Leadership for Positive School Culture: A Vital Role of School Heads

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Abstract

This phenomenological study, entitled "Leadership for Positive School Culture: A Vital Role of School Heads," explored the critical influence of school leadership in shaping and maintaining a positive school culture in the Magallanes North and South Districts. The research delved into the lived experiences of school heads, examining their strategies, challenges, and impacts in fostering an environment conducive to learning and growth. Key assumptions include the belief that a positive school culture enhances students' and teachers' wellbeing and academic performance, and that effective leadership practices are essential in fostering such a culture.

The study investigated how school heads created safe and inclusive learning environments, foster collaboration and cooperation, promote positive engagement and build a culture of high expectations and academic success. Through detailed interviews and observations, the research captures a broad spectrum of leadership styles and strategies, highlighting best practices and identifying areas for improvement.

Findings revealed that creating a safe and inclusive environment involves promoting diversity, ensuring security, and fostering open communication. Collaboration is enhanced through shared goals and mutual support, while positive engagement between students and teachers is achieved through active participation and effective communication. Building a culture of high expectations requires clear standards, a growth mindset, and professional development.

The study concluded that a collaborative effort involving all stakeholders is essential for fostering a positive school culture. Recommendations include embracing inclusive curricula, shifting to projectbased learning, and providing training on classroom management and differentiated instruction. The research offered valuable insights for enhancing school culture and suggests future research on transformational and collaborative leadership.

Chapter I
The Problem and Its Setting

In today's rapidly changing educational landscape, the concept of a positive school culture has gained significant attention. It is widely recognized that a positive school culture not only enhances students' academic achievements but also promotes their social and emotional wellbeing. At the heart of fostering a positive school culture lies effective leadership, and school heads play a vital role in cultivating an environment that encourages collaboration, inclusivity, and growth.

The level of collaboration among staff in a school is a major determinant of whether the culture of that school is positive or negative. Schools that have high levels of collaboration among staff tend to promote higher behavioral and academic standards (Bettini, Crockett, Brownell, & Merrill, 2016). Many principals have implemented professional learning communities (PLCs) to create a collaborative culture that

improves teaching and learning (DuFour & Mattos, 2017). Teachers are more likely to improve their efficacy when they work with others who are experts in the same subject area. Many schools implement middle leaders, those who are experienced in teaching and interacting with a subject, to lead and focus PLC meeting time (EdwardsGroves, Grootenboer, & Ronnerman, 2016). Middle leaders can more effectively lead PLCs when compared to principals because they are immersed in the professional learning and teaching practices of the school (EdwardsGroves et al., 2016).

Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture through the use of strategies that encourage collaboration.

Creating a positive culture in a school requires that administrative leaders provide access to the necessary resources for successful teaching. Instructional resources influence how teachers present their lessons, the scope of instruction, and how teachers evaluate learning (Bettini et al., 2016). Thus, available instructional resources (books, supplies, technology, curriculum supports) influence the quality of classroom instruction. Teachers with ready access to strong curriculum resources experience higher levels of success, as compared to teachers who do not have this access (Bettini et al., 2016). Teachers with the right resources are better able to manage their classrooms and teach students the required content, but teachers who lack the correct resources experience a lack of confidence, increased disconnectedness, and breakdowns in communication (Du Plessis et al., 2015).

Leaders who focus on the resource needs of their staff create conditions that encourage staff to develop so that students achieve their goals more effectively (Bredeson, 2016). At the start of my career, the resaeracher struggled to find meaningful curriculum resources to aid my planning. The researcher was unaware of the resources available to me, and the researcher underwent a timeconsuming process of research, trial, and error. This resulted in many challenges for me as an educator and a lessthanideal environment for my students. In contrast, today my school has a continuous improvement coach who helps teachers acquire appropriate curricular support. By providing the correct resources, leaders empower their teachers to be more successful, which promotes a positive culture within the school.

A positive school culture is focused on improving teaching and learning through collaboration to ensure all students achieve high levels. The improvement of teaching and learning through collaboration requires teachers and administrators to systematically engage in an ongoing cycle of gathering data on current student performance levels. More of the aspects of a positive school culture are reflecting on past teaching and learning, developing strategies and innovative practices to ensure all students achieve, implementing the innovations, analyzing the impact of the innovations, and applying the new knowledge gained from the cycle to the next cycle of continuous improvement (Carpenter, 2015). The goal of a culture of continuous improvement is to create a collaborative environment for perpetual learning for students, teachers, and administrators (Carpenter, 2015).

UNESCO, agency seeks to promote positive school culture through various initiatives such as their Global Education Monitoring (GEM) reports, which emphasize the importance of an inclusive equitable education system, additionally, UNESCO Quality Education for All framework promotes effective school leadership practices that contribute to fostering positive school cultures and improving the educational outcome for all learners.

UNESCO, as a reputable global organization, has identified and addressed several key trends and issues related to positive school culture. One such report is "Trends and Issues in School Culture and Climate"

published by UNESCO. The report highlights the importance of a positive school culture in promoting inclusive and equitable education. It emphasizes the need for schools to create safe, supportive, and inclusive environments that foster student wellbeing, engagement, and success.

Furthermore, the report addresses the challenges schools face in developing and maintaining positive cultures. These challenges include addressing bullying and violence, promoting respect and diversity, empowering student voice and participation, and strengthening teacherstudent relationships.

UNESCO also emphasizes the role of school leadership in building and sustaining positive school cultures. Effective leadership is highlighted as essential for creating a shared vision, establishing clear expectations, promoting collaboration among stakeholders, and fostering a culture of continuous improvement.

UNESCO's trends and issues in positive school culture underscore the significance of creating conducive learning environments that prioritize the holistic development and wellbeing of all students while addressing the challenges that may hinder a positive school culture from flourishing.

One study by Avolio and Natumbwa Weber (2009) examined the relationship between authentic leadership and positive school culture in a global context. They found that authentic leadership practices positively imparted school climate, fostering a positive learning environment and enhanced learner achievement.

Another study by Ramlee, Mit, and Ismail (2019) focused on the role of transformational leadership in promoting a positive school culture. Their findings indicated that transformational leadership behaviors exhibited by school heads contributed to a positive school culture characterized by trust, collaboration, and shared vision among faculty and staff, leading to improved learner outcomes.

In the Philippines, various laws and regulations that support positive school culture govern the education system. The Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 also known as the Kto12 Law emphasizes the promotion of a positive learning environment, learnercentered approaches, and the involvement of stakeholders to foster a positive school culture. This also emphasizes the holistic development of learners, including their social, emotional, and ethical aspects, through the integration of Values Education in the school curriculum.

Additionally, the Department of Education (DepEd) has also issued various policies and guidelines that aim to create a positive school culture. The Child Protection Policy (DepEd Order No. 40 s. 2012) requires schools to establish child protection committees, conduct awareness programs, and implement childfriendly practices to ensure the safety and wellbeing of the students.

Another significant policy is the DepEd Order No. 08 s. 2015, which promotes the use of positive discipline in schools. This order emphasizes the importance of creating a supportive and nonviolent learning environment. Also, the AntiBullying Act of 2013 (Republic Act No. 10627). This law requires all elementary and secondary schools to adopt policies and procedures to prevent and address bullying incidents. It promotes a safe and inclusive environment by prohibiting bullying, cyberbullying, and other related acts.

The GenderResponsive Basic Education Policy (DepEd Order No. 32, s. 2017): This policy aims to eliminate gender stereotypes and biases in schools. It promotes gender equality, inclusivity, and respect for diversity, fostering a culture of acceptance and understanding among students.

These laws, policies, and frameworks serve as the legal basis for fostering a positive school culture in the Philippines. They provide guidelines on various aspects of education, including nutrition, bullying prevention, character formation, child protection, gender equality, and civic awareness. Schools and

educational institutions are expected to adhere to these guidelines to create a safe, inclusive, and conducive learning environment for students.

This study focused on exploring and examining the laws and basis for fostering a positive school culture in the Philippines. This qualitative study aimed to investigate the critical roles that school leaders play in creating an environment that promotes student wellbeing, enhances teaching and learning, and encourages the overall advancement of a positive school climate. By delving into the specific laws and regulations that guide the establishment of a positive school culture, this research seeks to provide insights and recommendations for school administrators, policymakers, and education stakeholders on how to effectively lead and cultivate a nurturing and inclusive educational environment in the Philippines.

The setting of the study

The development of a positive school culture is of utmost importance. Creating such a nurturing and positive environment is essential for the holistic growth and development of students, as well as the effective functioning of the entire school community.

However, achieving and maintaining a positive school culture is not without its challenges. School leaders, specifically the school heads, play a crucial role in addressing these challenges and spearheading the creation of a positive school culture.

The problem at hand is the need for effective leadership in promoting a positive school culture in Magallanes South District. This involves understanding the laws and bases that guide the development of a positive school culture in the Philippine educational setting. By identifying and understanding the relevant laws, school heads can establish a strong foundation upon which they can shape and nurture a positive school culture in their respective schools.

Magallanes is a thirdclass municipality in the province of Sorsogon, Philippines. According to the 2010 census, it has a population of 35,443 people. According to renowned historians and anthropologists such as Domingo Abella, Luis Camara Dery, Merito Espinas, F. Mallari, Norman Owen, Mariano Goyena del Prado, et al., Magallanes is also the present location of the ancient settlement of Ibalong. In 1569, the JimenezOrta expedition landed at Barangay Ginangra near the village of Gibalong, the site where the first mass on the island of Luzon was said, the site of the first Christian settlement. Magallanes started as a settlement called Parina, a name derived from the hardwood tree reputed to be so durable as to last for centuries that was known to abound in the place long before it became a barrio of Pueblo de Casiguran under the old province of Albay.

On July 16, 1860, the name Parina was changed to Magallanes in honor of the Portuguese who discovered the Philippines island in 1521 Ferdinand Magellan. Magallanes was officially declared a pueblo with Don Manuel de Castro as its first appointed governadorcillo. In 1864 the Parish of Our Lady of Mt. Carmel was canonically established with Rev. Fr. Higino de Castro as its first pastor. It was during this year that the first census was conducted resulting in a total count of 1400 inhabitants. Moreover, the town was split into six cabeseras each of which was entrusted to the administrative supervision of a cebeja de barangay.

Magallanes is politically subdivided into 34 barangays namely Aguada Norte, Aguada Sur, Anibong, Bacalon, Bacolod, Banacud, Biga, Behia, Binisitahan del Norte, Binisitahan del Sur, Biton, Bulala, Busay, Caditaan, Cagbolo, Cagtalaba, Cawit Extension, Cawit Proper, Ginangra, Hubo, Incarizan, Lapinig, Magsaysay, Malbog, Pantalan, Pawik, Pili, Poblacion, Salvacion, Santa Elena, Siuton, Tagas, TulaTula Norte and TulaTula Sur.

The first selfhelp intermediate school building in Magallanes was constructed in the year 1920. The school was named Magallanes Elementary School. Schooling was stopped during the Second World War but resumed immediately after the war. The growth of the population was evident as a result there were many enrollees in the succeeding years.

On June 3, 1974, the Division Memorandum s.1974 implemented the creation of Magallanes into two districts effective school year 19741975. Hence, the birth of Magallanes North District and Magallanes South District. This year, these two districts have their own respected Public Schools District Supervisor, and the rest are Principals, School Heads, and TeacherInCharge.

Presently Magallanes South District has 14 schools, 2 of which are multigrade schools, 2 schools are considered big schools, 3 of which are mixed schools and the rest are monograde schools that were commonly found in the remote areas of Magallanes. The 2 multigrade schools of Magallanes South District are in the following barangays of Magallanes: Magsaysay and Malbog.

Magallanes North District has 14 schools, only 1 is a multigrade school, 4 of which are considered as big schools, 3 of which are mixed schools, and the rest are monograde schools. Hubo Elementary School as sole multigrade school in North District is located in Barangay Hubo which is a coastal area. Magsaysay, Malbog, and Hubo Elementary Schools are headed by a TeacherInCharge and comprise 11 teachers.
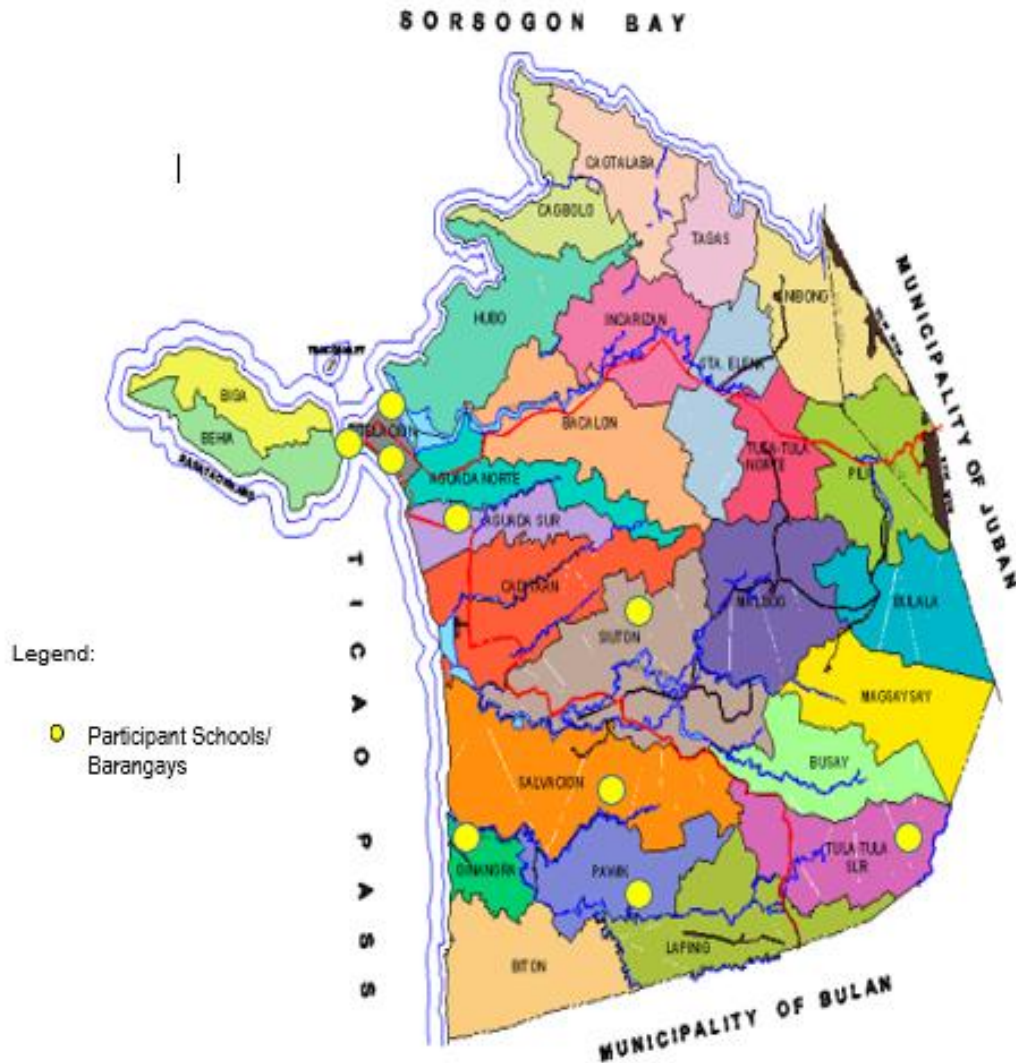
Figure 1.   MAP OF MAGALLANES SHOWING THE PARTICIPANT SCHOOLS

STATEMENT OF THE PROBLEM

This qualitative study explored the significant role of school leaders in fostering a positive school culture. The existence of a positive school culture is crucial for the holistic development and success of students, as it promotes a safe, inclusive, and supportive learning environment. However, despite its recognized importance, there remains a lack of comprehensive understanding of the specific challenges and obstacles that school heads face in cultivating such a culture. This study addressed this gap by answering the following quires:

1. What strategies do school heads use to create a safe and inclusive learning environment?
2. How do school heads foster a culture of collaboration and cooperation among students and teachers?
3. What initiatives do school heads take to promote positive engagement between students and teachers?
4. How do school heads build a culture of high expectations and academic success?
5. What handbook for School leaders could be designed to promote leadership for positive school culture?

Assumptions

This research was initiated with the following assumptions:

1. A positive school culture positively impacts the overall wellbeing and academic performance of students and teachers.
2. Effective leadership practices, such as promoting respect, inclusivity, collaboration, and high expectations, contribute to a positive school culture.
3. School heads employ various strategies and initiatives to create and sustain a positive school culture.
4. The perspectives and experiences of school heads are valuable in understanding the challenges and opportunities related to developing a positive school culture.
5. The study assumes that by examining the leadership practices and roles of school heads, valuable insights can be gained to enhance and improve school culture.

Scope and Delimitations

The study primarily investigated the leadership practices and strategies employed by school heads within the Magallanes South District to foster a positive school culture and assessed the effectiveness of different leadership and initiatives implemented by the school in enhancing the school culture.

The research explored the perceptions and experiences of teachers, students, and parents regarding the role of school heads in shaping the school culture and examined the specific challenges and opportunities faced by school heads in maintaining a positive school culture.

The study focused solely on the Magallanes South District, limiting its generalizability to other districts or regions, and did not delve into the influence of external factors such as socioeconomic conditions on developing a positive school culture.

The research primarily considered the perspectives of school heads, teachers, students, and parents within the schools in Magallanes South District and did not extensively explore the impact of individual teacher practices on school culture, as the focus is on the leadership role of school heads.

Significance of the study

This study holds significant importance within the field of education and school administration. The study focuses on exploring the crucial role of school leaders, specifically the school head, in fostering and promoting a positive school culture.

The significance of this study lies in its potential benefits for various stakeholders within the education system. Here are some of the key beneficiaries:

Department of Education. The study highlights the crucial role school heads play in shaping a positive school culture, which directly influences the student's achievements and staff moral. It underscores how effective leadership foster collaboration, inclusivity, and a supportive learning environment in the department of education.

School Heads and Administrators. The study will provide valuable insights into the leadership practices and strategies that can be employed by school heads to cultivate a positive school culture. It will equip them with the necessary knowledge and understanding to effectively lead their schools in a manner that fosters collaboration, inclusiveness, and the emotional wellbeing of students and staff.

Teachers. A positive school culture has a direct impact on teachers' job satisfaction, engagement, and overall wellbeing. By examining the roles of school heads in creating such a culture, this study will offer teachers a deeper understanding of the factors that contribute to a positive professional working

environment. This knowledge can enhance their teaching experience and enable them to better support student's learning outcomes.

Students. A positive school culture creates a conducive environment for learning and personal development. This study will shed light on the leadership behaviors and practices that promote students' engagement, motivation, and socialemotional growth. By implementing the findings, school heads can enhance students' educational experience and positively influence their academic achievements.

Parents and Guardians. When school heads prioritize a positive school culture, it enhances the overall school experience for students. Parents and guardians will benefit from this study as they gain insights into how school leaders can establish effective communication channels, involve them in decisionmaking processes, and create a supportive atmosphere where they feel valued partners in their child's education.

Researchers and Educators. The findings of this study will contribute to the existing body of knowledge on school leadership, culture, and their impact on student achievement and wellbeing. Researchers can build upon these insights to delve deeper into specific aspects of leadership for a positive school culture, enabling further exploration and improvement of leadership practices in the future.

Definition of Terms

School Heads. The administrative and supervisory official is responsible for the administrative and instructional supervision. In this study, it refers to the fullpledged school heads. The Elementary School Head Teacher and Elementary School Principal manage the school programs and activities supervise the teachers and students, and provide the needs of the school, teachers, and students.

Teachers. A person who teaches, especially in a school. In this study, refers to the elementary school teachers teaching in the Magallanes South District.

Students. This refers to a person who is studying at a school or someone who is studying to enter a particular profession. In the context of this study, it refers to the children studying in elementary school.

Inclusive Learning Environment. It is a term within the pedagogy to describe a classroom or school in which all students, irrespective of their abilities or skills, are welcomed holistically. It is built on the notion that being in a nonsegregated classroom will better prepare specialneeds students for later life.

Positive Engagement. It is defined as living a life high on interest, curiosity, and absorption, and pursuing goals with determination and vitality.

School Culture. It is the set of shared values, beliefs, and norms that inflnce the way teachers, pupils, and head teachers think, express, feel, and behave in and out of school compounds.

Handbook. This is referred to a small book of facts or useful information usually about the subject. In this study, it is the proposed output to improve the engagement of teachers and students in schools.

Leadership:. The ability to guide, influence, and inspire individuals or groups toward achieving common goals. It involves making strategic decisions, fostering collaboration, and empowering others to perform at their best.

Positive School Culture. Refers to an environment where students, staff, and the community feel respected, supported, and engaged in the learning process. It fosters collaboration, inclusivity, and high expectations, creating a sense of belonging and promoting academic and social success for all.

Chapter Summary

The dissertation "Leadership for Positive School Culture: A Vital Role of School Head" begins with an introduction outlining the methodology, with a particular emphasis on qualitative research methods, and

a summary of the study's significance. The importance of comprehending and cultivating a healthy school culture is emphasized at the outset of the chapter, along with its bearing on teacher morale, student learning, and overall school success.

As important change agents and pillars of their school communities, school heads play a crucial role in creating and preserving a positive school culture, as the introduction makes clear. It draws attention to the necessity of further research into the leadership techniques and approaches used by school administrators to foster an environment that is supportive of both teaching and learning.

In addition, this chapter presents qualitative research as the study's methodology of choice. It explains the reasoning behind the choice of qualitative approaches, highlighting their appropriateness for indepth investigation of complicated phenomena like school culture and leadership. Interviews, observations, and document analysis are examples of qualitative research techniques that provide deep insights into the viewpoints, experiences, and actions of stakeholders and school leaders.

The benefits of qualitative research in capturing the subtleties and complexity of leadership practices and their influence on school culture are covered in this chapter. It emphasizes how adaptable qualitative approaches are, enabling researchers to modify their strategy in response to changing circumstances and participant viewpoints.

Additionally, Chapter I describes the study's goals and guiding questions as well as the importance of qualitative research findings for influencing leadership development and policy in the field of education. This chapter establishes the groundwork for the next chapters, which will use qualitative research methodologies to go deeper into the examination of the crucial role that school heads play in leadership for a strong school culture. Chapter I also sets the stage for the dissertation and explains the significance of the study. Moreover, establishes the framework for the other chapters of the dissertation by combining the results of relevant research and literature, highlighting the critical role that school heads have in providing leadership for a positive school culture.

Chapter II
REVIEW OF RELATED LITERATURE AND STUDIES
This chapter presents the literature and studies considered by the researcher in the framework of this study. The information and insights they presented bear relevance to the present investigation.
Strategies for creating a Safe and Inclusive Learning environment
It would be naive to imply that racial equity in online learning environments can be wholly achieved by applying specific design and facilitation strategies in individual courses. Systemic racism is rooted in the institutions that support and govern educational systems, and it impacts multiple aspects of learners' lives, including employment, healthcare, housing, legal justice, and other societal factors (Feagin & Bennefield, 2014; Lee, 2018; Tourse et al., 2018). True equity is not possible without dismantling the larger systems that reinforce the structural barriers, as well as the biases, that hinder the academic achievement of racialized people.

Research has shown, however, that design and facilitation strategies can create culturally responsive and inclusive learning environments that increase engagement (Hammond, 2015). Creating inclusive learning environments for racialized people often requires online educators to reshape their courses and pedagogical practices (Fuentes et al., 2021; PacanskyBrock, 2020). This work begins with knowing students and their strengths, developing course design, and facilitating strategies that build on unique student qualities and learning needs (FarindeWu et al., 2017; Milner, 2015). Our recommendations for

creating inclusive learning environments are informed by the CoI and Culturally Responsive Teaching (CRT) models, and guided by the Peralta Equity Rubric (Peralta Community College District, 2020).

Uchem Ngwa & Asogwa (2015) said that inclusive education is the sure means of attaining optimum integral development and sustainable development in Africa the present researchers, argued that the ambition goals on education should be essential to the success of the Sustainable Development Goals (SDGs) and therefore should address not only the need for universal education but also substantially to improve the overall efficiency of education through a quality turn in framing education to provide sustainable wellbeing for al section. Sian, Won, Robert, and Paul (2017) noted that quality learning for sustainability can have a transformative effect in terms of promoting empowerment, leadership, and wise investments in individual and collective lives. It can also regenerate the local economies of cities, making them more inclusive, safe, reliant, and sustainable through inclusive education, cities can move towards achieving the United Nations Sustainable Development Goals (SDGs).

Now, it is important to note that if the school is not safe, both students and teachers will be in trouble. If the students do not feel safe inside the school, there are serious consequences for the school and the staff. The school environment becomes unsafe because of vandalism, cultism conflict among peers, abusive words, insurgencies kidnapping rapes robbery and unconducive classrooms. If the school does not convey a feeling of welcome to the students, young people also respond accordingly knowing that they are not safe. They will avoid school and prefer to stay in a protective bubbleMayer.

A safe school environment promotes and provides a conducive environment in which all students and staff feel safe. In a safe and welcoming environment, an academically or emotionally troubled student needs quick attention, as much as the physically ill (Silver Rocio & CAMPOS 2018) Students can also be made safe by preventing and stopping physical aggression. Putting in place strict rules and regulations showed that the school should respond immediately to aggressive situations because a child's perception of time is unique. When there is school discipline, it addresses schoolwide safety, classroom safety, and selfdiscipline among students and teachers (David, George, Jeffrey & Walter 2010). Developing and promoting active travel routes to schools will help to achieve a safe environment. According to the Active Travel Newsletter insert (2018), active travel routes with designated pickup/dropoff points are safe and accessible routes that children and families can use to safely walk and ride along to get to and come from school.

UNESCO (2000) as a key to Sustainable Development Goal 4 has described inclusive education; the Education 2030 Agenda is also a window of opportunity for inclusive education. This according to UNESCO will help take care of human rights and the common good, pay attention to groups with special needs, and take care of exclusive and marginalization. Inclusive Design Research Centre (2015) showed that quality inclusive education is a fundamental part of the new sustainable development Goal Agenda where children receive quality basic education and the most vulnerable are taken care of. This could promote sustainable development in the country. Successful inclusive education happens by accepting, understanding, and attending to students" differences and diversity, which include: the physical, cognitive, academic, social, and emotional spheres of life (Alquiraini & Gut, 2012). The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. There is a definite need for teachers to be supportive of implementing inclusive classrooms. Students" found that most teachers had either neutral or negative attitudes about inclusive education (De Boer, Pijl & Minnaert, 2011). According to them, it was found that most of the teachers were not knowledgeable, competent, or confident about how to educate. Savage & Erten (2015), stated that to be effective, and supportive, teachers

need an understanding of best practices in teaching adapted instruction for students with disability (SWD) Morningstar, Shogren, Lee & Born (2015), suggested the use of a variety of instructional formats ie starting with whole group instruction and transition to flexible groupings which could be small groups and pared learning. They also valued the use of interactive boards to highly engage students in the lesson. Alquranini & Gut (2015), suggested the application of universal learning design. This involves multiple ways of representing content to students and for students to represent learning back. Such methods as modeling, images, objectives, manipulation, graphic organizers oral, and written responses, and technology.

Promoting inclusive education is necessary if we must achieve sustainable national development. To promote inclusive classrooms, Kristin (2016) identified 15 strategies for inclusive students with special and exceptional needs to be placed in inclusive learning environments. Giving them preferential seating by keeping them next to the peer they feel comfortable with, and seating them away from distractions such as windows or doors is quite helpful. Adapting universal learning design is an approach to curriculum planning and mapping that makes learning engaging and accessible to a wider range of learners with different strengths and needs; uses multiple modalities in teaching and allows students to respond to learning with a variety of assessment tools. Engaging students in collaborative planning and teaching Developing strong classroom management and control such as posting daily schedules, displaying classroom rules and expectations encouraging peertopeer instruction, and leadership checking in with students at work (Kristin, 2016). Kalhleen (2018) also identified five ways of promoting an inclusive classroom: Promoting a positive classroom climate, embracing students" diversity, increasing our cultural competence, encouraging student interactions, and fostering a community of learners within the classes. Ajuwom 2012 was also in support of the above. Tim (2017) stated that for inclusive education to be successful, educators need to work toward an educational climate and set of practices that elude the adoption of positive attitude, supportive policy and leadership, school and classroom processes grounded in researchbased practice, flexible curriculum, and pedagogy; community involvement, meaningful reflection, necessary training, and resources.

According to the 2009 Department of Education Order No. 72, inclusive education is a philosophy that promotes the acceptance of all children, regardless of their race, size, shape, color, ability, or disability. This approach emphasizes the importance of providing support from school staff, students, parents, and the community. The 2013 Enhanced Basic Education Act includes provisions for various target groups in inclusive education, such as gifted and talented children, learners with disabilities, learners of the madrasa curriculum, Indigenous peoples, and learners facing difficult circumstances like geographical isolation, chronic illness, abuse, or displacement due to armed conflict, urban resettlement, or disaster. Inclusive education is a collaborative process encompassing the involvement of students, families, educators, and community members in the design, execution, and assessment of educational programs and services that cater to the diverse needs of all students. An important goal is ensuring equal access to education and inclusion in school community life. Inclusive education holds significant importance due to numerous reasons. One of the key benefits of this philosophy is that it promotes equal access to education and fosters a positive and secure atmosphere for students to develop academically and personally. Additionally, the education system equips students with the necessary skills to effectively collaborate and interact with individuals of diverse abilities, thereby better preparing them for realworld scenarios. Ultimately, this initiative dismantles the barriers that separate individuals with disabilities from those without, fostering a climate of comprehension and inclusivity.

The Department of Education (DepEd) released DepEd Order No. 21 in 2019, titled Policy Guidelines on the K to 12 Basic Education Program. This order encompasses a policy framework on inclusive education. The framework aims to ensure that every Filipino has access to a highquality, fair, and inclusive education rooted in their cultural context and covers all essential aspects. Former President Rodrigo Roa Duterte enacted Republic Act No. 11650 on March 11, 2022. This law, titled "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act," aims to promote inclusive education and provide the necessary support for learners with disabilities. The policy seeks to establish and clarify the rights of individuals with disabilities. It also aims to provide strategies for enhancing accessibility to education and various services. Additionally, the policy seeks to identify specific areas that require further assistance and support.

A supportive learning environment is one in which the school climate is characterized by reasonable expectations for behavior, consistent and fair application of rules and regulations, and caring responsive relationships among the members of the school community (Shannon & Bylsma, 2017). Such environments have warm and inviting classrooms, purposeful and engaging learning activities, and places where students feel valued and honored and are willing to take academic risks (Shannon & Bylsma, 2017). These school climates are also described as safe, orderly learning environments.

Fostering a culture of collaboration and cooperation

Collaborative learning is now used as an umbrella term for various instructional approaches to small group learning, including but not limited to cooperative learning, teambased learning, peer tutoring, study groups, projectbased learning, problembased learning, and learning communities (Koschmann, 2016; Smith & MacGregor, 2016; UdvariSolner, 2015). Notably, the relationship between collaborative learning and cooperative learning has been most confusing (Bruffee, 2015), "…more like an arbor of vines growing in parallel, crossing, or intertwining" (MacGregor, 2016, p. 37), given the fact that they were developed around the same period. Some scholars use the two terms as synonyms, some consider cooperative learning a subcategory of collaborative learning, others treat them as two ends of a continuum, with cooperative learning being the most structured and collaborative learning being the least structured, and still, others draw a clear line between the two (Barkley et al., 2016). There is a theoretical rationale for discriminating the two terms, but in practice, it is difficult to separate them because collaboration and cooperation often coexist in many groups' work processes (Jeong & HmeloSilver, 2016).

There are several examples in the literature that describe collaboration and networking in education (Azorín, 2021; Grifths et al., 2021; Nguyen and Ng, 2020; Paju et al., 2021; PinoYancovic & Ahumada, 2020; RincónGallardo et al., 2019; Sherer et al., 2020). Although at the beginning that collaboration has not developed fully enough in previous decades, the pulsar that emerged in the context of the pandemic heralds a new era. There is now a timely opportunity to expand the use of networks along the lines we have been discussing. As Sinnema et al. (2021) put it, systems worldwide should "promote the use of collaborative networks to foster teacher learning and improve practice in the pursuit of educational change to address longstanding equity and achievement issues" (p.1). In the last 60 years collaborative cultures have appeared primarily as individual schools, and in a few cases involve networks of schools ranging in size from 10 to 150 schools, but there has been very little close examination of such networks (for one positive example see RincónGallardo & Fullan, 2016).

Creating a collaborative culture was found to be crucial because teacher competencies, confidence, and attitude toward teaching could be developed, mutually and naturally, with collaborative learning with

collegial support (Cheng, 2017). A study by Ohlson, Swanson, AdamsManning, and Byrd (2016) found that as teacher collaboration within the school culture increased, teachers were more prepared to meet the needs of their students. Banerjee's (2017) study showed that schools with a strong community of professionals who participated in collaboration were able to minimize the consequences of dissatisfied elementary teachers (Banerjee, 2017). Team members of awardwinning schools shared good feelings by meeting weekly to share and exchange teaching and classroom management experiences, as well as for emotional support (Lee & Li, 2015). Team members observed in Lee and Li's 2015 study were motivated to make sacrifices for the benefit and achievement of the group due to their devotion to the educational ideals that were inspired through collaboration with their colleagues.

Promoting positive engagement between students and teachers.
Teacher engagement is a motivational construct reflecting the voluntary allocation of teachers' resources and energy across teachingrelated activities (Klassen et al., 2016). In recent years, there has been a surge of interest in teacher engagement. This has been precipitated by a need to better understand the problem of attrition from the profession, which has been attributed, in part, to low engagement and satisfaction with work (Perera et al., 2018b; Wang and Zhang, 2021; Bao et al., 2022). Another important reason for increased attention is the accumulating evidence demonstrating teacher engagement as a crucial dimension of contextual antecedents would influence studentlevel outcomes. If students understand how teachers exhibit their beliefs, feelings, and engagement in teaching activities, they are more likely to show higher levels of academic motivation (Lai, 2015), engagement (Keller et al., 2016), and better achievement (Arens and Morin, 2016; Perera and John, 2020). However, in language teaching contexts, although most studies have focused on foreign/s language teachers' job burnout (e.g., Sadeghi and Khezrlou, 2016; Khajavy et al., 2017; Zhaleh et al., 2018; Li et al., 2021), teacher engagement in English as a foreign language (EFL) classes have rarely been examined (e.g., Faskhodi and Siyyari, 2018; Greenier et al., 2022).

Most of the noted studies on teacher engagement were conducted in conventional classrooms. As internet technology and education become more integrated, online teaching has come to the fore as a key mode of college foreign language instruction. The process of learning and pedagogical style is different in both online teaching and classroombased teaching (Farhan et al., 2016). Consequently, there may also be differences in the impact of teacher engagement on students' academic achievement in the online environment compared to the facetoface classroom. It is crucial to investigate the characteristics of teacher engagement in online foreign language classrooms and to explore the link between teacher engagement and students' achievement in that context. Drawing on previous work, we investigated how teacher engagement predicted students' achievement in the online EFL classroom. We then scrutinized the underlying mechanism of teacher engagement influencing students' EFL achievement by focusing on two important predictors: autonomous motivation and positive academic emotions.

The concept of rapport is closely linked to caring, as it is a relational aspect that consistently results in positive educational outcomes (Frisby, 2019). Rapport is defined as warm and likable interactions between individuals, as well as a trusting relationship based on numerous positive interpersonal exchanges (Frisby and Housley Gaffney, 2015; Meng, 2021). Frisby and Martin (2015) describe rapport as an overall sentiment between two individuals, comprising a mutual, trustworthy, and prosocial bond. Teachers can establish a robust rapport with their students by demonstrating respect for their opinions and addressing their educational requirements, as Thompson (2018) suggests. Del Carmen Santana (2019) proposed that

positive teacherstudent relationships can be established by recognizing students' efforts and providing positive feedback. Students generally consider the teacherstudent relationship to be a fundamental component of effective instruction (BurkeSmalley, 2018; Martin and Collie, 2019; Clem et al., 2021; Longobardi et al., 2021a,b). Positive relationships in the classroom foster a favorable learning environment, positive classroom experiences, positive learning attitudes, and improved performance (Delos Reyes and Torio, 2021; Song et al., 2022). Instructors can elicit a feeling of intimacy and kindness among students by engaging in a variety of nonverbal communication behaviors (BurkeSmalley, 2018). Such behaviors include caring for students, honoring their viewpoints, permitting learners to openly share their thoughts, being friendly, and accessible, and providing appropriate feedback (BurkeSmalley, 2018). Due to the distinctive social and interpersonal nature of L2 classrooms, developing teacherstudent rapport is a crucial component of successful L2 learning and teaching (Sánchez et al., 2013). Effective teacherstudent relationships are positively correlated with academic expertise and success (Wubbels et al., 2016; Longobardi et al., 2021b), and these relationships have favorable impacts on educational results (e.g., Valiente et al., 2008; Henry and Thorsen, 2018). Favorable relationships with educators can help students deal with the challenges of the classroom and promote positive learning habits (Roorda et al., 2011). Students who have trusting relationships with their instructors are more inclined to learn, and they are more engaged in class (Martin and Dowson, 2009; Wentzel, 2009; White, 2013; Claessens et al., 2017). Generally, pupils are more empathetically encouraged to engage with the L2 teacher, course, activities, and the learning process if a positive relationship is found between L2 students and the instructor. This results in a positive classroom climate, classroom enjoyment, and a positive classroom climate (Gabry Barker, 2016; Li, 2020 Mercer and Dörnyei, 2020; Kit et al., 2022).

