to teaching every day, despite the challenges we face.
		S25: I see my education as a long-term commitment. I know that putting in the effort now will pay off in the future.
		T2 The school head's leadership is evident in the way she fosters a culture of long-term commitment among the staff, which reflects in the students' achievements.
		S26: Our school head always emphasizes the importance of long-term commitment to our goals, whether it's in academics, sports, or extracurricular activities.
		P45: I appreciate how the school head's vision for the school includes a focus on instilling values like perseverance and long-term commitment in our children.
		T6: The school head's emphasis on long-term commitment inspires me to constantly strive for excellence in my teaching and professional development.

S7: Our school head's leadership style encourages us to think beyond short-term goals and focus on the long-term impact of our actions on ourselves and our community.

1.5. Servant Leadership

Table 37

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Compassion as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Servant Leadership	Compassion	T2: Our school head always emphasizes the importance of compassion in our interactions with students. She believes that by showing understanding and empathy, we can better support their growth and development.
		S17: I appreciate how our school head listens to our concerns and tries to find solutions that consider our well-being. It shows that she truly cares about us as individuals.
		P29: I've noticed that the school principal goes out of her way to ensure that every student feels valued and supported. Her compassionate leadership sets a positive tone for the entire school community.
		T4: Compassion is at the core of our school's approach to discipline. Our school head believes in understanding the root causes of behavior issues and addressing them with care and empathy rather than punishment.
		A10: Even after graduating, I still remember the compassion our school head showed towards students. It made a lasting impact on me and taught me the importance of empathy in leadership.

BC: The principal's commitment to compassion extends beyond the school walls. She encourages students to participate in community service projects, teaching them the importance of giving back and helping others.

Table 38

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Supportive Leadership as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Servant Leadership	Supportive Leadership	T3: Our school head truly embodies servant leadership. She's always there to lend a helping hand, whether it's with lesson planning or handling student issues. It makes us feel supported and valued.
		S59: I feel like our school head really cares about us. Whenever I have a problem, I know I can go to her, and she'll listen and try to help. It's like she's always looking out for us.
		P44: I appreciate how the school head involves parents in decision-making. It shows that she values our input and want to work together for the best interest of our children. It's a testament to her supportive leadership style.
		T4: Our school head doesn't just dictate what needs to be done; they roll up their sleeves and get involved. Whether it's organizing events or helping out in the classroom, she leads by example and create a culture of teamwork and support.
		S45: I never feel afraid to approach our school head. She is approachable and always willing to listen. It's like she is one of us, not just someone in charge.

S13: Even though our school head is busy, she always makes time for us. Whether it's a quick chat in the hallway or sitting down for a longer conversation, she genuinely cares about our well-being.

T5: Our school head's servant leadership approach is evident in how she empowers us to take on leadership roles and make decisions that impact our classrooms and students. It fosters a sense of ownership and responsibility among the staff.

Table 39

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Inclusivity as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Servant Leadership	Inclusivity	T5: Our principal's commitment to inclusivity creates a supportive environment where staff members feel empowered to contribute their unique perspectives and talents to benefit the school community.
		S40: As a representative of the student body, I'm proud to say that our school head actively promotes inclusivity by fostering a culture of acceptance and understanding among students.
		T6: Inclusivity is evident in our school's approach to student support services, where the school head ensures that all students receive the assistance they need to thrive academically, socially, and emotionally.
		A7: Even after graduating, I still appreciate how our school head instilled the values of inclusivity and servant leadership, which continue to influence my actions and decisions in my personal and professional life.

A8: The school head's commitment to inclusivity extends beyond the school gates, as they actively engage with the local community to promote collaboration and mutual respect among all stakeholders.

Table 40

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Listening and Collaboration as One of the Norms Embedded in the Strategies/Practices Employed in Leading the School

Value	Norm	Statements
Servant Leadership	Listening and Collaboration	T1: Our school head really emphasizes the importance of listening to both students and teachers. She often holds open forums where everyone's opinions are valued, fostering a collaborative environment.
		S77: I appreciate how our principal always takes the time to listen to our concerns. It makes me feel like my voice matters in the school community.
		T2: Our school head encourages us to collaborate on projects and share resources. By fostering this sense of teamwork, we're able to support each other and enhance the overall learning experience for our students.
		T5: In staff meetings, our school head ensures that everyone has a chance to speak and share their ideas. It promotes a culture of listening and collaboration where everyone feels valued.
		S78: Our school head promotes teamwork and collaboration among students. We often work on group projects where we learn to listen to each other's ideas and work together towards a common goal.
		T3: Our school head leads by example when it comes to servant leadership. She actively listens to feedback

from both teachers and students, demonstrating that she values our input and wants to create a supportive environment for everyone.

T6: Our school head believes in shared leadership, where decision-making is a collaborative process involving all stakeholders. It fosters a sense of ownership and commitment among the staff.

S52: I feel like our school head really understands us because he takes the time to listen. She encourages us to collaborate not just academically but also in extra-curricular activities, which makes our school feel like a supportive community.

Table 42

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Empowering Individuals as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Servant Leadership	Empowering Individual	T4: In this school, we believe in nurturing the intrinsic value of every student. It's not just about academic achievements, but about fostering their unique talents and qualities. TIC: As a servant leader, my priority is to empower every member of our school community. I strive to create an environment where everyone feels valued, respected, and supported in reaching their full potential. T5: Our school head leads by example, showing genuine care and concern for each student and staff member. It's evident in the way she prioritizes individual needs and encourages personal growth.

S39: I never feel judged or overlooked here. Our school head promotes a culture of inclusivity and acceptance, which makes me feel comfortable being myself.

T3: Our school head emphasizes the importance of recognizing and celebrating the diverse talents and backgrounds within our school. She truly embodies the belief in the intrinsic value of every individual.

T7: I admire how our school head encourages us to see beyond grades and academic performance. She reminds us to focus on the personal development and well-being of each student.

P29: I've seen firsthand how the school head goes above and beyond to ensure that every child feels valued and supported. It's inspiring to see her dedication to promoting the intrinsic worth of each individual.

TIC: Our school's success is not just measured by academic achievements, but by the growth and fulfillment of every student and staff member. It's my responsibility as a servant leader to cultivate an environment where everyone feels empowered to thrive.

Table 43

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Focus on Others' Success as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Servant Leadership	Focus on Others' Success	T2: As educators, it's not just about our own achievements, but about how we can uplift our students and fellow teachers. We celebrate each other's successes because we know that when one succeeds, we all do.

S61: I noticed that our school head always emphasizes collaboration and teamwork. It's not just about individual achievements here; it's about how we can support each other to reach our goals together.

P62: I appreciate how the school head encourages a culture of empathy and support among students. It's not just about academic excellence, but also about developing character and caring for others.

T6: Our school head leads by example. She's always quick to recognize and acknowledge the accomplishments of both students and staff. It motivates us to work together and strive for success as a community.

TIC: In our school, we believe in the power of servant leadership. It's not about being in charge; it's about serving others and helping them succeed. When our students and staff thrive, our entire school community benefits.

Table 44

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Ethical Leadership as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Servant Leadership	Ethical Leadership	S75: I admire how our school head always listens to our concerns and takes action to address them. It makes me feel valued as a student.
		T6: Under the school head's guidance, we focus not just on academic achievement but also on fostering values like integrity, empathy, and respect. It creates a more nurturing learning environment.
		T5: The school head's emphasis on ethical leadership trickles down to all levels of the staff. We prioritize honesty,

transparency, and accountability in our interactions and decision-making processes.

S19: I feel empowered knowing that our school head values our input and encourages us to take on leadership roles. It motivates me to contribute positively to our school community.

P59: The school head's ethical leadership inspires trust and confidence among parents. We know that our children are receiving not just an education, but also important life lessons in integrity and compassion.

T1: I appreciate how our school head encourages us to continually reflect on our own practices and strive for personal growth. It fosters a culture of continuous improvement and accountability.

T2: The school head's commitment to ethical leadership is evident in how decisions are made collaboratively, with input from all stakeholders. It promotes a sense of ownership and unity within the school.

S33: Our school head leads with humility and empathy, always putting the needs of the students first. It creates a supportive environment where everyone feels valued and respected.

Table 45

Statements Elaborating the Value of Servant Leadership of the Teacher-in-charge and Long-term Impact as One of the Beliefs Embedded in the Strategies/Practices Employed in Leading the School

Value	Belief	Statements
Servant Leadership	Long Term Impact	T3: Our school head's emphasis on nurturing not just academic excellence but also values like integrity and

compassion truly reflects their commitment to long-term impact. It's evident in every initiative she spearheads.

P20: Seeing how our principal invests in programs that promote holistic growth among students reassures me of their dedication to long-term impact. It's comforting to know that my child is in a school environment that prioritizes their future wellbeing.

