

THE CULTURE OF SUCCESS IN SCHOOLS ON TABLAS ISLAND: A LATENT CONTENT ANALYSIS TOWARD INCLUSIVE AND SUSTAINABLE EDUCATION

A CULTURA DO SUCESSO NAS ESCOLAS DA ILHA DE TABLAS: UMA ANÁLISE DE CONTEÚDO LATENTE RUMO A UMA EDUCAÇÃO INCLUSIVA E SUSTENTÁVEL

Article received on: 6/23/2025

Article accepted on: 9/29/2025

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The authors declare that there is no conflict of interest

Abstract

This study explores the culture of success in public secondary schools on Tablas Island, particularly those implementing School-Based Management (SBM) Levels II and III. Guided by the theme of inclusive and sustainable education, the research sought to identify practices and factors that foster success in resource-constrained contexts. The goal was to capture school leaders' experiences, perceptions, and practices in cultivating success-oriented environments. A qualitative design was employed, using semi-structured interviews with ten principals and school heads. Data were analyzed through latent content analysis within a phenomenographic framework to uncover variations in understanding and practice, as well as the underlying dimensions of leadership and management. Findings revealed best practices such as motivational strategies, student and teacher engagement initiatives, continuous professional development, resource provision and maximization, and systems of documentation and accountability. Critical enabling factors included active stakeholder participation, communication and collaboration, strategic leadership, and teacher support. The study concludes that building a culture of success requires an integrated approach where leadership, collaboration, professional growth, and stakeholder involvement work together to enhance school performance and student outcomes.

Resumo

Este estudo explora a cultura de sucesso em escolas públicas de ensino médio na Ilha de Tablas, particularmente aquelas que implementam os Níveis II e III da Gestão Baseada na Escola (GBS). Orientada pelo tema da educação inclusiva e sustentável, a pesquisa buscou identificar práticas e fatores que promovem o sucesso em contextos com recursos limitados. O objetivo era capturar as experiências, percepções e práticas de líderes escolares no cultivo de ambientes voltados para o sucesso. Foi utilizado um delineamento qualitativo, utilizando entrevistas semiestruturadas com dez diretores e diretores de escolas. Os dados foram analisados por meio de análise de conteúdo latente, dentro de uma estrutura fenomenográfica, para revelar variações na compreensão e na prática, bem como nas dimensões subjacentes de liderança e gestão. Os resultados revelaram melhores práticas, como estratégias motivacionais, iniciativas de engajamento de alunos e professores, desenvolvimento profissional contínuo, provisão e maximização de recursos e sistemas de documentação e responsabilização. Os fatores facilitadores críticos incluíram a participação ativa das partes interessadas, comunicação e colaboração, liderança estratégica e apoio aos professores. O estudo conclui que a construção de uma cultura de sucesso requer uma abordagem integrada, onde liderança, colaboração, crescimento profissional e envolvimento das partes



Keywords: Phenomenography. Best Practices. Public Schools. School Based Management.

interessadas trabalham juntos para aprimorar o desempenho escolar e os resultados dos alunos.

Palavras-chave: Fenomenografia. Boas Práticas. Escolas Públicas. Gestão Escolar.

1 INTRODUCTION

The landscape of education has changed in the recent years primarily because the world had a pandemic to deal with. We also need to consider how social media evolved into this huge influence to every human being on earth more obviously to young generation. We are now facing a completely challenging world where we need to educate the future generation and ensure that we find culture that is nothing less than successful. The search for best practices begins. Every educator is tasked to develop styles and strategies that will ensure the culture of success in schools. This study aims to identify practices that will foster effective leadership, collaborations, communication, ensure continuous development, engagements within and between stakeholders that make a school thrive. It aims to identify practices that spot student-centered approaches, recognizing excellence and paying forward to the community.

With all these practices also come the factors that influence success in schools, factors that can shape attitudes and behaviors and effective practices that are used within the educational environment. These factors promote academic achievements of every student, teachers, as well as all stakeholders involved in running these schools. The culture of success in schools is one of the most essential components in providing students with a positive and enriching educational experience. It encompasses a range of factors that contribute to the growth, achievement, and overall well-being of students, teachers, and the entire school community. This study aims to explore the key components, benefits, and strategies involved in identifying and in developing a culture of success. There are fundamental elements of a culture of success and one of them is the establishment of high expectations. Setting ambitious goals for academic achievement, behavior, and personal development, schools create an environment in which students and educators strive for excellence.

Positive relationships and a growth mindset are essential components of a culture of success in schools. Establishing strong, supportive connections among students,

teachers, administrators, and parents cultivates a sense of belonging and collaboration within the school community. When students feel valued and connected, they are more likely to engage in learning and demonstrate constructive behavior. Support from teachers and peers is critical for helping students overcome challenges and achieve academic success. A growth mindset—the belief that intelligence and abilities can be developed through effort and perseverance—further reinforces this culture. By promoting resilience, intrinsic motivation, and a willingness to learn from mistakes, schools empower students to embrace challenges and pursue continuous improvement. Additionally, effective teaching and learning practices are vital. The use of evidence-based instructional strategies, differentiated instruction, and personalized learning experiences fosters active engagement, critical thinking, and deeper comprehension. These approaches enhance academic achievement and help sustain a culture of success.