Weiner and Higgins (2017) studied how students and teachers, together, influenced and were influenced by school culture. Teachers perceived that school culture positively correlated with student learning culture and over time, relationships grew stronger (Weiner & Higgins, 2017). School administrators must be aware of the responsibility to establish trust among students (Demir, 2015). The work of Weiner and Higgins (2017) suggested that shared norms between teachers and students, over time can promote positive change in a school.

Therefore, rather than students being the focus of problems, it was recommended that the relationships that are built between students, teachers, and administrators must also be considered in helping a child become successful (Weiner & Higgins, 2017). Students desired a personalized relationship with their teachers and characterized studentteacher relationships based on their teachers' personalities (Dexter, Lavigne & Oberg de la Garza, 2016). Students felt that their teachers cared about them when their teachers displayed kindness by not yelling, not embarrassing students, and using fair discipline.

Students in Dexter, Lavigne, and Oberg de la Garza's study (2016) described teachers who were caring and supportive of their academic and personal growth based on their teachers' availability and attentiveness, high expectations for student achievement, and offers to provide help (Dexter, Lavigne & Oberg de la Garza, 2016). In addition, two participants of Dexter, Lavigne, and Oberg de la Garza's (2016) study "mentioned knowing teachers' care because they ''know [them]'' or ask about their families" (p.163).

Building of Culture of high expectations and academic success.

As Irvin et al. (2017) noted academic motivation and engagement as two related constructs are of high importance for students' increased achievement, advancement, and academic success. Concerning the

value of student academic motivation in instructionallearning environments, Froiland and Oros (2014) postulated that both intrinsic and extrinsic motivation of pupils can favorably influence their academic performance. In a similar vein, Martin (2013) also stated that the sense of enjoyment that highly motivated students experience in classroom contexts encourages them to enthusiastically pursue different stages of learning. This, in turn, contributes to desirable learning outcomes. In this regard, Howard et al. (2021) who illustrated the importance of motivation by referring to its positive effect on students' level of perseverance. They articulated that academic motives can empower students to resist the difficulties that they may experience during the learning process.

The term praise comes from a Latin verb, namely "pretiare," which means "to value highly" (Burnett, 2002, p. 6). This construct is defined as "the expression of approval or admiration for one's behavior or characteristic" (Brophy, 1981, p. 5). In line with this definition, Burnett and Mandel (2019) conceptualized teacher praise as positive verbal or nonverbal actions through which teachers glorify students whenever they perform well. As mentioned in this definition, like other communication behaviors such as immediacy, confirmation, and stroke (Han and Wang, 2021; Xie and Derakhshan, 2021), teacher praise can be both verbal and nonverbal. As Shernoff et al. (2020) noted that verbal praise refers to any positive comments that teachers offer to students due to their desired academic behaviors. Nonverbal praise also pertains to any gestures, including nodding and smiling, teachers use to exalt their pupils. Generally, teacher praise is of two types: "General Praise (GP)" and "Behavioral Specific Praise (BSP)" (Flores et al., 2017). GP means admiring students' behavior without mentioning which aspects of their performance were acceptable (Duchaine et al., 2011). In contrast, BSP, as the name speaks for itself, entails "approval with an explanation of the appropriate behavior exhibited" (Duchaine et al., 2011, p. 210).

Student engagement, in a general sense, refers to the amount of time, energy, and effort that students willingly dedicate to educational activities (Appleton et al., 2018). Skinner et al. (2009, p. 495) conceptualized this construct as "the quality and quantity of students' participation or connection with the educational endeavor and hence with activities, values, individuals, aims, and place that comprise it." Despite the existing controversy regarding the terminology of this concept, many scholars referred to this construct as "student academic engagement" (e.g., Leach and Dolan, 1985; Greenwood et al., 2002; Brint et al., 2008). Other academics named this construct "school engagement" (Jimerson et al., 2003), "educational engagement" (Wehlage et al., 1989), and "study engagement" (Schaufeli et al., 2002). Similarly, there has been a long debate over the number and types of components of this construct (Alrashidi et al., 2016). For instance, Audas and Willms (2001) classified the components of student engagement into two broad categories, whereas Fredricks et al. (2004) divided this construct into three main dimensions. Despite all the discrepancies, researchers have concluded that the construct of academic engagement is multidimensional and covers several aspects, including cognitive, emotional, and behavioral, working together to demonstrate students' positive attitudes toward the learning process (Hiver et al., 2021).

When the literature is being examined, it is seen that there are many similar definitions concerning achievement and academic achievement. For example, Demirel (2001) defined achievement as having students reach the targets of the program in question sufficiently because of the program with which they are provided. Criterion indicating to what extent a student can benefit from the courses at school is defined as achievement (Carter & Good,1973; Wolman, 1973; as cited in Aslanargun, et al., 2016). Having importance placed on academic achievement by the school, having a good teaching staff, and teachers' trust in parents and students are the factors that affect the achievement of students; and they

are in a close relationship with each other (Hoy, et al., 2016). To increase the level of academic achievement, it is effective for schools to determine their academic achievement goals in a clear and unambiguous expression; to explain those goals to students, teachers, and instructors; to motivate the people in question to fulfill such goals; to award the achievement, and to encourage students on the matter of achievement (Köker & Yeniçeri, 2013). Furthermore, while examining the effectiveness and productivity of the schools, academic achievement is one of the most significant criteria that reflects the schools in this regard (Good & Brophy, 1986; Harris, 2000).

Another outcome from positive teacherstudent relationships in schools is that of increased academic achievement. Several studies have tied success in academics to a positive relationship between the student and teacher (Ang, 2015; Strahan et al., 2015). For example, Ang's (2005) study gathered information to support the creation of a teacher/ student relationship scale which would collect teacher perceptions of their relationships with students. The study was conducted with 227 adolescent students in grades 79 and 11 classroom teachers from a secondary school in Singapore. Ang found that students who characterized their relationship with their teacher as positive and satisfactory were more willing to approach their teachers for help which ultimately led to higher grades.

Another study (Strahan et al., 2005) followed a threeyear partnership between two university researchers, a middle school assistant principal, and a middle school teacher, and examined student and faculty perceptions of a program recently implemented at their school. This program was initiated to better meet the needs of students struggling both academically and behaviorally in school and deemed by staff members to be "difficult to teach" (p. 29). These researchers learned that students in this program were more successful because they felt connected to the school. Students were challenged with higher academic expectations but were supported through positive interactions with staff and an environment that provided emotional and psychological safety. The teacher/student relationships formed allowed students to realize their teachers cared about them and wanted them to succeed.

A mixed methods study (Strahan & Layell, 2006), conducted at a middle school with 645 students in grades six through eight, statistically supported the finding that positive teacher/student relationships contribute to higher academic gains. During this study, researchers interviewed teachers bimonthly and conducted lesson observations over a year. They also collected student work samples and analyzed letters written by students at the end of the year outlining the students' understanding of their success. The researchers found that students attributed their academic success, in part, to the caring relationships they had with teachers. The quantitative data showed that students who participated in the study scored higher on both state reading and state math tests than their peers who did not participate. The positive nature of these relationships supported students emotionally so they could focus more on academics and less on the social/emotional aspects of learning. Conversely, a longitudinal study found students who characterized poor teacher/student relationships had poorer grades in school (DiLalla, Marcus, & WrightPhillips, 2004). In this study, 42 students were assessed at age five regarding their behavior in school, their level of anxiety in various situations, and their relationships with their teachers. The students were then assessed six to eight years later to determine their academic and social success levels in school. These researchers found that students with poor student/teacher relationships were more likely to have lower grades. They attributed this result to students feeling uncomfortable in the classroom and being more concerned with how the teacher viewed them rather than focusing on their schoolwork.

There are several explanations for why students with positive teacher/student relationships perform better in school academically. The first reason is a simple one: these students felt the teacher liked them. When

relationships are shared with a student and foster the idea the teacher cares about him not only academically, but emotionally as well, the student has better attendance and is more likely to respond to the teacher's demands for academic excellence (Ang, 2015; Kagan & Kagan, 2019; Marzano et al., 2013). A second reason for increased student achievement is shown through brain science.

Conceptual Framework

The conceptual framework focused on Input, Process, Output, and Outcome. In this study the Input is the Leadership characteristics: This includes the personal qualities, skills, and knowledge that school heads possess, such as their leadership style, emotional intelligence, and communication skills. Organizational factors includes the existing school culture, policies, and structures that shape the environment in which school heads operate. Stakeholder perceptions includes the perspectives and expectations of teachers, staff, students, and parents towards effective leadership and positive school culture. The process included researchermade questions for FGD, observation, analysis and interpretation of data, and interview. The output of this study is a handbook on promoting a Positive School Culture that improves engagement of teachers and students in schools.

The outcome is the student wellbeing and performance: This includes the impact of a positive school culture on student wellbeing, engagement, and academic achievement. Teacher satisfaction and retention: This refers to the influence of a positive school culture on teachers' job satisfaction, professional fulfillment, and their decision to remain in the school.

This framework guided the data collection and analysis, allowing for a comprehensive understanding of the factors influencing a positive school culture and the role of school heads in facilitating it. The conceptual framework is shown in Figure 2.
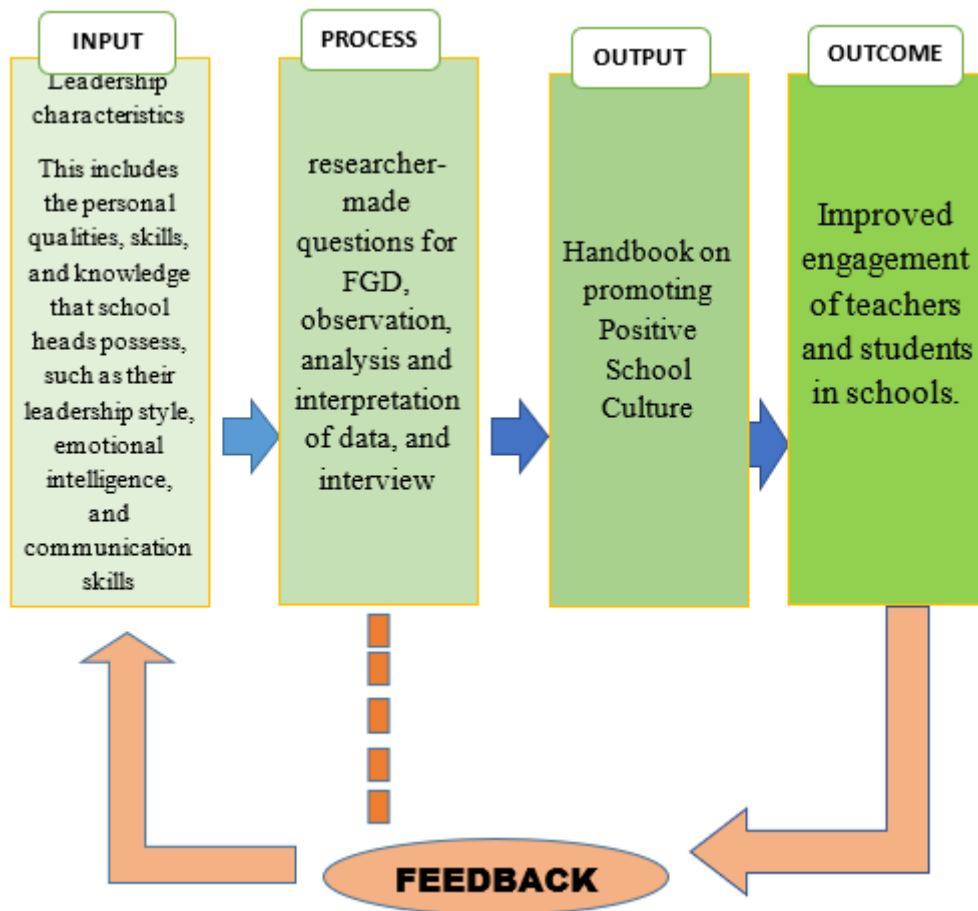
Figure 2 Conceptual Paradigm

Theoretical Framework

The theoretical framework for the qualitative study "Leadership for Positive School Culture: The Vital Role of School Heads" draws upon several key theories and concepts related to leadership and school culture. The study aims to examine how school heads can effectively lead in creating and maintaining a positive school culture. This framework integrates the following theories:

Transformational Leadership Theory: This theory suggests that effective leaders inspire and motivate their followers by creating a compelling vision, encouraging innovation, and building strong relationships. In the study, the focus will be on exploring how school heads can employ transformational leadership strategies to promote a positive school culture.

Servant Leadership Theory: This theory emphasizes a leader's focus on serving others and prioritizing their needs. The study will investigate how school heads can adopt a servant leadership approach to create and sustain a positive school culture where the needs of students, teachers, and staff are prioritized.

Organizational Culture Theory: This theory examines how shared beliefs, values, and norms shape the culture within an organization. In the study, the aim is to explore how school heads can influence and shape the school culture through their leadership practices, decisionmaking processes, and communication strategies.

Emotional Intelligence Theory: This theory posits that leaders with higher emotional intelligence are better equipped to understand and manage their own emotions and those of others. The study will investigate how school heads with high emotional intelligence can foster a positive school culture by promoting

positive relationships and effectively managing conflicts.

Distributed Leadership Theory: This theory challenges the traditional hierarchical view of leadership by emphasizing collective decisionmaking and shared responsibility. The study will explore how school heads can involve various stakeholders, such as teachers, students, and parents, in the leadership process to create a positive and inclusive school culture. By integrating these theoretical perspectives, the study aims to provide valuable insights into the effective leadership practices that school heads can employ to create and sustain a positive school culture. This theoretical framework will guide the research design, data collection, and analysis process to fulfill the objectives of the study.
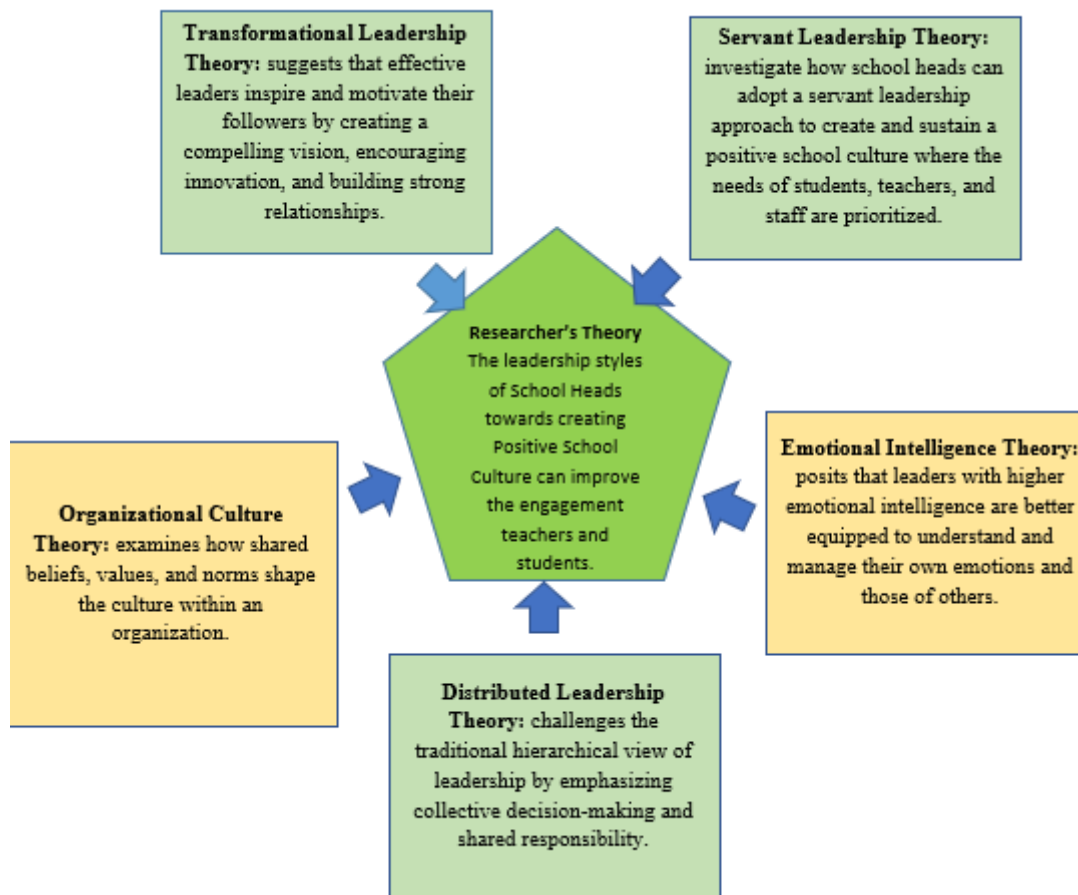

Figure 3 Theoretical Paradigm

Chapter Summary

Chapter II of the study entitled "Leadership for Positive School Culture: A Vital Role of School Head" explores the relevant research and literature that advances our knowledge of the importance of leadership in fostering a pleasant school climate. It starts by going over the idea of school culture and all of its facets, including norms, values, beliefs, and practices. The literature review investigates how school heads in particular play a crucial role in creating and maintaining a favorable school climate.

Utilizing both empirical studies and theoretical models, this chapter delves into the traits and actions of proficient school administrators who foster a supportive school environment. It goes over the significance of instructional leadership, distributed leadership, and transformational leadership in fostering a teaching and learning environment.

Furthermore, the review of the impact of leadership styles, communication strategies, and organizational structures on school culture. It also examines the relationship between school culture and student outcomes, teacher satisfaction, and overall school effectiveness.

Moreover, the chapter synthesizes findings from relevant studies to identify best practices and key strategies for school heads to cultivate and maintain a positive school culture. It concludes by outlining gaps in the existing literature and proposing areas for further research to enhance our understanding of leadership's role in shaping school culture.

Chapter III
METHOD AND PROCEDURES

In this chapter, the researcher presents the research design and methodology that will be utilized during the process of generating responses from the participants. This includes the research method, instruments, data analysis, process, strategies, and approaches to ensure the completeness and integrity of the responses.

Research Focus

The research focus of this study is the role of school heads in fostering a positive school culture. School culture plays a crucial role in shaping the overall quality of education and learning experiences of students. It encompasses the values, beliefs, and norms that govern the behavior and interactions within a school community. The leadership of school heads is essential in creating and sustaining a positive school culture. Previous studies have highlighted the significant impact of school leadership on school culture. For instance, a study conducted by Leithwood, Harris, and Hopkins (2008) found that effective school leaders can establish a clear vision for the school, set high expectations for both staff and students, create a supportive and inclusive environment, and actively involve all stakeholders in decisionmaking processes. Another study by Schein (2010) focused on the role of school leaders in shaping organizational culture, emphasizing that leadership actions and behaviors are critical in promoting a positive and healthy school culture. Despite the acknowledgment of the importance of school leadership in creating a positive school culture, there is still a gap in understanding the specific actions and strategies employed by school heads in different educational settings. This research addressed this gap by investigating the leadership practices and strategies utilized by school heads to promote a positive school culture. By exploring the experiences and perspectives of school heads, this study contributed to the existing body of knowledge and provide valuable insights for educational policymakers, school administrators, and practitioners in their efforts to cultivate a conducive and empowering school culture.

Appropriateness of Design

The design of this research study is appropriate as it explored the role of school heads in fostering a positive school culture. The qualitative research approach allowed for indepth exploration of the experiences, perspectives, and practices of school heads in various educational settings. By conducting interviews or focus group discussions with school heads, the researcher gathered rich and contextualized data, providing a comprehensive understanding of the leadership strategies and actions employed to promote a positive school culture. Related studies on school leadership and school culture have utilized similar qualitative research designs to explore the role of leaders in shaping the school environment. For example, a study by Mosley and Shinkfield (2013) employed a qualitative research approach to investigate the practices of successful principals in creating a positive school climate. Their study highlighted the

importance of building relationships, promoting collaborative decisionmaking, and setting high expectations for both staff and students. Another relevant study by Bryk and Schneider (2003) utilized qualitative methods to examine the impact of leadership actions on school climate and student achievement. Their findings indicated that effective leadership practices, such as building a shared vision, providing instructional support, and fostering a professional learning community, were associated with positive school culture and higher student achievement. The appropriateness of the design in this study allowed for a deep exploration of the specific leadership practices and strategies employed by school heads, building upon the existing body of research on school leadership and culture. By employing a qualitative research approach, this study provided valuable insights and practical recommendations for school administrators, policymakers, and practitioners in their efforts to cultivate a positive and empowering school culture.

Research Question

The study is based on the experience of ten (10) identified participants. Among them are three (3) Principals and seven (7) Head Teachers. All the participants come from different schools in the Municipality of Magallanes, province of Sorsogon. They are known leaders of their respective schools assigned. All of them have their own powerful stories to share about how they lead the school and create a positive school culture. In the focus group discussion, the following research questions were administered:

1. What strategies do school heads use to create a safe and inclusive learning environment?
2. How do school heads foster a culture of collaboration and cooperation among students and teachers?
3. What initiatives do school heads take to promote positive engagement between students and teachers?
4. How do school heads build a culture of high expectations and academic success?
5. What handbook for school leaders could be designed to promote leadership for positive school culture?

Participants of the Study

The participants were purposively selected, as indicated in Table 1, from various elementary schools within the Magallanes South and North Districts in the Division of Sorsogon Province. They underwent interviews and participated in focus group discussions to collect the necessary data for this study. The purposive selection of participants allowed for a targeted and deliberate sampling strategy, ensuring that individuals with valuable insights into the mechanisms and processes of inclusion in the specified educational context were included in the study. This approach enhanced the relevance and richness of the gathered data, contributing to a more comprehensive understanding of the experiences and challenges faced by teachers and principals in the realm of inclusive education.

Table A
The FGD Participants

School	Principal/School Head
1. Aguada Elementary School	1
2. Behia Elementary School	1
3. Eduardo Lee Chan emorial School	1
4. Ginangra Elementary School	1

5. Magallanes National Vocational High School	1
6. Pili Elementary School	1
7. Santa Elena Elementary School	1
8. Siuton Elementary School	1
9. Siuton National High School	1
10. TulaTula Sur Eleemntary School	1
11. Pawik Integrated School	1
TOTAL	11

As shown above, there are 11 principals/school heads from the different elementary schools in Magallanes South and North District. They are the sources of the data in this study.

Population and Sampling Methods

Population and sampling methods are essential aspects of research design. In the study entitled "Leadership for Positive School Culture: The Vital Roles of School Heads," the population is the school heads or principals. The sampling method used in this study could be purposive sampling, where the researcher selected participants based on specific criteria. In this case, the criteria could be school heads who have experience in creating a positive school culture. The researcher used Focus group discussion to collect qualitative data on the school culture and the school heads' leadership styles.

Informed Consent

Informed consent is a crucial aspect of research ethics that ensures that participants understand the study's purpose, procedures, and potential risks and benefits before agreeing to participate. In this study informed consent would be obtained from the school heads or principals who agreed to participate in the study. There are some ways informed consent could be obtained such as (1.) Written consent: The researcher provided a written consent form that outlines the study's purpose, procedures, and potential risks and benefits. The school heads or principals were asked to read and sign the consent form before participating in the study. (2.) Verbal consent: The researcher obtained verbal consent from the school heads or principals by explaining the study's purpose, procedures, and potential risks and benefits. The researcher asked if they agreed to participate in the study. (3.) Assent: If the study involves minors, the researcher will obtain assent from the minors and informed consent from their parents or legal guardians. (4.) Confidentiality: The researcher would ensure that the participants' confidentiality is protected by using pseudonyms or codes to identify them in the study's findings. (5.) Voluntary participation: The researcher ensured that the participation in the study is voluntary and that the participants can withdraw from the study at any time without penalty.

Confidentiality

Confidentiality is a crucial aspect of qualitative research that ensures that participants' identities and information are protected from unauthorized access or disclosure. In the Philippines setting, confidentiality is particularly important in qualitative research involving vulnerable participants, such as children, women, and marginalized groups. Here are some ways confidentiality is maintained in qualitative research such as Informed consent: Informed consent is obtained from the participants before the study begins. The consent form includes information on how the data are collected, stored, and used, and how confidentiality was maintained. Pseudonyms: Participants' real names are not used in the study's

findings. Instead, pseudonyms or codes are used to identify them. Data storage: The data collected are stored securely to prevent unauthorized access or disclosure. The data is usually stored in passwordprotected computers or locked cabinets. Data sharing: The data collected were not shared with anyone outside the research team without the participants' consent. If the data were shared, they are done in a way that protects the participants' identities and information. Data destruction: The data collected are destroyed after a specified period to ensure that they are not used for any other purpose. The destruction of data are done in a way that ensured that the participants' identities and information were protected.

Pilot Study

Pilot studies in qualitative research are generally conducted as smallscale preliminary investigations to test and refine research methods, rather than to generate substantive findings. According to Creswell (2018), a pilot study is a "miniature version" of a larger study and involves a small number of participants or a limited data collection period. The purpose of a pilot study is to refine research questions, test data collection procedures, assess the feasibility of the study, and identify potential problems that may arise during the main study.

Morse et al. (2015) and her colleagues define a pilot study as "a small, focused, and informal study in which a researcher collects data to test procedures, refine instruments, and develop a realistic plan for conducting a largerscale study." They emphasize the iterative nature of a pilot study, where researchers make modifications to their research approach based on the feedback and experiences gained during the pilot phase.

Ritz and Lutzker (2018) perceive a pilot study as a crucial step in qualitative research to evaluate the quality and appropriateness of research instruments, such as interview questions or observation protocols. They highlight the importance of conducting pilot studies to enhance the validity and reliability of data collection procedures.

Guest et al. (2016) and his colleagues view a pilot study as a means to determine the feasibility and acceptability of a research project. They stress the role of pilot testing in assessing the practical aspects of data collection, including recruitment strategies, sample size determination, and data analysis techniques. Overall, pilot studies in qualitative research are seen as valuable tools to refine research methods, assess feasibility, and identify potential problems. They help researchers make informed decisions about the design and implementation of their largerscale studies and increase the credibility and rigor of their research.

The researcher chose to conduct the research in the Magallanes South District, Magallanes, Sorsogon. 10 schools were selected. With these ten schools, the head teachers or principals were the participants listed for the Focus Group Discussion. The researcher prepared a communication to WILLIAM GANDO, CESO V, the school's division superintendent assigned in the province of Sorsogon, requesting approval to administer a focus group discussion among participants.

After obtaining the approval from the superintendent, the researcher disseminated the communication to the participants together with the informed consent. The schedule for FGD was on the communication. To determine the availability and willingness of the participants to be with the FGD group, a "conforme" notification will be received by the researcher.

Instrumentation

In the study Leadership for Positive School Culture: The Vital Roles of School Heads, the researcher

utilized focus group discussions as a valuable method to gather qualitative data. Focus group discussions involved bringing together a small group of participants, typically 610 people, in this study there were three (3) principals and seven (7) head teachers. They must engage in an open and interactive conversation about a specific topic or research area. Here, it discussed the benefits and considerations of using focus group discussions as a datagathering method in this study.

One advantage of using focus group discussions is the opportunity to obtain rich and indepth insights. Through group interactions, participants can build upon each other's ideas and provide diverse perspectives on the topic of leadership and school culture. The dynamic nature of focus group discussions allows for the exploration of different viewpoints and encourages participants to share their experiences, beliefs, and practices related to school leadership. This can provide researchers with a nuanced understanding of the phenomenon being studied.

Moreover, focus group discussions can help to uncover unanticipated themes or issues. Participants are encouraged to express their thoughts and ideas openly.

Explication of Data

Qualitative data analysis is a process of interpreting data to understand what it represents. There are five steps to doing qualitative data analysis, including data logging, anecdotes, vignettes, data coding, and thematic networks.

Data logging: This step involves making notes on initial impressions of the data. It aids in getting thoughts and reflections written down and may serve as a reference for potential coding ideas as one progresses from one phase to the next in the thematic analysis process.

Anecdotes: This step involves collecting stories or narratives that illustrate a particular phenomenon. Anecdotes can be useful in providing context and depth to the data.

Vignettes: This step involves creating short, descriptive accounts of a particular event or situation. Vignettes can be useful in providing a detailed description of a particular phenomenon.

Data coding: This step involves assigning labels or categories to the data. The data is first coded, which means assigning it labels or categories. For example, if you were looking at customer feedback, you might code the data into categories such as product quality, customer service, and pricing.

Thematic network: This step involves identifying themes or patterns in the data. Once the data has been coded, researchers can identify themes or patterns in the data. These themes can be used to develop a thematic network, which is a visual representation of the relationships between the themes.

Validity

This qualitative study examines the importance of leadership in creating a positive school culture. In evaluating the validity of this study, several aspects should be considered.

Firstly, the research design and methodology need to be assessed. Qualitative studies often employ methods such as interviews, observations, and document analysis to gather data. If the study utilized rigorous and appropriate techniques to collect and analyze data, it enhances the validity. For example, if the researchers ensured the inclusion of diverse perspectives by interviewing school staff, students, parents, and community members, it would improve the validity of the study.

Secondly, the researcher's credibility plays a vital role. The qualifications and expertise of the researchers conducting the study should be considered. If the researchers have a background in education and extensive experience in studying school leadership and culture, it enhances the validity. Additionally,

transparency in reporting the researchers' biases and potential conflicts of interest would further enhance credibility.

Additionally, validity in qualitative research can also be checked by a technique known as respondent validation. This technique involves testing initial results with participants to see if they still ring true. Although the research has been interpreted and condensed, participants should still recognize the results as authentic and at this stage, may even be able to refine the researcher's understanding.

Chapter Summary

This chapter discusses the importance of research design and its role in guiding the research process. The chapter explores different types of research designs, such as experimental, quasiexperimental, correlational, and descriptive research designs. Each design has its strengths and limitations, and researchers need to choose the most suitable design for their research questions and objectives. The chapter also covers sampling techniques, including probability and nonprobability sampling, and emphasizes the significance of sample size and power analysis. It highlights the importance of maintaining data quality and reliability throughout the research process.

Additionally, the chapter provides an overview of qualitative data collection techniques, highlighting their respective strengths and limitations. It emphasizes the need for researchers to carefully plan and choose appropriate data collection methods for their study. In summary, Chapter 3 of the research design serves as a comprehensive guide for researchers to plan their research design, select sampling techniques, and choose data collection methods. It emphasizes the importance of careful planning and methodology in obtaining valid and reliable research results.

CULTIVATING POSITIVE SCHOOL CULTURE: *The Essential Role of School Leadership*

A handbook for School Leaders

Preface

Welcome to **"Cultivating Positive School Culture: The Essential Role of School Leadership."** This handbook is crafted as the final output for the dissertation entitled "**Leadership for Positive School Culture: A vital role of School Head**" and to provide school leaders with the insights, strategies, and

practical tools necessary to foster a positive school culture that promotes academic excellence, inclusivity, and the overall wellbeing of students and staff.

The demands on school leadership have never been greater in the rapidly shifting educational environment of today. School leaders balance the daytoday operations of their schools while also aiming to foster environments where every student feels welcomed, supported, and eager to engage in learning.

Throughout the chapters of this handbook, we explore various facets of positive school culture, the creation of a safe and inclusive learning environment, building a culture of collaboration and cooperation, positive engagement between students and teachers, and building culture a culture of high expectation and academic success in school. Additionally, we highlight the critical role of experiential learning and intercultural competence in preparing students to navigate an increasingly diverse and interconnected world.

Drawing on extensive research and the expertise of leading educators and scholars, this handbook provides examples of how school leaders can adapt to their unique contexts. We emphasize the importance of collaboration, empathy, and continuous improvement, encouraging school leaders to model these values in their interactions with students, staff, and the broader school community.

As you embark on this journey to cultivate a positive school culture, we hope this handbook serves as a valuable resource, offering inspiration, guidance, and practical advice. Your leadership has the power to transform schools into vibrant, inclusive communities where every student can thrive. Together, let us create learning environments that nurture the potential of all students, preparing them for success in school and beyond.

Thank you for your commitment to fostering a positive school culture. Your dedication to this vital work is the foundation upon which great schools are built.

The Author

Chapter 1: Understanding Positive School Culture

a. Defining Positive School Culture

Positive school culture refers to the beliefs, attitudes, and behaviors that shape a school community and influence how students, teachers, staff, and parents interact. It creates an atmosphere that supports student learning, wellbeing, respect, for one another, and collaboration. A positive school culture is characterized by;

Respect and Inclusivity: Everyone in the school community feels valued and included regardless of their background or abilities.

High Expectations: The school establishes and upholds high academic and behavioral expectations to inspire students to excel

Supportive Relationships: Emphasis is placed on building relationships among students, teachers, and staff to create a sense of belonging and unity.

Engagement and Motivation: Students are actively involved in their learning process motivated to participate enthusiastic about their educational journeys.

Safety and Wellbeing: A secure and friendly environment that prioritizes the emotional wellbeing of all students and staff members.

A positive school culture not only enhances the educational experience but also contributes to the overall development of students, preparing them for success beyond school.

b. The Impact of School Culture on Student Outcomes

School culture significantly influences various aspects of student outcomes, including:

Academic Achievement: A positive school culture means better results. When students feel heard and valued they are more likely to be engaged and try their best.

Behavior and Discipline: Positive schools have fewer behavior issues and disciplinary problems. A respectful and supportive environment means students will follow the rules and expectations.

SocialEmotional Development: A caring school culture helps students develop resilience, empathy, and communication skills.

Attendance and Retention: Students will attend school more and stay in school when they feel safe, heard, and engaged.

Longterm Success: The skills and habits developed in a positive school culture; collaboration, problemsolving, and growth mindset will serve them well for future education and careers.

A positive school culture creates a foundation for students to thrive academically, socially, and emotionally, leading to better overall outcomes.

c. The Role of School Leadership in Shaping Culture

School leaders are key to creating and maintaining a positive school culture. They set the tone and direction for the school and influence the attitudes and behavior of students, teachers, and staff. The key responsibilities of school leaders in creating a positive school culture are:

Vision and Mission: Having a clear vision and mission that prioritizes a positive, inclusive, and supportive school environment.

Modeling Behaviour: Leading by example, being respectful, honest, and empathetic in interactions with students, staff, and the wider school community.

Relationships: Building strong, trusting relationships with and among students, teachers, staff, and parents, a sense of community and shared purpose.

Teachers and Staff: Ongoing professional development, resources, and support to help teachers and staff implement practices that create a positive school culture.

Student Voice: Student involvement in decisionmaking, sense of ownership, and responsibility for the school environment.

Continuous Improvement: Regular surveys, feedback, and observations to assess the school culture and adjust the school environment.

Chapter 2: Creating a Safe and Inclusive Learning Environment
a. What is a safe learning environment?
1. Welcoming and Respectful Atmosphere

Creating a welcoming and respectful atmosphere is crucial for fostering a positive school culture. It ensures that all students feel accepted and valued, which is fundamental to their success and wellbeing.**Creating a Positive Climate:** Establish a school climate that emphasizes kindness, respect, and support. Set clear expectations for behavior and consistently model these values.

Inclusive Practices: Implement practices that ensure every student, regardless of background, feels included. This can include activities, celebrations, and curricula that reflect the diversity of the student body.

Open Communication: Encourage open communication among students, staff, and parents. Actively listen to concerns, value different perspectives, and address issues promptly and respectfully.

2. Promotion of Diversity and Inclusivity

Promoting diversity and inclusivity is essential for creating a school culture that recognizes and values the unique contributions of each individual.

Understanding Diversity: Diversity includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, and abilities. Appreciating this diversity enriches the learning experience for everyone.

Culturally Responsive Teaching: Implement culturally responsive teaching practices that reflect the diverse backgrounds of students. This includes integrating multicultural content into the curriculum and using inclusive teaching methods.

Equity and Access: Ensure that all students have equitable access to resources, opportunities, and support. This might involve providing additional assistance to students who need it, adapting materials for different learning needs, and removing barriers to participation.

3. Physical and Emotional Security

Ensuring physical and emotional security is critical for students to feel safe and supported in their learning environment.