T7: Our school head's servant leadership approach fosters a culture where every decision is made with the long-term success of our students in mind. It's empowering to be part of a team that shares this vision for sustainable growth.

T1: Our principal's visionary leadership inspires us to think beyond immediate challenges and consider the long-term goals of our students. It's refreshing to work in an environment where servant leadership guides every aspect of our work.

Appendix U

2. Leadership skills of the teacher-in-charge in developing a specific culture.

Table 48

Statements Elaborating the Leadership Skills of the Teacher-in-charge in School Planning and Implementation in Developing a Specific Culture of Openness to Feedback

Leadership Skills	Specific Culture Developed	Statements
School planning and implementation	Openness to Feedback	T4: Our teacher-in-charge demonstrates exemplary leadership in school planning and implementation by fostering a culture of openness to feedback. This proactive approach ensures that our educational strategies continually evolve to meet the needs of our students and community. T3: As the teacher-in-charge, I believe in cultivating a culture of openness to feedback among my colleagues and students. By actively seeking and valuing input, we create an environment where everyone feels empowered to contribute ideas and collaborate effectively in our school's planning and implementation processes. S18: Our teacher-in-charge encourages us to share our thoughts and suggestions openly. This openness to feedback makes us feel valued and involved in shaping our learning experiences. It's inspiring to see how our ideas are considered and implemented to improve our school. P5: We appreciate how the teacher-in-charge prioritizes openness to feedback in school planning and implementation. This approach assures us that our voices as parents are heard and that our children's educational journey is continually

enhanced through collaborative efforts between the school and families.

Table 49

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Policy Implementation and Review in Developing a Specific Culture of Listening and Collaboration

Leadership Skills	Specific Culture Developed	Statements
Policy implementation and review	Listening and Collaboration	TIC: In my role, I prioritize listening and collaboration in policy implementation and review. By fostering open communication channels and actively seeking diverse perspectives, I ensure that our policies are effective and reflective of our school community's needs. This collaborative approach not only strengthens our policies but also builds a supportive and inclusive school environment. T1: Our teacher-in-charge exemplifies leadership by championing a culture of listening and collaboration in policy implementation and review. By encouraging input from all stakeholders, we develop well-rounded policies that address the real needs of our students and staff, fostering a more harmonious and productive school atmosphere. S23: The teacher-in-charge values our opinions and involves us in discussions about school policies. This culture of listening and collaboration makes us feel heard and respected. Knowing that our feedback matters motivate us to actively participate in shaping our school's environment. P11: We appreciate how the teacher-in-charge incorporates listening and collaboration into policy implementation and review. By engaging with

parents and considering our feedback, they ensure that the policies not only benefit our children but also reflect the community's values and aspirations. This collaborative approach builds trust and strengthens the partnership between the school and families.

Table 50

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Research and Innovation in Developing a Specific Culture of Continuous Improvement

Leadership Skills	Specific Culture Developed	Statements
Research and innovation	Continuous Improvement	TIC: As a teacher-in-charge, I am committed to embedding research and innovation into our school's practices to cultivate a culture of continuous improvement. By staying abreast of the latest educational trends and encouraging experimentation with new teaching methods, I aim to ensure that our school consistently evolves to meet the changing needs of our students and community. T4: Our teacher-in-charge leads by example in promoting research and innovation. By encouraging us to explore new ideas and approaches, they foster a culture where continuous improvement is the norm. This commitment to innovation ensures that we remain dynamic and responsive to the educational needs of our students. S20: The teacher-in-charge inspires us to embrace a mindset of continuous improvement through research and innovation. By introducing new and exciting learning methods, they keep our education relevant and engaging. We feel motivated to strive

for excellence and contribute to the school's progress.

P61: We commend the teacher-in-charge for their dedication to research and innovation, which drives continuous improvement in our school. Their proactive approach to adopting new educational strategies reassures us that our children receive a high-quality education that prepares them for the future. This focus on innovation and improvement reflects their commitment to providing the best possible learning environment.

Table 51

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Monitoring and Evaluation Process and Tools in Developing a Specific Culture of Conflict Resolution

Leadership Skills	Specific Culture Developed	Statements
Monitoring and evaluation process and tools	Conflict Resolution	TIC: As the teacher-in-charge, I prioritize fostering a culture of conflict resolution within our school. I implement monitoring and evaluation tools to track our progress and ensure that all stakeholders are engaged. Through consistent feedback and collaborative problem-solving sessions, we create a supportive environment where conflicts are addressed constructively and promptly. This approach helps us cultivate respect, understanding, and effective communication among students, teachers, and parents. T2: Our teacher-in-charge demonstrates exceptional leadership in conflict resolution by using systematic monitoring and evaluation tools. This not only helps in identifying potential issues early but also involves all of us in finding solutions. By modeling and promoting open dialogue, the

teacher-in-charge encourages us to adopt similar practices in our classrooms, leading to a more harmonious and cooperative learning environment.

S15: I've noticed how our teacher-in-charge always finds time to listen to our concerns and helps us resolve conflicts fairly. They use different tools to check if we're getting along and understanding each other. This makes us feel valued and teaches us to handle disagreements better. It's great to see how conflicts are turned into learning experiences that make our school a better place.

P22: We appreciate the leadership of our teacher-in-charge in managing and resolving conflicts at school. By using effective monitoring and evaluation methods, they ensure that any issues are addressed quickly and fairly. This proactive approach not only helps maintain a positive atmosphere but also teaches our children important skills in conflict resolution and cooperation. We feel more confident knowing our kids are in an environment that supports their emotional and social development.

Table 52

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Records Management in Developing a Specific Culture of Information Sharing

Leadership Skills	Specific Culture Developed	Statements
Records Management	Information Sharing	TIC: As the teacher-in-charge, I am committed to establishing a culture of information sharing through efficient records management. By implementing systematic and transparent records management practices, I ensure that all relevant information is accessible to teachers, students, and parents. This transparency fosters trust and

collaboration, making it easier for everyone to stay informed and engaged in the educational process. Our goal is to create an environment where information flows seamlessly, supporting informed decision-making and continuous improvement.

T5: Our teacher-in-charge excels in records management, which significantly enhances our ability to share information effectively. By maintaining well-organized and accessible records, we are able to collaborate more efficiently and ensure that everyone is on the same page. This leadership approach not only streamlines our administrative tasks but also empowers us to make better-informed decisions and provide more targeted support to our students.

S22: I appreciate how our teacher-in-charge manages records so well, making it easy for us to access the information we need. Whether it is our grades, schedules, or announcements, everything is organized and shared in a way that keeps us informed and prepared. This open flow of information helps us stay on track with our studies and feel more connected to what's happening at school.

P19: We are grateful for the teacher-in-charge's leadership in managing school records. The clear and organized way information is shared with us ensures that we are always up to date with our children's progress and school activities. This transparency builds our trust in the school system and allows us to be more involved in our children's education. Knowing that we have access to accurate and timely information helps us support our children's learning journey more effectively.

Table 53

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Financial Management in Developing a Specific Culture of Ethical Leadership

Leadership Skills	Specific Culture Developed	Statements
Financial Management	Ethical Leadership	TIC: As the teacher-in-charge, I prioritize ethical leadership in all aspects of financial management. By ensuring transparency and accountability in our financial processes, I aim to build a culture of trust and integrity within our school. Through regular audits, open communication about financial decisions, and adherence to ethical standards, I demonstrate that responsible financial stewardship is crucial for our institution's success and credibility. T1: Our teacher-in-charge sets a strong example of ethical leadership through meticulous financial management. By openly discussing budget allocations and expenditures, they foster a culture of honesty and accountability. This transparent approach not only enhances our trust in the administration but also encourages us to adopt similar ethical practices in our roles, promoting a collective commitment to integrity and responsibility. S10: I respect how our teacher-in-charge handles the school's finances with such honesty and care. They make sure we know how funds are used and why certain decisions are made. This teaches us the importance of being responsible and ethical with money, which is a valuable lesson for our future. It's inspiring to see leaders who value integrity and set a positive example for us. P55: We appreciate the teacher-in-charge's dedication to ethical leadership in financial management. Their transparent approach to handling school funds reassures us that resources are being used wisely and for the benefit of our children. This

level of accountability builds our trust in the school's administration and reinforces the importance of ethical practices. Knowing that our contributions are managed with integrity encourages us to stay engaged and supportive of the school's initiatives.