A culture of success within schools is strongly influenced by student engagement. Providing learning experiences that are both meaningful and relevant to students' interests and developmental needs fosters intrinsic motivation, curiosity, and active participation. This, in turn, leads to increased academic achievement and a stronger sense of ownership over the learning process. Equally essential is the establishment of a supportive school environment. A climate that is safe, inclusive, and culturally responsive enhances students' well-being, self-esteem, and social-emotional development. Such an environment promotes a sense of belonging and enables students to focus more effectively on academic goals.

The benefits of cultivating a culture of success are far-reaching. These include improved academic performance, higher graduation rates, reduced dropout rates, and increased readiness for college and career pathways. Social-emotional competencies such as resilience, emotional intelligence, and interpersonal skills are also developed. For educators, a culture of success contributes to job satisfaction and retention by fostering a collaborative and appreciative work environment. Additionally, it strengthens parental involvement, facilitates strong school-family partnerships, and contributes to a positive school climate characterized by respect, safety, and reduced behavioral issues. Implementation of a culture of success requires deliberate and strategic leadership. School leaders must clearly communicate a shared vision of success, establish high expectations, and model desired behaviors. Continuous professional development supports effective pedagogical practices and teacher growth. Data-driven decision-making enables

instructional strategies to be aligned with diverse student needs. Empowering student voice, recognizing individual achievements, and promoting collaboration among stakeholders are also critical components. Together, these practices contribute to a sustainable culture that supports both academic excellence and holistic student development.

Education system reform through School-based management (SBM) has become a global initiative for better quality of education. As opposed to centralized system of education, in which absolute power remains in the hand of central government, SBM is considered as a democratic form of educational system in any school system around the world. The implementation of SBM transfers authority and responsibility from governments to school stakeholders. In relation to that, School-Based Management (SBM) is defined as the responsibility of the school administrator (headmaster or principal) to exercise autonomy in making decisions related to the overall functioning of the school. This includes key areas such as administration, curriculum, co-curricular programs, and student affairs. Effective SBM also involves the participation of staff (teachers), stakeholders (parents and students), and collaboration with local communities (Mohd Isa, Mydin, & Abdullah, 2020). Similarly, SBM drives the emergence of decision-making authority of principals, the presence of participatory school decision-making, and high involvement of school council for better teaching and learning environments. In turn, effective implementation of SBM policy is associated with healthier teaching–learning environment and better student academic achievements. However, less effective implementation of SBM is due to lack of proper understanding of the school stakeholders that resulted in lower academic achievement (Bandur, 2018).

The study took place in Tablas Island, which is the largest of the islands that make up the Philippine, the province of Romblon. The island's name is of Spanish origin. Tablas was known as the Island of Osigan before the Philippines were colonized. During that time, Osigan was inhabited by a population of approximately 250 individuals residing in small villages. The island was known for its wax production. Odiongan, located in Tablas Island's west central coast, serves as a significant port and is the most populous municipality in Romblon. Alcantara, Calatrava, Ferrol, Looc, Odiongan, San Agustin, San Andres, Santa Fe, and Santa Maria are the municipalities in Tablas Island. By providing this contextual information, it helps to situate the study within the geographical and historical background of Tablas Island, enhancing the understanding of its

significance and relevance to the research conducted (Department of the Interior and Local Government – Romblon, 2023).

One research gap that could be explored in the study is the influence of external factors on the development and sustainability of a successful school culture. While the study primarily focuses on the experiences, perceptions, and practices of principals and school leaders, there may be external factors that impact the culture of success within schools, such as community support, socioeconomic conditions, or government policies. Understanding how these external factors interact with and shape the culture of success in schools could provide valuable insights for policymakers, educators, and school administrators. Exploring the role of community engagement, parental involvement, and support systems in fostering a culture of success can help identify strategies and interventions that enhance the overall educational environment on Tablas Island.

By addressing this research gap, the study can provide a more comprehensive understanding of the complex dynamics that influence the development and sustainability of a successful school culture on Tablas Island, ultimately leading to more effective strategies and interventions to enhance educational outcomes. The primary objective of this study is to ontologically examine the culture of success in schools on Tablas Island through a phenomenographic inquiry, this study increases our understanding of how Tablas Island's public schools function while also demonstrating how to effectively motivate others to learn and try new things. The study advances the theoretical knowledge as well as practical, usable knowledge based on participants' extensive experiences. This research provides critical and useful information about best practices of leaders of public schools. To achieve this primary objective, the study sets out the following specific objectives:

1. Identify the different practices that influence the culture of success in Schools in Tablas Island.
2. Determine the factors that influence the culture of success in Schools in Tablas Island.
3. Explain how the factors influence the culture of success in Schools in Tablas Island via latent content analysis.
4. Interpret how these factors affect the overall culture of success in Schools in Tablas Island.