Physical Safety: Implement measures to ensure the physical safety of students and staff. This includes maintaining secure facilities, conducting regular safety drills, and having clear policies for handling emergencies.

AntiBullying Policies: Develop and enforce comprehensive antibullying policies that protect students from harassment and bullying. These policies should include prevention strategies, reporting mechanisms, and support systems for affected students.

Emotional Support: Provide emotional support through counseling services, peer support programs, and mental health resources. Foster an environment where students feel comfortable seeking help and discussing their feelings.

Building Resilience: Equip students with skills to build resilience and cope with challenges. This can be achieved through socialemotional learning programs that teach empathy, selfregulation, and problemsolving skills.

B. **The Importance of Creating a Safe and Inclusive Learning Environment**

Creating a safe and inclusive learning environment is vital for several reasons. It has a profound impact on students' academic success, personal growth, sense of belonging, and preparation for the future.

1. Promotes Academic Success and Personal Growth

Enhanced Learning: When students feel safe and included, they are more likely to engage actively in their learning. This leads to higher academic achievement and a deeper understanding of the material.

Personal Development: A supportive environment encourages students to explore their interests, develop their talents, and build selfconfidence. It fosters holistic growth, including emotional and social development.

2. Fosters a Sense of Belonging and Reduces Isolation

Building Community: A safe and inclusive environment helps students feel connected to their peers, teachers, and school community. This sense of belonging reduces feelings of isolation and promotes positive relationships.

Emotional WellBeing: When students feel they belong, their emotional wellbeing improves. They experience less stress and anxiety, which enhances their overall mental health and school experience.

3. Prepares Students for a Diverse and Interconnected World

Global Competence: An inclusive education prepares students to understand and appreciate diversity. They learn to navigate cultural differences, which is essential in today's globalized world.

Future Readiness: Students who experience diversity and inclusivity in school are better prepared for diverse workplaces and communities. They develop skills in empathy, collaboration, and critical thinking that are valuable in all areas of life.

c. Strategies to Create a Safe and Inclusive Learning Environment

Implementing effective strategies is key to building and maintaining a safe and inclusive learning environment.

1. Clear Expectations and Policies

Establish Rules and Guidelines: Clearly define and communicate the school's expectations regarding behavior, inclusivity, and respect. Ensure that these rules are consistently enforced.

Develop AntiBullying Policies: Create comprehensive policies that address bullying and harassment. Include procedures for reporting incidents and support mechanisms for affected students.

2. Open Communication and Relationship Building

Encourage Dialogue: Promote open communication between students, teachers, and parents. Regularly seek feedback and create channels for voicing concerns and suggestions.

Build Strong Relationships: Foster positive relationships among students and staff. Encourage teamwork, mentorship, and peer support to create a sense of community and mutual respect.

3. Celebration of Diversity and Inclusivity

Cultural Celebrations: Organize events and activities that celebrate the diverse cultures within the school community. This can include cultural festivals, heritage months, and inclusive holiday celebrations.

Inclusive Curriculum: Integrate diverse perspectives and materials into the curriculum. Ensure that all students see themselves reflected in the content, they learn and that they gain an appreciation for different cultures and viewpoints.

Chapter 3: Building a culture of Collaboration and cooperation

a. Defining a Culture of Collaboration among Students and Teachers

Building a culture of collaboration among students and teachers is essential for creating a conducive learning environment. Here is how we can define such a culture and the key elements involved:

1. **Shared Goals and Collective Responsibility:**

Shared Goals: establishing common objectives, helps align efforts towards achieving educational outcomes. This involves setting clear learning objectives and academic targets so that both students and teachers work together.

Collective Responsibility: Everyone in the learning community shares responsibility for achieving these goals. Teachers support students in their learning journeys, while students actively engage and participate in their education.

2. **Open Communication and Diverse Perspectives:**

Open Communication: Encouraging open dialogue fosters trust and understanding among students and teachers. It involves listening actively, sharing ideas freely, and providing constructive feedback.

Diverse Perspectives: Recognizing and valuing diverse viewpoints enriches the learning experience. This includes respecting different cultural backgrounds, learning styles, and opinions within the classroom.

3. Support and Growth:

Support: Creating a collaborative culture involves providing mutual support. Teachers offer guidance and mentorship, while students feel empowered to seek help and support from peers and educators.

Growth: Emphasizing continuous improvement and learning encourages both students and teachers to strive for personal and professional development. This can include professional development opportunities for teachers and a growth mindset approach for students.

4. Implementing a Culture of Collaboration

Promote teamwork: Encourage group projects and collaborative assignments that require students and teachers to work together towards a common goal.

Create inclusive spaces: Ensure that all voices are heard and respected, fostering an environment where students feel safe to express their opinions and ideas.

Use technology effectively: Utilize digital tools and platforms that facilitate communication and collaboration, both in and outside of the classroom.

Celebrate successes: Recognize and celebrate achievements that result from collaborative efforts, reinforcing the value of teamwork and shared responsibility.

B. Strategies to promote a Culture of Collaboration and cooperation

1. **Structured Opportunities for Collaborative Work**:

Group Projects: Design assignments that require students to work together to achieve common goals, ensuring that tasks are distributed equitably.

Collaborative Learning Spaces: Create physical and virtual environments that facilitate group work, such as study rooms, online discussion boards, and shared digital workspaces.

Interdisciplinary Projects: Encourage collaboration across different subjects, allowing students and teachers from various disciplines to bring diverse perspectives to a common project.

2. Promotion of Open Communication and Group Activities:

Regular Meetings: Schedule regular team meetings for students and teachers to discuss progress, share ideas, and provide feedback.

Communication Tools: Utilize platforms like Google Classroom, Slack, or Microsoft Teams to streamline communication and collaboration.

Peer Review Sessions: Implement peer review processes where students and teachers can critique each other's work constructively.

3. Shared Vision and Recognition of Collaborative Efforts:

Vision Statements: Develop and regularly revisit a shared vision statement that emphasizes the importance of collaboration in the school culture.

Recognition Programs: Acknowledge and reward collaborative efforts through awards, certificates, or public recognition during school events.

Reflective Practices: Encourage students and teachers to reflect on their collaborative experiences and discuss how these efforts contribute to their personal and academic growth.

4. **Integration of Collaborative Practices**

Curriculum Design: Integrate collaborative activities into the curriculum, ensuring that teamwork is a fundamental component of the learning process.

Professional Development: Provide training for teachers on effective collaborative teaching strategies and the benefits of teamwork.

Collaborative Policy Development: Involve teachers and students in the creation of school policies related to collaboration, ensuring that their voices are heard and valued.

5. Active Promotion and Modeling of Collaboration

Leadership by Example: School leaders and teachers should model collaborative behavior, demonstrating effective teamwork and cooperation.

Collaborative Leadership Roles: Assign students and teachers to leadership roles within collaborative projects to promote ownership and accountability.

Mentorship Programs: Establish mentorship programs where experienced students and teachers can guide and support their peers in collaborative efforts.

Implementing these strategies can help create a school environment where collaboration is valued and practiced regularly, leading to enhanced learning outcomes and a more cohesive school community.

C. Role in Fosters a Culture of Collaboration and Cooperation

1. Role Modeling and Leadership:

School Leaders: Demonstrate the value of collaboration through their actions and decisions. Leaders should actively participate in collaborative efforts, show openness to new ideas, and prioritize teamwork in school policies and initiatives.

Teachers: Serve as role models by promoting collaborative behaviors in their classrooms. They can demonstrate effective teamwork, encourage students to participate in group activities, and highlight the benefits of collaboration for learning and personal growth.

2. Facilitation and Support:

Administrators: Provide resources, time, and support for collaborative initiatives. They should allocate funding for collaborative projects, ensure adequate training for teachers in collaborative teaching methods, and create opportunities for teachers to collaborate across departments or grade levels.

Teacher Leaders: Take on roles as facilitators of collaborative activities. They can organize workshops, mentor new teachers in collaborative practices, and facilitate group discussions to enhance communication and cooperation among colleagues.

3. Promotion of Open Communication and Shared Learning Experiences

Teachers: Encourage open communication by fostering a classroom environment where students feel comfortable sharing ideas and opinions. Teachers can use tools like class discussions, group reflections, and peer feedback sessions to promote dialogue and collaboration among students.

School Leaders: Establish platforms for sharing learning experiences and best practices. This could include regular staff meetings, professional learning communities (PLCs), or digital forums where teachers can exchange ideas, discuss challenges, and collaborate on innovative teaching methods.

4. Interdisciplinary Projects and Collaborative Learning

Curriculum Coordinators: Coordinate interdisciplinary projects that require collaboration across subject areas. They can design projectbased learning experiences that encourage students to apply knowledge from different disciplines, fostering teamwork and problemsolving skills.

Teachers: Collaborate with colleagues from other subjects to design and implement crosscurricular projects. They can integrate diverse perspectives and content areas to create meaningful learning experiences that promote collaboration among students.

5. Open Communication and Shared DecisionMaking

School Leadership Team: Foster a culture of shared decisionmaking by involving teachers, students, and parents in important school decisions. Leaders can solicit input through surveys, focus groups, or advisory

committees to ensure that diverse perspectives are considered in decisionmaking processes.

Teachers and Staff: Participate in decisionmaking processes by providing feedback, sharing concerns, and contributing ideas for school improvement. They can collaborate with administrators to develop policies and practices that support a collaborative school culture.

6. Teamwork and Mutual Respect

All Stakeholders: Emphasize the importance of teamwork and mutual respect in achieving common goals. Encourage students to work collaboratively by promoting active listening, respecting diverse viewpoints, and valuing each team member's contributions.

Professional Development: Offer training opportunities on teamwork and conflict resolution skills for teachers and staff. Professional development sessions can focus on building collaborative relationships, enhancing communication strategies, and fostering a supportive school culture based on mutual respect.

Chapter 4: Positive Engagement between Students and Teachers
a. Defining Positive Engagement between Students and Teachers
1. Active Participation and Interaction

Student Engagement: Students are actively involved in learning activities, participating in discussions, asking questions, and contributing their ideas to classroom activities.

Teacher Engagement: Teachers actively engage with students by facilitating discussions, providing timely feedback, and encouraging student involvement in their learning process.

2. Mutual Respect and Effective Communication

Respectful Relationships: Both students and teachers demonstrate mutual respect for perspectives, opinions, and contributions.

Communication: Effective communication channels are established where students feel comfortable expressing their thoughts and concerns, and teachers listen attentively and respond constructively.

3. Supportive Learning Environment

Emotional Support: Teachers provide emotional support by fostering a caring and inclusive classroom atmosphere where students feel valued and supported.

Academic Support: Teachers offer academic support through personalized instruction, differentiated learning opportunities, and scaffolding to help students succeed academically.

Positive engagement between students and teachers is foundational to creating a conducive learning environment where students feel motivated, respected, and supported in their educational journey. It enhances learning outcomes, promotes student wellbeing, and contributes to a positive school culture.

b. Promotion of Positive engagement between students and teacher
1. Multifaceted Approach:

Professional Development: Offer training and workshops for teachers on effective classroom management techniques, communication skills, and strategies to promote student engagement.

Curriculum Design: Design a curriculum that includes interactive and studentcentered learning activities, promoting active participation and fostering meaningful teacherstudent interactions.

Student Support Services: Implement support services such as counseling, mentoring, and academic tutoring to address individual student needs and enhance their engagement with learning.

2. Leading by Example:

Teacher Role Modeling: Demonstrate positive engagement behaviors in the classroom by actively listening to students, providing constructive feedback, and showing enthusiasm for teaching and learning.

School Leadership: Encourage and recognize teachers who exhibit exemplary engagement practices. School leaders should support and promote a culture where positive teacherstudent interactions are valued and prioritized.

3. Open Communication Channels

Regular Feedback: Establish open channels for feedback where students can provide input on their learning experiences, classroom environment, and teacher interactions. Teachers should use this feedback to adjust their approach and enhance engagement.

ParentTeacher Communication: Foster transparent communication with parents about student progress, challenges, and achievements. This collaboration helps create a unified support network for students and reinforces positive engagement both in and out of the classroom.

By implementing these strategies, schools can create a culture that supports and promotes positive engagement between students and teachers. This approach not only enhances academic outcomes but also contributes to students' overall wellbeing and sense of belonging within the school community.

c. Involvement of Parents and Guardians in promoting positive engagement between students and teachers.

1. Regular Communication Channels

Newsletters and Updates: Provide regular updates on classroom activities, assignments, and student progress through newsletters, emails, or digital platforms.

Communication Apps: Use apps to send quick messages and updates to parents about important events, homework, and classroom announcements.

Opendoor Policy: Encourage parents to communicate with teachers via email, phone calls, or scheduled meetings to discuss their child's academic and social development.

2. ParentTeacher Conferences and Workshops

Scheduled Conferences: Organize regular parentteacher conferences to discuss students' academic progress, strengths, and areas for improvement. These meetings provide opportunities for meaningful dialogue and goal setting.

Workshops and Seminars: Conduct workshops or seminars for parents on topics such as effective study habits, supporting learning at home, and understanding classroom expectations. These sessions help parents better support their child's educational journey.

3. Involvement in School Activities:

Volunteering: Encourage parents to volunteer in school events, field trips, or classroom activities. Their participation fosters a sense of community and strengthens the partnership between home and school.

Parent Committees: Invite parents to join school committees or advisory boards where they can contribute ideas, provide feedback on school policies, and participate in decisionmaking processes.

By actively involving parents and guardians through regular communication, conferences, workshops, and participation in school activities, schools can create a collaborative partnership that supports positive engagement between students and teachers. This collaboration enhances student motivation, academic achievement, and overall wellbeing, fostering a supportive environment where every child can thrive.

D. Professional Development to promote Positive Engagement between students and Teachers

1. Interpersonal Skills and Communication:

Active Listening: Training teachers in active listening techniques helps them better understand students' perspectives and respond effectively to their needs.

Effective Communication: Workshops on effective communication strategies enable teachers to convey

information, provide constructive feedback, and foster open dialogue with students.

Building Rapport: Training sessions that focus on building positive relationships help teachers establish rapport with students, creating a supportive and inclusive classroom environment.

2. Inclusive Teaching Practice and Collaborative Learning Strategies:

Differentiated Instruction: Professional development on differentiated instruction equips teachers with strategies to accommodate diverse learning styles and abilities, ensuring all students feel valued and engaged.

Collaborative Learning: Workshops on collaborative learning techniques teach teachers how to facilitate group activities, promote teamwork, and encourage peertopeer interaction among students.

Cultural Competence: Training in cultural competence helps teachers recognize and respect cultural differences in the classroom, promoting inclusivity and understanding among students.

3. Conflict Resolution and Classroom Management

Conflict Resolution Skills: Professional development in conflict resolution equips teachers with strategies to manage conflicts peacefully, promote empathy, and teach students constructive ways to resolve disagreements.

Classroom Management Techniques: Training sessions on effective classroom management help teachers establish routines, set clear expectations, and create positive learning.

e. Initiatives to promote Positive Engagement between students and Teachers

1. Mentorship Program and Collaborative Projects:

Establishing a mentorship program where older students or experienced teachers mentor younger or less experienced students can foster a sense of community and support. This can include academic guidance, career advice, and personal development.

Encouraging collaborative projects where students work together under the guidance of teachers not only promotes teamwork and problemsolving skills but also strengthens the studentteacher relationship through shared goals and achievements.

2. Regular Feedback Mechanisms:

Implementing regular feedback mechanisms, such as surveys or anonymous feedback forms, allows students to provide constructive criticism and suggestions for improvement. Teachers can use this feedback to adjust their teaching methods and approaches to meet the needs of their students.

Similarly, teachers can provide timely feedback to students on their progress and performance, which helps students understand their strengths and areas for improvement.

3. Inclusive Learning Environment:

Creating an inclusive learning environment where every student feels valued and respected is essential for positive engagement. This can be achieved by celebrating diversity, encouraging open communication, and addressing any biases or prejudices that may arise.

Teachers can also adapt their teaching strategies to accommodate different learning styles and abilities, ensuring that all students have equal opportunities to succeed.

Chapter V: A Culture of High Expectations and Academic Success
A. Building a Culture of High Expectations and Academic Success
1. Setting Clear Expectations and Standards
Define Academic Goals: Establish clear, measurable academic goals for students and communicate these effectively. Ensure that both shortterm and longterm objectives are welldefined and understood by

students, teachers, and parents.

Consistency in Enforcement: Apply academic and behavioral standards consistently across the school. This helps in creating a fair and predictable environment where students know what is expected of them.

2. Promoting Growth Mindsets

Encouraging Persistence: Foster a culture where effort and perseverance are valued over innate ability. Highlight stories and examples of individuals who achieved success through hard work and resilience.

Feedback for Improvement: Provide constructive feedback that focuses on the process and strategies used by students, rather than just the outcome. Encourage students to view challenges and setbacks as opportunities for growth and learning.

3. Collaborative and Inclusive Decisionmaking

Engage Stakeholders: Involve students, teachers, parents, and community members in decisionmaking processes. This inclusivity ensures that diverse perspectives are considered and that the school community feels a sense of ownership and responsibility for school initiatives.

Transparent Processes: Maintain transparency in how decisions are made. This builds trust and encourages active participation from all stakeholders.

4. Providing Support and Celebrating Achievements

Academic Support Systems: Implement support systems such as tutoring programs, counseling, and peer mentoring to help students meet academic expectations. Ensure that resources are available to address individual student needs.

Recognize and Celebrate Successes: Celebrate academic and nonacademic achievements through awards, ceremonies, and public acknowledgments. Recognizing student efforts and accomplishments fosters a positive school culture and motivates students to strive for excellence.

B. Strategies to Foster a Culture of High Expectations and Academic Success

1. Clear Learning Objectives and Challenging Assignments

Define Specific Goals: Set clear and specific learning objectives for each lesson, unit, and course. Ensure that students understand these goals and the criteria for success.

Design Rigorous Assignments: Develop assignments that challenge students to think critically, solve complex problems, and apply their knowledge in new contexts. Encourage higherorder thinking skills by incorporating tasks that require analysis, evaluation, and synthesis.

2. Feedback and SelfAssessment

Constructive Feedback: Provide timely and specific feedback that highlights strengths and areas for improvement. Use feedback as a tool to guide students in their learning process and to help them set personal goals for growth.

Promote SelfAssessment: Encourage students to reflect on their own work and learning progress. Teach them to assess their performance against established criteria and to identify strategies for improvement. Selfassessment fosters metacognitive skills and helps students take ownership of their learning.

3. Collaborative Learning and Personalized Support

Facilitate Group Work: Incorporate collaborative learning activities that promote teamwork, communication, and peertopeer learning. Group projects and discussions can enhance understanding and make learning more engaging.

Offer Personalized Support: Recognize that each student has unique needs and strengths. Provide differentiated instruction and personalized support to ensure that all students can achieve high standards.

This might include oneonone tutoring, tailored learning plans, and additional resources for students who need extra help.

C. Importance of Professional Development in a culture of high expectations and academic success

1. Continuous Learning and Adaptability

Staying Current: Professional development ensures that teachers remain updated on the latest educational research, teaching methodologies, and technological advancements. This continuous learning helps educators to incorporate best practices into their teaching.

Adaptability: Ongoing professional development equips teachers with the skills to adapt to changes in curriculum standards, student needs, and educational environments. It fosters a culture of resilience and flexibility, enabling teachers to navigate and thrive amidst changes.

2. Collaboration and Exchange of Ideas

Building a Professional Learning Community: Professional development opportunities, such as workshops, conferences, and online courses, provide platforms for teachers to collaborate, share experiences, and exchange ideas. This collective wisdom enhances instructional practices and promotes a cohesive teaching approach.

Peer Learning: Engaging in collaborative professional development activities allows teachers to learn from each other, gain new perspectives, and develop innovative solutions to common challenges. This peer support network strengthens the overall educational community.

3. Empowerment and High Expectations

Empowering Educators: Professional development empowers teachers by enhancing their knowledge, skills, and confidence. An empowered teacher is more likely to take initiative, implement innovative teaching strategies, and advocate for their students' needs.

Setting High Standards: When teachers engage in professional development, they model a commitment to lifelong learning and high standards for their students. This culture of high expectations extends beyond the classroom, inspiring students to pursue excellence in their educational journeys.

Investing in professional development is crucial for cultivating a culture of high expectations and academic success. It not only enhances the capabilities of educators but also positively impacts student outcomes, school climate, and overall educational quality.

D. Communication Builds a Culture of High Expectations and Academic Success

1. Clarity and Transparency

Clear Communication of Goals: Clearly articulate the school's vision, mission, and academic goals to students, parents, and staff. Ensure that everyone understands the expectations and the standards to meet.

Transparent Processes: Maintain openness about decisionmaking processes, policies, and practices. Transparency builds trust and ensures that all stakeholders are informed and aligned with the school's objectives.

2. Feedback and Improvement:

Constructive Feedback: Implement regular and meaningful feedback mechanisms for students, teachers, and parents. Constructive feedback helps identify areas for improvement and encourages continuous development.

Open Dialogue: Foster an environment where open dialogue is encouraged. Regularly solicit input and feedback from all members of the school community to identify strengths and areas needing attention, promoting a culture of continuous improvement.

3. Collaboration and Shared Commitment:

Collaborative Culture: Encourage collaboration among students, teachers, and parents. Create opportunities for joint projects, team teaching, and community events that build a sense of teamwork and shared purpose.

Shared Responsibility: Promote a shared commitment to achieving high expectations. When all members of the school community feel responsible for student success, it fosters a collective effort toward achieving academic excellence.

Effective communication is foundational to building and sustaining a culture of high expectations and academic success. By ensuring clarity and transparency, providing constructive feedback, and fostering collaboration and shared commitment, schools can create an environment where everyone is motivated and equipped to strive for excellence.

Reflections on the Journey to Positive School Culture

The journey to cultivating a positive school culture is a continuous endeavor that requires dedication, collaboration, and a commitment to fostering an environment where every member of the school community thrives. Throughout this handbook, we have explored essential elements and strategies that school leaders can employ to shape a school culture that promotes student success, wellbeing, and engagement.

From understanding the foundational aspects of positive school culture to implementing strategies for inclusivity, safety, and academic achievement, each chapter has underscored the importance of leadership, empathy, and continuous improvement. Here are some key reflections on this journey:

Foundations of Positive School Culture: At the heart of a positive school culture lies a shared vision, values, and norms that guide interactions and decisionmaking. When these foundations are strong, they create a sense of belonging and unity among students, staff, and parents.

Leadership and Empathy: Effective leadership grounded in empathy and emotional intelligence fosters trust, communication, and collaboration. By leading with empathy, school leaders can create a supportive environment where everyone feels valued and understood.

Inclusivity and Diversity: Embracing diversity and promoting inclusivity are integral to creating a welcoming and equitable school community. Strategies such as reducing prejudice, implementing inclusive education practices, and celebrating diversity enrich the educational experience for all students.

Safety and Wellbeing: Prioritizing physical and emotional safety creates a secure learning environment where students can thrive academically and socially. Antibullying policies, mental health support, and promoting a culture of respect contribute to students' overall wellbeing.

Academic Engagement and Achievement: Engaging students through active and experiential learning, implementing effective teaching practices, and supporting continuous professional development are essential for enhancing academic outcomes and preparing students for future success.

Parental Involvement and Communication: Building strong partnerships with parents through effective communication and meaningful involvement strengthens the school community. Engaged parents play a crucial role in supporting student learning and school improvement efforts.

Continuous Improvement and Professional Development: Embracing a culture of continuous improvement through ongoing professional development, datadriven decisionmaking, and collaborative learning empowers educators to adapt to changing needs and enhance their teaching practices.

As we conclude this handbook, let us reaffirm our commitment to creating a positive school culture that nurtures the holistic development of every student. By fostering a sense of belonging, promoting empathy and inclusivity, and striving for continuous growth, we pave the way for a school where excellence, equity, and compassion intersect.

Together, through leadership, collaboration, and a shared dedication to student success, we can build and sustain a positive school culture that inspires learning, fosters resilience, and prepares students to excel in an everchanging world.

The Ongoing Role of Leadership in School Culture

Leadership plays a pivotal and ongoing role in shaping and sustaining a positive school culture that supports student achievement and wellbeing. Throughout this handbook, we have explored how effective leadership fosters collaboration, empathy, and continuous improvement within the school community. As we reflect on the ongoing role of leadership, several key aspects emerge:

Setting the Tone and Vision: School leaders establish the tone for the school culture by articulating a clear vision, mission, and values. They communicate these foundational elements consistently and ensure they guide every decision and initiative undertaken within the school.

Modeling Values and Behaviors: Leaders serve as role models, demonstrating the values and behaviors they expect from students, staff, and parents. By modeling empathy, integrity, and inclusivity, they create a culture where these qualities are embraced and practiced by all.

Promoting Collaboration and Communication: Effective leaders foster a culture of collaboration and open communication. They encourage dialogue, seek input from stakeholders, and create opportunities for shared decisionmaking. This inclusive approach builds trust and empowers the school community to work towards common goals.

Supporting Professional Growth: Leaders prioritize the professional growth of staff by providing ongoing opportunities for development and learning. They invest in professional development programs, mentorship, and coaching that enhance educators' skills and knowledge, ultimately benefiting studentlearning outcomes.

Monitoring and Accountability: Leaders monitor progress towards achieving the school's goals and hold themselves and others accountable for results. They use data and feedback to assess performance, identify areas for improvement, and celebrate successes. This commitment to accountability ensures continuous growth and improvement within the school.

Adapting to Change: In a dynamic educational landscape, effective leaders are agile and responsive to change. They anticipate challenges, embrace innovation, and adapt strategies to meet evolving needs while staying true to the school's core values and mission.

Promoting a Culture of Care and Wellbeing: Leaders prioritize the wellbeing of all members of the school community, fostering a safe, supportive, and nurturing environment. They implement policies and practices that promote physical and emotional safety, mental health awareness, and a sense of belonging for everyone.

CHAPTER IV
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains organized and wellversed responses from the participants that were presented in narrative forms as the study used a qualitative research method. The collected data determined and

explicated the life stories and lived experiences of the school leaders along with their vital role in promoting positive school culture.

Safe and Inclusive Learning Environment:

Welcoming and Respectful Atmosphere: A safe and inclusive learning environment is one where all students, regardless of their backgrounds, identities, or abilities, feel welcomed, respected, and valued. This involves creating an atmosphere of trust and empathy, where students feel comfortable expressing themselves without fear of judgment. Participant 10 narrated, "Ako'y nagpupunyagi na lumikha ng isang safe environment sa pagaaral kung saan bawat magaaral ay nararamdaman ang halaga, paggalang, at kapangyarihan upang magtagumpay. Upang makamit ito, inuuna ko ang ilang mahahalagang bahagi. Una, tinitiyak ko ang pisikal na kaligtasan ng aking silidaralan sa pamamagitan ng regular na pagsusuri at pagaalis ng mga potensyal na panganib, at sa pagbibigay ng kinakailangang tulong para sa mga magaaral na may kapansanan. Emosyonal naman, binubuo ko ang isang klima ng tiwala at pagkakaunawaan, kung saan ang mga magaaral ay komportableng nagpapahayag ng kanilang sarili nang walang takot sa paghuhusga. Aktibo kong ipinagdiriwang ang iba't ibang pinagmulan at perspektiba sa loob ng silidaralan, sa pamamagitan ng paggamit ng iba't ibang materyales at karanasan sa aming kurikulum. Malinaw na mga inaasahan sa paguugali at akademikong pagganap ay itinatag mula sa simula, na may patuloy na pagpapatupad at suporta. Inuudyok ang bukas na komunikasyon, tanto sa pagitan ng mga magaaral at sa akin, pati na rin sa pagitan ng mga kasamahan, upang mapadali ang paguusap at pagunawa. Ang pagbuo ng mga suportadong relasyon batay sa parehong paggalang at pagunawa ay napakahalaga, gayundin ang pagbibigay ng iba't ibang uri ng pagtuturo upang matugunan ang mga indibidwal na pangangailangan ng lahat ng magaaral." (I strive to create a safe and inclusive learning environment where every student feels valued, respected, and empowered to succeed. To achieve this, I prioritize several key components. Firstly, I ensure the physical safety of my classroom by regularly assessing and eliminating potential hazards and by making necessary accommodations for students with disabilities. Emotionally, I foster an atmosphere of trust and empathy, where students feel comfortable expressing themselves without fear of judgment. I actively celebrate the diversity of backgrounds and perspectives within the classroom, incorporating a variety of materials and experiences into our curriculum. Clear expectations for behavior and academic performance are established from the beginning, with consistent enforcement and support. Open communication is encouraged, both between my students and myself and among peers, to facilitate dialogue and understanding. Building supportive relationships based on mutual respect and understanding is paramount, as is providing differentiated instruction to meet the individual needs of all learners.)

Additionally, Participant 11 emphasized, "a safe and inclusive learning environment fosters a sense of physical and emotional security for all individuals, regardless of their background, identity, or abilities. It is a setting where everyone feels respected, valued, and welcomed."

A welcoming and respectful atmosphere is the cornerstone of fostering positive relationships, productivity, and wellbeing in any environment, be it a workplace, educational institution, or community setting. Numerous studies have underscored the profound impact of a welcoming environment on individual and group dynamics. Dutton and Heaphy (2003) emphasized the significance of highquality connections characterized by respect and mutual regard, which contribute to increased engagement and satisfaction among team members. Similarly, findings from a study by Porath and Erez (2007) demonstrated that even minor acts of rudeness or disrespect can have detrimental effects on organizational culture, leading to decreased morale and productivity.

Cohen (2006) and Hattie (2009) underscored the critical role of a supportive and respectful classroom environment in facilitating learning outcomes and student wellbeing. Students thrive academically and emotionally when they feel valued, respected, and included in their learning community.

Promotion of Diversity and Inclusivity: Such an environment embraces diversity, promotes open communication, and encourages collaboration. Teachers actively address and prevent bullying, discrimination, and bias, ensuring that every student has equal access to educational opportunities. Participant 6 detailed, that a safe and inclusive learning environment is one where every student feels welcomed, respected, and valued. It involves fostering a classroom culture that embraces diversity, promotes open communication, and encourages collaboration. In such an environment, teachers actively address and prevent bullying, discrimination, and bias, creating a space where students feel safe to express themselves without fear of judgment. This includes implementing inclusive teaching practices that cater to various learning styles and abilities ensuring that every student has equal access to educational opportunities. A teacher in a safe and inclusive environment actively builds positive relationships with students, creating a sense of belonging that enhances the overall learning experience and contributes to the social and emotional development of each individual.

Cohen and Lotan (2014) highlighted the educational benefits of diverse classrooms, including improved critical thinking skills and enhanced cultural competence. Similarly, studies by Banks (2012) emphasized the importance of inclusive curriculum and pedagogy in promoting positive intergroup relations and reducing prejudice among students.

Additionally, fostering a diverse and inclusive school environment prepares students for success in an increasingly globalized world. Gurin et al. (2002) suggested that exposure to diverse perspectives and experiences enhances students' ability to navigate diverse workplaces and communities. By embracing diversity and inclusivity, schools can better prepare students to thrive in a multicultural society. Promoting diversity and inclusivity in schools is essential for creating a supportive and enriching learning environment where all students feel valued and empowered to succeed. By leveraging the insights from these studies, educators and policymakers can implement strategies to foster diversity and inclusivity, ultimately enriching the educational experience and promoting social justice in schools.

Physical and Emotional Security: The physical safety of the classroom is ensured by regularly assessing and eliminating potential hazards and by making necessary accommodations for students with disabilities. Participant 10 voiced out, "Emotionally, I foster an atmosphere of trust and empathy, where students feel comfortable expressing themselves without fear of judgment. Aktibo ako sa pagdiriwang ng pagkakaibaiba ng kanilang background at mga pananaw sa loob ng klase, pagiincorporate ng iba'tibang mga materyales at karanasan sa aming mga classroom. Malinaw na mga inaasahan para sa paguugali at academic performance ay itinatag mula sa simula, na may patuloy na pagpapatupad at suporta. Pinahihintulutan ang bukas na komunikasyon, parehong sa pagitan ng aking mga magaaral at sa akin at sa gitna ng mga kasamahan, upang matulungan ang dialogo at kahulugan. Ang pagbuo ng mga suportahan na relasyon batay sa pakikipagtulungan at pagunawa ay pangunahing mahalaga, pati na rin ang pagbibigay ng diferensadong pagtuturo upang matugunan ang mga indibidwal na pangangailangan ng lahat ng mga magaaral. (Emotionally, I foster an atmosphere of trust and empathy, where students feel comfortable expressing themselves without fear of judgment. I actively celebrate the diversity of backgrounds and perspectives within the classroom, incorporating a variety of materials and experiences into our curriculum. Clear expectations for behavior and academic performance are established from the beginning, with consistent enforcement and support. Open communication is encouraged, both between

my students and myself and among peers, to facilitate dialogue and understanding. Building supportive relationships based on mutual respect and understanding is paramount, as is providing differentiated instruction to meet the individual needs of all learners." Emotionally, it fosters an atmosphere where students feel secure, respected, and valued as a similar response by Participant 3 "a safe and inclusive learning environment for learners is one where they can feel free, secure, respected, and valued by the people who surround them. A place where they are free or have the opportunity to participate and learn without any discrimination. Then, create an environment where their achievements are recognized and valued. A type of setting that enables learners to thrive academically, socially, and emotionally. Participant 5 highlighted that a safe and inclusive learning environment for me is one where every student feels physically and emotionally secure, respected, and valued regardless of differences in background, abilities, or beliefs. This contributes to the social and emotional development of each individual.

It can be inferred the importance of creating a learning environment that is not only physically safe but also emotionally supportive, inclusive, and respectful of all students' unique backgrounds and abilities. This kind of environment enables learners to thrive academically, socially, and emotionally. Ensuring physical and emotional security in schools is paramount for nurturing a conducive learning environment where students can thrive academically, socially, and emotionally. Bradshaw et al. (2010) underscored the critical role of school safety measures in reducing instances of violence and enhancing student wellbeing. Similarly, studies by Durlak et al. (2011) emphasized the importance of fostering positive school climates, which include emotional safety, in promoting student engagement and academic achievement. Moreover, creating a secure environment in schools is essential for addressing the psychological needs of students and fostering their overall development. Elias et al. (1997) highlighted the link between emotional security and academic success, showing that students who feel safe and supported are better able to focus on learning and achieve their full potential.

Prioritizing both physical and emotional security in schools is crucial for creating a nurturing and supportive environment where students can learn and grow. By drawing upon the insights from these studies, educators and policymakers can implement evidencebased strategies to promote safety and wellbeing, ultimately empowering students to succeed academically and lead fulfilling lives.

Promoting a safe and inclusive learning environment in schools

Clear Expectations and Policies: Establishing clear expectations for behavior and academic performance is crucial as Participant 10 stressed; Ako ay may isang mahalagang papel sa pagpapalakas ng isang ligtas at kapakipakinabang na kapaligiran ng pagaaral. Una, Iestablish ng malinaw na mga inaasahan para sa paguugali at academic pagganap, emphasizing paggalang, empatiya, at kagandahangloob sa mga magaaral. Aktibo ako sa pagdiriwang ng pagkakaibaiba ng mga background at perspectives sa loob ng aming mga komunidad ng paaralan, integrating iba'tibang mga materyales at karanasan sa aking mga aralin. (I play a crucial role in promoting a safe and inclusive learning environment. Firstly, I establish clear expectations for behavior and academic performance, emphasizing respect, empathy, and kindness among students. I actively celebrate the diversity of backgrounds and perspectives within our school community, integrating diverse materials and experiences into my lessons.) This includes developing and communicating clear policies that address issues such as bullying, discrimination, and harassment Participant 11 responded, "Develop and communicate clear policies that address issues such as bullying, discrimination, and harassment. Ensure that these policies are widely known and consistently enforced. Implementing strategies collectively can contribute to the development of a safe and inclusive learning

environment in your school. It is essential to involve all stakeholders in this process, including students, parents, teachers, and administrators. These policies should be widely known and consistently enforced. Marzano and Marzano (2003) underscored the importance of clarity in instructional goals and expectations for student achievement. When teachers communicate learning objectives and performance standards, students have a better understanding of what is expected of them, leading to improved academic outcomes. Moreover, clear policies regarding behavior and discipline contribute to a safe and orderly school environment. A study by Skiba et al. (2014) found that schools with welldefined and consistently enforced disciplinary policies have lower rates of disruptive behavior and suspensions. When students understand the consequences of their actions and the expectations for conduct, they are more likely to engage in positive behavior and contribute to a positive school climate.