Table 54

Statements Elaborating the Leadership Skills of the Teacher-in-charge in School Facilities and Equipment in Developing a Specific Culture of Adaptability

Leadership Skills	Specific Culture Developed	Statements
School facilities and equipment	Adaptability	TIC: As the teacher-in-charge, I am committed to fostering a culture of adaptability by effectively managing our school facilities and equipment. By regularly assessing and updating our resources, I ensure that our school can quickly adapt to changing educational needs and technological advancements. I encourage innovative solutions and flexibility in utilizing our facilities, which helps our community thrive in an ever-evolving environment. T2: Our teacher-in-charge shows exceptional leadership by ensuring that our school facilities and equipment are well-maintained and up-to-date. This proactive approach allows us to adapt our teaching methods and classroom setups to meet the diverse needs of our students. Their ability to anticipate and respond to changes in educational technology and infrastructure supports a culture of adaptability, enabling us to provide a dynamic and effective learning experience. S45: I admire how our teacher-in-charge keeps our school facilities and equipment in great condition,

making sure we have everything we need to learn effectively. Their willingness to adapt to new technologies and teaching tools helps us stay engaged and ready for future challenges. This adaptability teaches us to be flexible and open to change, which is important for our personal growth and success.

P33: We are impressed by the teacher-in-charge's leadership in managing the school's facilities and equipment. Their dedication to maintaining and updating resources ensures that our children have access to a safe and modern learning environment. This focus on adaptability not only enhances the quality of education but also prepares our children to navigate and succeed in a rapidly changing world. Knowing that the school is equipped to handle new challenges gives us confidence in our children's education.

Table 55

Statements Elaborating the Leadership Skills of the Teacher-in-charge in the Management of Staff in Developing a Specific Culture of Active Listening

Leadership Skills	Specific Culture Developed	Statements
Management of Staff	Active Listening	TIC: As the teacher-in-charge, I prioritize active listening in our school's management practices. By fostering open communication and genuinely considering the perspectives and feedback of all staff members, I create an environment where everyone feels valued and heard. This approach not only enhances our teamwork and collaboration but also empowers our teachers to express their ideas and concerns, leading to a more inclusive and effective educational community.

T4: Our teacher-in-charge exemplifies the importance of active listening through their management style. They always take the time to listen to our suggestions and concerns, making us feel respected and understood. This culture of active listening encourages us to share our thoughts more openly, knowing that our voices matter. It also helps us build stronger relationships with each other, ultimately enhancing our collective efforts in teaching and supporting our students.

S2: I've noticed how our teacher-in-charge listens carefully to both teachers and students. They make sure everyone's opinions are considered before making decisions. This approach teaches us the importance of listening to others and understanding different perspectives. It makes our school a more supportive and collaborative place, where we all feel heard and respected.

P7: We appreciate the teacher-in-charge's dedication to fostering a culture of active listening within the school. Their commitment to hearing out staff members and addressing their concerns ensures that our children's needs are met more effectively. This open communication helps build trust and strengthens the school's sense of community. Knowing that the leadership values active listening reassures us that the school is responsive to both the needs of the staff and the students.

Table 56

Statements Elaborating the Leadership Skills of the Teacher-in-charge in School Safety for Disaster Preparedness, Mitigation, and Resiliency in Developing a Specific Culture of Risk-taking and Resilience

Leadership Skills	Specific Culture Developed	Statements
School safety for disaster preparedness, mitigation, and resiliency	Risk-Taking and Resilience	TIC: As the teacher-in-charge, I am dedicated to ensuring our school is prepared for any disaster. By implementing comprehensive safety protocols and conducting regular drills, I cultivate a culture of resilience and informed risk-taking. Our students and staff are trained to respond effectively to emergencies, empowering them to face challenges with confidence. This proactive approach not only safeguards our community but also instills a mindset of resilience and adaptability, crucial for navigating unforeseen circumstances. T3: Our teacher-in-charge exemplifies leadership in disaster preparedness by thoroughly planning and executing safety measures. Their commitment to regular drills and risk assessments helps us feel more secure and ready to take on challenges. This culture of preparedness encourages us to embrace risks within a controlled environment, fostering resilience and adaptability in both our professional and personal lives. S18: I feel more confident knowing that our teacher-in-charge prioritizes our safety with regular disaster drills and clear safety protocols. They teach us how to stay calm and think critically during emergencies. This training not only prepares us for disasters but also helps us develop the resilience to handle unexpected challenges in other areas of our lives. P52: We deeply appreciate the teacher-in-charge's focus on disaster preparedness and safety at school. Their thorough planning and regular safety drills ensure that our children are well-prepared for emergencies. This proactive approach not only protects our children but also teaches them the value of being prepared and resilient. Knowing that the

school is committed to their safety and readiness gives us peace of mind and confidence in their ability to handle future challenges.

Table 57

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Emerging Op-

portunities and Challenges in Developing a Specific Culture of Open-mindedness

Leadership Skills	Specific Culture Developed	Statements
Emerging opportunities and challenges	Open-Mindedness	TIC: As the teacher-in-charge, I actively seek out and embrace emerging opportunities and challenges, fostering a culture of open-mindedness within our school. By encouraging innovative thinking and being receptive to new ideas, I create an environment where change is viewed as an opportunity for growth. This approach helps our school community remain adaptable, curious, and willing to explore new possibilities, ultimately enhancing our educational experience. T6: Our teacher-in-charge demonstrates exceptional leadership by always being open to emerging opportunities and challenges. Their willingness to explore new methods and ideas inspires us to adopt a similar mindset. This culture of open-mindedness encourages us to continuously learn and adapt, improving our teaching practices and enriching the learning environment for our students. S11: I appreciate how our teacher-in-charge is always open to new ideas and opportunities. They encourage us to think creatively and not be afraid of challenges. This open-minded approach makes learning more exciting and helps us develop the confidence to try new things and embrace different perspectives.

P30: We admire the teacher-in-charge's leadership in promoting open-mindedness when dealing with emerging opportunities and challenges. Their proactive attitude towards changes and innovation reassures us that our children are in an environment that values growth and adaptability. This culture of open-mindedness not only prepares our children for the future but also instills in them the confidence to embrace new experiences and perspectives.

Table 58

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Teacher Performance Feedback in Developing a Specific Culture of Supportive Leadership

Leadership Skills	Specific Culture Developed	Statements
Teacher performance feedback	Supportive Leadership	TIC: As the teacher-in-charge, I believe in the power of constructive feedback to enhance teacher performance. By providing regular, thoughtful feedback and fostering open communication, I strive to create a supportive environment where teachers feel valued and encouraged to grow. This approach not only improves individual performance but also builds a collaborative culture where everyone is committed to continuous improvement and mutual support. T5: Our teacher-in-charge sets a great example of supportive leadership by providing meaningful and constructive feedback. They take the time to understand our challenges and offer practical solutions, making us feel appreciated and motivated to improve. This culture of supportive leadership helps us feel more confident in our roles and fosters a positive, collaborative atmosphere among the staff.

S28: I notice how our teacher-in-charge supports our teachers by giving them helpful feedback. This makes our teachers feel more confident and motivated, which in turn makes our learning experience better. It shows us that when people support each other, everyone benefits and grows together.

P40: We appreciate the teacher-in-charge's approach to supporting teachers through constructive feedback. By recognizing their strengths and addressing areas for improvement, they create a positive and motivating environment for the staff. This supportive leadership not only enhances the quality of teaching but also ensures that our children receive the best possible education. Knowing that the school values and supports its teachers gives us confidence in the overall educational experience.

Table 59

Statements Elaborating the Leadership Skills of the Teacher-in-charge in the Learning Environment in Developing a Specific Culture of Inclusivity

Leadership Skills	Specific Culture Developed	Statements
Learning environment	Inclusivity	TIC: As the teacher-in-charge, I believe in fostering an inclusive learning environment where every student feels valued and respected. My leadership involves creating opportunities for all students to participate equally, ensuring their diverse needs are met, and promoting a culture where differences are celebrated as strengths. T6: As a teacher, I am committed to supporting the teacher-in-charge's vision of inclusivity. I actively promote collaboration and understanding among students of different backgrounds and abilities. Through my teaching, I aim to empower students

to embrace diversity and develop empathy towards their peers.

S28: As a student, I appreciate how our teacher and teacher-in-charge encourage us to learn from one another's unique perspectives. I feel included and supported in expressing my ideas and learning from others, regardless of our differences. This environment helps me grow both academically and personally.

P71: As parents, we value the teacher-in-charge's leadership in creating an inclusive school environment. We see our child thriving in an atmosphere where diversity is respected and celebrated. We appreciate the efforts of the teacher and school in nurturing our child's sense of belonging and acceptance.