2 MATERIALS AND METHODS

The study focuses on interviewing principals to gain in-depth insights into their experiences, perceptions, and practices related to the culture of success in schools. These interviews allow for the open-ended discussions and the exploration of diverse perspectives. This study utilizes a phenomenographic approach to investigate the cultural aspects of success within schools on Tablas Island. The data collection involved the use of semi-structured and open-ended interview questions, allowing for a comprehensive exploration of the topic. The sample for this study comprised, the ten Tablas Island Public Schools, specifically those categorized as SBM levels 2 and 3. The adoption of phenomenography as the research method aligns with the study's objective of examining the ontological aspects of cultural success through latent content analysis. By employing phenomenography, this study sought to explore a wide range of experiences and perspectives, aiming to uncover rich dimensions of variation, including individual differences (Beaulieu, 2017).

Phenomenographic data analysis and latent content analysis share methodological similarities in qualitative research, particularly in uncovering patterns and themes through iterative coding and categorization. Both approaches aim to explore experiences and meanings, though they differ in focus: phenomenography emphasizes variations in individuals' experiences and perceptions, while latent content analysis seeks to reveal deeper, underlying meanings. By employing both methods, researchers can gain complementary insights—capturing surface-level variations alongside latent meanings—resulting in a richer and more comprehensive understanding of a phenomenon. Integrating findings from both techniques allows for the identification of thematic patterns that link experiential differences to deeper conceptual insights. This combined approach enhances analytical depth and fosters a more holistic interpretation of qualitative data, opening opportunities for systematic integration and methodological collaboration in future research

The study population comprised the ten public secondary schools situated in Tablas Island. The selection criteria for these schools were primarily based on their levels of School-Based Management (SBM) implementation, with a specific focus on schools categorized as levels II and III. Principals and school heads from ten public secondary schools on Tablas Island took part in the study. The principals and school heads who were

operating within the School-Based Management (SBM) framework at levels II and III were specifically chosen to participate in the study. The study aimed to gain insights into the experiences and practices of educational leaders by including principals and school heads from schools at these specific SBM levels.

The formulation of the research instrument was a carefully planned process aligned with the study's objectives—to explore the culture of success in public schools in Tablas Island. Semi-structured, open-ended questionnaires were developed to gather in-depth responses from participants. This format was chosen for its effectiveness in capturing varied experiences related to the phenomenon under study (Han & Ellis, 2019). To ensure validity, the instrument underwent rigorous evaluation by four construct validators and one language validator, all with Ph.D. qualifications and expertise in qualitative research. A systematic validation protocol was followed, focusing on clarity, relevance, and alignment with research objectives. Feedback was gathered through collaborative discussions and used to refine the instrument. Following validation, pilot testing was conducted in three public schools outside the main study. The results informed further refinement of the instrument to improve reliability. A Reproducibility Test was also carried out with another expert to verify consistency and reliability.

Ethical considerations were strictly observed. Informed consent was obtained, with participants informed of their rights, the study's purpose, and confidentiality safeguards. Approval for data collection was secured from the Graduate Education and Professional Studies (GEPS) and the DepEd School Division Offices. Communication with principals and superintendents through calls and emails ensured all stakeholders understood the research process and protocols.

The researcher conducted in-person interviews with the participants, and their responses were recorded using an audio recorder with their permission. The average duration of each interview was approximately 1 hour and 30 minutes. To ensure the participants' comfort and obtain authentic data, the interviewer explicitly assured them of the confidentiality of their personal information at the beginning of each interview. The interviewer refrained from intervening or guiding the interviewees' responses, prioritizing the collection of genuine and unfiltered thoughts from the participants.

In this qualitative study, the researcher used latent content analysis to investigate the culture of success among school leaders in Tablas Island, Romblon. Data were collected through interviews and analyzed using the warmth data analysis approach,

which emphasizes deep immersion in the participants' narratives. The transcribed interviews were read multiple times to identify meaningful phrases, which served as the units of analysis. Initial or open coding was conducted using an inductive approach, allowing descriptive labels to emerge directly from the data. This iterative process involved continually refining and expanding the codes as new insights developed. The researcher then performed selective coding, categorizing the initial codes into broader themes aligned with the study's objectives. These themes reflected recurring patterns and ideas derived from the interviews. To validate and enrich the interpretation, the themes were tested using an artificial intelligence tool—ChatGPT—to gather additional perspectives. However, the final decisions regarding terminology and thematic organization remained with the researcher, ensuring alignment with the study's context and coherence of the findings.

Throughout the data analysis process, the researcher maintained a reflexive stance, actively questioning assumptions, and critically engaging with the data. This approach aligned with the constructivist philosophy, which emphasizes the importance of the researcher's interpretation and acknowledges the co-construction of knowledge between the researcher and participants.