Furthermore, clear expectations and policies promote equity and fairness in schools. Goldring et al. (2015) suggested that transparent policies regarding resource allocation and decisionmaking help ensure that all students have access to highquality education and support services. When schools establish clear guidelines for resource allocation and program implementation, they can mitigate disparities and promote educational equity. Establishing clear expectations and policies is essential for promoting student achievement, maintaining a safe and orderly school environment, and advancing educational equity. By drawing upon the insights from these studies, schools can develop and implement policies that support student success and create a positive learning environment for all students.

Open Communication and Collaboration: Promoting a safe and inclusive learning environment involves creating an open line of communication between parents/guardians, other stakeholders, and the learners. Participant 3 further responded, "by creating an open line of communication between parents/guardians, other stakeholders, and the learners. Constant communication is a vital part of promoting a safe and inclusive learning environment. It also involves encouraging collaboration among teachers, parents, pupils, and stakeholders as responded by Participant 7, hinihikayat ko sila sa pagpapalakas ng pakikipagtulungan sa pagitan ng mga guro, magulang, mga magaaral, at stakeholders, setting ng isang mataas na academic expectation. (Encouraging collaboration among teachers, parents, pupils, and stakeholders, setting a high academic expectation.)

Open communication and collaboration within schools are fundamental pillars for fostering a supportive and enriching educational environment. Bryk et al. (2010) highlighted the significance of strong interpersonal relationships and open communication among educators in improving student outcomes. When teachers engage in frequent and meaningful communication, they can share best practices, coordinate efforts, and provide mutual support, ultimately enhancing teaching quality and student learning. Besides, open communication between teachers, students, and parents cultivates a sense of trust and belonging within the school community. A study by Henderson and Mapp (2002) suggested that parental involvement and communication positively influence student achievement and behavior. When parents are informed and involved in their child's education, they can better support learning at home and collaborate with teachers to address any challenges.

In addition, collaboration among educators fosters innovation and professional growth. Research by Hargreaves and Fullan (2012) emphasized the importance of collaborative inquiry and shared decisionmaking in improving teaching practices and school effectiveness. When educators work together to analyze student data, identify instructional strategies, and solve problems, they can continuously refine their practice and adapt to the evolving needs of students. Open communication and collaboration are essential components of a thriving school community. By fostering a culture of transparency, trust, and

teamwork, schools can create an environment where all stakeholders are empowered to contribute to student success and continuous improvement.

Celebration of Diversity and Inclusivity: Actively celebrating the diversity of backgrounds and perspectives within the school community is important. Participant 10 highlighted, "Ako ay gumaganap ng isang mahalagang papel sa pagtataguyod ng isang ligtas at napapabilang na kapaligiran sa pagaaral. Una, nagtatatag ako ng malinaw na mga inaasahan para sa paguugali at pagganap sa akademiko, na nagbibigaydiin sa paggalang, empatiya, at kabaitan sa mga magaaral. Aktibo kong ipinagdiriwang ang pagkakaibaiba ng mga background at pananaw sa loob ng komunidad ng aming paaralan, na isinasama ang magkakaibang materyales at karanasan sa aking mga aralin. Gumagawa ako ng mga pagkakataon para sa bukas na komunikasyon sa mga magaaral, na hinihikayat silang ipahayag ang kanilang sarili nang malaya at magalang. Ang pagbuo ng mga suportang relasyon batay sa tiwala at pagunawa ay isang priyoridad, tulad ng pagbibigay ng indibidwal na suporta upang matugunan ang magkakaibang mga pangangailangan ng lahat ng mga magaaral. Gumagawa ako ng mga proactive na hakbang upang maiwasan ang pambubully at panliligalig, pagpapapatupad ng mga programa laban sa pambubully at pagtataguyod ng kultura ng pagiging inklusibo at pagtanggap."(I play a crucial role in promoting a safe and inclusive learning environment. Firstly, I establish clear expectations for behavior and academic performance, emphasizing respect, empathy, and kindness among students. I actively celebrate the diversity of backgrounds and perspectives within our school community, integrating diverse materials and experiences into my lessons. I create opportunities for open communication among students, encouraging them to express themselves freely and respectfully. Building supportive relationships based on trust and understanding is a priority, as is providing individualized support to meet the diverse needs of all learners. I take proactive measures to prevent bullying and harassment, implementing antibullying programs and promoting a culture of inclusivity and acceptance.)" This includes integrating diverse materials and experiences into lessons and creating welcoming environments where diverse students feel represented in the curriculum and comfortable being themselves Participant 6 stated, "Promoting a safe and inclusive learning environment in an elementary school is critical for student's academic success and socioemotional growth. Teachers should utilize several effective methods in the classroom. First and foremost, clear rules and behavioral expectations need to be established that focus on respect, responsibility, empathy, and kindness. These can be reinforced through socialemotional learning programs. Additionally, teachers must create welcoming environments where diverse students feel represented in the curriculum and comfortable being themselves. Getting to intimately know each student, building classroom community through peer interactions, and employing inclusive teaching strategies are also essential. Finally, and perhaps most crucially, teachers must be proactive when issues arise, whether that involves intervening in bullying situations, holding open discussions about hurtful language, or closely monitoring unstructured times where cliques emerge. With compassionate vigilance, explicit guidelines, and concerted relationship building between all students, teachers can facilitate safe environments where children across race, gender, orientation, ability, and background feel engaged, valued, and emboldened to learn. The elementary school classroom sets the tone for a child's educational path; implementing inclusive policies enables deep intellectual and interpersonal growth free from hostility, marginalization, or distress based on identity. This should be the unwavering priority for all elementary school educators."

Clear expectations, open communication, and the celebration of diversity in promoting a safe and inclusive learning environment in schools. Implementing these strategies collectively can contribute to the development of a safe and inclusive learning environment in your school. It is essential to involve all

stakeholders in this process, including students, parents, teachers, and administrators as narrated by Participant 11.

Celebrating diversity and fostering inclusivity in schools is not just a moral imperative but also a powerful catalyst for academic excellence and social harmony. Quaye and Harper (2014) underscored the transformative impact of inclusive practices on student engagement, academic achievement, and overall wellbeing. Likewise, studies by Sleeter and Grant (2010) highlighted the educational benefits of multicultural education, including increased cultural competency and critical thinking skills among students. Additionally, celebrating diversity in schools helps create a sense of belonging and acceptance among students from diverse backgrounds. Johnson et al. (2014) suggested that inclusive school environments promote positive intergroup relations and reduce prejudice and discrimination. By embracing diverse perspectives and experiences, schools can cultivate empathy, understanding, and respect among students, laying the foundation for a more inclusive and equitable society.

Celebrating diversity and promoting inclusivity in schools enriches the educational experience for all students and prepares them to thrive in a diverse and interconnected world. By leveraging the insights from these studies, educators and policymakers can create inclusive learning environments where every student feels valued, respected, and empowered to reach their full potential.

The Challenges Faced in Creating a Safe and Inclusive Learning Environment in Schools

Addressing Discrimination and Bullying: One of the significant challenges is addressing issues of bullying and discrimination, as Participant 2 stated, "Creating a safe and inclusive learning environment in schools faces challenges such as bullying, discrimination based on various factors like race or gender, and cultural insensitivity in the curriculum. There is often a lack of awareness and training among educators to address diversity and inclusion issues. Inadequate resources, societal pressures, language barriers for nonnative speakers, and inconsistent policy enforcement further complicate matters. Additionally, the stigma around mental health and the importance of parental and community involvement play roles in shaping the inclusivity of the school environment. Addressing these challenges requires comprehensive strategies involving all stakeholders in the educational community. Accordingly, Participant 3 responded, "It can be difficult to create a safe and welcoming learning environment in schools for a variety of reasons. To create an environment where all students feel valued and respected, it can be difficult to address issues of bullying and discrimination, accommodate a variety of learning needs, ensure physical safety, and promote an environment where students' mental health and emotional wellbeing are supported." "… Kabilang dito ang pagpapaunlad ng pakiramdam ng pagiging kabilang sa mga magaaral na maaaring nahaharap sa mga pagkiling sa lipunan o nararamdamang marginalized. Ang mga guro ay dapat na aktibong magtrabaho upang lansagin ang mga stereotype, hamunin ang mga bias, at lumikha ng isang kapaligiran kung saan ang lahat ay nararamdaman na tinatanggap. Kabilang dito ang hindi lamang pagangkop ng mga materyales sa pagtuturo upang maging tumutugon sa kultura kundi pati na rin ang pagtataguyod ng empatiya at paggalang sa mga magaaral. Bukod pa rito, ang pagtugon sa mga isyung nauugnay sa pananakot o pagbubukod ay nangangailangan ng isang mapagbantay na diskarte, na ang mga guro ay patuloy na nagpapatibay ng positibong paguugali at nakikialam kaagad upang matiyak ang isang ligtas na kapaligiran para sa lahat. Ang pagkakaroon ng balanse sa pagitan ng paghikayat sa indibidwal na pagpapahayag at pagpapanatili ng isang magkakaugnay at sumusuporta sa komunidad ng silidaralan ay nagdudulot ng patuloy na hamon sa paghahanap na magtatag ng isang tunay na napapabilang na espasyo sa pagaaral" (… This includes fostering a sense of belonging among students who may face societal

prejudices or feel marginalized. Teachers must actively work to dismantle stereotypes, challenge biases, and create an atmosphere where everyone feels accepted. This involves not only adapting teaching materials to be culturally responsive but also promoting empathy and respect among students. Additionally, addressing issues related to bullying or exclusion requires a vigilant approach, with teachers consistently reinforcing positive behavior and intervening promptly to ensure a safe environment for all. Striking a balance between encouraging individual expression and maintaining a cohesive and supportive classroom community poses an ongoing challenge in the quest to establish a truly inclusive learning space") as Participant 6 shared her thoughts.

Addressing discrimination and bullying in schools is essential for creating safe, inclusive environments where all students can learn and thrive. Research has consistently shown the detrimental effects of discrimination and bullying on students' academic achievement, mental health, and overall wellbeing. One study by Espelage and Swearer (2003) found that students who experience bullying are more likely to suffer from depression, anxiety, and lower selfesteem. Additionally, victims of bullying often report lower academic performance and higher rates of absenteeism due to fear of attending school. These findings underscored the urgent need for schools to implement effective antibullying policies and interventions.

Moreover, discrimination based on factors such as race, ethnicity, gender identity, sexual orientation, or disability can create hostile environments that hinder students' ability to learn and participate fully in school life. Benner and Graham (2009) indicated that experiences of discrimination contribute to increased stress levels among students, negatively influencing their academic engagement and achievement.

To address discrimination and bullying effectively, schools must implement comprehensive prevention and intervention strategies. This includes fostering a culture of respect and empathy through education and awarenessraising initiatives. Ttofi and Farrington (2011) suggested that antibullying programs incorporating elements such as peer mediation, socialemotional learning, and restorative practices can effectively reduce incidents of bullying and improve school climate. Furthermore, promoting diversity and inclusion within the curriculum and school activities can help challenge stereotypes and promote acceptance of differences among students. Studies by Bigler and Liben (2006) highlighted the importance of multicultural education in reducing prejudice and promoting positive intergroup relations.

Addressing discrimination and bullying in schools requires a multifaceted approach that involves the entire school community, including students, teachers, administrators, and parents. By implementing evidencebased strategies and fostering a culture of respect and inclusivity, schools can create environments where every student feels safe, valued, and supported in their educational journey.

Resource Limitations and Physical Setup: Challenges also arise due to the physical setup of schools as answered by Participant 1. Lack of parent support, lack of school facilities, lack of resources, and no code of ethics, no student handbook, and Participant 7 voiced child protection policy implemented. In addition, Participant 9 added, "Ang paglikha ng isang ligtas at inklusibong kapaligiran sa pagaaral sa mga paaralan ay nahaharap sa mga hamon tulad ng pambubully, diskriminasyon batay sa iba't ibang salik tulad ng lahi o kasarian, at kultural na kawalan ng pakiramdam sa kurikulum. Ang pakikipagugnayan sa mga magulang sa proseso ng paglikha ng isang napapabilang na kapaligiran ay maaaring maging mahirap. Maaaring tumanggi ang ilang magulang sa mga pagbabago sa kurikulum o mga patakaran ng paaralan na idinisenyo upang isulong ang pagiging kasama. Ang limitadong mga mapagkukunan, pinansyal man o iba pa, ay maaaring makahadlang sa pagpapatupad ng mga programang inklusibo. Kabilang dito ang pagpopondo para sa propesyonal na pagunlad, mga pasilidad na naaaccess, at magkakaibang mga materyales sa pagaaral. (Creating a safe and inclusive learning environment in a school can be accompanied by various

challenges such as resistance to change, diversity /different orientation or Family background, culture and lack of resources. Limited resources, whether financial or otherwise, may impede the implementation of inclusive programs. According to Participant 11, "Creating a safe and inclusive learning environment in schools faces challenges such as bullying, discrimination based on various factors like race or gender, and cultural insensitivity in the curriculum. Engaging parents in the process of creating an inclusive environment can be challenging. Some parents may resist changes to the curriculum or school policies designed to promote inclusivity. Limited resources, whether financial or otherwise, may impede the implementation of inclusive programs. This includes funding for professional development, accessible facilities, and diverse learning materials.)

Leithwood et al. (2006) suggested that resource limitations, such as insufficient funding for educational materials, technology, and support staff, can lead to disparities in educational opportunities among students. Schools with limited resources may struggle to provide students with access to essential learning materials, extracurricular activities, and support services, thereby impeding their ability to reach their full potential.

As well, the physical setup of school facilities can also influence student learning and wellbeing. Studies by Earthman (2002) had found that factors such as classroom size, lighting, ventilation, and noise levels can influence student behavior, attention, and academic performance. Schools with inadequate facilities, such as overcrowded classrooms or poorly maintained buildings, may create environments that are not conducive to learning and may even pose safety risks to students and staff. Additionally, the availability of specialized facilities and resources to support students with disabilities or special needs is crucial for promoting inclusive education. Khader and Alamer (2014) emphasized the importance of providing accessible facilities, assistive technologies, and trained personnel to ensure that all students have equal opportunities to participate in education and achieve their educational goals.

Addressing resource limitations and improving the physical setup of school facilities requires strategic planning, adequate funding, and collaboration among stakeholders. Studies by Hattie (2009) suggested that investments in highquality teaching, targeted interventions, and school infrastructure improvements can yield positive outcomes for student learning and wellbeing. Addressing resource limitations and improving the physical setup of school facilities are critical for creating equitable, inclusive learning environments where all students have the opportunity to succeed. By investing in resources, infrastructure, and support services, schools can enhance the educational experience for students and promote positive outcomes for their academic and personal development.

Communication and Stakeholder Engagement: Miscommunications among stakeholders pose a challenge as mentioned by Participant 4. Engaging parents in the process of creating an inclusive environment can be challenging, where Participant 11 declared, "Creating a safe and inclusive learning environment in schools faces challenges such as bullying, discrimination based on various factors like race or gender, and cultural insensitivity in the curriculum. Engaging parents in the process of creating an inclusive environment can be challenging. Some parents may resist changes to the curriculum or school policies designed to promote inclusivity. Limited resources, whether financial or otherwise, may impede the implementation of inclusive programs. This includes funding for professional development, accessible facilities, and diverse learning materials." Some parents may resist changes to the curriculum or school policies designed to promote inclusivity. Addressing these challenges requires ongoing collaboration with colleagues, administrators, and parents. Participant 10 asserted, "Ang ilang mga hamon na kinaharap ko sa paglikha ng isang ligtas at napapabilang na kapaligiran sa pagaaral sa aking paaralan ay kinabibilangan

ng pagtugon at pagpapagaan ng mga pagkakataon ng pambubully at panliligalig sa mga magaaral, pagnavigate sa pagkakaibaiba ng kultura at wika sa loob ng silidaralan, pagtiyak ng pantay na pagaccess sa mga mapagkukunan at pagkakataon para sa lahat ng mga magaaral, at pagbabalanse ng pangangailangan ng mga indibidwal na magaaral sa loob ng magkakaibang grupo. Bukod pa rito, ang pagpapaunlad ng bukas na komunikasyon at pagtitiwala sa mga magaaral at ang pagtataguyod ng empatiya at pagunawa ay minsan ay maaaring maging hamon, lalo na kapag nakikitungo sa malalim na nakatanim na mga bias o preconceptions. Sa pangkalahatan, ang pagtugon sa mga hamong ito ay nangangailangan ng patuloy na pakikipagtulungan sa mga kasamahan, tagapangasiwa, at mga magulang, pati na rin ang isang pangako sa patuloy na pagmunimuni at pagpapabuti sa aking mga kasanayan sa pagtuturo." (Some challenges I faced in creating a safe and inclusive learning environment in my school include addressing and mitigating instances of bullying and harassment among students, navigating cultural and linguistic diversity within the classroom, ensuring equitable access to resources and opportunities for all students, and balancing the needs of individual learners within a diverse group. Additionally, fostering open communication and trust among students and promoting empathy and understanding can sometimes be challenging, especially when dealing with deeply ingrained biases or preconceptions. Overall, addressing these challenges requires ongoing collaboration with colleagues, administrators, and parents, as well as a commitment to continuous reflection and improvement in my teaching practices.)

The complexity of creating a safe and inclusive learning environment in schools. Addressing these challenges requires comprehensive strategies involving all stakeholders in the educational community. As claimed by Participant 2 "Ensuring inclusivity and safety fosters better learning outcomes, nurtures individual growth, and cultivates a sense of belonging among students. A conducive learning environment encourages open dialogue, critical thinking, and mutual respect. Therefore, the principles of inclusivity and safety align with the goals of promoting understanding, collaboration, and positive development for all individuals in any educational context."

Communication and stakeholder engagement are vital components of effective school management and fostering a supportive learning environment. Some research has shown that strong communication channels and meaningful engagement with stakeholders contribute to improved student outcomes, increased parental involvement, and enhanced schoolcommunity partnerships. Epstein (2011) highlighted the importance of parentschool communication in supporting student success. Effective communication between teachers and parents, such as through regular newsletters, parentteacher conferences, and digital platforms, can help parents stay informed about their child's progress, upcoming events, and school policies. This communication fosters trust and collaboration between home and school, which is essential for supporting students' academic and socioemotional development.

Furthermore, engaging with stakeholders beyond parents, such as community members, local organizations, and policymakers, can enrich the educational experience and extend support networks for students. Bryk et al. (2010) emphasized the value of building strong schoolcommunity partnerships in promoting student achievement and school improvement. Collaborative initiatives, such as mentorship programs, servicelearning projects, and joint advocacy efforts, can provide students with access to additional resources, opportunities, and support networks beyond the school gates.

In addition, effective communication within the school community, including among teachers, administrators, and support staff, is essential for fostering a collaborative and cohesive school culture. Research by Hallinger and Heck (2011) suggested that shared leadership and open communication channels among school staff contribute to improved instructional practices, professional development, and

organizational effectiveness. When educators have opportunities to share ideas, collaborate on decisionmaking, and engage in ongoing dialogue, they can better support each other and collectively address challenges to student learning. Communication and stakeholder engagement are integral to creating a supportive and inclusive school environment where all members of the community feel valued, informed, and empowered to contribute to student success. By fostering strong communication channels, building partnerships with stakeholders, and promoting collaboration among staff, schools can enhance the educational experience and promote positive outcomes for all students.

Importance of Creating a Safe and Inclusive Learning Environment in Schools:

Promotes Academic Success and Personal Growth: A safe and inclusive learning environment lays the foundation for academic success, socialemotional growth, and overall wellbeing of students. Participant 10 expressed, "Ang paglikha ng isang ligtas at napapabilang na kapaligiran sa pagaaral ay pinakamahalaga sa akin. Naglalatag ito ng pundasyon para sa akademikong tagumpay, panlipunanemosyonal na paglago, at pangkalahatang kagalingan ng aking mga magaaral. Kapag ang mga magaaral ay nakadarama na ligtas, iginagalang, at kasama, sila ay mas nakatuon, mas motibasyon, at handang matuto. Itinataguyod nito ang isang positibong kultura sa silidaralan kung saan ang mga magaaral ay maaaring umunlad sa akademiko at personal. Bukod pa rito, ang pagtataguyod ng inclusivity ay naghahanda sa mga magaaral para sa magkakaibang lipunan at nagtuturo sa kanila ng mahahalagang kasanayan sa buhay tulad ng empatiya, paggalang, at pakikipagtulungan. Sa pangkalahatan, ang pagbibigaypriyoridad sa isang ligtas at napapabilang na kapaligiran ay mahalaga para sa paglikha ng isang kaayaayang espasyo kung saan maaaring maabot ng bawat magaaral ang kanilang buong potensyal. (Creating a safe and inclusive learning environment is of utmost importance to me. It lays the foundation for the academic success, socialemotional growth, and overall wellbeing of my students. When students feel safe, respected, and included, they are more engaged, motivated, and willing to learn. It fosters a positive classroom culture where students can thrive academically and personally. Additionally, promoting inclusivity prepares students for diverse societies and teaches them valuable life skills such as empathy, respect, and cooperation. Overall, prioritizing a safe and inclusive environment is essential for creating a conducive space where every student can reach their full potential)." It also promotes the physical, emotional, and psychological wellbeing of students Participant 9 explained, "A safe and inclusive learning environment promotes the physical, emotional, and psychological wellbeing of students. When students feel safe and supported, they are better able to focus on their academic studies and personal growth. It is also essential for Academic Success, students learn best when they feel valued, respected, and included. By creating an environment where all students feel welcomed."

Promoting academic success and personal growth in schools is a multifaceted endeavor crucial for fostering wellrounded individuals equipped to navigate an increasingly complex world. Research indicates that effective teaching strategies significantly affect student outcomes. Hattie's (2009) "Visible Learning" study underscores the importance of formative assessment and positive teacherstudent relationships in enhancing academic achievement. Similarly, Marzano's (2003) research emphasized the benefits of clear learning goals and direct instruction. Furthermore, curriculum design plays a pivotal role. Studies such as TIMSS and PISA offer insights into the correlation between curriculum frameworks and student performance across nations. Wiggins and McTighe's work on "Understanding by Design" highlights the significance of coherent curriculum structures that prioritize deep understanding and realworld application. Additionally, robust student support systems are essential. The National Center for Education

Statistics's "High School Longitudinal Study" underscores the impact of counseling and academic interventions on graduation rates and college readiness.

Moreover, research by the American Psychological Association emphasizes the role of socialemotional learning programs in bolstering resilience and selfregulation. Finally, cultivating a positive school culture is paramount. Cohen et al.'s (2009) study on school climate underscored its correlation with academic achievement. By fostering an environment of trust, respect, and inclusivity, schools can create a conducive atmosphere for personal growth alongside academic excellence, ensuring students emerge as confident, empathetic, and intellectually curious individuals prepared for success in both academic and personal spheres.

Fosters a Sense of Belonging and Reduces Isolation: Such an environment contributes significantly to the social and emotional development of students. Participant 6 highlighted, "Beyond academic outcomes, a safe and inclusive learning environment contributes significantly to the social and emotional development of students. It nurtures a sense of belonging, reducing feelings of isolation and promoting positive peer relationships. Students who feel supported and included are more likely to develop selfconfidence, resilience, and a positive attitude toward learning. In essence, the importance of creating a safe and inclusive learning environment goes beyond academic achievements; it lays the foundation for students to become wellrounded individuals capable of navigating an increasingly diverse and interconnected world.

Fostering a sense of belonging and reducing isolation in schools is essential for nurturing students' wellbeing and academic success. Study consistently demonstrates that when students feel connected to their school community, they are more likely to engage positively in learning, exhibit higher levels of motivation, and experience greater overall satisfaction with their educational experience. Studies by Walton and Cohen (2007) and Eisenberg et al. (2003) had shown that initiatives focused on enhancing belongingness, such as promoting supportive peer relationships and inclusive school environments; contribute significantly to reducing feelings of isolation among students. Additionally, efforts to strengthen teacherstudent relationships and encourage participation in extracurricular activities further reinforce students' sense of belonging and connection to their school, ultimately fostering a more supportive and inclusive educational environment.

By implementing evidencebased strategies informed by these studies, schools can create a culture where every student feels valued, supported, and included. Such initiatives not only improve students' social and emotional wellbeing but also have a positive impact on academic outcomes, creating a more vibrant and cohesive learning community where all students can thrive.

Prepares Students for a Diverse and Interconnected World: Creating a safe and inclusive learning environment is not only important for the immediate wellbeing and success of students but also for preparing them to thrive in a diverse and interconnected world. It promotes positive social development, contributes to academic success, and lays the foundation for a more inclusive and equitable society. Participant 11 stressed, "Safe and inclusive environment contributes to the emotional wellbeing of students. It reduces stress and anxiety, creating a positive atmosphere that allows students to focus on learning and personal development. The values and attitudes cultivated in a safe and inclusive learning environment can have a lasting impact on students. They are more likely to carry these positive values into their adult lives, contributing to the creation of a more inclusive and tolerant society. Creating a safe and inclusive learning environment is not only important for the immediate wellbeing and success of students but also for preparing them to thrive in a diverse and interconnected world. It promotes positive

social development, contributes to academic success, and lays the foundation for a more inclusive and equitable society.

The importance of creating a safe and inclusive learning environment in schools. It goes beyond academic achievements and lays the foundation for students to become wellrounded individuals capable of navigating an increasingly diverse and interconnected world. Participant 6 emphasized, "Beyond academic outcomes, a safe and inclusive learning environment contributes significantly to the social and emotional development of students. It nurtures a sense of belonging, reducing feelings of isolation and promoting positive peer relationships. Students who feel supported and included are more likely to develop selfconfidence, resilience, and a positive attitude toward learning. In essence, the importance of creating a safe and inclusive learning environment goes beyond academic achievements; it lays the foundation for students to become wellrounded individuals capable of navigating an increasingly diverse and interconnected world.

Preparing students for a diverse and interconnected world is crucial in today's globalized society, where cultural competence and the ability to navigate diverse environments are essential skills. Banks and Banks (2010) highlighted how incorporating multicultural content into the curriculum can promote understanding, respect, and empathy among students from different backgrounds. Similarly, studies by Sleeter and Grant (2009) demonstrated that multicultural education helps students develop critical thinking skills and prepares them to engage constructively with the complexities of a diverse society.

Furthermore, exposure to diverse environments, whether through classroom discussions, experiential learning opportunities, or interactions with peers from different cultural backgrounds, has been shown to enhance students' intercultural communication skills and cultural sensitivity. The research by Bennett (2009) on intercultural competence underscored the importance of experiential learning in developing students' ability to navigate cultural differences effectively. By fostering an environment that celebrates diversity and encourages open dialogue about cultural perspectives, schools can equip students with the skills and attitudes needed to thrive in an interconnected world. These studies collectively emphasize the importance of incorporating multicultural education and providing opportunities for crosscultural interaction to prepare students for success in a diverse and interconnected global community.

Strategies Used to Create a Safe and Inclusive Learning Environment in Schools

Clear Expectations and Policies: Establishing clear expectations for behavior and respect is a common strategy. Participant 10 responded, "Gumagamit ako ng iba't ibang mga paraan upang lumikha ng isang ligtas at napapabilang na kapaligiran sa pagaaral sa aking paaralan. Una, nagtatatag ako ng malinaw na mga inaasahan para sa paguugali at paggalang, patuloy na ipinapatupad ang mga pamantayang ito. Bukod pa rito, aktibong tinutugunan ko ang mga pagkakataon ng pambubully o diskriminasyon, na nagpopromote ng empatiya at pagunawa sa mga kapantay. Sa pangkalahatan, ang mga estratehiyang ito ay nakakatulong sa paglinang ng isang silidaralan kung saan ang bawat magaaral ay nakadarama ng pagpapahalaga, paggalang, at kapangyarihang matuto. (I employ various strategies to create a safe and inclusive learning environment in my school. Firstly, I establish clear expectations for behavior and respect, consistently enforcing these standards. Additionally, I actively address instances of bullying or discrimination, promoting empathy and understanding among peers. Overall, these strategies help cultivate a classroom where every student feels valued, respected, and empowered to learn.) This includes developing and communicating clear policies that explicitly address issues such as bullying, discrimination, and harassment. These policies should be inclusive and reflect a commitment to diversity and equity. Similarly,

in response to Participant 11, Develop and communicate clear policies that explicitly address issues such as bullying, discrimination, and harassment. Ensure that policies are inclusive and reflect a commitment to diversity and equity. Provide ongoing training for educators on cultural competence, diversity, and inclusive teaching practices. Encourage educators to regularly reflect on their own biases and engage in continuous learning. Organize events and activities that celebrate different cultures, traditions, and heritage months. Highlight diverse role models and success stories to inspire and motivate students. Implementing these strategies collectively can contribute to the creation of a safe, welcoming, and inclusive learning environment. It is essential to involve all stakeholders, including students, parents, teachers, and administrators, in these efforts. Accordingly, Participant 9 cited, "The strategies I can use to create safe and inclusive learning in our school are the following: Establish Clear Expectations: Communicate behavior expectations and guidelines for respect and inclusivity to students, staff, and parents. Consistently enforce these expectations to maintain a positive learning environment.

. Cornell and Mayer (2010) demonstrated that welldefined rules and expectations contribute to a positive school climate and reduce instances of disruptive behavior. Additionally, studies by Gregory et al. (2010) highlighted the importance of consistent enforcement of policies in maintaining order and promoting fairness in schools. Clear expectations and policies are fundamental strategies for creating a safe and inclusive learning environment in schools. When students understand what is expected of them and the consequences of their actions, it fosters a sense of security and predictability, leading to a more conducive atmosphere for learning.

Moreover, clear expectations and policies play a crucial role in preventing bullying and discrimination by establishing a framework for respectful behavior and interpersonal interactions. Espelage and Swearer (2003) suggested that schools with explicit antibullying policies and procedures experience lower rates of bullying incidents and create a safer environment for all students. By explicitly stating zerotolerance policies for harassment and discrimination, schools send a clear message that such behaviors will not be tolerated, thus fostering a culture of respect and inclusion. Overall, the implementation of clear expectations and policies not only establishes a structured learning environment but also promotes equity, safety, and a sense of belonging among students and staff alike.

Promotion of Diversity and Inclusivity: Incorporating diverse materials and perspectives into lessons is another strategy. Participant 10 added, "Isinasama ko ang iba't ibang materyal at pananaw sa aking mga aralin, na ipinagdiriwang ang mga background at karanasan ng lahat ng mga magaaral. Hinihikayat ang bukas na komunikasyon, na nagpapaunlad ng kultura kung saan kumportable ang mga magaaral na ipahayag ang kanilang sarili at mapayapa ang paglutas ng mga salungatan. Priyoridad ko rin ang pagbuo ng mga positibong relasyon sa bawat magaaral, na nagbibigay ng indibidwal na suporta kung kinakailangan (I incorporate diverse materials and perspectives into my lessons, celebrating the backgrounds and experiences of all students. Open communication is encouraged, fostering a culture where students feel comfortable expressing themselves and resolving conflicts peacefully. I also prioritize building positive relationships with each student, providing individualized support as needed.) This includes organizing events and activities that celebrate different cultures, traditions, and heritage months. Participant 6 voiced out, "Teachers should adapt their curriculum and instructional methods to cater to various learning styles, abilities, and cultural backgrounds. This might involve using diverse teaching materials, providing alternative assessment methods, and creating opportunities for collaborative learning that celebrate differences. By acknowledging and embracing the uniqueness of each student, teachers contribute to a sense of belonging and ensure that all learners can actively participate in the educational

process. Building positive relationships within the classroom is another key strategy. Teachers should invest time in getting to know their students individually and understanding their interests, strengths, and challenges.

The promotion of diversity and inclusivity is a powerful strategy for creating a safe and inclusive learning environment in schools. Embracing diversity goes beyond merely acknowledging differences; it involves actively celebrating and valuing the unique backgrounds, perspectives, and experiences of all students and staff. Gurin et al. (2002) indicated that exposure to diverse environments fosters critical thinking skills, empathy, and cultural competence among students. By incorporating diverse perspectives into the curriculum and classroom discussions, schools not only reflect the reality of our multicultural society but also empower students to appreciate and respect differences.

Additionally, inclusive practices such as creating safe spaces for marginalized groups, implementing culturally responsive teaching strategies, and promoting equity in school policies and practices contribute to a sense of belonging for all students. Studies by Gay (2010) highlighted the positive impact of inclusive education on student engagement, academic achievement, and overall wellbeing. When students see themselves represented and valued in the curriculum and school community, they are more likely to feel accepted and supported, leading to higher levels of academic success and socialemotional development. By promoting diversity and inclusivity, schools create a welcoming and affirming environment where every individual feels respected, valued, and empowered to succeed.

Open Communication and Relationship Building: Fostering open communication channels is a key strategy. Participant 5 said, "Strategies involve fostering open communication channels, implementing restorative justice practices, celebrating diversity through events, and providing support services for students with unique needs. This includes encouraging students to express their thoughts and concerns, and ensuring that everyone's voice is heard and valued. Added by Participant 6, "By acknowledging and embracing the uniqueness of each student, teachers contribute to a sense of belonging and ensure that all learners can actively participate in the educational process. Building positive relationships within the classroom is another key strategy. Teachers should invest time in getting to know their students individually and understanding their interests, strengths, and challenges. By creating a supportive and trusting teacherstudent relationship, educators lay the groundwork for a classroom culture that prioritizes empathy and respect. This, in turn, helps prevent bullying and exclusionary behaviors, contributing to an environment where every student feels valued. Implementing proactive measures to address conflicts and bullying is also crucial. Teachers should be vigilant in identifying potential issues and intervene promptly to resolve conflicts. Participant 10 also emphasized, "Hinihikayat ang bukas na komunikasyon, na nagpapaunlad ng kultura kung saan kumportable ang mga magaaral na ipahayag ang kanilang sarili at mapayapa ang paglutas ng mga salungatan. Priyoridad ko rin ang pagbuo ng mga positibong relasyon sa bawat magaaral, na nagbibigay ng indibidwal na suporta kung kinakailangan. Bukod pa rito, aktibong tinutugunan ko ang mga pagkakataon ng pambubully o diskriminasyon, na nagpopromote ng empatiya at pagunawa sa mga kapantay. Sa pangkalahatan, ang mga estratehiyang ito ay nakakatulong sa paglinang ng silidaralan kung saan ang bawat magaaral ay nakadarama ng pagpapahalaga, paggalang, at kapangyarihang matuto.(Open communication is encouraged, fostering a culture where students feel comfortable expressing themselves and resolving conflicts peacefully. I also prioritize building positive relationships with each student, providing individualized support as needed. Additionally, I actively address instances of bullying or discrimination, promoting empathy and understanding among peers.

Overall, these strategies help cultivate a classroom where every student feels valued, respected, and empowered to learn.)

The importance of clear expectations, promotion of diversity and inclusivity, and open communication in creating a safe and inclusive learning environment in schools. Implementing these strategies collectively can contribute to the creation of a safe, welcoming, and inclusive learning environment. It is essential to involve all stakeholders, including students, parents, teachers, and administrators, in this effort.

Open communication and relationship building are pivotal strategies for fostering a safe and inclusive learning environment in schools. Open communication encourages transparency and trust between educators, students, and parents, creating a foundation where individuals feel heard and valued. This strategy involves regular, honest dialogue that accommodates diverse perspectives and addresses concerns promptly and effectively. Bryk and Schneider (2002) highlighted that schools with strong relational trust among staff, students, and parents show improved student outcomes and a more positive school climate. Furthermore, relationship building goes beyond communication, emphasizing the importance of creating strong, supportive connections among all members of the school community. This includes implementing mentorship programs, collaborative group work, and communitybuilding activities that foster a sense of belonging.

Pianta et al. (2003) supported this, showing that positive studentteacher relationships are linked to higher levels of student engagement and academic success. Collectively, these strategies help to reduce instances of bullying and discrimination, as students who feel connected and understood are less likely to engage in negative behaviors. Thus, prioritizing open communication and relationship building is essential for cultivating an environment where every student feels safe, respected, and included.