Table 60

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Learner Discipline in Developing a Specific Culture of Concerned

Leadership Skills	Specific Culture Developed	Statements
Learner discipline	Concerned	S12: From a student's perspective, a teacher who shows genuine concern in learner discipline makes a big difference. It's not just about rules; it's about feeling supported and guided. Teachers who listen and offer guidance help us navigate challenges and grow as responsible individuals. P13: As a parent, I appreciate teachers who prioritize learner discipline with care. When my child's teacher communicates openly about behavior and progress, it shows a commitment to their well-being. This approach encourages a positive

relationship between home and school, reinforcing values we teach at home.

A7: In our community, the teacher's role in learner discipline sets the tone for a supportive environment. Teachers who address issues with compassion and fairness contribute to a culture where students feel safe and motivated to learn. This approach not only enhances classroom dynamics but also prepares students for challenges beyond academics.

Table 61

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Personal and Professional Development in Developing a Specific Culture of Life Balance

Leadership Skills	Specific Culture Developed	Statements
Personal and professional development	Life Balance	TIC: As the teacher-in-charge, I prioritize the personal and professional development of my colleagues and myself. I lead by example, advocating for a balanced approach to work and personal life. My leadership involves promoting wellness initiatives, encouraging continuous learning, and fostering a supportive culture where educators can thrive both professionally and personally. T5: As a teacher, I appreciate the teacher-in-charge's commitment to our personal and professional growth. Their leadership encourages us to maintain a healthy work-life balance, providing opportunities for professional development and self-care. By fostering a supportive environment, they help us manage our workload effectively while nurturing our well-being.

S46: As a student, I admire how our teacher and school prioritize a balanced approach to teaching and learning. They demonstrate a dedication to their own growth, which inspires us to manage our studies and personal lives effectively. This environment supports our holistic development and encourages us to achieve our academic goals while maintaining a healthy lifestyle.

P9: As parents, we value the teacher-in-charge's leadership in promoting a culture of life balance among educators and students. We see the positive impact on our child's education, as teachers are well-equipped and motivated to support their academic and personal growth. We appreciate the school's commitment to nurturing a healthy learning environment that values both education and well-being.

Table 62

Statements Elaborating the Leadership Skills of the Teacher-in-charge in the General Welfare of Human Resources in Developing a Specific Culture of Compassion

Leadership Skills	Specific Culture Developed	Statements
General welfare of human resources	Compassion	TIC: As the teacher-in-charge, I prioritize the general welfare of our school's human resources, including teachers, staff, and students. My leadership focuses on cultivating a culture of compassion where everyone feels valued and supported. I advocate for policies and initiatives that promote mental health, well-being, and inclusivity. By fostering a caring environment, I aim to enhance the overall experience and success of our school community.

T4: As a teacher, I appreciate the teacher-in-charge's efforts to promote compassion and well-being within our school. Their leadership encourages us to support one another, fostering a sense of empathy and understanding among colleagues and students alike. By prioritizing the welfare of all members of our community, they create an environment where everyone can thrive academically and emotionally.

S4: As a student, I am grateful for the teacher-in-charge and teachers who prioritize our well-being and create a compassionate school environment. They encourage us to be kind and supportive to our peers, fostering a sense of belonging and safety. This allows us to focus on our studies and personal growth, knowing that our school cares about our holistic development.

P55: As parents, we appreciate the teacher-in-charge's leadership in promoting a culture of compassion and general welfare in our school. We see the positive impact on our children's education and well-being as teachers and staff are attentive to their emotional and academic needs. This caring environment supports our child's growth and ensures they receive a nurturing education.

Table 63

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Rewards and Recognition Mechanisms in Developing a Specific Culture of Empowering Individuals

Leadership Skills	Specific Culture Developed	Statements
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Rewards and recognition mechanisms	Empowering individual	In-	TIC: As the teacher-in-charge, I believe in empowering individuals through effective rewards and recognition mechanisms. My leadership involves identifying and celebrating the achievements and strengths of students, teachers, and staff. I strive to create a culture where individuals feel valued and motivated to excel. By acknowledging their efforts and contributions, I aim to foster a supportive environment that encourages personal growth and success. T1: As a teacher, I appreciate the teacher-in-charge's commitment to recognizing and rewarding our efforts in the classroom. Their leadership motivates us to innovate in our teaching methods and engage students effectively. By celebrating our achievements, they inspire us to continue improving and fostering a positive learning environment where every student feels empowered to succeed. S69: As a student, I feel empowered by the teacher and teacher-in-charge who recognize my achievements and efforts. Their encouragement motivates me to set higher goals and strive for excellence in my studies and extracurricular activities. I appreciate the opportunities to showcase my talents and contributions, which helps me develop confidence and a sense of accomplishment. P15: As parents, we value the teacher-in-charge's leadership in implementing rewards and recognition systems that empower our child and their peers. We see how our child is motivated to learn and grow, knowing that their efforts are acknowledged and celebrated at school. This positive reinforcement fosters their self-esteem and commitment to academic and personal development.
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Table 64

Statements Elaborating the Leadership Skills of the Teacher-in-charge in the Management of School Organizations in Developing a Specific Culture of Team Collaboration

Leadership Skills	Specific Culture Developed	Statements
Management of school organizations	Team Collaboration	TIC: As the teacher-in-charge of school organizations, I prioritize fostering a culture of team collaboration among students and staff. My leadership involves promoting open communication, fostering respect for diverse perspectives, and encouraging teamwork. I provide guidance and support to ensure that each organization operates cohesively towards common goals. By nurturing a collaborative environment, I aim to empower students and staff to achieve success through collective efforts. T3: As a teacher involved in school organizations, I appreciate the teacher-in-charge's dedication to promoting teamwork and collaboration. Their leadership encourages us to work together effectively, leveraging our individual strengths for the benefit of our students. By fostering a culture of collaboration, they create opportunities for professional growth and innovation in our educational initiatives. S42: As a student involved in school organizations, I value the teacher and teacher-in-charge who promote teamwork and collaboration. They encourage us to collaborate on projects, respect each other's ideas, and work towards common goals. This collaborative environment enhances our learning experience and prepares us for future challenges by developing our teamwork and leadership skills. P71: As parents, we appreciate the teacher-in-charge's leadership in fostering a culture of team collaboration within school organizations. We see how our child benefits from working with peers

and teachers towards shared objectives, fostering their social skills and sense of responsibility. This collaborative approach enhances their educational experience and prepares them for future endeavors.

Table 65

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Communication in Developing a Specific Culture of Expressiveness

Leadership Skills	Specific Culture Developed	Statements
Communication	Expressiveness	TIC: As the teacher-in-charge, I prioritize effective communication as a cornerstone of developing a culture of expressiveness in our school community. My leadership involves promoting open dialogue, active listening, and transparency. I encourage students, teachers, and parents to freely express their thoughts, ideas, and concerns. By fostering a culture where communication is valued and respected, I aim to create a supportive environment where everyone feels empowered to contribute and collaborate. T6: As a teacher, I appreciate the teacher-in-charge's commitment to fostering expressiveness through clear and open communication. Their leadership encourages us to engage in meaningful discussions with our colleagues, students, and parents. By promoting a culture where communication is encouraged and valued, they enhance our ability to connect with others, understand diverse perspectives, and create a positive learning environment. S28: As a student, I feel encouraged to express myself thanks to the teacher and teacher-in-charge who prioritize communication in our

school. They create opportunities for us to voice our opinions, share our ideas, and engage in discussions with our peers and teachers. This fosters a sense of confidence and empowerment, allowing us to develop our communication skills and contribute meaningfully to our learning community.

P19: As parents, we value the teacher-in-charge's leadership in promoting a culture of expressiveness and communication within the school. We see how our child benefits from being encouraged to share their thoughts and concerns openly. This inclusive approach helps build their confidence and prepares them for future interactions. We appreciate the school's commitment to nurturing our child's ability to communicate effectively and respectfully.

Table 66

Statements Elaborating the Leadership Skills of the Teacher-in-charge in Community Engagement in Developing a Specific Culture of Positive Impact

Leadership Skills	Specific Culture Developed	Statements
Community engagement	Positive Impact	TIC: As the teacher-in-charge, I believe in the power of community engagement to create positive impacts within and beyond our school. My leadership involves initiating and facilitating partnerships with local communities, organizations, and stakeholders. Through collaborative projects and initiatives, we aim to address societal needs, promote civic responsibility, and instill a sense of social awareness among our students. By fostering community engagement, I strive to inspire our school

community to make meaningful contributions and create lasting positive change.

T2: As a teacher, I appreciate the teacher-in-charge's dedication to community engagement and its impact on our students' education. Their leadership encourages us to involve students in community service projects, outreach programs, and collaborative learning experiences with external partners. By connecting classroom learning to real-world issues, they enrich our teaching and empower students to become active, compassionate citizens who understand their role in creating a positive impact.