Some established procedures were adhered to in accordance with the phenomenographic data processing method. This involves planning, data collection, and data analysis. For latent analysis, the researcher followed the four stages of a qualitative content analysis from planning to presentation namely:

Stage 1. Decontextualization – identify meaning units; coding system using inductive.

Stage 2. Recontextualization – include content; compare with original data

Stage 3. Categorization – identify homogeneous groups; subjects are brought together by condensing meaning units.

Stage 4. Compilation – Draw realistic conclusions; discover the text's underlying meaning.

Bengtsson (2016) provides a clear and rigorous pathway for analyzing qualitative data, ensuring that the research process remains systematic, credible, and transparent from planning to presentation. Each step builds on the previous one to preserve the depth and meaning of participants' experiences while making findings accessible and valuable to others. Over the past two decades, content analysis has been popular in tourism research

studies due to the increasing volume of online data, such as websites, travel blogs, virtual communities, text materials, and photographs (Neuendorf, 2016). Latent content analysis allows qualitative data collected in research to be systematically and reliably analyzed, allowing the researcher to make broad generalizations about the categories of interest.

To increase the study's validity, participants carefully reviewed the results and findings to see if they corresponded to their original experiences. This iterative process was used to ensure that no aspect of the phenomenon being studied was overlooked. The researchers hoped that by involving the participants in the review process, they would be able to validate and corroborate their findings, thereby increasing the study's overall credibility. This rigorous approach enabled a thorough examination of the phenomenon while minimizing the possibility of biases or oversights. The researchers aimed to capture the richness and complexity of the participants' experiences through an iterative review process, providing a more robust foundation for the study's conclusions

3 RESULTS AND DISCUSSION

This section presents the thematic results and interprets them against relevant literature, showing how identified practices and factors interact to shape a culture of success in Tablas Island schools.

3.1 Different Practices that Influence the Culture of Success in Schools in Tablas Island

Identifying the different practices that influence the culture of success in schools including those in Tablas Islands can be influenced by a variety of practices that create an environment conducive to achievement, growth, and excellence. These practices foster effective leadership, communication, collaboration, continuous improvement, stakeholder engagement, and student-centered approaches. The table below explores the different themes and codes generated from the interview.

Table 1*Themes and Codes Generated from the Interview of Best Practices*

| THEMES | CODES |
|--|--|
| 1. Human Resource Development | <ul style="list-style-type: none"> • Professional Development (P1, P8) • Teacher Recognition and Awards (P7) • Professional Growth and Promotion (P9) • Technical Assistance and Mentorship (P9) • Teacher Empowerment (P9) • Collaboration and Knowledge Sharing (P6, P9) |
| 2. Learner-Centric Approach | <ul style="list-style-type: none"> • Learner-Centric Approach (P1) • Holistic Support and Development (P6) • Student Support and Adoption (P3) • Student Support and Engagement (P8) |
| 3. Documentation and Accountability | <ul style="list-style-type: none"> • Documentation and Accountability (P1) • Classroom Observation and Monitoring (P4) • Transparency and Accountability (P2) |
| 4. Benchmarking and Knowledge Sharing | <ul style="list-style-type: none"> • Benchmarking and Knowledge Sharing (P1, P3) • Reading Programs and Curriculum Focus (P4) • Research-Based Approach (P9) |
| 5. Leadership and Guidance | <ul style="list-style-type: none"> • Leadership and Guidance (P1) • School Governance and Leadership (P7) • Effective Leadership and Decision-making (P10) • Zero Drop Out Policy (P8) • Zero Drop Out Rate (P5) |
| 6. Resource Provision | <ul style="list-style-type: none"> • Resource Provision (P1) • Resource Management (P2) • Effective Resource Management (P9) |
| 7. Collaborative Community Support | <ul style="list-style-type: none"> • Collaborative Community Support (P2) • Parent and Community Involvement (P4) • Home Visitations (P5) • Stakeholder Engagement and Support (P6, P7) • Collaboration with External Organizations (P7) • Stakeholder Collaboration (P8) • Alumni Engagement and Support (P4, P10) |
| 8. Recognition of Hard Work | <ul style="list-style-type: none"> • Recognition of Hard Work (P2) • Recognition and Awards (P4, P5) • Employee Recognition and Professional Growth (P4) |
| 9. Resource Maximization | <ul style="list-style-type: none"> • Resource Maximization (P2) • Effective Resource Management (P10) • Financial Sustainability (P10) • Continuous Improvement and Innovation (P6, P10) |
| 10. Community Support | <ul style="list-style-type: none"> • Feeding Program (P3) • Home Visitation and Community Support (P7) • Targeted Intervention and Outreach (P5) |

The analysis identifies ten key themes shaping the success culture in schools, beginning with Human Resource Development. This theme encompasses six codes, such as Professional Development and Teacher Recognition. Learner-Centric Approach follows, including four codes like Holistic Support. Leadership and Guidance, Resource Provision, and Resource Maximization are also highlighted with five, four, and four codes respectively. Collaborative Community Support emerges as the most extensive theme,

with seven codes including Documentation and Accountability. Recognition of Hard Work, Community Support, and Benchmarking and Knowledge Sharing are also significant. These practices, observed through interviews with principals and school heads, emphasize investing in well-trained staff, prioritizing learners' well-being, and fostering community involvement. They underscore the importance of documentation, resource provision, and recognition of volunteer efforts in promoting a conducive learning environment. Additionally, they highlight the effectiveness of utilizing available resources, alumni support, and collaboration with local government units to ensure student welfare and academic success.