II. **Culture of Collaboration and Cooperation in Schools:**

Shared Goals and Collective Responsibility: A culture of collaboration and cooperation is characterized by mutual respect, shared goals, and collective responsibility among students, educators, and staff. Participant 2 quote, Collaboration extends beyond the classroom, encompassing partnerships with families and the broader community. This culture promotes innovation, enhances learning experiences, and cultivates essential life skills, preparing students for success in a collaborative society. It involves working together towards common goals. Based on Participant 10, "Ang kahulugan ng kultura ng pagtutulungan at pagtutulungan sa mga paaralan bilang isa kung saan nagtutulungan ang mga magaaral, guro, administrator, at kawani tungo sa mga karaniwang layunin. Kabilang dito ang pagpapatibay ng isang kapaligiran kung saan nararamdaman ng lahat na pinahahalagahan, iginagalang, at binibigyang kapangyarihan ang kanilang mga natatanging kakayahan at pananaw. Ang pakikipagtulungan ay nangangahulugang aktibong naghahanap ng mga pagkakataon upang magtulungan, ito man ay sa pamamagitan ng mga proyekto ng grupo, pagtuturo ng pangkat, o mga inisyatibong interdisiplinary. Ang pakikipagtulungan ay nangangailangan ng pagsuporta sa isa't isa, pagbabahagi ng mga mapagkukunan, at pagtulong sa bawat isa na magtagumpay. Sa ganitong kultura, ang komunikasyon ay bukas at transparent, at ang mga salungatan ay nareresolba nang maayos. Sa huli, ang kultura ng pagtutulungan at pagtutulungan ay nagtataguyod ng pakiramdam ng komunidad at kolektibong responsibilidad para sa tagumpay ng lahat ng magaaral" (I define a culture of collaboration and cooperation in schools as one where students, teachers, administrators, and staff work together towards common goals. It involves fostering an environment where everyone feels valued, respected, and empowered to contribute their unique skills and perspectives. Collaboration means actively seeking opportunities to work together, whether it is through

group projects, team teaching, or interdisciplinary initiatives. Cooperation entails supporting one another, sharing resources, and helping each other succeed. In such a culture, communication is open and transparent, and conflicts are resolved constructively. Ultimately, a culture of collaboration and cooperation promotes a sense of community and collective responsibility for the success of all students.) And fostering a sense of unity and collective purpose, Participant 11 stated, A culture of collaboration and cooperation in schools refers to an environment where all members of the school community, including students, educators, administrators, and support staff, work together harmoniously to achieve common goals. In such a culture, individuals actively share ideas, resources, and responsibilities, fostering a sense of unity and collective purpose.

Shared goals and collective responsibility are crucial elements in creating a cohesive and effective school environment. When educators, students, and parents align around common objectives, such as academic excellence, personal growth, and inclusivity, the entire school community works more harmoniously and efficiently. Studies have demonstrated that schools, where stakeholders collaborate towards shared goals, exhibit higher levels of student achievement and wellbeing. For instance, research by Leithwood and Seashore Louis (2012) indicated that schools with a strong sense of collective responsibility, where teachers and staff feel accountable for all students' success, tend to have better educational outcomes. This collective approach fosters a sense of ownership and pride in the school's achievements and challenges, motivating all parties to contribute actively to the school's mission.

In practical terms, it involves collaborative planning sessions, joint decisionmaking processes, and shared professional development opportunities. When teachers work together to develop curriculum and assess student progress, they can share best practices and support each other in addressing challenges. Additionally, involving students in goalsetting and school improvement initiatives can enhance their sense of agency and investment in their education. Goddard, Hoy, and Hoy (2004) supported this approach, showing that collective teacher efficacy is strongly related to student performance. Schools that cultivate a culture of shared goals and collective responsibility not only improve academic outcomes but also build a supportive, inclusive community where every member feels valued and accountable, leading to a more dynamic and resilient educational environment.

Open Communication and Diverse Perspectives: This culture emphasizes open communication. Participant 2 added, that it emphasizes open communication, encourages diverse perspectives, and values teamwork over individual competition. In such a culture, there is a commitment to supporting each other's learning and growth, fostering a sense of community where everyone feels valued and included. In addition, Participant 3 said, A school's culture of cooperation and collaboration is defined by the way that parents, teachers, administrators, and students all work together to promote learning and development. Moreover, this can happen when are open communication between leaders and teachers, they share their goals and at the same time work as a team with collaboration for improvement. In the same sentiment, Participant 6 answered, Open lines of communication between educators and parents, for instance, enhance the homeschool connection, ensuring that everyone is working together to support the academic and social development of students. This collaborative approach recognizes that education is a shared responsibility and encourages a sense of unity and shared purpose within the entire school community. Ultimately, a culture of collaboration and cooperation contributes to a positive and values teamwork over individual competition. Diverse people encourage open communication where everyone can share their ideas, feedback, and concerns daily as Participant 8 agreed and mentioned, Collaboration and cooperation

are how people do their work every day and possess an attitude in dealing with it. Diverse people encourage open communication where everyone can share their ideas, feedback, and concerns daily.

Open communication and the inclusion of diverse perspectives are integral to fostering an inclusive and dynamic learning environment in schools. Open communication ensures that all members of the school community—students, teachers, parents, and administrators—can freely express their thoughts, concerns, and ideas. This transparency builds trust and creates a supportive atmosphere where everyone feels valued and understood. Bryk and Schneider (2002) underscored the importance of relational trust, which is built through consistent, honest communication. Their study found that schools with high levels of relational trust among staff, students, and parents tend to have better student outcomes and a more positive school climate.

Incorporating diverse perspectives further enriches this environment by recognizing and valuing the unique experiences and viewpoints that each individual brings. When schools actively seek out and integrate diverse perspectives, they promote a culture of inclusivity and respect. This approach helps to broaden students' understanding and appreciation of different cultures, backgrounds, and ideas, which is crucial in today's increasingly globalized world. According to a study by Gay (2010), culturally responsive teaching, which emphasizes the inclusion of diverse cultural references in all aspects of learning, has been shown to improve student engagement and achievement. By encouraging open communication and valuing diverse perspectives, schools not only enhance educational outcomes but also prepare students to thrive in diverse and interconnected societies.

Moreover, the integration of diverse perspectives through open communication can help to address and reduce biases and prejudices within the school community. When students and staff are exposed to and learn from different viewpoints, they develop greater empathy and critical thinking skills. Banks (2009) found that multicultural education, which involves teaching students to understand and appreciate cultural diversity, leads to more positive attitudes towards people from different backgrounds and reduces discriminatory behaviors. Therefore, fostering open communication and embracing diverse perspectives are essential strategies for creating a learning environment that is inclusive, equitable, and conducive to the personal and academic growth of all students.

Support and Growth: In such a culture, there's a commitment to supporting each other's learning and growth and to support each other's growth, as Participant 5 highlighted, A culture of collaboration and cooperation in schools means fostering an environment where students and staff work together towards common goals, share ideas, and support each other's growth. This involves fostering an environment where everyone feels valued, respected, and empowered to contribute his or her unique skills and perspectives as mentioned by Participant 10.

The importance of shared goals, open communication, and mutual support in fostering a culture of collaboration and cooperation in schools. This culture promotes innovation, enhances learning experiences, and cultivates essential life skills, preparing students for success in a collaborative society in accordance to Participant 2.

Creating a culture of support and growth through collaboration and cooperation is essential for nurturing a thriving educational environment. When schools foster a collaborative culture, they encourage teachers, students, and staff to work together, share resources, and support each other's professional and personal development. This collaborative spirit enhances teaching effectiveness and student learning outcomes. Hargreaves and Fullan (2012) highlighted that schools with a strong culture of collaboration among teachers see significant improvements in teaching practices and student achievement. When teachers

engage in collaborative planning, peer observations, and shared professional development, they benefit from diverse perspectives and collective expertise, which leads to more innovative and effective instructional strategies.

Furthermore, a supportive school culture that prioritizes growth fosters a sense of belonging and motivation among students and staff. When individuals feel supported, they are more likely to take risks, pursue new opportunities, and strive for continuous improvement. This environment is crucial for both academic and personal growth. TschannenMoran and Barr (2004), demonstrated that a supportive school culture, characterized by trust, respect, and mutual support, is positively correlated with higher levels of teacher efficacy and student achievement. In such environments, students feel safe to express themselves, seek help, and collaborate with peers, leading to enhanced engagement and learning outcomes.

In addition, schools that emphasized support and growth through collaboration create resilient communities capable of adapting to challenges and changes. When teachers and students work together, they build strong relationships and a shared commitment to the school's mission and goals. This collective effort fosters a positive school climate, where everyone feels responsible for the success of the community. According to Goddard, Hoy, and Hoy (2004), collective teacher efficacy, or the shared belief in the ability to positively affect student learning, is a powerful predictor of student achievement. By embedding support and growth into the fabric of school culture through collaboration and cooperation, schools not only enhance educational outcomes but also cultivate a nurturing and dynamic environment where everyone can thrive.

Effective Strategies to Promote Collaboration and Cooperation among Students and Teachers in Schools:

Structured Opportunities for Collaborative Work: One key strategy is to create structured opportunities for collaborative work. This can include establishing regular team meetings, professional learning communities, or interdisciplinary planning sessions where teachers can exchange ideas, share resources, and collaboratively develop lesson plans. Participant 6 noted that promoting collaboration and cooperation among students and teachers in a school involves implementing effective strategies that foster a culture of teamwork and shared responsibility. One key strategy is to create structured opportunities for collaborative work. This can include establishing regular team meetings, professional learning communities, or interdisciplinary planning sessions where teachers can exchange ideas, share resources, and collaboratively develop lesson plans. Structured collaboration provides a platform for educators to pool their expertise and collectively address challenges, leading to a more cohesive and supportive teaching community. In the classroom, teachers can actively promote collaboration among students by incorporating group projects and cooperative learning activities into the curriculum. Assigning tasks that require teamwork encourages students to work together, share ideas, and leverage each other's strengths. Structured opportunities for collaborative work are highly effective strategies for promoting collaboration and cooperation among students and teachers in schools. These opportunities can take various forms, such as group projects, team teaching, peer tutoring, and professional learning communities (PLCs). By intentionally designing activities that require joint effort, schools can foster an environment where collaborative skills are developed and valued. Johnson and Johnson (2009) underscored the importance of cooperative learning, where structured group activities lead to higher student achievement and better interpersonal relationships. Their study found that students working in cooperative groups tend to achieve

more, retain information longer, and develop greater critical thinking skills compared to those who work individually.

In addition to academic benefits, structured collaborative work helps build a supportive school culture where cooperation and mutual respect are the norms. For students, engaging in collaborative projects can enhance social skills, such as communication, conflict resolution, and teamwork. Teachers, through collaborative planning and team teaching, can model these skills and demonstrate the value of working together towards common goals. DarlingHammond et al. (2009) highlighted that schools with a strong culture of collaboration among teachers also tend to have higher student engagement and achievement. By providing structured opportunities for collaborative work, schools create an environment where both students and teachers can thrive, fostering a sense of community and shared responsibility for success.

Promotion of Open Communication and Group Activities: Fostering open communication channels, such as regular feedback sessions and group discussions, is another effective strategy. Participant 2 pronounced, that effective strategies to promote collaboration and cooperation between students and teachers include fostering open communication channels, such as regular feedback sessions and group discussions. Implementing projectbased learning encourages teamwork and joint problemsolving. Creating mixedability groups for assignments ensures peertopeer learning and mutual support. Professional development sessions that emphasize collaborative teaching methodologies can further align educators' approaches. Teachers can also create a positive and inclusive classroom culture by establishing clear expectations for respectful communication and collaboration. Encouraging students to actively listen to one another, appreciate diverse perspectives, and contribute to group discussions fosters a sense of shared ownership in the learning process. Recognizing and celebrating collaborative efforts is another effective strategy. Acknowledging and rewarding teachers and students for their contributions to collaborative initiatives reinforces the value placed on cooperation. This recognition can take the form of awards, public acknowledgments, or professional development opportunities. By making collaboration visible and appreciated, educators and students are more likely to actively participate in and prioritize cooperative efforts within the school community, added Participant 6.

Promoting open communication and incorporating group activities are highly effective strategies for enhancing collaboration and cooperation among students and teachers in schools. Open communication involves creating an environment where all members of the school community feel comfortable expressing their ideas, concerns, and feedback. This transparency fosters trust and mutual respect, which are essential for effective collaboration. Group activities further reinforce this collaborative culture by providing structured opportunities for students and teachers to work together. For students, group projects and cooperative learning exercises enable them to develop essential teamwork skills, such as communication, problemsolving, and conflict resolution. Johnson and Johnson (2009) found that students engaged in cooperative learning tend to achieve higher academic results and develop stronger interpersonal relationships than those who work independently. These activities encourage students to listen to diverse viewpoints, share responsibilities, and collectively strive for success, thereby fostering a sense of community and shared purpose.

For teachers, participating in group activities such as team teaching and professional learning communities (PLCs) enhances their ability to collaborate and share best practices. Vescio, Ross, and Adams (2008) showed that teachers involved in PLCs experience significant improvements in their teaching effectiveness and student achievement. Through regular meetings and collaborative planning sessions, teachers can discuss strategies, analyze student data, and support each other's professional growth. This

collaborative approach not only enhances individual teacher performance but also contributes to a more cohesive and innovative teaching environment. By promoting open communication and group activities, schools create a supportive culture where collaboration and cooperation are integral to the educational experience, benefiting both students and teachers.

Shared Vision and Recognition of Collaborative Efforts: According to Participant 2 Establishing a shared vision and common goals for both students and teachers cultivates a sense of unity and purpose. Lastly, recognizing and celebrating collaborative achievements fosters a culture where collaboration and cooperation are consistently valued and prioritized.

The importance of structured opportunities for collaborative work, promotion of open communication and group activities, and shared vision and recognition of collaborative efforts in promoting collaboration and cooperation among students and teachers in schools. Implementing these strategies collectively can contribute to the creation of a collaborative and cooperative culture in schools. It's essential to involve all stakeholders, including students, parents, teachers, and administrators, in these efforts as Participant 6 mentioned, Teachers can also create a positive and inclusive classroom culture by establishing clear expectations for respectful communication and collaboration. Encouraging students to actively listen to one another, appreciate diverse perspectives, and contribute to group discussions fosters a sense of shared ownership in the learning process. Recognizing and celebrating collaborative efforts is another effective strategy. Acknowledging and rewarding teachers and students for their contributions to collaborative initiatives reinforces the value placed on cooperation. This recognition can take the form of awards, public acknowledgments, or professional development opportunities. By making collaboration visible and appreciated, educators and students are more likely to actively participate in and prioritize cooperative efforts within the school community.

Establishing a shared vision and recognizing collaborative efforts are crucial strategies for promoting collaboration and cooperation among students and teachers in schools. A shared vision unites the school community around common goals and values, providing a clear direction and purpose. When students and teachers understand and commit to a collective mission, their efforts are more aligned and cohesive. This unity enhances motivation and engagement, as everyone works towards achieving the same objectives. Leithwood and Seashore Louis (2012) highlighted that schools with a strong, shared vision experience higher levels of collective efficacy and improved student outcomes. This collective sense of purpose fosters an environment where collaboration is not only encouraged but essential for success.

Recognition of collaborative efforts further strengthens this culture by acknowledging and rewarding the contributions of individuals and groups. When schools celebrate teamwork and collaborative achievements, they reinforce the value of working together and motivate others to engage in similar behaviors. This positive reinforcement can take various forms, such as public acknowledgment in meetings, awards, or feature stories in school newsletters. Studies, such as those by Hattie and Timperley (2007), indicate that recognition and feedback are powerful motivators that can significantly enhance performance and commitment. By highlighting the successes of collaborative initiatives, schools can create a culture that values and promotes cooperation.

Moreover, recognizing collaborative efforts helps to build a supportive and inclusive school climate. When students and teachers feel their contributions are valued, they are more likely to participate actively in collaborative activities and support their peers. This sense of belonging and mutual respect is essential for sustaining longterm collaboration. Goddard, Hoy, and Hoy (2004), collective teacher efficacy, which is strengthened by shared goals and recognition of collaborative efforts, is a strong predictor of student

achievement. By fostering a shared vision and consistently recognizing collaborative contributions, schools can cultivate an environment where cooperation thrives, leading to enhanced educational outcomes and a more cohesive community.

Integration of Collaborative Practices: Integrating collaborative practices into the curriculum, professional development, and decisionmaking processes is a common strategy. Participant 9 cited, Effective strategies for promoting collaboration and cooperation among students and teachers in our school include implementing projectbased learning activities that require teamwork, fostering a supportive classroom environment where diverse perspectives are valued, and providing opportunities for peertopeer mentoring and collaborative problemsolving. Additionally, establishing interdisciplinary teams and professional learning communities allows teachers to share best practices, resources, and expertise, fostering a culture of collaboration and continuous improvement. This includes organizing collaborative activities and projects that require teamwork and communication skills as Participant 10 pointed out; Naniniwala ako na maraming estratehiya ang epektibo sa pagtataguyod ng pagtutulungan at pagtutulungan ng mga magaaral at guro sa aking paaralan. Una, isinasama ko ang mga proyekto at aktibidad ng grupo sa kurikulum na nangangailangan ng mga magaaral na magtulungan tungo sa isang iisang layunin, pagyamanin ang pagtutulungan ng magkakasama at mga kasanayan sa komunikasyon. Bukod pa rito, pinapadali ko ang mga regular na pagkakataon para sa pakikipagtulungan ng mga kasamahan sa pamamagitan ng mga aktibidad tulad ng thinkpairshare o mga gawain sa pagaaral ng kooperatiba. Hinihikayat ko rin ang bukas na komunikasyon at ang pagbabahagi ng mga ideya sa mga guro sa pamamagitan ng collaborative planning session, professional development workshops, at gradelevel o subjectarea teams. Bukod dito, ang paglikha ng isang suportado at inklusibong kapaligiran sa silidaralan kung saan ang mga magaaral ay kumportable na ibahagi ang kanilang mga iniisip at ideya ay maaaring makabuluhang mapahusay ang pakikipagtulungan sa mga kapantay. Sa pangkalahatan, ang mga estratehiyang ito ay nakakatulong sa paglinang ng isang kultura ng pagtutulungan at pagtutulungan na nakikinabang kapwa sa mga magaaral at guro sa ating komunidad ng paaralan. (I believe several strategies are effective in promoting collaboration and cooperation among students and teachers in my school. Firstly, I incorporate group projects and activities into the curriculum that require students to work together towards a common goal, fostering teamwork and communication skills. Additionally, I facilitate regular opportunities for peer collaboration through activities such as thinkpairshare or cooperative learning tasks. I also encourage open communication and the sharing of ideas among teachers through collaborative planning sessions, professional development workshops, and gradelevel or subjectarea teams. Moreover, creating a supportive and inclusive classroom environment where students feel comfortable sharing their thoughts and ideas can significantly enhance collaboration among peers. Overall, these strategies help cultivate a culture of collaboration and cooperation that benefits both students and teachers in our school community.)

The integration of collaborative practices in schools is a transformative approach that enhances both the educational experience and the overall school culture. These practices include cooperative learning, teambased projects, peer teaching, and professional learning communities (PLCs). By implementing these methods, schools foster an environment where students and teachers work together, share knowledge, and support each other's growth. Johnson and Johnson (2009) found that cooperative learning, where students engage in group activities, leads to higher academic achievement, better social interactions, and increased motivation. This collaborative approach allows students to benefit from diverse perspectives, develop

critical thinking skills, and build strong interpersonal relationships, all of which are essential for their holistic development.

For educators, collaborative practices such as PLCs offer valuable opportunities for professional development and instructional improvement. In PLCs, teachers meet regularly to discuss student performance, share effective teaching strategies, and develop innovative educational approaches. Vescio, Ross, and Adams (2008) showed that teachers participating in PLCs experience significant gains in teaching efficacy and student achievement. These collaborative environments enable teachers to learn from each other, address common challenges, and stay updated with the latest educational research. Moreover, collaborative planning and team teaching provide teachers with a platform to model cooperative behavior for their students, demonstrating the importance of teamwork and collective problemsolving.

Integrating collaborative practices into school routines not only boosts academic and professional outcomes but also fosters a positive and inclusive school culture. This approach helps to break down barriers between individuals, promoting a more cohesive and supportive community.

Active Promotion and Modeling of Collaboration: Actively promoting and modeling collaboration and cooperation among students and colleagues is another effective strategy. Participant 10 cited, "Naniniwala ako na maraming estratehiya ang epektibo sa pagtataguyod ng pagtutulungan at pagtutulungan ng mga magaaral at guro sa aking paaralan. Una, isinasama ko ang mga proyekto at aktibidad ng grupo sa kurikulum na nangangailangan ng mga magaaral na magtulungan tungo sa isang iisang layunin, pagyamanin ang pagtutulungan ng magkakasama at mga kasanayan sa komunikasyon. Bukod pa rito, pinapadali ko ang mga regular na pagkakataon para sa pakikipagtulungan ng mga kasamahan sa pamamagitan ng mga aktibidad tulad ng thinkpairshare o mga gawain sa pagaaral ng kooperatiba. Hinihikayat ko rin ang bukas na komunikasyon at ang pagbabahagi ng mga ideya sa mga guro sa pamamagitan ng collaborative planning session, professional development workshops, at gradelevel o subjectarea teams. Higit pa rito, ang paglikha ng isang suportado at inklusibong kapaligiran sa silidaralan kung saan kumportable ang mga magaaral na ibahagi ang kanilang mga iniisip at ideya ay maaaring makabuluhang mapahusay ang pakikipagtulungan sa mga kapantay. Sa pangkalahatan, ang mga estratehiyang ito ay nakakatulong sa paglinang ng isang kultura ng pagtutulungan at pagtutulungan na nakikinabang kapwa sa mga magaaral at guro sa ating komunidad ng paaralan."(I believe several strategies are effective in promoting collaboration and cooperation among students and teachers in my school. Firstly, I incorporate group projects and activities into the curriculum that require students to work together towards a common goal, fostering teamwork and communication skills. Additionally, I facilitate regular opportunities for peer collaboration through activities such as thinkpairshare or cooperative learning tasks. I also encourage open communication and the sharing of ideas among teachers through collaborative planning sessions, professional development workshops, and gradelevel or subjectarea teams. Moreover, creating a supportive and inclusive classroom environment where students feel comfortable sharing their thoughts and ideas can significantly enhance collaboration among peers. Overall, these strategies help cultivate a culture of collaboration and cooperation that benefits both students and teachers in our school community.) School leaders should actively support and model a collaborative and cooperative mindset. With the same sentiment, Participant 11 mentioned that promoting collaboration and cooperation among students and teachers is crucial for creating a positive and effective learning environment. Provide educators with training and professional development opportunities focused on collaborative teaching strategies, teambuilding, and effective communication. Encourage team teaching and collaborative lesson

planning across subject areas to promote interdisciplinary connections and a holistic approach to learning. Design physical spaces within the school that facilitate collaboration, such as common areas, project spaces, or flexible classrooms that support various teaching and learning styles.

Active promotion and modeling of collaboration as a strategy in schools involves deliberately fostering an environment where teamwork and cooperative learning are integral to the educational process. This approach is grounded in the idea that students learn not only from their teachers but also from their peers, through shared experiences and collective problemsolving. Teachers play a critical role in this strategy by actively demonstrating collaborative behaviors, such as coteaching, participating in teambased professional development, and engaging in collaborative planning with colleagues. Studies have shown that when teachers model effective collaboration, students are more likely to adopt similar behaviors. For instance, a study by Johnson and Johnson (2009) found that students in cooperative learning environments exhibited higher levels of academic achievement, social skills, and selfesteem compared to those in competitive or individualistic settings.

Furthermore, the implementation of collaborative strategies can be reinforced through structured activities and projects that require students to work together towards common goals. Vygotsky (1978) supported the notion that social interaction plays a fundamental role in the development of cognition. His concept of the Zone of Proximal Development (ZPD) suggested that students learn best when they are supported by more knowledgeable peers or adults. Schools that adopt collaborative strategies often see a positive impact on student engagement and motivation. Gillies (2016) highlighted that students involved in collaborative learning activities showed improved critical thinking skills and greater retention of knowledge. By promoting and modeling collaboration, schools can create a dynamic and inclusive learning environment that prepares students for the collaborative nature of modern workplaces and society.

The Role in Fostering a Culture of Collaboration and Cooperation Among Students and Teachers in Schools:

Role Modeling and Leadership: One key role is to model collaborative behaviors and serve as a leader. Participant 1 said, Be the role model. Be the one fostering a good attitude. What they see, they emulate. Likewise, Participant 2 answered, that in fostering a culture of collaboration and cooperation among students and teachers, I should serve as a facilitator and promoter of inclusive dialogue and shared learning experiences. By providing resources, platforms, and opportunities for interactive engagement, I can encourage mutual respect and understanding between students and teachers. I should also emphasize the importance of teamwork, active participation, and collective problemsolving, setting the tone for a collaborative environment. By consistently highlighting successful collaborative endeavors and offering guidance on effective collaboration strategies, I can play a pivotal role in shaping a culture where collaboration and cooperation are integral to the educational experience. Participant 4 mentioned being an example of it. I could be a model to promote collaboration & cooperation, as I believe that as teachers it should start from within so that the pupils could easily copy it. Additionally, Participant 5 stated as a principal, I should model collaboration, encourage a supportive leadership style, and create structures that facilitate teamwork among teachers and students. In the same answer, Participant 8 said, a leader, is a role model. This includes actively participating in team projects, sharing ideas with colleagues, and seeking partnership opportunities. As Participant 10 highlighted, "Ginagampanan ko ang pangunahing papel sa pagpapaunlad ng kultura ng pagtutulungan at pagtutulungan ng mga magaaral at guro. Una, nagmomodelo ako ng mga collaborative na paguugali sa pamamagitan ng aktibong pakikilahok sa mga proyekto ng

koponan, pagbabahagi ng mga ideya sa mga kasamahan, at paghahanap ng mga pagkakataon sa pakikipagsosyo. Pinapadali ko rin ang mga aktibidad ng grupo sa silidaralan na nagtataguyod ng pagtutulungan ng magkakasama at mga kasanayan sa komunikasyon sa mga magaaral." (I play a central role in fostering a culture of collaboration and cooperation among students and teachers. Firstly, I model collaborative behaviors by actively participating in team projects, sharing ideas with colleagues, and seeking partnership opportunities. I also facilitate group activities in the classroom that promote teamwork and communication skills among students.) School leaders play a crucial role in setting a clear vision for a collaborative and cooperative school culture. Moreover, Participant 11 emphasized that fostering a culture of collaboration and cooperation among students and teachers requires active involvement from various stakeholders, including school leaders, administrators, and educators. School leaders play a crucial role in setting a clear vision for a collaborative and cooperative school culture. Communicate the importance of working together toward common goals.

Role modeling and leadership are essential in fostering a culture of collaboration and cooperation among students and teachers in schools. When school leaders and teachers actively demonstrate collaborative practices, they set a powerful example for students and their peers. Effective role modeling by educators includes behaviors such as participating in teambased teaching, engaging in joint curriculum planning, and showing respect for diverse opinions and ideas. This approach is supported by Bandura's Social Learning Theory (1977), which posited that individuals learn behaviors through the observation of others. When teachers model collaborative behaviors, students are likely to emulate these practices, leading to a more cooperative and inclusive classroom environment. Moreover, school leaders who prioritize collaboration and encourage a teamoriented culture among staff create an organizational climate that values and supports cooperative efforts.

Research indicates that schools with strong leadership in collaboration tend to see better outcomes in both teacher satisfaction and student achievement. Leithwood and Jantzi (2000) found that transformational leadership, characterized by the promotion of a shared vision and collaborative decisionmaking was associated with higher levels of teacher motivation and effectiveness. Similarly, Hattie's (2009) metaanalysis on visible learning emphasized that teacher collaboration significantly impacts student performance, as it enhances teaching quality through shared best practices and collective problemsolving. By fostering a culture of collaboration, school leaders not only improve the immediate learning environment but also prepare students with essential skills for future academic and professional success. The emphasis on cooperation helps build a school community where mutual support and collective effort are the norms, leading to sustained educational improvements and a positive school culture.

Facilitation and Support: Another important role is to serve as a facilitator and provide support. Added to his answer, Participant 2 said, that in fostering a culture of collaboration and cooperation within a hypothetical school, I would initiate regular interdisciplinary projects that require students and teachers to work together, promoting mutual respect and shared learning. Implementing peermentoring programs would further encourage cooperative relationships, allowing students to support one another under the guidance of educators. Facilitation of open forums and feedback sessions would create spaces for dialogue and joint problemsolving. Additionally, organizing teambuilding activities and recognizing collaborative achievements through schoolwide events would reinforce the value of teamwork and collective effort, cultivating a cohesive and collaborative school community. Furthermore, Participant 3 voiced out, As a department head, my role in fostering a culture of collaboration and cooperation among teachers and students is to provide them support in activities that they are planning, facilitate what is good for the

department, and mentor them to become productive teachers and students. Accordingly, Participant 9 mentioned that as an educational leader, my role in fostering a culture of collaboration and cooperation among students and teachers involves modeling collaborative behavior, providing support and resources for collaborative efforts, and facilitating opportunities for teamwork and shared decisionmaking. I should also promote open communication, recognize and celebrate collaborative achievements, and continuously reinforce the value of collaboration in achieving our shared goals. This includes providing resources, platforms, and opportunities for interactive engagement, and providing support in activities that they are planning.

Facilitation and support play a crucial role in fostering a culture of collaboration and cooperation among students and teachers in schools. These roles involve creating an environment where open communication, mutual respect, and shared goals are prioritized. Facilitators, often teachers or trained staff, guide students and teachers in developing collaborative skills through structured activities, workshops, and collaborative projects. They support teachers by providing resources, strategies, and professional development opportunities that enhance their ability to foster collaborative learning environments. Vangrieken et al. (2015) highlighted that effective facilitation leads to improved student engagement and higher academic achievement, as collaborative learning has been shown to enhance critical thinking, problemsolving skills, and knowledge retention.

Support mechanisms, such as peer mentoring programs, collaborative planning time for teachers, and technologyenabled learning platforms, are essential for sustaining a collaborative culture. Studies indicate that when schools invest in supportive structures, both teachers and students feel more empowered and connected, which in turn promotes a positive school climate. Johnson, Johnson, and Stanne (2000) demonstrated that cooperative learning strategies significantly increased student achievement and interpersonal relationships. Similarly, teacher collaboration, supported by administrative policies and professional learning communities, leads to more effective teaching practices and student outcomes (Goddard, Goddard, & TschannenMoran, 2007). Facilitation and support are integral to building and maintaining a collaborative and cooperative culture in schools, resulting in a more inclusive and effective educational environment.

Promotion of Open Communication and Shared Learning Experiences: Promoting open communication and shared learning experiences is another crucial role. Participant 6 narrated that teachers play a pivotal role in fostering a culture of collaboration and cooperation among both students and fellow educators. Teachers should model collaborative behavior by actively participating in professional learning communities, team meetings, and interdisciplinary planning sessions. Demonstrating a willingness to collaborate and share ideas sets a positive example for students and establishes a culture where teamwork is valued. Teachers can also create a classroom environment that promotes cooperation by incorporating group projects, peertopeer learning, and collaborative activities into their lesson plans. By structuring learning experiences that require students to work together, teachers not only enhance academic engagement but also instill essential interpersonal skills such as communication, teamwork, and problemsolving. Teachers can actively nurture a collaborative culture by fostering open communication and creating opportunities for dialogue. Encouraging students to express their ideas, actively listen to one another, and engage in respectful discussions promotes a sense of community within the classroom. Teachers can establish clear expectations for teamwork, emphasizing the importance of diverse perspectives and mutual respect. Additionally, educators should guide effective collaboration skills, teaching students how to work through conflicts and leverage each other's strengths. By fostering a

classroom environment that values collaboration, teachers contribute to the development of students who are not only academically competent but also equipped with the interpersonal skills necessary for success in various aspects of their lives. Participant 9 said "… Dapat ko ring ipromote ang bukas na komunikasyon, kilalanin at ipagdiwang ang mga collaborative na tagumpay, at patuloy na palakasin ang halaga ng pakikipagtulungan sa pagkamit ng aming mga ibinahaging layunin" (… I should also promote open communication, recognize and celebrate collaborative achievements, and continuously reinforce the value of collaboration in achieving our shared goals.) This includes fostering open communication channels, such as regular feedback sessions and group discussions, and creating opportunities for dialogue, as Participant 6 added, Fostering a culture of collaboration and cooperation in my school involves a multifaceted approach that starts with building strong relationships among colleagues. Engaging in regular team meetings, participating in professional learning communities, and collaborating on interdisciplinary projects create a sense of unity among teachers. These structured opportunities for collaboration not only allow for the exchange of ideas and best practices but also establish a supportive network where educators can share resources and collectively address challenges.

The importance of role modeling and leadership, facilitation and support, and promotion of open communication and shared learning experiences in fostering a culture of collaboration and cooperation among students and teachers in schools. Implementing these strategies collectively can contribute to the creation of a collaborative and cooperative culture in schools. It is essential to involve all stakeholders, including students, parents, teachers, and administrators, in these efforts.

The promotion of open communication and shared learning experiences is vital in fostering a culture of collaboration and cooperation among students and teachers in schools. Open communication encourages transparency, trust, and mutual respect, which are essential for effective collaboration. By creating an environment where students and teachers feel comfortable expressing their ideas, asking questions, and providing feedback, schools can break down barriers to cooperation. Hattie (2009) indicated that open communication positively affects student achievement by fostering a more engaging and inclusive classroom environment. When teachers model and promote open dialogue, they help students develop critical communication skills, enhancing their ability to work collaboratively.

Shared learning experiences, such as group projects, interdisciplinary units, and peer teaching, further enhance collaboration by allowing students and teachers to learn from and with each other. These experiences create a sense of community and shared responsibility for learning outcomes. Johnson, Johnson, and Holubec (1998) found that cooperative learning strategies, where students work together towards common goals, lead to higher academic achievement, improved relationships, and increased selfesteem. Similarly, teachers who engage in collaborative professional development, such as lesson study groups or coteaching, report greater job satisfaction and professional growth (Vescio, Ross, & Adams, 2008). These shared learning experiences help build a culture where collaboration is not only encouraged but becomes a natural and integral part of the school environment.

In essence, promoting open communication and shared learning experiences cultivates an atmosphere where collaboration and cooperation can thrive. This approach not only enhances individual learning but also strengthens the school community as a whole. By investing in these practices, schools can create a more dynamic, inclusive, and supportive educational environment, ultimately leading to better outcomes for both students and teachers.

Interdisciplinary Projects and Collaborative Learning: Regular interdisciplinary projects and collaborative learning activities that require students and teachers to work together can promote mutual

respect and shared learning as above mentioned by Participant 2. Participant 6 emphasized that the Teacher actively promotes collaboration among students by incorporating group activities, projects, and peertopeer learning experiences into my lesson plans. Establishing clear expectations for respectful communication and teamwork sets the tone for a positive and inclusive learning environment. I emphasize the importance of active listening, appreciating diverse perspectives, and valuing each student's contribution to creating a culture where collaboration is not only encouraged but celebrated. In addition, Participant 9 stressed, Additionally, I facilitate regular opportunities for collaborative learning experiences, such as group projects and interdisciplinary activities, to promote teamwork and mutual support. As well, Participant 10 said, I foster a culture of collaboration and cooperation among students and teachers in my school by implementing various strategies. Firstly, I organize collaborative learning activities within my classroom that require students to work together towards common goals, promoting teamwork and communication skills. I also encourage open dialogue and respect for diverse perspectives, creating an inclusive environment where everyone feels valued. In addition, Participant 11 mentioned, that in fostering a culture of collaboration and cooperation within a hypothetical school, I would initiate regular interdisciplinary projects that require students and teachers to work together, promoting mutual respect and shared learning. Implementing peermentoring programs would further encourage cooperative relationships, allowing students to support one another under the guidance of educators.

Interdisciplinary projects and collaborative learning play important roles in fostering a culture of collaboration and cooperation among students and teachers in schools. Interdisciplinary projects involve integrating multiple subjects to address complex, realworld problems, encouraging students to apply knowledge from various disciplines in a cohesive manner. This approach not only broadens students' understanding but also necessitates collaboration as students work together to synthesize information and develop comprehensive solutions. Studies by Drake and Burns (2004), had shown that interdisciplinary learning enhances critical thinking and creativity, as students make connections across subjects and engage in deeper, more meaningful learning experiences.

Collaborative learning further reinforces these benefits by promoting teamwork and communication among students. In a collaborative learning environment, students share ideas, challenge each other's thinking, and work together towards common goals. This method has been extensively researched, with findings consistently showing positive outcomes. For instance, a metaanalysis by Johnson, Johnson, and Stanne (2000) found that cooperative learning strategies significantly improve academic achievement, interpersonal skills, and student attitudes toward learning. Teachers also benefit from collaborative learning as they engage in professional learning communities, where they share best practices, coplan lessons, and provide mutual support, leading to enhanced teaching practices and job satisfaction (Vescio, Ross, & Adams, 2008).

By integrating interdisciplinary projects and collaborative learning into the curriculum, schools can create a more engaging and supportive educational environment. These approaches encourage students to take ownership of their learning and develop essential skills for the 21st century, such as problemsolving, critical thinking, and teamwork. Moreover, they foster a sense of community and shared purpose among students and teachers, promoting a culture of collaboration and cooperation that extends beyond the classroom and into lifelong learning and professional development.