S56: As a student, I am grateful for the opportunities provided by our teacher and teacher-in-charge to engage with our community. Their leadership encourages us to participate in volunteer activities, community service projects, and initiatives that make a difference in people's lives. This hands-on experience not only enhances our learning but also fosters a sense of empathy, responsibility, and commitment to creating a positive impact in our society.

P11: As parents, we value the teacher-in-charge's leadership in promoting community engagement and fostering a culture of positive impact among students. We see how our child is inspired to contribute to community initiatives and collaborate with peers, teachers, and local organizations. This holistic approach to education strengthens their character, social skills, and sense of civic duty. We appreciate the school's commitment to nurturing our child's desire to make a meaningful difference in the community.

Appendix V

3. School's performance through various performance indicators as a result of shared values, norms, and beliefs being practiced among stakeholders.

Table 69

Statements Elaborating on the School's Performance in Drop-out Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Drop-Out Rate</i> 2020-20203: 0	V: Education for lifelong learners N: Open-Mindedness B: Adaptability	Pakikisama (<i>social harmony</i>)	TIC: As the teacher-in-charge, I am proud to say that our school's drop-out rate is consistently zero due to our collective commitment to education for lifelong learners (V). Our emphasis on open-mindedness (N) allows us to continually adapt to the needs of our students (B), ensuring that no one is left behind. By fostering a culture of Pakikisama, we create a supportive environment where students feel valued and understood, which motivates them to stay in school and pursue their education. T3: As a teacher, I've witnessed firsthand how our school's shared values, norms, and beliefs have positively impacted our drop-out rate. By promoting education for lifelong learners (V) and encouraging open-mindedness (N), we adapt our teaching methods to meet diverse student needs (B). The spirit of Pakikisama we cultivate ensures that students feel a sense of belonging and support, making them more

likely to remain engaged and committed to their studies.

S12: As a student, I feel encouraged to stay in school because of the supportive environment created by our shared values, norms, and beliefs. The focus on education for lifelong learners (V) and the open-mindedness (N) of my teachers and peers help me adapt and thrive (B). The culture of Pakikisama makes me feel included and respected, giving me the motivation to continue my education despite any challenges I face.

P20: As a parent, I am relieved and grateful that my child is part of a school community that values education for lifelong learners (V). The school's emphasis on open-mindedness (N) and adaptability (B) ensures that every student's needs are met. The culture of Pakikisama fosters a harmonious and supportive atmosphere, which has significantly contributed to the reduction of the drop-out rate. Knowing that my child is in a nurturing and inclusive environment gives me peace of mind and confidence in their educational journey.

Table 70

Statements Elaborating the School's Performance in Retention Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
Retention Rate 2020-2021: 94.03 2021-2022: 114.52 2022-2023: 94.44	V: Education for lifelong learners N: Continuous Learning B: Intrinsic Value of Knowledge	Pag-aaral (<i>learning</i>)	TIC: As the teacher-in-charge, I am thrilled to see our school's retention rate improving significantly. Our commitment to education for lifelong learners (V) is at the core of our mission. By fostering a culture of continuous learning (N) and instilling the intrinsic value of knowledge (B) in our students, we create an environment where learning is a shared and celebrated endeavor. This culture of Pag-aaral ensures that students remain engaged and motivated, resulting in higher retention rates. T1: As a teacher, I have observed that our emphasis on education for lifelong learners (V) and continuous learning (N) has positively influenced our retention rates. We strive to show students the intrinsic value of knowledge (B), making learning a rewarding experience. The culture of Pag-aaral we nurture in our classrooms keeps students curious and eager to continue their education, leading to better retention rates year after year. S39: As a student, I am inspired to stay in school because of the culture of Pag-aaral that we have here. The focus on education for lifelong learners (V) and the norm of continuous learning (N) make every day an opportunity to grow. Understanding the intrinsic value of knowledge (B) helps me appreciate my education and motivates me to

	stay committed to my studies, contributing to the high retention rate of our school. P18: As a parent, I am delighted with the school's high retention rate, which I attribute to the strong emphasis on education for lifelong learners (V). The culture of continuous learning (N) and the belief in the intrinsic value of knowledge (B) resonate deeply within the school community. This culture of Pag-aaral ensures that my child remains engaged and enthusiastic about learning, which makes it easier for them to stay in school and succeed.
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Table 71

Statements Elaborating the School's Performance in Repetition Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Repetition Rate</i> 2020-20203: 0	V: Empathy N: Supportive Behavior B: Human Dignity	Pagma-malasakit (<i>empathy</i>)	TIC: As the teacher-in-charge, I am proud of our school's efforts in maintaining a zero-repetition rate through the practice of empathy (V). By fostering supportive behavior (N) among our teachers and students and upholding the belief in human dignity (B), we create a nurturing environment. This culture of Pagma-malasakit ensures that each student feels understood and valued, which helps address their individual learning needs and prevents them from repeating grades.

T6: As a teacher, I have seen a significant decrease in our school's repetition rate due to our commitment to empathy (V). By encouraging supportive behavior (N) in the classroom and recognizing the human dignity (B) of each student, we cultivate a culture of Pagma-malasakit. This empathetic approach allows us to identify and address learning challenges early on, ensuring that students receive the help they need to progress without having to repeat grades.

S29: As a student, I feel confident that I won't have to repeat a grade because of the culture of Pagma-malasakit at our school. The empathy (V) shown by my teachers and classmates, coupled with the supportive behavior (N) we practice, makes learning more accessible and less stressful. Understanding that my human dignity (B) is respected gives me the confidence to ask for help when I need it, which has helped me stay on track with my studies.

P61: As a parent, I am relieved to see the decrease in repetition rates at our school, thanks to the emphasis on empathy (V). The supportive behavior (N) exhibited by the teachers and the respect for human dignity (B) shown to every student create a compassionate learning environment. This culture of Pagma-malasakit ensures that my child feels supported and valued, reducing the likelihood of them needing to repeat a grade.

Table 72

Statements Elaborating the School's Performance in Graduation Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Graduation Rate</i> 2020-20203: 100	V: Passion for working hard N: Commitment and Dedication B: Long-Term Commitment	Sipag at tiyaga (<i>diligence and perseverance</i>)	TIC: As the teacher-in-charge, I am delighted by our school's high graduation rate, which reflects our shared value of passion for working hard (V). Through our commitment and dedication (N) to nurturing students and instilling a long-term commitment (B) to their education, we have cultivated a culture of Sipag at Tiyaga. This culture encourages students to persevere through challenges, ensuring they graduate equipped with the skills and knowledge needed for success. T2: As a teacher, I have witnessed the positive impact of Sipag at Tiyaga on our school's graduation rate. Our emphasis on passion for working hard (V) and our commitment and dedication (N) to guiding students fosters a sense of perseverance. Believing in the long-term commitment (B) to their education, we support students in overcoming obstacles and achieving their academic goals. This culture empowers students to graduate with confidence in their abilities. S55: As a student, I attribute my graduation to the culture of Sipag at tiyaga at

our school. The passion for working hard (V) instilled by my teachers, coupled with their commitment and dedication (N) to our success, motivated me to persevere. Knowing that they believe in the long-term commitment (B) to my education gave me the determination to overcome challenges and graduate with pride.

P11: As a parent, I am proud of our school's high graduation rate, which I believe is a result of the culture of Sipag at Tiyaga. The passion for working hard (V) that teachers instill in students, along with their commitment and dedication (N) to guiding them, ensures a long-term commitment (B) to their education. This culture has provided my child with the perseverance needed to graduate successfully, equipped for future endeavors.

Table 73

Statements Elaborating on the School's Performance in Survival Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Survival Rate</i> 2020-2021: 100	V: Empathy N: Supportive Behavior	Pagtutulungan (<i>cooperation</i>)	TIC: As the teacher-in-charge, I am pleased with our school's high survival rate, which reflects our shared value of empathy (V). Through promoting supportive behavior (N) and fostering

2021-2022: 92.31	B: Inter-de- pendence	interdependence (B) among our students and staff, we have cultivated a culture of Pagtutulungan. This culture encourages cooperation and mutual support, ensuring that every member of our school community feels valued and supported, which contributes to their overall well-being and success.
2022-2023: 92.31		T4: As a teacher, I have seen firsthand the positive impact of Pagtutulungan on our school's survival rate. Our emphasis on empathy (V) and supportive behavior (N) creates a supportive environment where students feel safe and encouraged to ask for help. Believing in the interdependence (B) among our school community, we work together to overcome challenges and celebrate successes. This culture of cooperation fosters resilience and enhances the survival rate of our students. S22: As a student, I believe that our school's high survival rate is due to the culture of Pagtutulungan that we have. The empathy (V) shown by teachers and peers, coupled with their supportive behavior (N), creates a caring environment where everyone looks out for each other. Understanding the interdependence (B) among us encourages cooperation and teamwork, which helps us navigate challenges and thrive academically and emotionally. P1: As a parent, I am grateful for our school's emphasis on Pagtutulungan, which I believe contributes to the high survival rate of students. The empathy (V) and supportive behavior (N)

demonstrated by teachers and staff create a nurturing environment where my child feels safe and supported. Believing in the inter-dependence (B) among students fosters cooperation and mutual assistance, which enhances their overall well-being and academic success.