The figure below highlights the core building blocks of a school's culture of success, showing how key factors collectively foster a thriving educational environment. Motivational practices inspire both students and staff, while engagement practices encourage active participation and collaboration. Professional development enhances teacher competence, and effective resource utilization strengthens support for learning. Documentation and accountability promote transparency and continuous improvement. Together, these interconnected elements establish a success-oriented culture grounded in strategic leadership, shared responsibility, and a collective vision for excellence.

Figure 1

Building blocks of Best Practices



These are the building blocks of best practices that contribute to a thriving educational environment. These building blocks provide the foundation upon which school communities can foster growth, success and positive outcomes. One of these components is motivational practices. In the study conducted by Pascal & Tangi (2022) and Tien (2018) there are determinants of teacher job fulfilment in Lam Dong Province,

Vietnam, and uses a mixed exploratory approach to explore the potential application of Herzberg's two-factor theory to the Vietnamese educational setting. This result supported the application of Herzberg's hypothesis in Vietnamese educational settings, but recognition was not mandatory.

Based on the results, working conditions, school strategy, peer relationships, assessment, school awareness and professional support from the school, teachers can increase their job satisfaction and sense of responsibility. However, questionnaires, interviews, focus group discussions, and observations were used as data collection tools in this study, whereas questionnaires and interviews were used as data collection tools in this study. Pascal also cited author Natalie who conducted a study in Virginia (USA) on the relationship between teacher job satisfaction, trust in principals, and principal support. Quantitative data were analysed to assess the relationship between the three variables. The study found that when principals created an atmosphere of trust within the school, acknowledged the good work of teachers, and provided instrumental and expressive support, teachers' job satisfaction within the school increased. However, this study was conducted in the developed country of the United States, and the same study was conducted in the developing country of Tanzania. They can also be applied too schools in Tablas Islands. School success is only possible through strong relationships within the school and between teachers and their leaders.

Additionally, Batts (2021) conducted a qualitative investigation in Virginia to identify key practices that affect job satisfaction and teacher retention in Title I elementary schools in large suburban school districts in central Virginia. During data collection, she interviewed five principals of a Title I elementary school and five teachers were included in a focus group of her 16 teachers. Results indicated that both teachers and principals perceived that professional respect, professional recognition, support, and cooperation influence Title I elementary teacher's job satisfaction and retention. All these literatures about motivational practices prove that culture of success is possible in the schools of Tablas Islands. The Engagement Practices, according to Sukrawati (2022), a commitment to learning is a key factor contributing to academic performance and positive student outcomes (Shenoy, Mahendra, & Vijay, 2020). Engagement refers to the extent to which students are involved in learning (Pabba & Kumar, 2022). They tend to be more motivated, perform better in school, and exhibit more positive behavior in and out of school (Cayubit, 2022). On the other hand, unmotivated students are at risk of falling

behind academically, disliking school, and exhibiting negative behaviors such as absenteeism and lack of effort. The importance of students is important in Hindu education where students can cope up with different identities and cultural backgrounds a commitment to learning is particularly relevant (Sutriyanti & Dharmawan, 2022). A better understanding of the factors that contribute to student engagement in Hindu education will help educators and policy makers to develop effective strategies for doing so.

It increased student's participation and improved academic performance. This study explores the factors that influence student engagement in Hindu education. A positive approach leads to success. This also applies to schools in the Tablas Island. Cooperation and partnership are key. Sukrawati also said that parents who are actively involved in their children's education have a significant impact on academic performance, including engagement and success. Similarly, school leadership practices can influence students' interest in learning by shaping the school culture and learning environment (Kouhsari, Navehebrahim, Zeinabadi, & Abbasian, 2022). Finally, curriculum content brings different perspectives and ideas to students and has a significant impact on positive learning outcomes (Aydin et al., 2021). To promote positive student outcomes in Hindu education, it is important to understand how these factors contribute to student engagement and the development of cultural identity.