Open Communication and Shared DecisionMaking: Encouraging open communication, facilitating feedback sessions, and shared decisionmaking processes where input from all stakeholders is valued and considered can foster a cooperative environment. Participant 3 cited Some strategies for fostering a culture

of collaboration and cooperation among students and teachers in the school: (c) Have open communication/suggestions while they are working. Participant 5 said I foster collaboration by encouraging shared decisionmaking, facilitating regular meetings for communication, and providing resources that promote joint planning and learning. Similarly, Participant 9 said, As an educational leader, my role in fostering a culture of collaboration and cooperation among students and teachers involves modeling collaborative behavior, providing support and resources for collaborative efforts, and facilitating opportunities for teamwork and shared decisionmaking. In addition, Participant 10 mentioned, that I foster a culture of collaboration and cooperation among students and teachers in my school by implementing various strategies. Firstly, I organize collaborative learning activities within my classroom that require students to work together towards common goals, promoting teamwork and communication skills. I also encourage open dialogue and respect for diverse perspectives, creating an inclusive environment where everyone feels valued. Additionally, I actively participate in collaborative planning sessions and professional development opportunities with my colleagues, sharing ideas and resources to enhance our teaching practices collectively. By modeling and promoting collaboration at both the student and teacher levels, I contribute to building a supportive and cohesive school community focused on mutual growth and success.

Open communication ensures that all voices are heard, promoting transparency and trust within the school community. When students and teachers feel comfortable expressing their ideas, concerns, and suggestions, it cultivates a more inclusive environment. Garrison and Vaughan (2008) indicated that open communication channels improve engagement and accountability, as individuals feel more connected and invested in the learning process. This practice encourages active participation, reduces misunderstandings, and builds a foundation of mutual respect, which is essential for effective collaboration.

Shared decisionmaking further strengthens this collaborative culture by involving students and teachers in the decisionmaking processes that affect their educational experiences. When stakeholders participate in setting goals, developing policies, and designing curricula, it fosters a sense of ownership and collective responsibility. Ingersoll (2003), showed that teacher involvement in decisionmaking processes leads to higher job satisfaction, reduced turnover rates, and more innovative teaching practices. Similarly, involving students in decisions about their learning pathways increases motivation and engagement, as they feel more empowered and responsible for their educational outcomes. This participatory approach aligns with the findings of Leithwood and Mascall (2008), who suggested that shared leadership and decisionmaking positively impact school performance and student achievement. Open communication and shared decisionmaking are integral to building a collaborative and cooperative school culture. These practices not only enhance individual engagement and satisfaction but also create a more cohesive and dynamic educational environment. By prioritizing these approaches, schools can ensure that all members of the community are actively involved and invested in the success and wellbeing of the entire school, leading to better educational outcomes and a more positive school climate.

Teamwork and Mutual Respect: Constant reminders of the importance of teamwork, mutual respect, and appreciation for diverse perspectives can cultivate a cohesive and collaborative school community. Participant 1 said Constant reminders on the importance of teamwork. Participant 3 cited Some strategies for fostering a culture of collaboration and cooperation among students and teachers in the school: (A) Encourage them to have teamwork on implementing such a plan. In addition, Participant 6 mentioned that establishing clear expectations for respectful communication and teamwork sets the tone for a positive and inclusive learning environment. I emphasize the importance of active listening, appreciating diverse

perspectives, and valuing each student's contribution to creating a culture where collaboration is not only encouraged but also celebrated. By providing opportunities for students to work together towards common goals, I aim to instill teamwork skills that extend beyond the classroom and into their future endeavors. Similarly, Participant 8 stated Encourage diversity and inclusion to ensure that all voices are heard and valued.

Teamwork and mutual respect are fundamental in fostering a culture of collaboration and cooperation among students and teachers in schools. Teamwork involves students and teachers working together towards common goals, leveraging each other's strengths, and supporting one another through challenges. This collaborative approach not only enhances learning outcomes but also builds essential life skills such as communication, problemsolving, and conflict resolution. Slavin (1995) highlighted that cooperative learning strategies, which emphasize teamwork, lead to significant gains in student achievement and positive attitudes toward learning. When students engage in group activities and projects, they learn to appreciate diverse perspectives and develop a sense of community, which is crucial for creating a supportive and inclusive school environment.

Mutual respect is the cornerstone of effective teamwork. It involves recognizing and valuing each individual's contributions, fostering a sense of belonging, and ensuring that all voices are heard and respected. Studies have shown that when mutual respect is embedded in the school culture, it leads to higher levels of trust and cooperation among students and teachers. Bryk and Schneider (2002) found that relational trust, which is built on mutual respect, is a critical factor in successful school reform and improvement. When teachers and students respect each other, it creates a positive and safe learning environment where everyone feels valued and motivated to contribute.

Teamwork and mutual respect are essential in cultivating a collaborative and cooperative culture in schools. By promoting these values, schools can enhance both academic and social outcomes, creating a more dynamic and inclusive educational experience. The combination of collaborative teamwork and mutual respect helps build strong, supportive relationships within the school community, leading to improved engagement, achievement, and overall school climate.

III. Positive Engagement between Students and Teachers in a School Setting:

Active Participation and Interaction: Positive engagement involves active participation and interaction in the learning process. Students are not just passive recipients of information; they are actively involved in discussions, ask questions, and contribute their ideas. Participant 2 cited that positive engagement between students and teachers in a school setting is characterized by mutual respect, active participation, and meaningful interactions that foster learning and personal growth. It entails teachers creating inclusive learning environments where students feel valued, heard, and supported. Students, in turn, demonstrate enthusiasm for learning, exhibit curiosity, and actively seek guidance from educators. Participant 3 mentioned that positive interactions between students and teachers in a learning environment are characterized by active participation, honest communication, and a sincere interest in one another's viewpoints and ideas. Additionally, Participant 5 stated that positive engagement between students and teachers involves active participation, mutual respect, and effective communication in the learning process. Participant 6 narrated that positive engagement between students and teachers in a school setting can be defined as a dynamic and supportive interaction that goes beyond the traditional teacherstudent relationship. It encompasses various aspects that contribute to a constructive and enriching learning environment. Firstly, positive engagement involves active participation and interaction in the learning

process. Students are not just passive recipients of information; they are actively involved in discussions, ask questions, and contribute their ideas. Similarly, Positive engagement between students and teachers in our school setting is characterized by active participation, meaningful interactions, and a supportive learning environment where students feel valued, respected, and motivated to learn. It involves teachers fostering genuine connections with students, providing constructive feedback, and creating opportunities for student voice and agency in the learning process. Participant 10 mentioned, "Tutukuyin ko ang positibong pakikipagugnayan sa pagitan ng mga magaaral at guro sa setting ng aking paaralan bilang isang pabagobago at kapwa sumusuporta sa relasyon na nailalarawan sa pamamagitan ng aktibong pakikilahok, bukas na komunikasyon, at makabuluhang pakikipagugnayan. Kinapapalooban nito ang mga magaaral na makaramdam ng motibasyon at kapangyarihan na magkaroon ng pagmamayari ng kanilang pagaaral habang ang mga guro ay nagbibigay ng patnubay, panghihikayat, at nakabubuo na feedback."(I would define positive engagement between students and teachers in my school setting as a dynamic and mutually supportive relationship characterized by active participation, open communication, and meaningful interactions. It involves students feeling motivated and empowered to take ownership of their learning while teachers provide guidance, encouragement, and constructive feedback.) Moreover, Participant 11 said that positive engagement between students and teachers in a school setting is characterized by mutual respect, active participation, and meaningful interactions that foster learning and personal growth. It entails teachers creating inclusive learning environments where students feel valued, heard, and supported. Active participation refers to the involvement of students in classroom activities, discussions, and projects, going beyond passive listening to engage with the material and contribute to the learning process. Interaction involves meaningful exchanges between students and teachers, where ideas, feedback, and questions flow freely in both directions. This dynamic not only enhances understanding but also builds a strong rapport between students and teachers. Fredricks, Blumenfeld, and Paris (2004) underscore that active participation and interaction are key components of student engagement, leading to higher academic achievement and a more vibrant classroom atmosphere.

Studies have shown that when students actively participate and interact with their teachers, they are more likely to develop a deeper understanding of the subject matter and feel more connected to their educational experience. Ryan and Deci (2000) on selfdetermination theory suggested that students who are actively involved in their learning are more motivated and have higher levels of intrinsic motivation. This increased engagement results in better academic performance and greater satisfaction with their school experience. Similarly, teachers who foster interactive classrooms by encouraging questions, discussions, and collaborative learning create an environment where students feel valued and respected, further enhancing their willingness to participate actively.

In essence, active participation and interaction are critical for positive engagement in a school setting. These elements ensure that learning is a collaborative process, where students and teachers work together to achieve educational goals. By promoting active participation and interaction, schools can create a more engaging, supportive, and effective learning environment, ultimately leading to improved educational outcomes and a more positive school climate.

Mutual Respect and Effective Communication: Positive engagement is characterized by mutual respect, effective communication, and meaningful interactions that foster learning and personal growth. Participant 1 said Positive engagement can be seen in the everyday interactions between them. When there is laughter when their enjoyment, and respect. With the same response, Participant 2 mentioned that positive engagement between students and teachers in a school setting is characterized by mutual respect, active

participation, and meaningful interactions that foster learning and personal growth. It entails teachers creating inclusive learning environments where students feel valued, heard, and supported. Students, in turn, demonstrate enthusiasm for learning, exhibit curiosity, and actively seek guidance from educators. Effective communication, collaborative problemsolving, and constructive feedback are hallmarks of this engagement. Such a dynamic encourages a sense of belonging, motivates students to achieve their potential, and empowers teachers to adapt their teaching methods to meet diverse learning needs, creating a harmonious and productive educational experience. In addition, Participant 5 stated Positive engagement between students and teachers involves active participation, mutual respect, and effective communication in the learning process. Participant 6 stressed out, Positive engagement between students and teachers in a school setting can be defined as a dynamic and supportive interaction that goes beyond the traditional teacherstudent relationship. It encompasses various aspects that contribute to a constructive and enriching learning environment. Firstly, positive engagement involves active participation and interaction in the learning process. Students are not just passive recipients of information; they are actively involved in discussions, ask questions, and contribute their ideas. Teachers, in turn, create opportunities for student involvement, ensuring that lessons are relevant and interactive, and cater to diverse learning styles. Building positive relationships is another crucial element of engagement. Teachers work to establish a trusting and supportive connection with each student, recognizing their strengths, needs, and interests. This includes effective communication, empathetic understanding, and a commitment to creating a safe and inclusive space where students feel valued and respected. Positive engagement also extends beyond the academic realm, encompassing a genuine interest in students' wellbeing and personal development. Moreover, Participant 10 emphasized I would define positive engagement between students and teachers in my school setting as a dynamic and mutually supportive relationship characterized by active participation, open communication, and meaningful interactions. It involves students feeling motivated and empowered to take ownership of their learning while teachers provide guidance, encouragement, and constructive feedback. Participant 11 said that "Ang positibong pakikipagugnayan sa pagitan ng mga magaaral at guro sa isang setting ng paaralan ay nailalarawan sa pamamagitan ng paggalang sa isa't isa, aktibong pakikilahok, at makabuluhang pakikipagugnayan na nagpapaunlad ng pagaaral at personal na paglago. Nangangailangan ito ng mga guro na lumikha ng mga kapaligiran sa pagaaral kung saan nararamdaman ng mga magaaral na pinahahalagahan, naririnig, at sinusuportahan. Ang mga magaaral, sa turn, ay nagpapakita ng sigasig sa pagaaral, nagpapakita ng pagkamausisa, at aktibong humingi ng patnubay mula sa mga tagapagturo." (Positive engagement between students and teachers in a school setting is characterized by mutual respect, active participation, and meaningful interactions that foster learning and personal growth. It entails teachers creating inclusive learning environments where students feel valued, heard, and supported. Students, in turn, demonstrate enthusiasm for learning, exhibit curiosity, and actively seek guidance from educators.)

Mutual respect and effective communication are foundational elements of positive engagement between students and teachers in a school setting. Mutual respect involves recognizing and valuing each individual's dignity, rights, and perspectives, fostering a supportive and inclusive classroom environment. This respect is reciprocal; students feel valued and understood, while teachers are seen as approachable and supportive. Effective communication, on the other hand, entails clear, open, and honest exchanges of information, ideas, and feelings. This includes active listening, empathy, and responsiveness, enabling both parties to express themselves freely and constructively. When mutual respect and effective

communication are present, they create a positive feedback loop that enhances learning experiences, promotes a collaborative atmosphere, and encourages personal and academic growth.

Research supports the significance of these elements in educational settings. A study by Roorda et al. (2011) found that positive teacherstudent relationships, characterized by mutual respect and effective communication, are linked to increased student engagement and motivation. This engagement, in turn, leads to better academic performance and overall wellbeing. Similarly, Wentzel (1997) highlighted that students who perceive their teachers as respectful and communicative are more likely to exhibit positive social behaviors and attitudes toward learning. These findings underscore the importance of fostering environments where mutual respect and effective communication are prioritized, as they contribute to a holistic educational experience that benefits both students and teachers.

Supportive Learning Environment: Teachers create a supportive learning environment where students feel valued, respected, and motivated to learn. This includes recognizing individual strengths, needs, and interests, and creating a safe and inclusive space. Participant 2 mentioned Positive engagement between students and teachers in a school setting is characterized by mutual respect, active participation, and meaningful interactions that foster learning and personal growth. It entails teachers creating inclusive learning environments where students feel valued, heard, and supported. Students, in turn, demonstrate enthusiasm for learning, exhibit curiosity, and actively seek guidance from educators. Effective communication, collaborative problemsolving, and constructive feedback are hallmarks of this engagement. Such a dynamic encourages a sense of belonging, motivates students to achieve their potential, and empowers teachers to adapt their teaching methods to meet diverse learning needs, creating a harmonious and productive educational experience. Participant 6 voiced out that Positive engagement also extends beyond the academic realm, encompassing a genuine interest in students' wellbeing and personal development. Moreover, fostering a positive engagement climate involves creating an atmosphere that promotes collaboration, open communication, and a sense of community. Teachers encourage teamwork among students, provide constructive feedback, and involve them in decisionmaking processes when appropriate. Positive engagement also includes recognizing and celebrating achievements, both big and small, reinforcing a growth mindset and a sense of accomplishment. Ultimately, positive engagement between students and teachers cultivates a vibrant and supportive learning community where both educators and learners thrive. In accordance, Participant 10 highlighted Positive engagement fosters a collaborative learning environment where students feel valued, respected, and supported in their academic and personal growth. It also encourages a sense of trust and rapport between students and teachers, leading to increased enthusiasm for learning and a deeper connection to the school community. Overall, positive engagement is essential for creating a vibrant and conducive learning environment where both students and teachers thrive. Lastly, Participant 11 mentioned "Ang mabisang komunikasyon, pagtutulungang paglutas ng problema, at nakabubuo na feedback ay mga tanda ng pakikipagugnayan na ito. Ang ganitong dinamika ay naghihikayat ng pakiramdam ng pagiging kabilang, naguudyok sa mga magaaral na makamit ang kanilang potensyal, at binibigyang kapangyarihan ang mga guro na iakma ang kanilang mga pamamaraan sa pagtuturo upang matugunan ang magkakaibang mga pangangailangan sa pagaaral, na lumilikha ng isang maayos at produktibong karanasan sa edukasyon." (Effective communication, collaborative problemsolving, and constructive feedback are hallmarks of this engagement. Such a dynamic encourages a sense of belonging, motivates students to achieve their potential, and empowers teachers to adapt their teaching methods to meet diverse learning needs, creating a harmonious and productive educational experience.)

A supportive learning environment is a key aspect of positive engagement between students and teachers in a school setting. A safe, inclusive, and nurturing atmosphere characterizes this type of environment where students feel comfortable expressing themselves and taking academic risks. In a supportive learning environment, teachers provide encouragement, guidance, and appropriate resources, tailoring their teaching methods to meet the diverse needs of their students. This approach not only boosts students' confidence and motivation but also fosters a sense of belonging and community within the classroom. When students feel supported by their teachers, they are more likely to engage actively in their learning, participate in discussions, and collaborate with their peers.

Pianta, Hamre, and Allen (2012) found that classrooms with high levels of emotional support from teachers were associated with greater student engagement and academic success. RimmKaufman and Sandilos (2017) highlighted that supportive teacherstudent interactions lead to improved socialemotional development and academic outcomes. These studies suggest that when teachers create environments where students feel valued, respected, and supported, it not only enhances their academic performance but also contributes to their overall development and wellbeing. Thus, a supportive learning environment is essential for fostering positive engagement and creating a conducive atmosphere for learning and growth.

MultiFaceted Approach: Employing a multifaceted approach that includes organizing workshops and seminars, creating platforms for sharing success stories, incorporating principles into the school's mission statement, and facilitating continuous dialogue and feedback mechanisms can effectively communicate the importance of positive engagement. Participant 2 mentioned To effectively communicate the importance of positive engagement between students and teachers in a school, I would employ a multifaceted approach. Organizing workshops and seminars highlighting the benefits of collaborative learning and the impact of positive teacherstudent relationships would be crucial. Creating platforms for sharing success stories and testimonials from both students and educators would offer reallife examples of the transformative power of positive engagement. Additionally, incorporating these principles into the school's mission statement, curricular materials, and communication channels would emphasize their centrality to the educational ethos. Continuous dialogue, feedback mechanisms, and collaborative initiatives would further reinforce the significance of fostering such relationships. Participant 6 emphasized "Ang positibong pakikipagugnayan sa pagitan ng mga magaaral at guro sa isang paaralan ay nangangailangan ng isang multifaceted na diskarte. Bilang isang guro, naniniwala ako sa pamumuno sa pamamagitan ng halimbawa at paglalagay ng mga prinsipyo ng aktibong pakikinig, empatiya, at pakikipagtulungan sa aking mga pakikipagugnayan sa mga magaaral. Sa pamamagitan ng patuloy na pagpapakita ng mga katangiang ito, nilalayon kong ipakita ang pagbabagong epekto ng positibong pakikipagugnayan sa pangkalahatang karanasan sa pagaaral. Higit pa rito, itinataguyod ko ang bukas na mga channel ng komunikasyon, na nagpapasimula ng mga diyalogo sa mga magaaral tungkol sa mga malalim na benepisyo ng isang nakakasuporta at nakatuong kapaligiran sa pagaaral. Sa pamamagitan ng mga paguusap na ito, ipinahihiwatig ko kung paano ang positibong pakikipagugnayan ay hindi lamang nagpapabuti sa akademikong tagumpay ngunit nagpapalakas din ng personal na paglago at isang pakiramdam ng pagiging kabilang sa loob ng komunidad ng paaralan."(positive engagement between students and teachers in a school requires a multifaceted approach. As a teacher, I believe in leading by example and embodying the principles of active listening, empathy, and collaboration in my interactions with students. By demonstrating these qualities consistently, I aim to show the transformative impact of positive engagement on the overall learning experience. Furthermore, I advocate for open communication channels, initiating dialogues with students about the profound benefits of a supportive and engaged

learning environment. Through these conversations, I convey how positive engagement not only enhances academic achievement but also fosters personal growth and a sense of belonging within the school community.) In addition, Participant 11 expressed to effectively communicate the importance of positive engagement between students and teachers in a school, I would employ a multifaceted approach. Organizing workshops and seminars highlighting the benefits of collaborative learning and the impact of positive teacherstudent relationships would be crucial. Creating platforms for sharing success stories and testimonials from both students and educators would offer reallife examples of the transformative power of positive engagement. Additionally, incorporating these principles into the school's mission statement, curricular materials, and communication channels would emphasize their centrality to the educational ethos. Continuous dialogue, feedback mechanisms, and collaborative initiatives would further reinforce the significance of fostering such relationships.

A multifaceted approach to positive engagement between students and teachers in a school setting involves integrating various strategies to address the diverse needs of students and create a dynamic and inclusive learning environment. This approach includes incorporating differentiated instruction, fostering emotional and social development, and utilizing technology and collaborative learning techniques. Differentiated instruction tailors teaching methods and materials to accommodate different learning styles and abilities, ensuring that all students can access and engage with the curriculum. Emotional and social support helps students develop interpersonal skills and resilience, while technology and collaborative learning encourage active participation and realworld problemsolving.

Studies highlight the effectiveness of a multifaceted approach in promoting positive engagement. For instance, Tomlinson (2001) emphasized the importance of differentiated instruction in meeting the diverse needs of students, leading to improved academic outcomes and increased student motivation. Furthermore, Wentzel and Wigfield (2007) demonstrated that addressing students' social and emotional needs contributes significantly to their academic engagement and success. The integration of technology and collaborative learning has also been shown to enhance student participation and engagement, as highlighted by a study from Hwang, Lai, and Wang (2015), which found that technologysupported collaborative learning environments positively impact students' motivation and academic achievement.

By adopting a multifaceted approach, teachers can create a more inclusive and supportive learning environment that caters to the holistic needs of their students. This comprehensive strategy not only improves academic performance but also fosters a sense of community and belonging, encouraging students to engage actively and take ownership of their learning. The multifaceted approach thus represents a robust framework for positive engagement, benefiting both students and teachers in the school setting.

Leading by Example: Teachers can lead by example, embodying the principles of active listening, empathy, and collaboration in their interactions with students. Demonstrating these qualities consistently can show the transformative impact of positive engagement. Participant 6 mentioned I also recognize the power of visual aids and documentation to convey the importance of positive engagement. Creating posters, and infographics, and showcasing success stories or collaborative projects serve as tangible representations of the positive outcomes that result from meaningful interactions. Moreover, I collaborate with school administrators to incorporate positive engagement into the school's ethos and policies, ensuring it becomes an integral part of the institution's culture. By aligning these efforts with the school's mission and vision, I strive to create a collective understanding and commitment to the value of positive engagement among teachers, students, and parents. In doing so, I aim to foster a school environment where

positive engagement is not only communicated but embraced as a cornerstone for academic success and holistic development. Participant 10 emphasized, "Bilang isang guro, binibigyangdiin ko ang kahalagahan ng positibong pakikipagugnayan sa pagitan ng mga magaaral at guro sa aming paaralan sa pamamagitan ng patuloy na komunikasyon at pangunguna sa pamamagitan ng halimbawa. Binibigyangdiin ko kung paano ito nagtataguyod ng isang nakakasuportang kapaligiran sa pagaaral, nagpapalakas ng pagganap sa akademiko, at nagpapalaki ng personal na paglago. Sa pamamagitan ng pagpapakita ng aktibong pakikinig, empatiya, at paghihikayat, ipinapakita ko sa mga magaaral ang halaga ng magalang na pakikipagugnayan at pakikipagtulungan. Sa pamamagitan ng mga regular na talakayan at aktibidad, binibigyangdiin ko kung paano pinahuhusay ng positibong pakikipagugnayan hindi lamang ang tagumpay sa akademiko kundi pati na rin ang pangkalahatang kagalingan at pagkakaisa ng komunidad."(as a teacher, I emphasize the significance of positive engagement between students and teachers in our school through constant communication and leading by example. I highlight how it fosters a supportive learning environment, boosts academic performance, and nurtures personal growth. By demonstrating active listening, empathy, and encouragement, I show students the value of respectful interaction and collaboration. Through regular discussions and activities, I underline how positive engagement enhances not just academic success but also overall wellbeing and community cohesion.

Leading by example is a powerful element of positive engagement between students and teachers in a school setting. When teachers model the behaviors, attitudes, and values they wish to instill in their students, they create a learning environment based on mutual respect, integrity, and responsibility. This approach involves teachers demonstrating enthusiasm for learning, maintaining a positive attitude, exhibiting strong work ethics, and treating others with kindness and respect. By embodying these qualities, teachers set a standard for students to emulate, fostering a culture of excellence and accountability.

Research supported the impact of teachers leading by example on student engagement and behavior. A study by Bandura on social learning theory emphasizes that individuals learn by observing others, particularly authority figures or role models. In the context of education, when teachers consistently display positive behaviors, students are more likely to adopt similar attitudes and actions. Additionally, a study by Lewis et al. (2012) found that teachers who lead by example positively influence students' motivation, classroom behavior, and academic performance. When students see their teachers practicing what they preach, it reinforces the desired behaviors and promotes a cohesive and supportive classroom environment.

Leading by example extends beyond academic instruction to encompass the overall character development of students. Teachers who demonstrate qualities such as empathy, resilience, and ethical decisionmaking contribute to the holistic development of their students, preparing them for future challenges both inside and outside the classroom. This approach not only enhances the teacherstudent relationship but also cultivates a positive and engaging learning atmosphere where students feel inspired and motivated to strive for their best. Thus, leading by example is a critical component of positive engagement, shaping a constructive and empowering educational experience.

Open Communication Channels: Facilitating open communication channels, initiating dialogues with students, and using various channels such as staff meetings, newsletters, and parentteacher conferences can effectively communicate the importance of positive engagement. Participant 5 stated Communicating the importance through staff meetings, social media pages, and parentteacher conferences, emphasizing the impact on student success and overall school climate. Participant 6 added that effectively communicating the importance of positive engagement between students and teachers in a school requires

a multifaceted approach. As a teacher, I believe in leading by example and embodying the principles of active listening, empathy, and collaboration in my interactions with students. By demonstrating these qualities consistently, I aim to show the transformative impact of positive engagement on the overall learning experience. Furthermore, I advocate for open communication channels, initiating dialogues with students about the profound benefits of a supportive and engaged learning environment. Through these conversations, I convey how positive engagement not only enhances academic achievement but also fosters personal growth and a sense of belonging within the school community.

Lastly, Participant 9 said that Effectively communicating the importance of positive engagement between students and teachers in our school involves highlighting the benefits, such as improved academic performance, enhanced socialemotional development, and a more inclusive learning environment, through various channels such as staff meetings, newsletters, and parentteacher conferences. Additionally, modeling positive engagement behaviors and providing training and resources to support teachers in fostering positive relationships with students can reinforce the significance of this aspect of education.

Open communication channels are a fundamental aspect of positive engagement between students and teachers in a school setting. This concept involves creating an environment where both students and teachers feel comfortable expressing their thoughts, concerns, and feedback. Open communication fosters transparency, trust, and mutual understanding, allowing for the timely addressing of academic and personal issues. It encourages active listening and constructive dialogue, which are essential for resolving conflicts, clarifying expectations, and building strong relationships. When students know they can approach their teachers with questions or problems, they are more likely to feel supported and engaged in their learning.

Research underscores the importance of open communication channels in educational settings. A study by Klem and Connell (2004) found that students who perceive their teachers as approachable and communicative exhibit higher levels of engagement and academic achievement. Additionally, a study by Jensen et al. (2013) highlighted that effective teacherstudent communication positively impacts students' motivation and classroom behavior. These studies suggested that open communication channels help create a learning environment where students feel valued and understood, which in turn promotes active participation and a sense of belonging.

Implementing open communication channels involves various strategies, such as regular feedback sessions, opendoor policies, and the use of digital communication tools to facilitate ongoing dialogue. Teachers can also encourage students to share their ideas and concerns through anonymous surveys or suggestion boxes, ensuring that all voices are heard. By prioritizing open communication, teachers demonstrate their commitment to their students' wellbeing and success, fostering an inclusive and engaging classroom atmosphere. This approach not only enhances academic outcomes but also contributes to the overall development of students, preparing them for effective communication in their future endeavors.

Involvement of Parents and Guardians in Promoting Positive Engagement between Students and Teachers in a School:

Regular Communication Channels: Initiating regular communication channels, such as parentteacher meetings, newsletters, and digital platforms, can keep parents informed and involved in their child's educational journey. Participant 2 stated To involve parents and guardians in promoting positive engagement between students and teachers in a school, I would initiate regular communication channels,

such as parentteacher meetings, newsletters, and digital platforms, to keep them informed and involved in their child's educational journey. Organizing collaborative workshops and seminars that emphasize the importance of homeschool partnerships in fostering a supportive learning environment would also be beneficial. Encouraging parents to participate in school events, volunteer opportunities, and parentteacher associations can further strengthen their role in promoting positive engagement. Additionally, seeking their feedback and insights on enhancing studentteacher interactions can foster a cohesive community dedicated to nurturing student success. Participant 3 said, that to involve parents and guardians in promoting engagement between students and teachers in the school there should be open communication with each other to know the student's progress, plan for improvement, and give their comments, also have a regular parents conferences to know the situation of the learners and ask feedback from parents and guardians, this feedback can serve as guide in preparing plans for improvement and intervention. In addition, Participant 4 mentioned Proper communication should be the first to do. Then consult the parents about it. Parents should be involved in the process as they are vital supporters of the school. Participant 6 highlighted Organizing parentteacher conferences and workshops focused on the importance of positive engagement provides an opportunity for direct interaction. During these sessions, I can share insights into the classroom environment, the benefits of positive engagement, and ways in which parents can support their child's learning at home. Encouraging parents to ask questions, express concerns, and share their perspectives fosters a collaborative relationship that extends beyond the classroom walls. Participant 9 voiced out that Involving parents and guardians in promoting positive engagement between students and teachers in our school can be achieved through regular communication channels such as parentteacher conferences, newsletters, and school events that encourage parent participation. Participant 10 expressed I involve parents and guardians in promoting positive engagement between students and teachers in our school by maintaining open lines of communication. I regularly update them on their child's progress, achievements, and any challenges they may face. I invite them to participate in school events, parentteacher conferences, and workshops focused on fostering positive relationships. By encouraging parental involvement and collaboration, I emphasize the importance of a united effort in supporting students' academic and social development. Lastly, Participant 11 said "Isinasali ko ang mga magulang at tagapagalaga sa pagtataguyod ng positibong pakikipagugnayan sa pagitan ng mga magaaral at guro sa aming paaralan sa pamamagitan ng pagpapanatili ng bukas na linya ng komunikasyon. Regular kong inaupdate sila tungkol sa pagunlad ng kanilang anak, mga nagawa, at anumang mga hamon na maaaring harapin nila. Inaanyayahan ko silang lumahok sa mga kaganapan sa paaralan, mga kumperensya ng magulang at guro, at mga workshop na nakatuon sa pagpapaunlad ng mga positibong relasyon. Sa pamamagitan ng paghikayat sa pakikilahok at pakikipagtulungan ng magulang, binibigyangdiin ko ang kahalagahan ng nagkakaisang pagsisikap sa pagsuporta sa pagunlad ng akademiko at panlipunan ng mga magaaral." (I involve parents and guardians in promoting positive engagement between students and teachers in our school by maintaining open lines of communication. I regularly update them on their child's progress, achievements, and any challenges they may face. I invite them to participate in school events, parentteacher conferences, and workshops focused on fostering positive relationships. By encouraging parental involvement and collaboration, I emphasize the importance of a united effort in supporting students' academic and social development.)

Regular communication channels between parents, guardians, and teachers play a crucial role in promoting positive engagement between students and teachers in a school setting. By establishing consistent and open lines of communication, schools can foster a collaborative environment where parents and guardians

are actively involved in their children's education. This involvement helps to bridge the gap between home and school, ensuring that parents are informed about their child's progress, challenges, and achievements. Regular updates through newsletters, emails, parentteacher conferences, and online portals keep parents engaged and enable them to support their child's learning more effectively.

Epstein and Sheldon (2002) found that schools with strong communication practices experienced higher levels of parental involvement, which in turn led to improved student attendance, behavior, and academic performance. Additionally, a study by Kraft and Rogers (2015) demonstrated that regular, personalized communication between teachers and parents significantly increased student engagement and reduced absenteeism. These findings underscore the importance of keeping parents informed and involved through systematic and ongoing communication.

Implementing regular communication channels involves using various tools and strategies to reach out to parents and guardians. Schools can utilize digital platforms such as learning management systems, mobile apps, and social media to provide realtime updates and facilitate twoway communication. Regularly scheduled parentteacher meetings, workshops, and school events also offer opportunities for facetoface interactions and discussions. By maintaining consistent and transparent communication, schools can create a supportive network that reinforces positive engagement between students and teachers. This collaborative approach not only enhances students' academic success but also fosters a sense of community and shared responsibility for their education.

ParentTeacher Conferences and Workshops: Organizing parentteacher conferences and workshops focused on the importance of positive engagement provides an opportunity for direct interaction and allows parents to support their child's learning at home. Participant 1 mentioned Discussion during parentteacher conferences on the importance of positive engagement Participant 6 stated Organizing parentteacher conferences and workshops focused on the importance of positive engagement provides an opportunity for direct interaction. During these sessions, I can share insights into the classroom environment, the benefits of positive engagement, and ways in which parents can support their child's learning at home. Encouraging parents to ask questions, express concerns, and share their perspectives fosters a collaborative relationship that extends beyond the classroom walls. Additionally, by seeking input from parents on strategies to enhance positive engagement, I can leverage their valuable perspectives to create a more inclusive and effective learning environment. Involving parents in schoolwide initiatives, such as collaborative projects or extracurricular activities, promotes a sense of shared responsibility for positive engagement. Participant 9 mentioned Involving parents and guardians in promoting positive engagement between students and teachers in our school can be achieved through regular communication channels such as parentteacher conferences, newsletters, and school events that encourage parent participation. Additionally, offering workshops or informational sessions for parents on strategies to support their child's learning at home and fostering opportunities for collaborative problemsolving between parents, teachers, and students can strengthen the partnership between home and school. Participant 10 highlighted I involve parents and guardians in promoting positive engagement between students and teachers in our school by maintaining open lines of communication. I regularly update them on their child's progress, achievements, and any challenges they may face. I invite them to participate in school events, parentteacher conferences, and workshops focused on fostering positive relationships. By encouraging parental involvement and collaboration, I emphasize the importance of a united effort in supporting students' academic and social development.

Parentteacher conferences and workshops are pivotal strategies in fostering the involvement of parents and guardians, thereby promoting positive engagement between students and teachers in a school setting. These facetoface interactions provide an invaluable opportunity for parents and teachers to discuss students' academic progress, behavioral patterns, and social development in a detailed and personalized manner. Conferences allow for a twoway exchange of information, where parents can share insights about their child's learning preferences and challenges, while teachers can offer tailored advice and strategies to support the student's educational journey. This collaborative dialogue helps to align the efforts of both parents and teachers, ensuring a consistent and supportive learning environment for the student.

Workshops further enhance this engagement by equipping parents and guardians with the knowledge and skills needed to effectively support their children's education at home. These sessions can cover a wide range of topics, including effective homework practices, reading strategies, internet safety, and understanding the curriculum. Jeynes (2012) indicates that parental involvement, facilitated through such workshops, is positively correlated with higher student achievement and better educational outcomes. Additionally, a study by Sheldon and Epstein (2005) found that schools offering regular workshops for parents saw improved student attendance, behavior, and academic performance.

By integrating parentteacher conferences and workshops into their communication strategy, schools can build strong partnerships with parents and guardians. This partnership not only reinforces positive engagement between students and teachers but also creates a comprehensive support system that addresses the holistic needs of students. Engaged and informed parents are more likely to participate in school activities, volunteer in classrooms, and reinforce learning at home, creating a cohesive and nurturing educational environment. This comprehensive approach ensures that students receive consistent support and encouragement, both at school and at home, ultimately contributing to their academic success and overall wellbeing.

Involvement in School Activities: Encouraging parents to participate in school events, volunteer opportunities, and parentteacher associations can further strengthen their role in promoting positive engagement. Participant 2 stressed out To involve parents and guardians in promoting positive engagement between students and teachers in a school, I would initiate regular communication channels, such as parentteacher meetings, newsletters, and digital platforms, to keep them informed and involved in their child's educational journey. Organizing collaborative workshops and seminars that emphasize the importance of homeschool partnerships in fostering a supportive learning environment would also be beneficial. Encouraging parents to participate in school events, volunteer opportunities, and parentteacher associations can further strengthen their role in promoting positive engagement. Additionally, seeking their feedback and insights on enhancing studentteacher interactions can foster a cohesive community dedicated to nurturing student success. Participant 6 highlighted Organizing parentteacher conferences and workshops focused on the importance of positive engagement provides an opportunity for direct interaction. During these sessions, I can share insights into the classroom environment, the benefits of positive engagement, and ways in which parents can support their child's learning at home. Encouraging parents to ask questions, express concerns, and share their perspectives fosters a collaborative relationship that extends beyond the classroom walls. Additionally, by seeking input from parents on strategies to enhance positive engagement, I can leverage their valuable perspectives to create a more inclusive and effective learning environment. Involving parents in schoolwide initiatives, such as collaborative projects or extracurricular activities, promotes a sense of shared responsibility for positive engagement. Creating a parentteacher association or advisory group allows for ongoing dialogue and collaboration, ensuring that

the values of positive engagement are reinforced both at home and in the school community. Ultimately, by actively involving parents and guardians, I aim to build a united front where teachers and parents work together to nurture a culture of positive engagement that positively impacts students' academic success and overall wellbeing. Participant 9 mentioned Involving parents and guardians in promoting positive engagement between students and teachers in our school can be achieved through regular communication channels such as parentteacher conferences, newsletters, and school events that encourage parent participation. Additionally, offering workshops or informational sessions for parents on strategies to support their child's learning at home and fostering opportunities for collaborative problemsolving between parents, teachers, and students can strengthen the partnership between home and school. Participant 10 highlighted I involve parents and guardians in promoting positive engagement between students and teachers in our school by maintaining open lines of communication. I regularly update them on their child's progress, achievements, and any challenges they may face. I invite them to participate in school events, parentteacher conferences, and workshops focused on fostering positive relationships. By encouraging parental involvement and collaboration, I emphasize the importance of a united effort in supporting students' academic and social development.