Table 74

Statements Elaborating the School's Performance in Transition Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Transition Rate</i> 2020-2021: 91.67 2021-2022: 108.33 2022-2023: 83.33	V: Empathy N: Conflict Resolution B: Social Justice	Tapat na pamamahala <i>(Integrity in leadership)</i>	TIC: As the teacher-in-charge, I am proud of our school's successful transition rate, which reflects our shared value of empathy (V). Through promoting conflict resolution skills (N) and upholding principles of social justice (B) in our leadership approach, we have fostered a culture of Tapat na pamamahala. This integrity in leadership ensures that decisions are made with fairness and consideration for all stakeholders, facilitating smooth transitions for students and staff alike. T2: As a teacher, I have witnessed how our commitment to Tapat na pamamahala has positively impacted our school's transition rate. By emphasizing empathy (V) and teaching conflict resolution skills (N), we create a supportive environment

where students learn to navigate changes with resilience. Believing in social justice (B), we advocate for fairness and equality, ensuring that every student's transition is handled with care and consideration.

S34: As a student, I appreciate the integrity in leadership (Tapat na pamamahala) practiced at our school. The empathy (V) shown by teachers and administrators, coupled with their commitment to conflict resolution (N), helps us manage transitions effectively. Believing in social justice (B) ensures that decisions are fair and transparent, making me feel supported and valued during periods of change.

P25: As a parent, I am pleased with our school's focus on Tapat na pamamahala, which I believe contributes to successful transitions for students. The empathy (V) and conflict resolution skills (N) demonstrated by school leaders create a supportive environment where my child feels comfortable adjusting to new situations. Upholding principles of social justice (B) ensures that decisions are made fairly, which gives me confidence in the school's leadership and their commitment to our children's well-being.

Table 75

Statements Elaborating the School's Performance in the Participation Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Participation Rate</i> 2020-2021: 111.27 2021-2022: 116.67 2022-2023: 126.67	V: Passion for working hard N: Continuous Improvement B: Positive Impact	Galing (<i>excellence</i>)	TIC: As the teacher-in-charge, I am thrilled with our school's high participation rate, which reflects our shared value of passion for working hard (V). Through promoting continuous improvement (N) and emphasizing the positive impact (B) of active engagement, we have cultivated a culture of Galing. This culture inspires students and staff alike to strive for excellence in all aspects of their educational journey, resulting in increased participation and achievement. T5: As a teacher, I have seen firsthand how our commitment to Galing enhances our school's participation rate. Our emphasis on passion for working hard (V) and our dedication to continuous improvement (N) encourage students to actively participate in learning and school activities. Believing in the positive impact (B) of their contributions, we empower students to excel and take pride in their achievements. This culture of excellence motivates them to engage fully, resulting in a high participation rate. S50: As a student, I am inspired to participate actively in school because of the culture of Galing that we have. The passion for working hard (V) shown by teachers and peers, coupled with their commitment to continuous improvement (N), motivates me to strive for excellence. Believing in the positive impact (B) of my involvement encourages me to take on

challenges and contribute to our school community, leading to increased participation and personal growth.

P17: As a parent, I am delighted with our school's high participation rate, which I attribute to the culture of Galing. The passion for working hard (V) that teachers instill in students, along with their commitment to continuous improvement (N), fosters a supportive environment where my child feels encouraged to participate actively. Believing in the positive impact (B) of their efforts motivates them to excel and contribute positively to school life.

Table 76

Statements Elaborating the School's Performance in Completion Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
Completion Rate 2020-2021: 100 2021-2022: 92.31 2022-2023: 92.31	V: Passion for working hard N: Collaboration and Teamwork B: Fulfillment through Passion	May pakialam <i>(concerned)</i>	TIC: As the teacher-in-charge, I am proud of our school's high completion rate, which reflects our shared value of passion for working hard (V). Through promoting collaboration and teamwork (N) among students and staff and fostering fulfillment through passion (B) in their educational journey, we have cultivated a culture of May pakialam. This culture ensures that every member of our school community is invested in the success of

our students, supporting them to complete their education with enthusiasm and dedication.

T2: As a teacher, I have witnessed how our commitment to May pakialam has positively influenced our school's completion rate. Our emphasis on passion for working hard (V) and our encouragement of collaboration and teamwork (N) create a supportive environment where students thrive. Believing in fulfillment through passion (B), we guide students to discover and pursue their interests, ensuring that they complete their educational goals with a sense of purpose and achievement. This culture of concern motivates students to persevere and succeed.

S17: As a student, I feel supported and encouraged to complete my education because of the culture of May pakialam at our school. The passion for working hard (V) shown by teachers and peers, coupled with their emphasis on collaboration and teamwork (N), helps me navigate challenges and achieve my academic goals. Believing in fulfillment through passion (B), I am motivated to pursue my interests and complete my education with a sense of accomplishment and purpose.

P41: As a parent, I am grateful for our school's focus on May pakialam, which I believe contributes to the high completion rate of students. The passion for working hard (V) that teachers instill in students, along with their promotion of collaboration and teamwork (N), creates a supportive environment where my child feels motivated to complete their

education. Believing in fulfillment through passion (B) ensures that my child pursues their interests with dedication and achieves their educational goals with a sense of fulfillment.

Table 77

Statements Elaborating the School's Performance in Enrolment Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Enrolment Rate</i>	V: Servant Leadership	Pagmamalasakit (<i>empathy</i>)	TIC: As the teacher-in-charge, I am pleased with our school's high enrollment rate, which reflects our shared value of servant leadership (V). Through promoting inclusivity (N) and empowering individuals (B) within our school community, we have fostered a culture of Pagmamalasakit. This empathy ensures that every student feels valued and supported, attracting families and increasing our enrollment. Our commitment to servant leadership guides us in providing quality education and opportunities for all.
2020-2021: 111.27	N: Inclusivity		
2021-2022: 116.67	B: Empowering Individual		
2022-2023: 126.67			T5: As a teacher, I have seen how our commitment to Pagmamalasakit positively impacts our school's enrollment rate. Our emphasis on servant leadership (V) and inclusivity (N) creates a welcoming environment

where students from diverse backgrounds feel accepted and encouraged to learn. Believing in empowering individuals (B), we support each student's unique talents and strengths, fostering their growth and contributing to our school's vibrant community. This culture of empathy attracts new students and families, enhancing our enrollment.

S42: As a student, I am proud to be part of a school that practices Pagmamalasakit. The servant leadership (V) demonstrated by teachers and administrators, along with their commitment to inclusivity (N), makes me feel valued and respected. Believing in empowering individuals (B), the school supports my personal growth and development, encouraging me to explore my potential. This culture of empathy has created a supportive environment where I thrive academically and socially.

P37: As a parent, I am grateful for our school's focus on Pagmamalasakit, which I believe contributes to its high enrollment rate. The servant leadership (V) and inclusivity (N) demonstrated by school leaders create a caring and nurturing environment where my child feels safe and welcomed. Believing in empowering individuals (B), the school supports each student's unique journey, ensuring they receive a quality education and opportunities for growth. This culture of empathy has attracted our family and

continues to attract others, enhancing our school community.

Table 78

Statements Elaborating the School's Performance in Achievement Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Achievement Rate</i>	V: Servant Leadership	<i>Pakikipagkapwa (regard to others)</i>	TIC: As the teacher-in-charge, I am proud of our school's high achievement rate, which reflects our shared value of servant leadership (V). Through promoting compassion (N) and empowering individuals (B) within our school community, we have fostered a culture of Pakikipagkapwa. This regard for others ensures that every student is supported and encouraged to succeed academically and personally. Our commitment to servant leadership guides us in providing a nurturing environment where students can thrive and achieve their goals.
2020-2021: 84.84	N: Compassion		
2021-2022: 84.94	B: Empowering Individual		
2022-2023: 85.01			
			T1: As a teacher, I have seen firsthand how our commitment to Pakikipagkapwa positively impacts our school's achievement rate. Our emphasis on servant leadership (V) and compassion (N) creates a supportive environment where students feel valued and respected. Believing

in empowering individuals (B), we nurture each student's potential and celebrate their successes. This culture of regard for others fosters a sense of community and collaboration, motivating students to excel academically and contribute positively to our school.