Promoting a culture of success in schools relies on two key practices: resource maximization and resource provisioning. This entails the strategic use of financial, human, material, and technological resources to support educational outcomes and institutional goals. Effective budgeting, optimal use of personnel, and the selection and integration of teaching tools—along with necessary training—are essential. Collaborations with government, businesses, and other institutions further expand access to resources and opportunities. Data-driven decision-making enhances resource allocation, ultimately strengthening instructional quality, student engagement, and school performance. Shava (2020), emphasizes that quality education for sustainable development in Zimbabwean higher education depends significantly on professional development initiatives. These initiatives strengthen instructional quality and institutional capacity aligned with global education goals.

Documentation and accountability play a crucial role in fostering a culture of success in schools. Formative assessment, with its iterative and adaptive nature, strongly

correlates with improved academic performance and heightened student motivation. Teachers are central in applying these strategies to create supportive and responsive learning environments, underscoring their importance in effective teaching methodologies. Policymakers are urged to prioritize evidence-based practices, recognizing formative assessment's potential in advancing equity and inclusion (Khursheed & Alwi, 2023). Similarly, Wilson, Tan, Knox, Ong, and Crawford (2020) emphasize responsibility as a commitment to learning and growth, where individuals develop self-efficacy and initiative in their learning journey.

3.2 Different Factors that Influence the Culture of Success in Schools of Tablas Island

There are various factors that influenced the culture of success in schools that shape the attitudes, behaviors, and practices within the educational environment. These factors play a critical role in creating a positive and thriving atmosphere that promotes academic achievement, personal growth, and overall success. The table below explores the different themes and codes generated from the interview.

Table 2

Themes and Codes Generated from the Interview of Different Factors

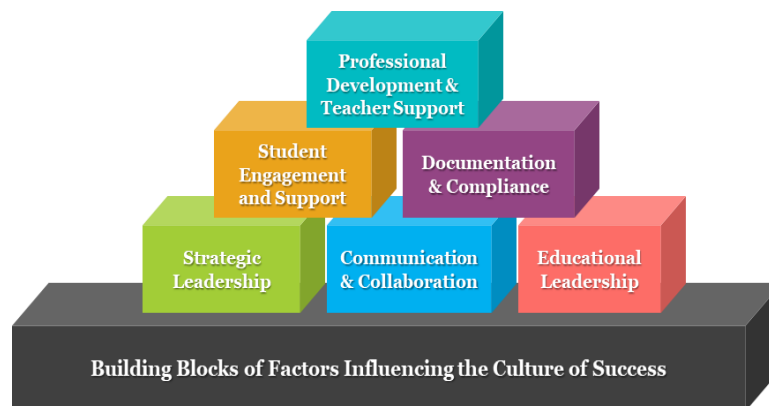
| THEMES | CODES |
|--------------------------------|--|
| 1. Strategic Leadership | <ul style="list-style-type: none"> • Transformational Leadership (P1, P7) • Consultative Approach (P2, P3, P5, P9) • Democratic Leadership (P3, P4, P6, P8, P9) • Autocratic Leadership (P4, P10) • Leadership Flexibility (P4, P7) • Decision-Making Authority (P4) • Adaptability and Flexibility (P2) • Resource Mobilization (P5) • Supportive and Collaborative Leadership (P7) • Servant Leadership (P10) • Participative Style (P10, P7) • Transformation from SBM Level 1 to 3 (P1) • School-Based Management (SBM) Alignment (P2) • School Governing Council (SGC) (P6, P8, P9) • Active School Governance Council (P1) • Active PTA Leadership (P1, P2, P3, P4, P5, P8, P9) • Stakeholder Engagement (P1, P3, P8, P6, P7, P9) • Partnership Collaboration (P2, P7, P8) • Community Participation (P1,) • Regular Parent and PTA Meetings (P5, P1, P2, P9, P6) • Stakeholder Dialogue (P4, P9) |

| THEMES | CODES |
|--|--|
| 2. Communication and Collaboration | <ul style="list-style-type: none"> • Effective Communication (P1, P3, P6, P7, P9, P10, P8, P6) • Transparency and Information Sharing (P2, P4) • Collaborative Decision-Making (P2, P5, P7, P8, P9, P10, P3, P4, P6) • Teamwork and Stakeholder Engagement (P2, P8, P3, P4, P7, P8) • Effective Communication Channels (P2, P4, P5, P6) • Regular Faculty Meetings (P5, P8, P2) • Timely and Regular Communication (P9, P10) • Active Listening (P8) • Conflict Resolution (P9) |
| 3. Documentation and Compliance | <ul style="list-style-type: none"> • Formal Documentation (P1) • Legal Basis and Reference (P1) • Documentation and Accountability (P2, P3) • Documentation and Best Practices (P1, P2) • Adherence to DepEd Guidelines (P9) • Adherence to Calendar of Activities (P8) |
| 4. Educational Leadership | <ul style="list-style-type: none"> • Continuous Improvement (P1, P2, P7, P10, P4, P8, P9) • Continuous Learning and Improvement (P4, P6) • Feedback and Continuous Improvement (P4) • Adaptability and Flexibility (P2, P1, P4) • Monitoring and Evaluation (P3, P2, P8) • Analysis of MPS (P2) • Data-driven Culture (P2) • Data-informed Decision Making (P2) • Monitoring and Assessment (P6) • Reflective Practice (P2) • Monitoring and Documentation (P3, P1, P4) • Program and Intervention Monitoring (P7) • Monitoring Orientation (P7) • Performance Expectations (P7) |
| 5. Professional Development and Teacher Support | <ul style="list-style-type: none"> • Continuous Learning and Improvement (P5) • Professional Development through In-Service Trainings (P6) • Teacher Well-being and Career Development • Technical Assistance for New Teachers (P7) • Intervention and Support System (P6) • Additional Resources (P8) • Collaboration with Division (P8) • Teacher Monitoring by School Administrators (P9) • Supportive Environment (P9) |
| 6. Student Engagement and Support | <ul style="list-style-type: none"> • Student Engagement (P7, P4, P5) • Holistic Development (P4, P8) • Individualized Support (P6) • Student Effort and Engagement (P5) • Student Support (P8) • Intervention and Support System (P6) • Parental Engagement (P7, P6) • Home Visitation Program (P6, P8) • Health Initiatives (P8) • Assessments and Interventions (P5, P8) • Additional Resources (P8) • Student-Centered Approach (P4, P9) • Supportive Environment (P9) |