Involvement in school activities is a vital strategy for engaging parents and guardians, thereby enhancing the positive engagement between students and teachers. When parents actively participate in school events such as sports days, cultural festivals, classroom volunteering, and school committees, they foster a sense of community and shared responsibility for the educational environment. This involvement allows parents to better understand the school's culture, build relationships with teachers and staff, and observe firsthand the learning experiences and challenges their children face. It creates a cohesive support network that benefits students by demonstrating that their education is a priority for both their family and their school community.

Hill and Tyson (2009) found that parental participation in school functions is significantly associated with higher levels of student academic achievement and positive behavior. Another study by Fan and Williams (2010) highlighted that students whose parents are actively involved in school activities tend to have higher selfesteem, better social skills, and more positive attitudes towards school. These findings suggest that when parents engage in school activities, they not only strengthen the homeschool connection but also contribute to creating an encouraging and motivating environment for students.

By encouraging parents to participate in school activities, schools can cultivate a communityoriented atmosphere that supports student learning and development. Schools can facilitate this by organizing events that are inclusive and welcoming, providing opportunities for parents to contribute their skills and talents, and ensuring that communication about these activities is clear and accessible. This involvement helps to build trust and collaboration between parents, teachers, and students, reinforcing the notion that education is a collective effort. As a result, students benefit from a consistent and supportive network that enhances their academic and socialemotional growth, ultimately leading to a more positive and engaging school experience.

Professional Development to Promote Positive Engagement between Students and Teachers in a School:

Interpersonal Skills and Communication: Professional development programs that focus on enhancing interpersonal skills, effective communication, and active listening can equip educators with the tools to build meaningful relationships with students. Participant 2 stated Professional development programs that

focus on enhancing interpersonal skills, fostering inclusive teaching practices, and promoting collaborative learning strategies would be instrumental in promoting positive engagement between students and teachers in a school setting. Training sessions that emphasize effective communication, active listening, and conflictresolution techniques can equip educators with the tools to build meaningful relationships with students. Participant 6 mentioned Professional development opportunities that involve peer collaboration and the sharing of best practices can empower teachers to implement innovative and effective engagement strategies. Whether through teacherled workshops, collaborative planning sessions, or online communities, the exchange of ideas and experiences can inspire educators to adopt new approaches and refine existing ones. In addition, Participant 9 stressed out Professional development opportunities focused on fostering positive engagement between students and teachers in our school include training on effective communication strategies, building positive relationships, and creating inclusive classroom environments. Participant 10 emphasized "Ang mga pagkakataon sa pagpapaunlad ng propesyon na nakatuon sa mga estratehiya sa komunikasyon, paglutas ng salungatan, at pagpapaunlad ng isang positibong kultura sa silidaralan ay napakahalaga sa pagtataguyod ng pakikipagugnayan sa pagitan ng mga magaaral at guro sa ating paaralan. Ang pagaaral ng mga epektibong diskarte sa komunikasyon ay nakakatulong sa akin na mas mahusay na kumonekta sa mga magaaral at maunawaan ang kanilang mga pangangailangan, habang ang mga kasanayan sa paglutas ng salungatan ay nagbibigaydaan sa akin upang matugunan ang mga isyu nang maayos at mapanatili ang isang positibong kapaligiran sa pagaaral. Bukod pa rito, ang pagsasanay sa paglikha ng mga inklusibo at sumusuporta sa mga silidaralan ay nagbibigay sa akin ng mga tool upang matiyak na ang bawat magaaral ay nararamdaman na pinahahalagahan at nakikibahagi sa kanilang paglalakbay sa pagaaral." (Professional development opportunities that focus on communication strategies, conflict resolution, and fostering a positive classroom culture have been invaluable in promoting engagement between students and teachers in our school. Learning effective communication techniques helps me better connect with students and understand their needs, while conflict resolution skills enable me to address issues constructively and maintain a positive learning environment. Additionally, training on creating inclusive and supportive classrooms equips me with tools to ensure every student feels valued and engaged in their learning journey.) Participant 11 highlighted Professional development programs that focus on enhancing interpersonal skills, fostering inclusive teaching practices, and promoting collaborative learning strategies would be instrumental in promoting positive engagement between students and teachers in a school setting. Training sessions that emphasize effective communication, active listening, and conflictresolution techniques can equip educators with the tools to build meaningful relationships with students.

Enhancing interpersonal skills and communication through professional development is crucial for promoting positive engagement between students and teachers in a school setting. Interpersonal skills such as empathy, active listening, conflict resolution, and cultural competency enable teachers to build strong, supportive relationships with their students. Effective communication ensures that teachers can convey ideas, provide constructive feedback, and create an open and inclusive classroom environment. Professional development programs that focus on these areas equip teachers with the tools they need to understand and respond to the diverse needs of their students, fostering a sense of trust and mutual respect. A study by Pianta, Hamre, and Allen (2012) found that teacherstudent relationships characterized by high levels of emotional support and effective communication lead to greater student engagement and academic success. Similarly, Jennings and Greenberg (2009) highlighted that teachers with strong socialemotional competencies are better able to manage classroom behavior, reduce student stress, and create a positive

learning environment. These findings suggested that professional development in interpersonal skills and communication can have a profound impact on the overall classroom dynamics and student achievement. Investing in professional development that enhances these skills not only benefits individual teachers but also contributes to a more positive and cohesive school culture. Workshops, training sessions, and peer coaching can provide teachers with practical strategies and opportunities to practice and refine their interpersonal and communication skills. As teachers become more adept at connecting with their students and addressing their needs, they create a more engaging and supportive educational experience. This holistic approach to professional development ultimately leads to improved teacherstudent relationships, higher levels of student motivation and engagement, and better academic and socialemotional outcomes for students.

Inclusive Teaching Practices and Collaborative Learning Strategies: Training sessions that foster inclusive teaching practices and promote collaborative learning strategies can enhance student engagement and address diverse learning needs. Participant 2 stated Professional development programs that focus on enhancing interpersonal skills, fostering inclusive teaching practices, and promoting collaborative learning strategies would be instrumental in promoting positive engagement between students and teachers in a school setting. Training sessions that emphasize effective communication, active listening, and conflictresolution techniques can equip educators with the tools to build meaningful relationships with students. Participant 3 mentioned Collaborative learning techniquesthis aspect can help teachers promote teamwork, communication, and positive interaction among students and foster a more engaging classroom environment. Participant 6 stated A comprehensive professional development plan for teachers should encompass communication skills, collaborative teaching practices, cultural responsiveness, socialemotional learning, and opportunities for peer collaboration. By investing in these areas, educators can enhance their ability to promote positive engagement, creating a more enriching and supportive learning environment for both students and teachers in their school. Participant 9 mentioned Additionally, workshops on socialemotional learning, culturally responsive teaching practices, and collaborative learning strategies can provide educators with the tools and skills needed to promote positive engagement and student success. Participant 10 emphasized professional development opportunities that focus on communication strategies, conflict resolution, and fostering a positive classroom culture have been invaluable in promoting engagement between students and teachers in our school. Learning effective communication techniques helps me better connect with students and understand their needs, while conflict resolution skills enable me to address issues constructively and maintain a positive learning environment. Additionally, training on creating inclusive and supportive classrooms equips me with tools to ensure every student feels valued and engaged in their learning journey. Participant 11 highlighted "Ang mga programa sa pagpapaunlad ng propesyon na nakatuon sa pagpapahusay ng mga interpersonal na kasanayan, pagpapaunlad ng mga kasanayan sa pagtuturo ng inklusibo, at pagtataguyod ng mga collaborative na diskarte sa pagaaral ay magiging instrumento sa pagtataguyod ng positibong pakikipagugnayan sa pagitan ng mga magaaral at guro sa isang setting ng paaralan. Ang mga sesyon ng pagsasanay na nagbibigaydiin sa epektibong komunikasyon, aktibong pakikinig, at mga diskarte sa paglutas ng salungatan ay maaaring magbigay sa mga tagapagturo ng mga tool upang bumuo ng mga makabuluhang relasyon sa mga magaaral." (Professional development programs that focus on enhancing interpersonal skills, fostering inclusive teaching practices, and promoting collaborative learning strategies would be instrumental in promoting positive engagement between students and teachers in a school

setting. Training sessions that emphasize effective communication, active listening, and conflictresolution techniques can equip educators with the tools to build meaningful relationships with students.)

Professional development in inclusive teaching practices and collaborative learning strategies is essential for promoting positive engagement between students and teachers in a school setting. Inclusive teaching practices involve designing and implementing curriculum and instruction that accommodate diverse learning styles, cultural backgrounds, and abilities. These practices ensure that all students feel valued and supported, thereby creating a more equitable learning environment. Collaborative learning strategies, on the other hand, encourage students to work together in groups, promoting teamwork, communication, and critical thinking skills. By fostering a classroom environment where every student can participate and succeed, these approaches enhance student engagement and strengthen the teacherstudent relationship.

Meyer, Rose, and Gordon (2014) on Universal Design for Learning (UDL) found that inclusive teaching practices lead to increased student engagement and academic achievement by providing multiple means of representation, expression, and engagement. Similarly, a metaanalysis by Johnson, Johnson, and Stanne (2000) revealed that cooperative learning strategies significantly improve students' academic performance, social skills, and attitudes toward learning. These findings suggest that professional development focused on these areas can equip teachers with the knowledge and skills to create a more dynamic and inclusive classroom environment.

By investing in professional development for inclusive teaching practices and collaborative learning strategies, schools can foster a more engaging and supportive educational experience. Workshops, training sessions, and collaborative planning time can help teachers learn and implement these strategies effectively. As teachers become more adept at accommodating diverse student needs and facilitating collaborative learning, they can create a classroom atmosphere that promotes mutual respect, active participation, and a sense of community. This holistic approach not only enhances academic outcomes but also contributes to the overall wellbeing and development of students, making the school environment more conducive to positive engagement between students and teachers.

Conflict Resolution and Classroom Management: Professional development on conflict resolution techniques, classroom management strategies, and creating a positive learning environment can help teachers address issues constructively and maintain a positive learning environment. Participant 2 mentioned Professional development programs that focus on enhancing interpersonal skills, fostering inclusive teaching practices, and promoting collaborative learning strategies would be instrumental in promoting positive engagement between students and teachers in a school setting. Training sessions that emphasize effective communication, active listening, and conflictresolution techniques can equip educators with the tools to build meaningful relationships with students. Additionally, workshops on culturally responsive teaching, differentiated instruction, and integrating technology in the classroom can further enhance student engagement and address diverse learning needs. Continuous professional development opportunities that prioritize studentteacher relationships and collaborative pedagogies are essential for creating a supportive and inclusive learning environment. Participant 3 added Classroom management strategiesprovide collaborative workshops and training that focused on effective classroom management techniques so that teachers create a positive environment that improves the teachinglearning process; in addition, Participant 5 said Professional development on effective communication, conflict resolution, and student engagement techniques is essential. Participant 10 expressed professional development opportunities that focus on communication strategies, conflict resolution, and fostering a positive classroom culture have been invaluable in promoting engagement between students and teachers

in our school. Learning effective communication techniques helps me better connect with students and understand their needs, while conflict resolution skills enable me to address issues constructively and maintain a positive learning environment. Additionally, training on creating inclusive and supportive classrooms equips me with tools to ensure every student feels valued and engaged in their learning journey. Professional development in conflict resolution and classroom management is instrumental in promoting positive engagement between students and teachers in a school setting. Conflict resolution skills enable teachers to effectively manage and resolve conflicts that arise among students or between students and teachers. By learning strategies such as active listening, problemsolving, and mediation, teachers can create a peaceful and respectful learning environment where conflicts are addressed constructively, fostering a sense of fairness and mutual understanding. Effective classroom management, on the other hand, involves establishing clear expectations, routines, and consequences to promote a structured and supportive atmosphere conducive to learning. When teachers are equipped with these skills through professional development, they can maintain order in the classroom, minimize disruptions, and maximize instructional time, thereby enhancing student engagement and achievement.

Research supports the impact of conflict resolution and classroom management strategies on student outcomes. For example, a study by Allen, Pianta, Gregory, Mikami, and Lun (2011) found that effective classroom management practices contribute to positive teacherstudent relationships, which in turn enhance student engagement and academic success. Additionally, research by Ferguson (2008) highlighted that proactive conflict resolution strategies reduce disciplinary issues and improve student behavior and attendance. These studies underscore the importance of providing teachers with professional development opportunities to strengthen their skills in conflict resolution and classroom management.

Investing in professional development in conflict resolution and classroom management empowers teachers to create a supportive and productive learning environment. Workshops, seminars, and coaching sessions can provide teachers with practical strategies and techniques to handle conflicts peacefully and manage classrooms effectively. As teachers become more proficient in these areas, they can establish a climate of trust and respect where students feel safe to express themselves and engage actively in their learning. This proactive approach not only enhances the overall classroom dynamics but also contributes to a positive school culture that prioritizes student wellbeing and academic success.

Initiatives to Promote Positive Engagement between Students and Teachers in a School:
Mentorship Programs and Collaborative Projects: Establishing mentorship programs and hosting collaborative projects and group activities can foster peer support, encourage teamwork, and enhance interaction. Participant 2 stated Hosting collaborative projects and group activities that encourage teamwork and shared problemsolving would further enhance interaction. Additionally, organizing recognition events to celebrate collaborative achievements and creating a supportive learning environment through inclusive policies and practices would reinforce the importance of positive engagement in shaping a cohesive and thriving school community. Participant 6 mentioned Group projects, collaborative discussions, and peertopeer learning activities provide opportunities for students to actively engage with the material and with each other. Teachers can design lessons that encourage teamwork, problemsolving, and the sharing of ideas, creating an environment where positive engagement is not only encouraged but becomes a natural part of the learning process. Establishing a studentled or teacherstudent advisory group can also be a powerful initiative. These groups provide a platform for open communication, allowing students to express their thoughts and concerns. It fosters a sense of belonging and empowerment, as

students become actively involved in shaping the school community. In addition, Participant 9 emphasized To promote positive engagement between students and teachers in our school, we implement peer mentoring programs where older students mentor younger ones, fostering a sense of community and support. Participant 11 stressed that "Ang paghohost ng mga collaborative na proyekto at mga aktibidad ng grupo na naghihikayat sa pagtutulungan ng magkakasama at nakabahaging paglutas ng problema ay higit na magpapahusay sa pakikipagugnayan. Bukod pa rito, ang pagoorganisa ng mga kaganapan sa pagkilala upang ipagdiwang ang mga collaborative na tagumpay at paglikha ng isang sumusuportang kapaligiran sa pagaaral sa pamamagitan ng mga inklusibong patakaran at kasanayan ay magpapatibay sa kahalagahan ng positibong pakikipagugnayan sa paghubog ng isang magkakaugnay at umuunlad na komunidad ng paaralan." (Hosting collaborative projects and group activities that encourage teamwork and shared problemsolving would further enhance interaction. Additionally, organizing recognition events to celebrate collaborative achievements and creating a supportive learning environment through inclusive policies and practices would reinforce the importance of positive engagement in shaping a cohesive and thriving school community.)

Mentorship programs and collaborative projects are impactful initiatives that promote positive engagement between students and teachers in a school setting. Mentorship programs pair students with teachers or older students who serve as mentors, providing guidance, support, and encouragement. This personalized interaction helps students develop confidence, set academic goals, and navigate challenges both inside and outside the classroom. Mentorship fosters a sense of belonging and connection, as students feel valued and understood by their mentors, leading to increased motivation and a greater commitment to learning. Teachers benefit by developing closer relationships with their students, gaining insights into their strengths and areas for growth, and contributing to their overall development.

Collaborative projects further enhance positive engagement by encouraging teamwork, problemsolving, and creativity among students and teachers. These projects involve collaborative planning, research, and presentation of findings, fostering communication skills and critical thinking. When teachers and students work together on meaningful projects, it promotes a shared sense of accomplishment and reinforces the importance of collaboration in achieving common goals. Research supports the effectiveness of mentorship programs and collaborative projects in enhancing student engagement and academic outcomes. For example, a study by Zhao, Lynch, and Chen (2014) found that mentorship programs contribute to improved student performance, behavior, and attitudes toward school. Similarly, collaborative projects have been shown to increase student motivation and deepen understanding of subject matter, as highlighted in research by Johnson and Johnson (2009).

Implementing mentorship programs and collaborative projects requires schools to provide training and resources to support both teachers and students. Professional development opportunities can help teachers learn effective mentoring techniques and collaborative learning strategies. By nurturing these initiatives, schools create an environment where positive relationships between students and teachers thrive, fostering a supportive and enriching educational experience. Mentorship and collaborative projects not only contribute to academic success but also promote socialemotional growth and prepare students for future challenges in an increasingly interconnected world.

Regular Feedback Mechanisms: Implementing regular feedback mechanisms, such as studentteacher dialogue sessions or anonymous suggestion boxes, can encourage open communication and mutual understanding. Participant 2 mentioned In promoting positive engagement between students and teachers in a hypothetical school, specific initiatives would include establishing mentorship programs pairing

senior students with newer ones to foster peer support and guidance. Implementing regular feedback mechanisms, such as studentteacher dialogue sessions or anonymous suggestion boxes, would encourage open communication and mutual understanding. Added by Participant 6 To promote positive engagement between students and teachers in a school, a teacher can implement various initiatives that create a supportive and collaborative learning environment. Establishing regular communication channels with parents is crucial. This can include weekly newsletters, emails, or utilizing a dedicated online platform to keep parents informed about classroom activities, learning objectives, and ways they can support their child's education at home. By involving parents in the educational process, teachers strengthen the homeschool connection, fostering a sense of shared responsibility for positive engagement. In the classroom, implementing cooperative learning strategies is effective. Lastly, Participant 11 highlighted "Sa pagtataguyod ng positibong pakikipagugnayan sa pagitan ng mga magaaral at guro sa isang hypothetical na paaralan, ang mga partikular na inisyatiba ay isasama ang pagtatatag ng mga programa ng mentorship na pagpapares ng mga senior na magaaral sa mga mas bago upang suportahan ang peer support at gabay. Ang pagpapatupad ng mga regular na mekanismo ng feedback, tulad ng mga sesyon ng paguusap ng magaaralguro o hindi kilalang mga kahon ng mungkahi, ay maghihikayat ng bukas na komunikasyon at pagunawa sa isa't isa". (In promoting positive engagement between students and teachers in a hypothetical school, specific initiatives would include establishing mentorship programs pairing senior students with newer ones to foster peer support and guidance. Implementing regular feedback mechanisms, such as studentteacher dialogue sessions or anonymous suggestion boxes, would encourage open communication and mutual understanding.)

Regular feedback mechanisms are essential initiatives that promote positive engagement between students and teachers in a school setting. These mechanisms involve providing timely and constructive feedback to students on their academic performance, behavior, and progress toward learning goals. Feedback serves as a powerful tool for fostering student growth and development by highlighting strengths, identifying areas for improvement, and guiding future learning activities. When students receive specific and actionable feedback from teachers, they gain clarity on their achievements and areas needing attention, which motivates them to strive for improvement and take ownership of their learning journey. Moreover, feedback facilitates a continuous dialogue between students and teachers, building trust and enhancing communication in the classroom.

A metaanalysis by Hattie and Timperley (2017) found that feedback has one of the highest impacts on student achievement, particularly when it is specific, timely, and focused on learning goals. Additionally, a study by Black and Wiliam (2008) highlighted the efficacy of formative assessment practices, including regular feedback, in enhancing student understanding and performance. These studies suggest that implementing effective feedback mechanisms in classrooms can significantly enhance the learning experience and promote positive engagement among students.

To implement regular feedback mechanisms effectively, teachers can use a variety of strategies such as written comments on assignments, oneonone conferences, peer and selfassessment activities, and digital tools for realtime feedback. Professional development can support teachers in developing their feedback skills and incorporating formative assessment practices into their teaching routines. By cultivating a culture of feedback in the classroom, schools empower students to reflect on their learning progress, set meaningful goals, and ultimately, achieve greater academic success. Regular feedback not only supports individual student growth but also strengthens the teacherstudent relationship, contributing to a more supportive and engaging learning environment overall.

Inclusive Learning Environment: Creating a supportive and inclusive learning environment through inclusive policies and practices, and establishing a welcoming classroom environment where every student feels valued and respected can reinforce the importance of positive engagement. Participant 2 mentioned additionally, organizing recognition events to celebrate collaborative achievements and creating a supportive learning environment through inclusive policies and practices would reinforce the importance of positive engagement in shaping a cohesive and thriving school community. Participant 10 expressed I implement several initiatives to promote positive engagement between students and teachers in our school. One key initiative is establishing a welcoming and inclusive classroom environment where every student feels valued and respected. I also incorporate interactive and collaborative learning activities that encourage students to actively participate and engage with the material. I regularly communicate with students, providing constructive feedback and support to help them succeed academically and personally. I organize extracurricular activities and events that foster connections between students and teachers outside the classroom, building a sense of community and camaraderie within the school. Moreover, Participant 11 highlighted "ang pagoorganisa ng mga kaganapan sa pagkilala upang ipagdiwang ang mga collaborative na tagumpay at paglikha ng isang nakakasuportang kapaligiran sa pagaaral sa pamamagitan ng mga patakaran at kasanayan na napapabilang ay magpapatibay sa kahalagahan ng positibong pakikipagugnayan sa paghubog ng isang magkakaugnay at umuunlad na komunidad ng paaralan". (Organizing recognition events to celebrate collaborative achievements and creating a supportive learning environment through inclusive policies and practices would reinforce the importance of positive engagement in shaping a cohesive and thriving school community.)

Creating an inclusive learning environment is a critical initiative to promote positive engagement between students and teachers in a school setting. An inclusive environment embraces diversity in all its forms, including differences in learning styles, abilities, cultural backgrounds, and experiences. It fosters a sense of belonging and acceptance among students, ensuring that everyone feels valued and respected. Inclusive practices involve adapting teaching methods, curriculum materials, and classroom activities to accommodate diverse needs, thus removing barriers to learning and promoting equitable access to education. When teachers prioritize inclusivity, they create a supportive atmosphere where every student can thrive academically, socially, and emotionally.

A study by Mastropieri and Scruggs (2015) found that inclusive education practices positively impact academic outcomes for students with disabilities by promoting higher levels of participation and learning. Similarly, research by Westling and Fox (2016) demonstrated that inclusive classrooms enhance social interactions and improve attitudes toward peers among both typically developing students and those with disabilities. These findings underscore the importance of fostering an inclusive environment that celebrates diversity and encourages collaboration among students and teachers.

Implementing inclusive learning practices involves ongoing professional development for teachers to enhance their knowledge of inclusive teaching strategies and classroom management techniques. It also requires a commitment from school leadership to provide the necessary resources and support for inclusive education initiatives. By embracing inclusivity, schools not only meet the diverse needs of their students but also cultivate a culture of empathy, respect, and understanding. An inclusive learning environment promotes positive engagement by empowering students to contribute their unique perspectives, fostering a sense of community, and preparing all learners for success in a diverse and interconnected world.

IV. Building a Culture of High Expectation and Academic Success in a School:

Setting Clear Expectations and Standards: Setting clear academic standards, providing challenging yet achievable learning materials, and celebrating academic achievements can inspire a culture of excellence. Participant 2 mentioned In fostering a culture of high expectations and academic success, I catalyze motivation, continuous learning, and excellence. By providing challenging yet achievable learning materials, resources, and feedback, I encourage students to strive for their highest potential. I emphasize the importance of perseverance, critical thinking, and selfdiscipline in achieving academic goals. Participant 9 expressed that As an educational leader, I play a pivotal role in building a culture of high expectations and academic success by setting clear academic standards, providing support and resources to help students meet those standards, and fostering a growth mindset that encourages continuous improvement and perseverance. Additionally, I collaborate with teachers, students, and parents to create a supportive learning environment where all members of the school community are motivated and empowered to achieve their full potential. Furthermore, Participant 11 stated In fostering a culture of high expectations and academic success, I catalyze motivation, continuous learning, and excellence. By providing challenging yet achievable learning materials, resources, and feedback, I encourage students to strive for their highest potential. I emphasize the importance of perseverance, critical thinking, and selfdiscipline in achieving academic goals.

Setting clear expectations and standards is fundamental to building a culture of high expectations and academic success in a school. When teachers clearly articulate academic and behavioral expectations, students understand what is required of them and what they can achieve. This clarity helps create a structured learning environment where students are motivated to meet or exceed these standards. Setting high expectations involves consistently communicating that every student has the potential to succeed and providing the necessary support and resources to help them reach their goals. By fostering an atmosphere of high expectations, teachers can inspire students to strive for excellence and take ownership of their learning.

Rosenthal and Jacobson (1968) demonstrated the "Pygmalion effect," where students perform better when teachers have high expectations for them. Similarly, a more recent study by Jussim and Harber (2005) found that teacher expectations can significantly influence student performance, particularly when those expectations are communicated effectively and supported by appropriate instructional strategies. These findings suggest that setting and maintaining high expectations can lead to improved academic outcomes and greater student engagement.

To build a culture of high expectations, schools can implement various strategies, such as setting specific, measurable, achievable, relevant, and timebound (SMART) goals for students, providing regular feedback, and celebrating academic achievements. Professional development for teachers can also focus on effective communication techniques and instructional practices that support high expectations. Additionally, involving parents and guardians in the process by communicating expectations and progress can reinforce the message at home. By creating a cohesive and supportive environment where high expectations are the norm, schools can cultivate a culture of academic success, encouraging students to reach their full potential and preparing them for future challenges.

Promoting a Growth Mindset: Emphasizing the importance of perseverance, critical thinking, selfdiscipline, resilience, and adaptability in achieving academic goals can foster a growth mindset. Participant 2 mentioned I emphasize the importance of perseverance, critical thinking, and selfdiscipline in achieving academic goals. Additionally, I promote a growth mindset, highlighting the value of resilience

and adaptability in the face of challenges. By setting clear expectations, offering support through various educational tools, and celebrating academic achievements, I aim to inspire a culture where both educators and students are committed to pursuing excellence and realizing their academic aspirations. Participant 9 expressed that As an educational leader, I play a pivotal role in building a culture of high expectations and academic success by setting clear academic standards, providing support and resources to help students meet those standards, and fostering a growth mindset that encourages continuous improvement and perseverance. Additionally, I collaborate with teachers, students, and parents to create a supportive learning environment where all members of the school community are motivated and empowered to achieve their full potential. Furthermore, Participant 11 stated I promote a growth mindset, highlighting the value of resilience and adaptability in the face of challenges. By setting clear expectations, offering support through various educational tools, and celebrating academic achievements, I aim to inspire a culture where both educators and students are committed to pursuing excellence and realizing their academic aspirations.

Promoting a growth mindset is a crucial element in building a culture of high expectations and academic success in a school. A growth mindset, as defined by psychologist Carol Dweck, is the belief that abilities and intelligence can be developed through dedication, hard work, and learning from failures. When schools foster a growth mindset, students are encouraged to view challenges as opportunities for growth rather than obstacles. This perspective helps them persist in the face of difficulties, embrace constructive feedback, and take ownership of their learning journey. By promoting a growth mindset, teachers can instill resilience and a love for learning in their students, driving them to achieve higher levels of academic success.

Dweck's studies (2006) had shown that students with a growth mindset tend to perform better academically because they are more motivated to put in effort and overcome setbacks. Additionally, a study by Blackwell, Trzesniewski, and Dweck (2007) demonstrated that teaching students about the malleability of intelligence led to increased motivation and improved grades in math. These findings highlight the importance of fostering a growth mindset to help students realize their potential and achieve academic success.

To cultivate a growth mindset within a school, educators can implement various strategies. These include providing students with challenging tasks that encourage critical thinking and problemsolving, offering constructive and specific feedback that focuses on effort and improvement, and celebrating perseverance and progress rather than just innate talent. Teachers can also model a growth mindset by sharing their own learning experiences and emphasizing the value of persistence. Professional development for teachers on growth mindset principles and practices can further support this cultural shift. By embedding a growth mindset into the school's ethos, educators can create an environment where high expectations are met with enthusiasm and a belief in the potential for continuous growth, ultimately leading to greater academic success for all students.

Collaboration and Inclusive DecisionMaking: Actively collaborating with colleagues, parents, and administrators, implementing inclusive and fair decisionmaking, and involving students, teachers, and stakeholders in planning can create a cohesive and supportive educational environment. Participant 1 said By implementing inclusive and fair decisionmaking. Participant 6 highlighted Teachers also play a pivotal role in identifying and addressing individual student needs. By differentiating instruction, offering additional support when necessary, and implementing effective teaching strategies, educators can ensure that every student has the opportunity to succeed. Building positive relationships with students,

understanding their strengths and challenges, and tailoring instruction to meet diverse learning styles contribute to an inclusive culture where academic success is attainable for all. Teachers actively collaborate with colleagues, parents, and administrators to create a schoolwide culture of high expectations. Participating in professional development, sharing best practices, and aligning curriculum and assessment standards contribute to a cohesive and supportive educational environment. Collaboration with parents involves keeping them informed about academic expectations, involving them in their child's education, and fostering a sense of partnership in the pursuit of academic success. Moreover, Participant 8 mentioned "ang Pakikilahok ng mga magaaral, guro, at stakeholder sa pagpaplano, pagmamasid sa transparency, at pagiging isang magandang modelo sa pagiging isang pinuno." (The Involvement of students, teachers, and stakeholders in planning, observing transparency, and being a good model being a leader)

Collaboration and inclusive decisionmaking are pivotal in building a culture of high expectations and academic success within a school. When teachers, administrators, students, and parents work together collaboratively, it creates a shared vision and collective responsibility for student achievement. Inclusive decisionmaking involves actively seeking and valuing input from all stakeholders, ensuring that diverse perspectives and needs are considered. This approach not only fosters a sense of community and belonging but also ensures that policies and practices are more effective and equitable. When everyone in the school community is involved in setting and upholding high expectations, it reinforces a collective commitment to academic excellence.

A study by Leithwood and Seashore Louis (2011) found that schools with strong collaborative cultures, where teachers regularly engage in professional learning communities and decisionmaking processes, tend to have higher student achievement levels. Additionally, inclusive decisionmaking has been linked to improved school climate and student outcomes, as highlighted in research by Moolenaar, Daly, and Sleegers (2010), which showed that schools with inclusive leadership practices have more engaged and motivated staff, leading to better student performance.

Implementing collaboration and inclusive decisionmaking can be achieved through various strategies. Schools can establish regular meetings and forums where all stakeholders can voice their opinions and contribute to planning and policymaking. Creating committees or task forces that include representatives from different groups within the school community can ensure that decisions are wellrounded and consider the needs of all students. Professional development focused on teamwork, communication, and leadership can further support these collaborative efforts. By fostering a culture where collaboration and inclusivity are valued, schools can create an environment where high expectations are collectively supported, leading to sustained academic success and a positive school culture.

Strategies to Foster a Culture of High Expectation and Academic Success in a School:

Clear Learning Objectives and Challenging Assignments: Setting clear learning objectives and challenging students with thoughtprovoking assignments and projects can encourage critical thinking and problemsolving skills. Participant 2 emphasized To foster a culture of high expectations and academic success, I employ several strategies, including setting clear learning objectives and challenging students with thoughtprovoking assignments and projects that encourage critical thinking and problemsolving skills. I provide regular feedback and encourage selfassessment, promoting accountability and a growth mindset. In addition, Participant 11 stated To foster a culture of high expectation and academic success, I employ several strategies, including setting clear learning objectives and challenging students with

thoughtprovoking assignments and projects that encourage critical thinking and problemsolving skills. I provide regular feedback and encourage selfassessment, promoting accountability and a growth mindset. Collaborative learning environments, where students can exchange ideas and learn from one another, are also cultivated. Additionally, I offer personalized support and resources to address individual learning needs, ensuring that every student has the opportunity to excel. By recognizing and celebrating academic achievements, I reinforce the value of hard work, dedication, and the pursuit of excellence in our educational community.

Clear learning objectives and challenging assignments are essential strategies to foster a culture of high expectations and academic success in a school. Clear learning objectives provide students with a clear understanding of what they are expected to learn and achieve. These objectives serve as a roadmap for both teachers and students, guiding instructional planning and assessment. When students know the specific goals they are working towards, they are more likely to stay focused, motivated, and engaged. This clarity also helps teachers align their instruction with desired outcomes, ensuring that lessons are purposeful and effective.

Challenging assignments, on the other hand, push students to apply their knowledge and skills in complex and meaningful ways. These assignments encourage critical thinking, problemsolving, and creativity, helping students develop a deeper understanding of the material. By setting high standards and providing tasks that require effort and perseverance, teachers communicate their belief in students' abilities to meet rigorous academic demands. Research by Hattie (2009) indicated that high expectations and challenging tasks are among the most influential factors in student achievement. When students are regularly exposed to challenging assignments, they build resilience and confidence, knowing they can tackle difficult tasks successfully.

A study by Marzano (2003) found that welldefined learning goals significantly enhance student achievement by providing a clear focus for instruction and assessment. Similarly, research by Newmann, Marks, and Gamoran (1996) highlighted that students engaged in highquality, challenging assignments demonstrate higher levels of cognitive engagement and academic performance. These findings suggest that setting clear objectives and providing challenging work are vital components of an effective educational strategy.

To implement these strategies, schools can provide professional development for teachers in designing clear, measurable learning objectives and creating rigorous assignments that align with these goals. Teachers can also use formative assessment techniques to ensure that students understand the objectives and are making progress toward meeting them. By fostering an environment where clear expectations and academic challenges are the norms, schools can create a culture of high expectations that drives student success and prepares them for future academic and career endeavors.

Feedback and SelfAssessment: Providing regular feedback and encouraging selfassessment can promote accountability and a growth mindset. Participant 2 mentioned "Nililinang din ang mga collaborative learning environment, kung saan ang mga magaaral ay maaaring makipagpalitan ng ideya at matuto mula sa isa't isa. Bukod pa rito, nagaalok ako ng personalized na suporta at mga mapagkukunan upang matugunan ang mga indibidwal na pangangailangan sa pagaaral, na tinitiyak na ang bawat magaaral ay may pagkakataon na maging mahusay. Sa pamamagitan ng pagkilala at pagdiriwang sa mga nakamit na pangakademiko, pinatitibay ko ang halaga ng pagsusumikap, dedikasyon, at paghangad ng kahusayan sa ating komunidad na pangedukasyon". (Collaborative learning environments, where students can exchange ideas and learn from one another, are also cultivated. Additionally, I offer personalized support and

resources to address individual learning needs, ensuring that every student has the opportunity to excel. By recognizing and celebrating academic achievements, I reinforce the value of hard work, dedication, and the pursuit of excellence in our educational community.) Participant 6 emphasized In promoting a growth mindset, the teacher encourages students to view challenges as opportunities for learning and growth. Emphasizing the importance of effort and perseverance over innate abilities helps instill a belief that success is achievable through dedication. The teacher also tailors instruction to meet diverse learning needs, differentiating tasks to ensure that each student is appropriately challenged and supported. Providing a rigorous and relevant curriculum, the teacher connects lessons to realworld applications, making the material more engaging and demonstrating its practical significance. The teacher builds positive relationships with students, understanding their strengths, challenges, and interests. This personal connection contributes to a supportive and trusting environment where students feel motivated to excel academically. Timely and constructive feedback plays a crucial role, in helping students understand their progress and guiding them toward improvement.

Feedback and selfassessment are crucial strategies for fostering a culture of high expectations and academic success in schools. Effective feedback provides students with specific, actionable insights into their performance, highlighting strengths and identifying areas for improvement. This timely and constructive feedback helps students understand their progress and what they need to do to achieve their learning goals. When feedback is aligned with high expectations, it encourages students to strive for excellence and take ownership of their learning. Teachers play a critical role in delivering feedback that is not only evaluative but also formative, guiding students toward continuous improvement.

The research underscores the impact of feedback on student achievement. A metaanalysis by Hattie and Timperley (2007) revealed that feedback has a significant effect on learning outcomes, especially when it is clear, specific, and focused on the task rather than the individual. Feedback that emphasizes effort and strategy over innate ability helps cultivate a growth mindset, motivating students to persist through challenges and view mistakes as opportunities for growth. This approach aligns with high expectations, as it promotes resilience and a commitment to learning.