S2: As a student, I am grateful to be part of a school that practices Pakikipagkapwa. The servant leadership (V) demonstrated by teachers and administrators, along with their compassion (N), makes me feel supported and encouraged to achieve my goals. Believing in empowering individuals (B), the school provides opportunities for me to grow and succeed. This culture of regard for others motivates me to work hard and strive for excellence, knowing that I am part of a community that cares about my well-being and success.

P80: As a parent, I am impressed by our school's focus on Pakikipagkapwa, which I believe contributes to its high achievement rate. The servant leadership (V) and compassion (N) shown by school leaders create a nurturing environment where my child feels valued and supported. Believing in empowering individuals (B), the school encourages each student to reach their full potential academically and personally. This culture of regard for others has fostered a sense of belonging and motivation in my child,

contributing to their academic success and overall well-being.

Table 79

Statements Elaborating the School's Performance in Leaver Rate as a Result of Shared Values (V), Norms(N), and Beliefs (B) being Practiced Among Stakeholders

School Performance Indicators	Shared (V), (N) and (B) of the stakeholders	Specific culture developed	Statements of the Stakeholders
<i>Leaver Rate</i> 2020-20203: 0	V: Humility N: Openness to Feedback B: Respect to Others	Paggalang (<i>respect</i>)	TIC: As the teacher-in-charge, I am committed to addressing our school's leaver rate through our shared value of humility (V). By fostering openness to feedback (N) and promoting respect for others (B) among our staff and students, we aim to cultivate a culture of Paggalang. This culture ensures that every individual feels valued and heard, reducing reasons for students to leave prematurely. Our dedication to humility guides us in continuously improving our support systems and educational offerings to better serve our students. T4: As a teacher, I believe that our emphasis on Paggalang positively impacts our school's leaver rate. Our commitment to humility (V) and openness to feedback (N) creates a supportive environment where students feel respected and valued. Believing in respect to others (B), we strive to build positive relationships with our students, addressing their needs and concerns. This culture of respect fosters a sense of

belonging and reduces the likelihood of students leaving, as they feel supported and appreciated.

S3: As a student, I appreciate the culture of Paggalang at our school. The humility (V) shown by teachers and peers, along with their openness to feedback (N), makes me feel valued as a member of the school community. Believing in respect to others (B), the school creates an environment where I can thrive academically and socially. This culture of respect encourages me to stay and contribute positively, knowing that my opinions and experiences are respected.

P15: As a parent, I am pleased with our school's focus on Paggalang, which I believe contributes to reducing the leaver rate. The humility (V) and openness to feedback (N) demonstrated by school leaders create a welcoming environment where my child feels respected and supported. Believing in respect to others (B), the school values each student's unique needs and strives to meet them. This culture of respect has instilled a sense of belonging and loyalty in my child, making them want to stay and succeed.

Appendix W



Philippine Normal University
Taft Avenue, Manila, Philippines 1000

Field Note Form

Date: Sept. 9, 2022 Day: Monday Setting: Barangka Elementary School

Occasion: Flag Raising Ceremony and Planting vegetables in the garden

Who are the involved persons?

School Head and Teachers and Parents

My observations

On Monday morning, the teacher leader is in complete uniform. The teachers are also wearing their uniforms. At exactly 7:00 in the morning, the flag-raising ceremony already started. Before the end, the school leader gives her message to everyone:

SH: Magandang umaga po sa ating lahat. Another week na naman po ang ating bubunuin. Palagi po tayong mag-iingat. Palagi nating palalakasin ang ating pangangatawan. Iiwas po tayo sa mga stressful na bagay. Nung nakaraan na linggo ay naging busy tayo sa ating mga Gawain dahil sa ating Mid-Year IPCRF, kayat ngayong lingo naman ay magrerelax tayo ng kaunti.

Significant Occurrences

The teacher leader went to her office and changed her clothes. She went to the gu-layan sa paaralan to help the teachers and parents who were planting vegetables in the garden. She also brings snacks for everybody that she bought in the town proper. While they are all planting, the teacher leader is asking the parents to teach their child/ren how to plant vegetables in their respective backyards.

Before lunch, they already finished planting. The school head went to her office and fixed herself. She had her lunch, and after that, she started to double check the IPCRF of the teachers and her OPCRF too.

At around 2:30 pm, she told the teachers that she would go to the District Office to submit their IPCRF and OPCRF. She also said to the teachers that she would no longer come back today, and if they had already finished their work, they could already go home.

In the District office, the school leader went to the office of the Public Schools District supervisor to submit the IPCRF and OPCRF. The Supervisor asks her to have a sit. He congratulates the school leader for the previous activity that they had in their school which is the community pantry. The Supervisor is very proud of the school leader.

S: Hayaan mo Jas, magbubunga din ang lahat ng mga pinagpapaguran mo. You deserve to be a full pledge school head already!

SH: naku, Salamat po Sir! Maswerte din po ako dahil very supportive po ang mga teachers sa Barangke Elem School. Lagi din po naming katulong ang mga parents. Saka siyempre po, ang inyong walang sawang suporta sir sa mga gawain namin.

S: Hayaan mo Jas, kapag nagkaroon na ng High School diyan at naging integrated school na kayo, aasikasuhin na natin ang reclassification mo for Principal 1.

SH: Salamat po sir! Naiiyak naman po ako Sir.

S: Seryoso yun Jas. You deserve it.

The school leader submits the IPCRF and OPCRF to the secretary of the PSDS. The secretary checks the documents, and when found out that its complete, the school leader already heads home.

Appendix X



Philippine Normal University
Taft Avenue, Manila, Philippines 1000

Transcript of FGD # 19

Date: **November 24, 2022** Day: **Thursday** Setting: **Barangka Elementary School**

Occasion: **Focus Group Discussion with the Teachers**

Facilitator: Good morning, teachers. Thank you for being here. Today, we'll discuss the values, norms, and beliefs demonstrated by our TIC, especially in building a culture of *pakikisama* to achieve a zero drop-out rate. Let's start — what value do you think the TIC promotes most strongly?

Teacher 1: I believe the TIC really values *education for lifelong learners*. We are constantly reminded that education doesn't end after graduation. It's a continuing journey, and that attitude reflects in how the TIC encourages both teachers and students.

Teacher 2: Yes, and you can see it in the programs launched — like after-school tutorials and life skills sessions — so students who are struggling feel motivated to stay and learn, not drop out.

Facilitator: Great points. Moving to norms — what kind of behavior or practice is consistently promoted by the TIC?

Teacher 3: The norm I observe is *open-mindedness*. The TIC listens to suggestions from teachers, parents, and even students. No idea is immediately rejected; instead, it's considered and discussed.

Teacher 4: That's true. Whether it's alternative teaching methods, flexible schedules for at-risk students, or community outreach activities, the TIC is very open to experimenting with different strategies to keep students engaged and prevent dropouts.

Facilitator: Thank you. Now, regarding beliefs — what fundamental belief seems to guide the TIC's actions?

Teacher 5: Adaptability. The TIC strongly believes that we have to adapt depending on the needs of the students and the circumstances. There's no one-size-fits-all solution, especially for preventing dropouts.

Teacher 6: Right. For example, when students started missing classes because of family issues, the TIC quickly organized home visits and flexible learning options. It shows that being adaptable is key to ensuring no student gets left behind.

Facilitator: Excellent. How do these values, norms, and beliefs contribute to the culture of *pakikisama* in our school?

Teacher 1: They strengthen our teamwork. The focus on lifelong learning, openness, and adaptability creates a spirit of mutual support. Everyone feels responsible for helping each student succeed.

Teacher 2: Exactly. *Pakikisama* is really practiced — not just among teachers but also with students and parents. We work together, adjusting and helping each other so that no student drops out.

Facilitator: That's very encouraging to hear. What specific examples have you seen where *pakikisama* helped students stay in school?

Teacher 3: I remember when we noticed one student was about to stop attending. Instead of blaming the child, the teachers, the parents, and even the classmates worked together — offering extra lessons, emotional support, and even helping with transportation. That's the *pakikisama* spirit in action.

Teacher 4: Another example is the peer tutoring program the TIC approved. Students help each other catch up academically, and it has prevented several dropouts already.

Facilitator: Wonderful examples. Before we wrap up, any final thoughts?

Teacher 5: I just want to say that with the TIC's leadership — promoting lifelong learning, open-mindedness, and adaptability — our school culture has really become more united and resilient.

Teacher 6: Yes, and I believe that's why we're moving closer and closer to achieving a true zero drop-out rate.

Facilitator: Thank you very much, everyone. Your reflections are valuable and inspiring.