The figure below highlights six fundamental themes that play a pivotal role in shaping and sustaining a culture of success within schools. Each of these themes is supported by a comprehensive set of codes that outline specific strategies, practices, and influencing factors. These interconnected themes include: Strategic Leadership, which provides direction and vision for school improvement; Communication and Collaboration, which fosters strong relationships among stakeholders and ensures transparency; Educational Leadership, which drives instructional quality and innovation; Student Engagement and Support, which ensures that learners are actively involved and holistically nurtured; Documentation and Compliance, which reinforces accountability and informed decision-making; and Professional Development and Teacher Support, which empowers educators through continuous learning and capacity-building. Together, these themes form a cohesive framework that guides schools in cultivating an environment where academic excellence, equity, and continuous growth are prioritized.

Figure 2

Building Blocks of Factors Influencing the Culture of Success



Strategic leadership highlights transformational and democratic approaches, flexibility, and decision-making authority as vital to school improvement. Communication and collaboration emphasize transparent dialogue, active listening, and shared decision-making, while documentation and compliance underscore adherence to legal guidelines and systematic accountability. Educational leadership reinforces the role of School-Based Management (SBM), stakeholder engagement, and community participation in sustaining progress. Professional development and teacher support stress continuous learning, feedback, and evaluation, while student engagement and support focus on individualized assistance, parental involvement, and intervention systems.

Collectively, these themes provide a comprehensive framework for fostering a culture of success through leadership, collaboration, and support mechanisms.

Professional development is particularly critical. Saric and Steh (2017) emphasized that while reflective practice is widely acknowledged as essential to teaching quality, gaps remain between its intended goals and actual application. Irby and O'Sullivan (2017) further highlighted the transition from teacher to educator, stressing pedagogical content knowledge (PCK) and expanded roles such as mentoring, curriculum work, and social engagement. Shulman challenged the assumption that subject knowledge alone suffices, asserting the need to make content developmentally accessible to learners.

Student engagement is equally significant, directly influencing performance and long-term development. Active participation—through attendance, adherence to school norms, and extracurricular involvement—has been shown to enhance academic outcomes. Moreover, engagement reflects the overall quality of the school experience, providing a useful lens for understanding both academic success and failure.

The culture of success in schools is influenced by four key factors: documentation and compliance, strategic leadership, communication and collaboration, and educational leadership. Documentation and compliance ensure transparency, consistency, and adherence to protocols, enabling evidence-based decision-making and organizational effectiveness. Strategic leadership, as emphasized by Bett (2022), is vital for stakeholder management, resource allocation, and maintaining discipline, with strong links to academic performance in public secondary schools. Effective leaders inspire creativity and achievement through clear communication of visions and ideas. Communication and collaboration further strengthen school culture by fostering inclusive decision-making, transparent communication, and active listening, thereby breaking down organizational silos.

Educational leadership plays a central role in shaping student performance and institutional effectiveness. School principals and higher education leaders are called to adopt leadership styles and models that positively affect student outcomes, ensuring that schools operate efficiently and serve both learners and the broader community. Professional development of teachers is also integral, as it drives continuous improvement and enhances overall educational quality. Within leadership models, distributed and moral leadership are particularly valuable, providing collaborative and ethically grounded

approaches that promote sustainable and progressive school outcomes (Azar & Adnan, 2020).

Figure 3 depicts the interconnected relationship between best practices, influencing factors, and the resulting culture of success in schools. Best practices—proven strategies that enhance student learning, teacher performance, and school development—serve as catalysts for building thriving educational environments. Their effectiveness, however, depends on key influencing factors such as visionary leadership, open communication, stakeholder engagement, accountability systems, collaboration, and continuous improvement. These factors create the conditions that allow best practices to take root and flourish. Together, they nurture a culture of success marked by high expectations, shared values, collective effort, and a commitment to excellence. The figure highlights that sustaining such a culture requires not only the consistent application of best practices but also the strategic alignment of the enabling factors that support them.