Selfassessment complements feedback by empowering students to reflect on their learning. When students engage in selfassessment, they develop critical thinking and metacognitive skills, which enable them to evaluate their work, set personal goals, and monitor their progress. This process fosters a sense of responsibility and autonomy in learning, as students become active participants in their educational journey. Research by Andrade and Valtcheva (2009) supports the benefits of selfassessment, indicating that it can enhance student motivation, engagement, and achievement by making learning more transparent and personalized.

To effectively implement feedback and selfassessment, schools can provide professional development for teachers on best practices in formative assessment and feedback delivery. Teachers can also create a classroom environment that encourages selfreflection and regular selfassessment through tools such as rubrics, checklists, and reflective journals. By integrating feedback and selfassessment into the learning process, schools can build a culture of high expectations that empowers students to take charge of their academic success and develop lifelong learning skills.

Collaborative Learning and Personalized Support: Cultivating collaborative learning environments and offering personalized support and resources can ensure that every student has the opportunity to excel. Participant 2 mentioned Collaborative learning environments, where students can exchange ideas and learn from one another, are also cultivated. Additionally, I offer personalized support and resources to

address individual learning needs, ensuring that every student has the opportunity to excel. By recognizing and celebrating academic achievements, I reinforce the value of hard work, dedication, and the pursuit of excellence in our educational community. Participant 6 stated "Ang pakikipagtulungan sa mga kasamahan ay binibigyangdiin upang matiyak ang isang parepareho at magkakaugnay na diskarte sa pagpapaunlad ng mataas na mga inaasahan at tagumpay sa akademiko sa buong komunidad ng paaralan. Sa pamamagitan ng mga estratehiyang ito, aktibong nililinang ng guro ang isang kultura kung saan ang mga magaaral ay hindi lamang nakakatugon ngunit lumalampas sa mga inaasahan, na nagpapaunlad ng klima ng akademikong kahusayan at tagumpay". (Collaboration with colleagues is emphasized to ensure a consistent and cohesive approach to fostering high expectations and academic success across the school community. Through these strategies, the teacher actively cultivates a culture where students not only meet but exceed expectations, fostering a climate of academic excellence and success.) Participant 11 stressed that Collaborative learning environments, where students can exchange ideas and learn from one another, are also cultivated. Additionally, I offer personalized support and resources to address individual learning needs, ensuring that every student has the opportunity to excel. By recognizing and celebrating academic achievements, I reinforce the value of hard work, dedication, and the pursuit of excellence in our educational community.

Collaborative learning and personalized support are effective strategies to foster a culture of high expectations and academic success in schools. Collaborative learning involves students working together in small groups to solve problems, complete tasks, or understand new concepts. This approach encourages peertopeer interaction, promotes the exchange of ideas, and enhances critical thinking and problemsolving skills. When students collaborate, they learn to communicate effectively, manage conflicts, and build on each other's strengths. This cooperative environment helps establish high academic standards, as students are motivated to perform well not only for their success but also for the success of their group. A metaanalysis by Johnson, Johnson, and Smith (2014) found that cooperative learning strategies significantly improve academic achievement, student retention, and satisfaction compared to individualistic or competitive learning. Collaborative learning also fosters a sense of community and belonging, which can enhance students' motivation and engagement. By working together, students can achieve more than they could individually, reinforcing the idea that high expectations can be met through collective effort and support.

Personalized support complements collaborative learning by addressing the individual needs of each student. Personalized support involves tailored instruction, differentiated assignments, and targeted interventions to help students overcome specific challenges and build on their strengths. This approach recognizes that each student learns differently and may require unique resources or strategies to achieve their potential. By providing personalized support, teachers can ensure that all students, regardless of their starting point, have the opportunity to meet high expectations and succeed academically.

Tomlinson (2014) on differentiated instruction indicated that tailoring teaching methods to meet diverse learning needs can lead to significant improvements in student performance and engagement. Additionally, a study by Connor, Morrison, and Katch (2004) found that individualized interventions based on students' specific needs resulted in higher reading achievement. By combining collaborative learning with personalized support, schools can create an inclusive and dynamic learning environment where high expectations are achievable for every student.

Implementing these strategies requires a commitment to professional development for teachers, enabling them to design effective collaborative activities and personalize instruction. Schools can foster a

supportive culture by encouraging ongoing collaboration among teachers, students, and parents, and by providing the necessary resources and tools to support personalized learning. Through these combined efforts, schools can cultivate a culture of high expectations and academic excellence, ensuring that all students have the opportunity to reach their full potential.

Importance of Professional Development in Building a Culture of High Expectation and Academic Success:

Continuous Learning and Adaptability: Professional development equips educators with updated pedagogical strategies, content knowledge, and skills necessary to adapt to evolving educational landscapes and meet the diverse needs of students effectively, Participant 2 abovementioned Professional development plays a pivotal role in building a culture of high expectation and academic success. It equips educators with updated pedagogical strategies, content knowledge, and skills necessary to adapt to evolving educational landscapes and meet the diverse needs of students effectively. Through continuous learning and professional growth, educators can refine their teaching practices, implement innovative instructional methods, and create engaging learning environments that challenge and inspire students. It serves as an avenue for educators to learn more and apply it in their teaching practices as Participant 4 said, "Ito ay nagsisilbing daan para mas matuto ako at mailapat ito sa aking sarili." (It serves as an avenue for me to learn more and be able to apply it on my own.)

Continuous learning and adaptability are crucial aspects of professional development that contribute significantly to building a culture of high expectations and academic success in schools. Continuous learning ensures that educators remain updated with the latest educational research, teaching methodologies, and technological advancements. This ongoing professional development enables teachers to implement innovative instructional strategies, adapt to changing educational standards, and meet the diverse needs of their students. By continuously enhancing their skills and knowledge, teachers can set higher academic standards and create more effective learning environments, thereby promoting academic excellence.

Adaptability, a key component of continuous learning, allows educators to respond effectively to new challenges and changing circumstances. For example, during the COVID19 pandemic, teachers who had engaged in professional development were better equipped to transition to remote learning and adopt digital tools. A study by DarlingHammond, Hyler, and Gardner (2017) highlighted that professional development focused on practical application and active learning leads to better instructional practices and improved student outcomes. This adaptability not only helps maintain high expectations but also supports resilience and flexibility in teaching, ensuring that educational quality remains consistent despite external pressures.

A study by Guskey (2002) found that professional development that is ongoing, collaborative, and focused on student outcomes significantly enhances teaching practices and student achievement. Additionally, Hattie (2009) identified teacher expertise as one of the most influential factors in student learning, emphasizing the need for continuous professional growth. Schools that invest in regular, highquality professional development create an environment where teachers are empowered to strive for excellence, continually improve their practices, and inspire their students to achieve high academic standards. Implementing continuous learning and adaptability in professional development requires a systemic approach. Schools should provide structured opportunities for professional learning, including workshops, coaching, and collaborative planning sessions. By fostering a culture of lifelong learning and adaptability,

schools can ensure that their educators are wellprepared to meet the evolving needs of their students and maintain high expectations, ultimately leading to sustained academic success.

Collaboration and Exchange of Ideas: Professional development fosters collaboration among educators, promoting the exchange of ideas and best practices that contribute to raising academic standards. It also ensures educators are equipped with the latest researchbased practices, strategies, and techniques. Participant 2 abovementioned Furthermore, professional development fosters collaboration among educators, promoting the exchange of ideas and best practices that contribute to raising academic standards and cultivating a culture where both educators and students are empowered to achieve their highest potential. In addition, Participant 9 highlighted "Ang propesyonal na pagunlad ay gumaganap ng isang mahalagang papel sa pagbuo ng isang kultura ng mataas na inaasahan at akademikong tagumpay dahil tinitiyak nito na ang mga tagapagturo ay nilagyan ng pinakabagong mga kasanayan, diskarte, at diskarte na nakabatay sa pananaliksik upang epektibong hamunin at suportahan ang mga magaaral. Ang patuloy na pagaaral at pagpapabuti sa mga tagapagturo ay direktang nagaambag sa paglikha ng isang kapaligiran kung saan ang lahat ng mga magaaral ay motibasyon at binibigyang kapangyarihan upang makamit ang kanilang buong potensyal". (Professional development plays a crucial role in building a culture of high expectation and academic success as it ensures educators are equipped with the latest researchbased practices, strategies, and techniques to effectively challenge and support students. Continuous learning and improvement among educators directly contribute to creating an environment where all students are motivated and empowered to achieve their full potential.

Collaboration and the exchange of ideas are vital components of professional development that significantly contribute to building a culture of high expectations and academic success in schools. When educators collaborate, they share diverse perspectives, strategies, and experiences, which can lead to more innovative and effective teaching practices. This collaborative approach fosters a supportive professional community where teachers can learn from each other, address common challenges, and develop cohesive strategies to enhance student learning. By engaging in regular dialogue and collaborative planning, teachers can align their instructional goals and set higher academic standards, creating a unified vision for student success.

Vangrieken, Meredith, Packer, and Kyndt (2017) found that teacher collaboration is associated with improved instructional practices, increased teacher motivation, and enhanced student achievement. Furthermore, professional learning communities (PLCs), where educators work together to analyze student data, share best practices, and develop interventions, have been shown to lead to significant gains in student performance (DuFour, 2004). These findings suggest that collaborative professional development not only enhances teachers' instructional skills but also fosters a culture of high expectations and continuous improvement.

The exchange of ideas through collaborative professional development also promotes adaptability and responsiveness in teaching. By regularly discussing and reflecting on their practices, teachers can identify areas for growth, adapt to new educational trends, and implement evidencebased strategies that meet the diverse needs of their students. This ongoing professional dialogue ensures that educators remain engaged and committed to their professional growth, which in turn, supports a highexpectation culture within the school. Schools can facilitate this collaborative environment by providing structured time for teacher collaboration, encouraging participation in professional networks, and promoting a culture of openness and shared leadership. Implementing collaboration and the exchange of ideas in professional development requires planning and support from school leadership. Schools should create opportunities for teachers to

engage in meaningful collaboration, such as regular team meetings, crosscurricular projects, and professional learning communities. By prioritizing collaborative professional development, schools can build a cohesive and motivated teaching staff dedicated to achieving high academic standards and fostering student success.

Empowerment and High Expectations: A teacher who is continually developing professionally is better positioned to foster a culture of high expectation by inspiring a shared commitment to academic excellence among colleagues and students alike. Participant 6 emphasized Professional development plays a crucial role in shaping a teacher's mindset and philosophy about education. Exposure to researchbased practices and collaborative learning experiences encourages educators to adopt a growth mindset, emphasizing the belief that all students can achieve success with the right support and instructional strategies. A teacher who is continually developing professionally is better positioned to foster a culture of high expectation by inspiring a shared commitment to academic excellence among colleagues and students alike. By supporting teachers' ongoing growth and development, schools can cultivate a culture that strives for excellence and empowers students to reach their full potential. Participant 3 stated "Mahalaga para sa mga paaralan na bigyangpriyoridad at mamuhunan sa mga pagkakataon sa propesyonal na pagunlad na naaayon sa kanilang mga layunin at halaga. Sa pamamagitan ng pagsuporta sa patuloy na pagunlad at pagunlad ng mga guro, maaaring linangin ng mga paaralan ang isang kultura na nagsusumikap para sa kahusayan at nagbibigaykapangyarihan sa mga magaaral na maabot ang kanilang buong potensyal."(It is important for schools to prioritize and invest in professional development opportunities that align with their goals and values. By supporting teachers' ongoing growth and development, schools can cultivate a culture that strives for excellence and empowers students to reach their full potential.)

The pivotal role of professional development is in shaping a teacher's mindset, refining teaching practices, and cultivating an environment that supports academic success. Investing in a teacher's ongoing professional development is an investment in the creation of a vibrant and dynamic educational culture centered on high expectations and student achievement. Added by Participant 6 Professional development also facilitates the implementation of innovative teaching techniques, technology integration, and datadriven decisionmaking, all of which are essential components in cultivating an environment that supports academic success. In essence, investing in a teacher's ongoing professional development is an investment in the creation of a vibrant and dynamic educational culture centered on high expectations and student achievement.

Empowerment and high expectations are crucial elements of professional development that play a significant role in building a culture of high expectations and academic success in schools. Empowering teachers involves providing them with the knowledge, skills, and autonomy to make informed decisions about their instructional practices. When teachers feel empowered, they are more likely to take initiative, experiment with innovative teaching methods, and tailor their instruction to meet the diverse needs of their students. This sense of agency fosters a professional environment where high expectations are not only set but actively pursued. Empowered teachers are more confident in their ability to impact student learning positively, which translates to higher academic standards and improved student outcomes.

Ingersoll, Merrill, and Stuckey (2014) found that teachers who perceive themselves as having more control over their teaching practices and professional development are more likely to exhibit high levels of job satisfaction and commitment to student achievement. Additionally, professional development programs that focus on empowering teachers through collaborative learning, peer mentoring, and leadership opportunities have been shown to enhance teacher efficacy and student performance (DarlingHammond,

Hyler, & Gardner, 2017). These findings suggest that when teachers are empowered through targeted professional development, they are better equipped to create and maintain a culture of high expectations in their classrooms.

High expectations are equally important in professional development as they set the standard for what teachers and students can achieve. When professional development programs emphasize high expectations, they signal to teachers that excellence is the goal and that they have the support and resources necessary to reach it. This approach aligns with the principles of a growth mindset, encouraging teachers to view challenges as opportunities for growth and to persist in the face of setbacks. By promoting high expectations through professional development, schools can inspire teachers to strive for continuous improvement and to instill the same mindset in their students. Schools should offer professional development opportunities that are relevant, practical, and aligned with teachers' needs and goals. Additionally, providing ongoing support through coaching, peer collaboration, and access to resources can help sustain the momentum of professional growth. By fostering an environment where teachers feel empowered and are held to high expectations, schools can create a culture of academic excellence that benefits both educators and students.

Communication Builds a Culture of High Expectation and Academic Success:

Clarity and Transparency: Communication clears the path of expectations, fostering understanding among all stakeholders. Participant 1 said Communication clears the path of expectations. Thereby fostering an understanding of expectations. Participant 2 mentioned Communication serves as a cornerstone in building a culture of high expectations and academic success by fostering transparency, clarity, and mutual understanding among all stakeholders. Through effective communication, educators can articulate clear learning objectives, expectations, and academic standards, ensuring that students are aware of what is required to succeed. Regular feedback and open dialogue enable educators to provide personalized guidance and support, addressing individual learning needs and challenges. In addition, Participant 6 stated Effective communication is a cornerstone for teachers in building a culture of high expectations and academic success within their classrooms. Clear and transparent communication of learning objectives, expectations, and standards is fundamental. By articulating ambitious academic goals, teachers set the tone for a culture where excellence is not just encouraged but expected. Students need to understand what is anticipated of them academically, and this clarity fosters a sense of purpose and direction, aligning their efforts with the teacher's high expectations. It is clearer to have open communication in building a culture of high expectations following Participant 4.

Clarity and transparency in communication are fundamental to building a culture of high expectations and academic success in schools. When communication is clear and transparent, it ensures that all members of the school community—students, teachers, parents, and administrators—have a shared understanding of goals, expectations, and responsibilities. Clear communication helps to set precise academic and behavioral standards, making it easier for students to know what is expected of them and for teachers to deliver consistent, effective instruction. Transparency in communication fosters trust and openness, which are essential for a collaborative and supportive educational environment. This level of clarity and transparency helps to eliminate misunderstandings, reduce anxiety, and create a focused and cohesive effort toward achieving high standards.

A study by Robinson, Lloyd, and Rowe (2008) found that leadership practices that emphasize clear and transparent communication are strongly associated with higher student outcomes. This study suggests that

when school leaders communicate their vision, goals, and expectations, it aligns the efforts of the entire school community toward achieving common objectives. Furthermore, a report by the Education Endowment Foundation (2018) highlighted that effective feedback, a key component of clear communication, significantly enhances student learning by providing specific guidance on how to improve and meet high expectations.

Schools can establish regular channels of communication, such as newsletters, meetings, and digital platforms, to keep all stakeholders informed and engaged. Teachers can use clear, concise language in their instructions and provide detailed rubrics and criteria for assignments to ensure students understand what is required to achieve high standards. Additionally, fostering an opendoor policy where students and parents feel comfortable seeking clarification and discussing concerns can further enhance transparency. By prioritizing clarity and transparency in communication, schools can build a culture where high expectations are clearly understood and actively pursued, leading to greater academic success for all students.

Feedback and Improvement: "Ang regular na feedback at bukas na diyalogo ay nagbibigaydaan sa mga tagapagturo na magbigay ng personalized na patnubay at suporta, pagtugon sa mga indibidwal na pangangailangan at hamon sa pagaaral". (Regular feedback and open dialogue enable educators to provide personalized guidance and support, addressing individual learning needs and challenges) abovementioned by Participant 2. Communication plays a pivotal role in providing constructive feedback. Added by Participant 6 said Communication plays a pivotal role in providing constructive feedback. Timely and specific feedback helps students understand their strengths and areas for improvement. By highlighting achievements and offering guidance on areas that need development, teachers empower students to take ownership of their learning journey. This feedback loop is essential for continuous improvement and reinforces the notion that academic success is attainable through effort and dedication. Effective communication serves as the linchpin in building a culture of high expectations and academic success. It provides the necessary framework for setting clear academic standards, offering constructive feedback, engaging with parents, and creating a positive classroom atmosphere. Through communication, teachers establish a foundation for a learning environment where students are motivated, supported, and equipped to achieve academic excellence. Effective communication involves transparent expectations, regular feedback, and involving stakeholders in decisionmaking processes responded to Participant 5.

Feedback and improvement in communication are integral to building a culture of high expectations and academic success in schools. Effective feedback provides specific information about students' performance, guiding them toward achieving academic goals and meeting high expectations. When feedback is timely, constructive, and focused on growth rather than just evaluation, it helps students understand their strengths and areas needing improvement. This fosters a growth mindset where students see challenges as opportunities to learn and improve, rather than as indicators of fixed ability. Moreover, feedback encourages a continuous cycle of improvement, where students are motivated to refine their skills and knowledge to meet increasingly rigorous academic standards.

Hattie and Timperley (2007) conducted a metaanalysis showing that feedback has one of the highest impacts on student learning. The study emphasized that effective feedback not only enhances students' understanding of content but also supports their selfregulation and motivation. Additionally, research by Black and Wiliam (1998) highlighted the importance of formative assessment practices, including feedback, in improving student achievement. These findings emphasize the transformative effect of

feedback when integrated into instructional practices to support high expectations and foster a culture of continuous improvement.

Improvement in communication complements effective feedback by ensuring that messages are clear, understandable, and supportive of high expectations. Teachers and school leaders play a crucial role in communicating academic standards, expectations, and feedback in a way that encourages student engagement and accountability. Schools can promote improvement in communication through professional development for teachers on effective communication strategies, including how to deliver feedback that promotes student learning and growth. Moreover, involving students in the feedback process by encouraging selfassessment and peer feedback can further enhance their understanding of expectations and their commitment to achieving academic success. By prioritizing feedback and improvement in communication, schools can cultivate a culture where high expectations are supported by clear guidance, meaningful interactions, and continuous opportunities for growth and achievement.

Collaboration and Shared Commitment: Communication facilitates collaboration among students, encouraging peer learning and shared problemsolving. Participant 2 mentioned "pinapadali ng komunikasyon ang pakikipagtulungan sa mga magaaral, na naghihikayat sa pagaaral ng mga kasamahan at nakabahaging paglutas ng problema. Sa pamamagitan ng pagpapanatili ng bukas na mga linya ng komunikasyon sa mga magulang at sa mas malawak na komunidad ng paaralan, ang mga tagapagturo ay maaaring makakuha ng suporta, palakasin ang kahalagahan ng akademikong kahusayan, at samasamang magtrabaho tungo sa paglinang ng isang kapaligiran na kaayaaya sa pagaaral at tagumpay."(Communication facilitates collaboration among students, encouraging peer learning and shared problemsolving. By maintaining open lines of communication with parents and the broader school community, educators can garner support, reinforce the importance of academic excellence, and collectively work towards cultivating an environment conducive to learning and achievement.) Effective communication fosters alignment, motivation, and accountability, creating a shared commitment to excellence and supporting the achievement of academic goals as mentioned by Participant 9.

The crucial role of communication should be emphasized in articulating expectations, providing feedback, and fostering a shared commitment to academic excellence. Effective communication is a cornerstone in building a culture of high expectations and academic success, Participant 6 added in his response.

Collaboration and shared commitment in communication are essential elements in building a culture of high expectations and academic success in schools. When educators, students, parents, and administrators collaborate effectively, they create a cohesive community focused on achieving common goals and high academic standards. Collaboration encourages the exchange of ideas, promotes collective problemsolving, and fosters a supportive environment where everyone feels valued and heard. This collaborative approach not only enhances communication channels but also strengthens relationships and builds trust among stakeholders. When there is a shared commitment to academic excellence, communication becomes more purposeful and aligned with the overarching mission of the school.

A study by Bryk and Schneider (2002) emphasized the importance of relational trust among school stakeholders, including teachers, administrators, and parents, in promoting student achievement. The study found that schools with high levels of relational trust tend to have stronger communication networks and more effective collaboration, which in turn, contribute to improved academic performance. Additionally, a report by the OECD (2019) highlighted that collaborative school environments, where there is a shared vision and commitment to student success, are associated with higher student engagement and better learning outcomes.

Improving collaboration and shared commitment in communication involves fostering a culture of openness, inclusivity, and mutual respect within the school community. Schools can facilitate regular meetings, workshops, and forums where stakeholders can discuss goals, share insights, and collectively plan strategies to support high expectations. Providing training and professional development opportunities that emphasize effective communication skills and teamwork can further strengthen collaborative efforts. Moreover, celebrating achievements and recognizing contributions from all members of the school community can reinforce shared commitment and motivate continued excellence. By prioritizing collaboration and shared commitment in communication, schools can build a supportive and proactive culture that empowers students to achieve academic success and thrive in their educational journey.

Culture of High Expectation and Academic Success:

Setting Clear Expectations and Goals: Building a culture of high expectations and academic success entails setting rigorous yet achievable learning standards and communicating them to students. Participant 2 mentioned By fostering a growth mindset, I encourage resilience, curiosity, and a commitment to continuous learning. Implementing differentiated instruction allows me to address diverse learning needs, ensuring that each student is challenged and supported according to their abilities. Participant 6 stated Teachers build a culture of high expectations and academic success by setting clear standards and communicating ambitious learning objectives. They establish an environment where excellence is not only encouraged but expected. By articulating and consistently reinforcing high academic standards, teachers create a framework that challenges students to aim for their best performance. This involves setting ambitious goals, providing resources for success, and consistently reinforcing the importance of academic achievement. Participant 6 emphasized Building a culture of high expectations involves setting ambitious goals, providing resources for success, and consistently reinforcing the importance of academic achievement.

Setting clear expectations and goals is foundational to building a culture of high expectations and academic success in schools. Clear expectations provide students with a roadmap of what is expected of them academically, behaviorally, and socially. When expectations are transparent and welldefined, students understand the standards they need to meet and the behaviors that contribute to a positive learning environment. This clarity helps to create a structured and focused atmosphere where students are motivated to strive for excellence and take ownership of their learning. Clear goals further enhance this process by providing specific targets for students to aim for, guiding their efforts, and providing a sense of direction toward achieving academic success.

A study by Marzano (2003) highlighted the significant impact of setting specific, challenging goals on student achievement. The study emphasized that when teachers establish clear learning objectives and communicate these goals effectively to students; it enhances motivation and improves learning outcomes. Similarly, research by Locke and Latham (2002) on goalsetting theory suggests that clear and challenging goals motivate individuals to exert effort and persist in achieving them, leading to higher levels of performance. Schools can ensure that learning objectives are communicated clearly to students through written assignments, classroom discussions, and regular feedback sessions. Teachers can use rubrics and criteria sheets to outline expectations for assignments and assessments, providing students with a clear understanding of how their work will be evaluated. Additionally, involving students in the goalsetting process by encouraging them to set personal academic goals and track their progress can further enhance

motivation and accountability. By fostering a culture where clear expectations and goals are consistently reinforced, schools can create an environment that supports high academic standards and empowers students to achieve their full potential.

Fostering a Growth Mindset and Resilience: By fostering a growth mindset, educators encourage resilience, curiosity, and a commitment to continuous learning. Participant 2 mentioned Building a culture of high expectations and academic success entails setting rigorous yet achievable learning standards and communicating them to students. By fostering a growth mindset, I encourage resilience, curiosity, and a commitment to continuous learning. Implementing differentiated instruction allows me to address diverse learning needs, ensuring that each student is challenged and supported according to their abilities. In addition, Participant 11 stressed out by fostering a growth mindset, encouraging resilience, curiosity, and a commitment to continuous learning. Implementing differentiated instruction allows me to address diverse learning needs. They view challenges as opportunities for learning and improvement as Participant 6 mentioned This involves clearly outlining expectations for class participation, assignments, and assessments. Teachers also play a crucial role in fostering a growth mindset, encouraging students to view challenges as opportunities for learning and improvement. They provide constructive feedback that focuses on effort and progress, reinforcing the idea that success is achievable through dedication and perseverance. Emphasizing the importance of effort, perseverance, and continuous improvement fosters a growth mindset among students. Participant 9 emphasized "Ang pagbuo ng isang kultura ng matataas na inaasahan at tagumpay sa akademiko ay kinabibilangan ng pagtatakda ng malinaw na mga pamantayan at layunin sa akademya, at patuloy na pakikipagusap sa lahat ng stakeholder habang nagbibigay ng angkop na suporta at mapagkukunan upang matulungan ang mga magaaral na maabot ang mga inaasahan na ito. Ang pagbibigaydiin sa kahalagahan ng pagsisikap, tiyaga, at patuloy na pagpapabuti ay nagpapaunlad ng pagiisip ng paglago sa mga magaaral at nililinang ang isang komunidad na nakatuon sa kahusayan sa pagaaral at tagumpay." (Building a culture of high expectations and academic success involves setting clear academic standards and goals, and communicating consistently to all stakeholders while providing tailored support and resources to help students meet these expectations. Emphasizing the importance of effort, perseverance, and continuous improvement fosters a growth mindset among students and cultivates a community committed to excellence in learning and achievement.)

Fostering a growth mindset and resilience is crucial in building a culture of high expectations and academic success in schools. A growth mindset, as pioneered by psychologist Carol Dweck, is the belief that intelligence and abilities can be developed through dedication and hard work, rather than being fixed traits. When students adopt a growth mindset, they are more likely to embrace challenges, persist in the face of setbacks, and see effort as a pathway to mastery. This mindset fosters resilience, as students learn to view failures as opportunities for learning and improvement rather than as obstacles to success. By promoting a growth mindset, educators encourage students to set ambitious goals, take risks, and continuously strive for academic excellence.

The research underscored the transformative impact of a growth mindset on student achievement. Dweck's studies and subsequent research have shown that students who believe in their ability to improve through effort tend to demonstrate higher motivation, engagement, and academic performance (Dweck, 2006; Blackwell, Trzesniewski, & Dweck, 2007). Moreover, a metaanalysis by Sisk, Burgoyne, Sun, Butler, and Macnamara (2018) confirmed that interventions designed to promote a growth mindset lead to significant improvements in students' academic outcomes, particularly in challenging academic subjects.

Implementing strategies to foster a growth mindset and resilience involves creating a supportive learning environment where effort and perseverance are celebrated. Teachers can promote a growth mindset by praising students' effort and strategies rather than innate abilities, providing constructive feedback that focuses on learning and improvement, and teaching students about the brain's ability to grow and adapt with practice. Schools can also integrate socialemotional learning programs and mindfulness practices to support students' emotional wellbeing and resilience. By fostering a culture that values growth, resilience, and continuous improvement, schools can empower students to achieve high academic standards and thrive academically and personally.

Providing Support and Celebrating Achievements: Implementing differentiated instruction allows educators to address diverse learning needs, ensuring that each student is challenged and supported according to their abilities as stated by Participant 2. Regular feedback, collaborative learning opportunities, and the promotion of a collaborative classroom environment further enhance academic engagement and achievement. Celebrating achievements and recognizing effort reinforces the value of hard work and dedication, cultivating a culture where excellence is pursued, and every student is empowered to reach their full potential added Participant 6. Moreover, Participant 11 Celebrating achievements and recognizing effort reinforces the value of hard work and dedication, cultivating a culture where excellence is pursued, and every student is empowered to reach their full potential.

Providing support and celebrating achievements are integral components of building a culture of high expectations and academic success in schools. Supportive environments are crucial for fostering student confidence, motivation, and resilience in the face of academic challenges. When students feel supported by teachers, peers, and parents, they are more likely to engage actively in their learning, seek help when needed, and persist in their efforts to achieve high standards. Support can come in various forms, such as academic assistance, emotional encouragement, and access to resources that facilitate learning and growth. By prioritizing support, schools create a nurturing atmosphere where every student feels valued and capable of reaching their full potential.

Celebrating achievements plays a pivotal role in reinforcing high expectations and motivating students to excel academically. Recognizing and acknowledging students' accomplishments, whether big or small, reinforces their efforts and reinforces the belief that hard work leads to success. Celebrations can take various forms, including awards ceremonies, public recognition, or simple praise in the classroom. Research indicates that positive reinforcement and recognition of achievements contribute to increased motivation, selfesteem, and academic engagement among students (Henderlong and Lepper, 2002). Moreover, a study by Brummelman et al. (2018) highlighted that praise for effort and improvement, rather than for innate ability, promotes a growth mindset and enhances students' willingness to take on challenges.

Implementing strategies to provide support and celebrate achievements involves creating a school culture that values and prioritizes both academic and personal growth. Schools can establish mentoring programs, peer tutoring initiatives, and counseling services to provide comprehensive support for students' academic and emotional needs. Teachers can incorporate regular feedback and encouragement into their instructional practices to foster a supportive classroom environment. Additionally, organizing regular events and ceremonies to recognize students' achievements and progress can reinforce the school's commitment to high expectations and academic success. By combining support with celebrations, schools can cultivate a positive learning environment where students thrive, meet high standards, and develop into confident, capable learners.

These themes highlight the importance of setting clear expectations, fostering a growth mindset, and providing support and recognition in building a culture of high expectations and academic success.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the discussions from the previous chapter and presents the conclusions and recommendations aligned with the specific research problems. It discusses key features of the study to provide background on the purpose of this phenomenological research and the steps undertaken by the researcher to formulate the findings and conclusions. The researcher transcribed the interview results and interpreted the participants' role in fostering and promoting a positive school culture.

Key Concepts

In this phenomenological study entitled "Leadership for Positive School Culture: A Vital Role of School Head," the central theme revolves around the critical influence that school leadership, particularly the school head, has in shaping and maintaining a positive school culture in Magallanes North and South District. This concept delves into the lived experiences of school heads and their strategies, challenges, and impacts in fostering an environment conducive to learning and growth.

This research is based on several key assumptions. Firstly, it is assumed that a positive school culture significantly enhances the overall wellbeing and academic performance of both students and teachers. Secondly, effective leadership practices, including promoting respect, inclusivity, collaboration, and maintaining high expectations, are believed to be essential in fostering a positive school culture. Additionally, it is assumed that school heads actively employ a variety of strategies and initiatives to create and sustain this positive environment. The study also presumes that the perspectives and experiences of school heads are crucial in understanding the challenges and opportunities associated with developing a positive school culture. Finally, by examining the leadership practices and roles of school heads, the research aims to gain valuable insights that can be used to further enhance and improve school culture.

The scope of this phenomenological study encompasses an indepth exploration of the leadership practices and experiences of school heads and principals in the Magallanes South and North Districts. The study aims to investigate how these educational leaders contribute to cultivating and sustaining a positive school culture. By focusing on a diverse group of school heads and principals, the research seeks to capture a broad spectrum of leadership styles, strategies, and challenges encountered in the districts. Through detailed interviews and observations, the study will provide insights into the pivotal role of leadership in shaping the educational environment, highlighting best practices, and identifying areas for improvement to enhance the overall school culture in the Magallanes District.

Research Question

1. What strategies do school heads use to create a safe and inclusive learning environment?
2. How do school heads foster a culture of collaboration and cooperation among students and teachers?
3. What initiatives do school heads take to promote positive engagement between students and teachers?
4. How do school heads build a culture of high expectations and academic success?
5. What handbook for school leaders could be designed to promote leadership for positive school culture?

Findings:

Based on the analysis of gathered information and the summary of discussions in the preceding chapter, the following findings have been formulated:

1. Creating a safe and inclusive learning environment in schools involves fostering a welcoming atmosphere, promoting diversity, and ensuring physical and emotional security. Schools need clear expectations and policies, open communication, and celebration of diversity. Challenges include addressing discrimination, resource limitations, and stakeholder engagement. Despite these, such an environment promotes academic success, personal growth, and a sense of belonging. Strategies include setting clear policies, promoting inclusivity, and fostering open communication.

2. Fostering a culture of collaboration and cooperation in schools involves shared goals, open communication, and mutual support. Effective strategies include structured opportunities for collaborative work, group activities, and a shared vision. Ensuring collaboration requires integrating collaborative practices, promoting and modeling collaboration, and clear communication. Individuals play a role through leadership, facilitation, and promoting open communication.

3. Positive engagement between students and teachers is defined by active participation, mutual respect, and effective communication. Promoting this engagement requires a multifaceted approach, leading by example, and open communication channels. Involving parents can be achieved through regular communication, parentteacher conferences, and school activities. Professional development focusing on interpersonal skills, inclusive teaching, and conflict resolution can enhance engagement. Initiatives include mentoring programs, collaborative projects, and regular feedback mechanisms.

4. Building a culture of high expectations and academic success involves setting clear standards, promoting a growth mindset, and fostering collaboration. Effective strategies include clear learning objectives, challenging assignments, feedback, and personalized support. Professional development promotes continuous learning, collaboration, and high expectations. Communication ensures clarity, facilitates feedback, and promotes shared commitment. Building this culture involves clear goals, fostering resilience, and celebrating achievements.

5. A comprehensive handbook for school leaders designed to promote leadership for a positive school culture should focus on key elements such as fostering inclusive leadership practices, encouraging collaboration among staff, promoting student wellbeing, and implementing clear communication strategies. It should also emphasize the importance of emotional intelligence, conflict resolution, and creating an environment of trust and respect among all school community members.

Conclusion:

The following conclusions are drawn from the findings:

1. A safe and inclusive learning environment promotes academic success, personal growth, and a sense of belonging.

2. A culture of collaboration and cooperation enhances mutual support, shared goals, and effective communication.

3. Positive engagement between students and teachers fosters active participation, mutual respect, and effective communication.

4. Building a culture of high expectations and academic success involves clear standards, a growth mindset, and collaborative support.

5. Developing a handbook for school leaders would serve as a practical guide, providing them with the necessary tools and strategies to foster a positive and supportive school culture

Recommendations:

Informed by the findings and conclusions, the researcher offers the following recommendations:

1. To ensure a safe and inclusive learning environment regular diversity and inclusion training be implemented for staff and students to foster a welcoming atmosphere to address discrimination effectively and create safe spaces and support groups where students can share their experiences and receive guidance.

2. To sustain a culture of collaboration and cooperation structured opportunities for collaborative projects and group activities to promote shared goals and mutual support be established by introducing peer mentoring programs where students can help each other with academic and personal challenges

3. To develop positive engagement between students and teachers mentoring programs and regular feedback mechanisms be implemented to enhance active participation and mutual respect by organizing regular interactive workshops and discussion sessions to build stronger studentteacher relationships.

4. To maintain a culture of high expectations and academic success personalized support system be employed to recognize and celebrate academic achievements and improvements hence motivate students to strive for excellence.

5. The handbook should be regularly updated to reflect emerging trends in education, diverse community needs, and the latest research in leadership and school culture. Additionally, providing training on how to effectively use the handbook and creating a support system for school leaders could further ensure the successful implementation of a positive school culture.

Suggested Titles for Future Research

1. Transformational Leadership: School Heads as Architects of Positive School Culture.
2. Leadership in Action: The Influence of School Heads on School Climate and Student Achievement.
3. Empowering Communities: The Role of School Heads in Fostering Collaborative School Environments.
4. Visionary Leadership: Strategies for School Heads to Cultivate a Positive Educational Culture.
5. Navigating Change: The Role of School Head Leadership in Enhancing School Culture during Transitions.
6. Building Bridges: School Head Leadership and its Impact on Teacher Morale and Student Engagement.
7. Leadership for Inclusion: The Role of School Heads in Promoting Equity and Diversity in School Culture.
8. Leadership Practices for Sustained Success: How School Heads Cultivate LongTerm Positive School Cultures
9. Collaborative Leadership: School Heads as Catalysts for Positive School Culture and Community Involvement.
10. Strategic Leadership: The Role of School Heads in Developing and Implementing Positive School Culture Initiatives.

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