Curriculum Vitae

PERSONAL BACKGROUND

Name : MARK REN D. VILLAFLORES

Date of Birth : September 3, 1989

Place of Birth : Pulong Munti, San Isidro, Nueva Ecija

Civil Status : Single

Nationality : Filipino

Religion : Roman Catholic

Home Address : #567 Pulong Munti, San Isidro, Nueva Ecija

Business Address : NEUST-San Isidro Campus Poblacion, S.I.N.E.

EDUCATIONAL BACKGROUND

Elementary : Eng'r J & F Vallarta Memorial School
Pulong Munti, San Isidro, Nueva Ecija
First Honorable Mention
March 2001

Secondary : Pulo High School
Pulo, San Isidro, Nueva Ecija
Fourth Honorable Mention
March 2005

Tertiary : NEUST-San Isidro Campus
BSE-Mathematics
Theatre Artist of the Year (Gold)
April 2009

Graduate Studies : NEUST-Gen. Tinio Campus
Cabanatuan City, Nueva Ecija
Master in Educational Management
April 2015

: Philippine Normal University
Taft Avenue, Manila, Philippines
Doctor of Philosophy in Educational Management
August 2025

TRAININGS/SEMINARS ATTENDED

1. Council Rover Scouts Vigil, Palayan City, Nueva Ecija, August 20-21, 2018.
2. Seminar on Issues, Concerns and Updates on JHS and SHS Programs, NEUST Cabanatuan City, Nueva Ecija, August 10, 2018.
3. National Youth Leaders' Summit, Tagaytay City, Philippines, February 18-22, 2018.
4. Seminar-Workshop on MMR cum Development and Validation of Quali and Quanti Instrument, Talavera, Nueva Ecija, January 17-19, 2018.
5. International Seminar-Workshop on Research and Publication, Baguio City, Philippines, May 12-14, 2017.
6. K to 12 Forum and Capability Building for SHS Focal persons, Talavera National High School, Talavera, Nueva Ecija, January 28, 2016
7. MTAP-DepEd Seminar Workshop in Mathematics for Grade 9, Wesleyan University-Philippines, Cabanatuan City, November 14-16, 2014

8. Seminar Workshop on Senior High School Implementation Planning, Talavera Central School, Talavera North District, Talavera, Nueva Ecija, September 18-19, 2014
9. Consultation Workshop for Partners in the Implementation of Youth Development Session, Consuelo's Conference Hall, Sta. Rosa, Nueva Ecija, September 16-17, 2014
10. Regional Training for Grade 9 Teachers in Mathematics, the K to 12 Curriculum, Wesleyan University-Philippines, Cabanatuan City, May 19-23, 2014
11. Power Writing, Plaza Leticia Restaurant, Cabanatuan City, May 10, 2014
12. Power Image, Plaza Leticia Restaurant, Cabanatuan City, May 5, 2014
13. Oral Fluency on Power Speaking, Plaza Leticia Restaurant, Cabanatuan City, March 15, 2014
14. Course for Managers of Learning No. 13-040, Narciso Ramos Sports and Civic Center, Lingayen, Pangasinan, November 25-30, 2013
15. 2013 Annual Regional Convention of the Graduate Education Association of Chartered Colleges and Universities of the Philippines, Region III, Blue Horizon Convention Hall, Crown Royale Hotel and Restaurant, City of Balanga, Bataan, Philippines, September 7, 2013
16. Regional Mass Training for Grade 8 Mathematics Teachers, Divina Pastora College, Gapan City, Nueva Ecija, May 20-24, 2013
17. Advanced Training Course for Outfit Advisors No. 12-008, BSP Camp, Atate, Palayan City, Nueva Ecija, December 16-23, 2012

18. Division Training of Mathematics Department Heads and Area Chairs on the Implementation of the K to 12 Basic Education Curriculum, Conference Hall, DepEd Nueva Ecija, Cabanatuan City, May 31-June 1, 2012
19. National Teacher Training on the Implementation of Grade 7 of the K to 12 Basic Education Curriculum, Central Luzon State University, Science City of Muñoz, Nueva Ecija, May 14-18, 2012
20. Teacher Training Workshop: Effective Pedagogical Approaches in Teaching High School Mathematics, (Demonstration Teacher), Cabiao National High School, Cabiao, Nueva Ecija, April 23-25, 2012

SPEAKERSHIP

1. Advanced Training Course for Outfit Advisors Course No. 10-054, BSP Camp Palayan City, Nueva Ecija, March 8-15, 2019.
2. Advanced Training Course for Leaders of Adults Course No. 19-156, Gabaldon, Nueva Ecija, March 19-24, 2019.
3. Basic Training Course for Leaders of Adults, Zambales, Philippines, October 26-28, 2018.
4. District Schools Press Conference, San Isidro, Nueva Ecija, September 28, 2019.
5. 2018 Centenary Rover Moot, Zambales, Philippines, August 26-31, 2018.
6. Division training on Test Development and Utilization of Tests Results, Nueva Ecija High School, Cabanatuan City, Nueva Ecija, December 11-13, 2014

7. Division Training Seminar Workshop in Subject Content (Geometry), Nueva Ecija High School, Cabanatuan City, Nueva Ecija, November 20-22, 2014
8. Basic Training Course for Kawan/Troop Leaders and Outfit Advisors, BSP Camp, Atate, Palayan City, Nueva Ecija, September 12-14, 2014
9. Two-Day Seminar/Workshop on Campus Journalism (Script Writing and Radio Broadcasting), Saint John Nepomucene Parochial School, Cabiao, Nueva Ecija, July 26-27, 2014
10. Advanced Training Course for Leaders of Adult No. 14-11, BSP Camp, Atate, Palayan City, Nueva Ecija, April 25, 2014
11. Advanced Training Course for Outfit Advisors No. 14-009, BSP Camp, Atate, Palayan City, Nueva Ecija, April 8-15, 2014
12. Basic Acting Seminar and Production Making Workshop, Sta. Isabel Montessori Inc., San Antonio, Nueva Ecija, March 2-3, 2014

AWARDS RECEIVED

1. District Most Outstanding Teacher in San Isidro, San Isidro Central School, Nueva Ecija, October, 2016.
2. Regional Most Outstanding Teacher in Central Luzon, Nayong Pilipino Centennial Park Clarkfield, Angeles City, Pampanga, December 3, 2014
3. One of the Ten Most Outstanding Scout Masters in the Philippines, Palo, Leyte, Philippines, May 11, 2023

WORK EXPERIENCES

- Classroom Teacher : Saint John Nepomucene Parochial School
Cabiao, Nueva Ecija
June 1, 2009- March 30, 2011
- Part-Time Instructor : AMA Computer Learning Center College
Gapan City, Nueva Ecija
June 2011
- : Asian Institute of e-Commerce College
Gapan City, Nueva Ecija
June 2011
- Teacher 1 : Pulo National High School
Pulo, San Isidro, Nueva Ecija
July 13, 2011- February 22, 2015
- Teacher 3 (JHS) : Pulo National High School
Pulo, San Isidro, Nueva Ecija
February 23, 2015- June 12, 2016
- Teacher 3 (SHS) : Pulo National High School
Pulo, San Isidro, Nueva Ecija
June 13, 2016-August 3, 2018
- Instructor 1 : Nueva Ecija University of Science and Technology
San Isidro, Nueva Ecija
August 6, 2018 – October 20, 2022
- Assistant Professor 3 : Nueva Ecija University of Science and Technology
San Isidro, Nueva Ecija
October 21, 2022- January 31, 2024
- Associate Professor 1 : Nueva Ecija University of Science and Technology
San Isidro, Nueva Ecija
February 1, 2024 - present

MEMBERSHIP TO VOLUNTARY ORGANIZATIONS

1. Asian Academic Association in Research and Management (AAARM), Inc.
Member
2018-present
2. Quantum Cognizance Researchers Conglomerate (QCRC), Inc.
Member
2018-present
3. Global Researchers' Association and Convergence for Excellence (GRACE), Inc.
Member
2018-present
4. Asian Intellect for Academic Organization and Development, Inc.
Member
2018-present
5. Mathematics Teachers of the Philippines (MTAP)-Nueva Ecija
Town Coordinator
2014-present
6. I-speak English Club of the Philippines
Member
2013-present
7. Boy Scouts of the Philippines
Member, Training Team of BSP-Nueva Ecija
2011-present

ELIGIBILITY

Licensure Examination for Teachers

Angeles, Pampanga, October 4, 2011

SKILLS AND INTEREST

1. Acting

2. Hosting
3. Dancing
4. Camping- Mountaineering, Swimming, Forest Expeditions, and other outdoor activities go

PHILOSOPHY IN LIFE

THINK *Deeply,*
SPEAK *Gently,*
LOVE *Much,*
LAUGH *Often,*
WORK *Hard,*
GIVE *Freely,*
AND BE KIND