Figure 3

Building Blocks of the Culture of Success



The relationship between best practices, the culture of success factors and the culture of success itself in schools are interconnected and mutually reinforcing. Best practices in education refer to proven approaches, strategies and methods that have shown positive results in promoting student’s learning and achievement. These practices are based on research, trials and successful field experiences. Effective implementation of good practices helps create a culture of success in schools. On the other hand, the factors

that influence a school's culture of success are the various elements, policies and processes that shape the school environment and contribute to its overall success. These factors can include leadership, communication, stakeholder's engagement, accountability, continuous improvement, collaboration, transparency, etc.

These best practices align and support the drivers of the culture of success. Effective communication is a factor in a culture of success. Communication best practices such as clear and timely dissemination of information, active listening and open dialogue help foster a positive culture of communication in school. Best practices also reinforce and amplify the factors that contribute to a culture of success. Implementing good practices strengthens desirable factors and increases their impact on school culture. For example, if stakeholder engagement is a factor in a culture of success, implementing best practices such as involving parents in decision-making, holding regular meetings, and soliciting their input increases levels of engagement and fosters a positive culture of collaboration and community shared responsibility.

Essentially, best practices provide practical frameworks, approaches and strategies that address and strengthen the drivers of a culture of success in schools. By implementing these best practices, schools can create an environment that fosters success, supports continuous improvement, and enhances the overall learning experience for students, teachers, and all stakeholders involved.

4 SUMMARY

The study revealed ten interrelated themes that shape a culture of success in schools across Tablas Island. Central to these are human resource development, through professional growth, mentorship, and teacher empowerment, and learner-centric approaches, which emphasize student support, engagement, and holistic development. Documentation and accountability practices, including monitoring and transparency, ensure credibility and sustainability, while benchmarking and knowledge sharing foster continuous improvement.

Effective leadership and guidance emerged as a key driver, reinforced by initiatives such as zero-dropout policies and participatory governance. Similarly, resource provision and maximization highlighted schools' ability to optimize limited financial and material assets. Collaborative community support—the most extensive theme—reflected

the active involvement of parents, alumni, and local stakeholders, while recognition of effort further motivated teachers and learners. Finally, community-based programs, such as feeding initiatives and outreach, addressed learners' broader needs.

Collectively, these practices (Figure 1) constitute the building blocks of best practices that enable schools to cultivate excellence, foster engagement, and sustain improvement. They demonstrate that success is grounded not only in leadership and resource management but also in shared responsibility and recognition of human effort

5 CONCLUSION

This study explored the variations in the culture of success among school leaders in Tablas Island, Romblon using a phenomenographic approach. Through qualitative analysis, it identified key practices and influencing factors that shape a successful school culture. The best practices emerged in six thematic areas: motivational strategies, engagement initiatives, professional development, resource provision and maximization, and documentation with accountability. These practices were shown to be instrumental in creating environments that support student achievement and teacher effectiveness. The analysis also revealed several critical factors that enable the implementation of these practices. These include strong engagement and support systems, effective documentation and compliance mechanisms, strategic and educational leadership, open communication and collaboration, and continuous teacher development. Addressing these factors is vital for sustaining a culture of excellence in schools.

This research contributes to the understanding of effective educational leadership and offers actionable insights for school heads, educators, and policymakers. Strengthening leadership practices that prioritize motivation, student engagement, teacher growth, resource management, and transparency can significantly enhance school performance. Schools should invest in robust professional development programs, foster inclusive learning environments, and ensure proper allocation and monitoring of resources. Establishing clear documentation systems and promoting evidence-based decision-making are also essential. Moreover, collaboration among stakeholders—teachers, administrators, parents, and communities—should be encouraged through shared initiatives and active participation. Regular assessments and feedback mechanisms will help instill a culture of continuous improvement. Future research may examine the

direct impact of these best practices on student outcomes and explore the perceptions of teachers and learners regarding their effectiveness. Additionally, studying the challenges faced in implementing these practices could provide further guidance for building and sustaining a strong culture of success in education.

The conclusions section serves as the culmination of the research findings and provides a concise summary of the key outcomes and implications of the study. In this section, the researchers present their final thoughts and insights based on the analysis and interpretation of the data. It is an opportunity to address the research objectives and hypotheses and determine whether they were supported or contradicted by the findings. The conclusions should be supported by evidence from the results and discussion sections, highlighting the significance and novelty of the research outcomes. Additionally, this section may also discuss the limitations of the study and suggest potential areas for future research. The "Conclusions" section aims to tie together all the threads of the research and provide a clear and coherent summary of the main findings, ultimately contributing to the broader understanding of the research field and potentially influencing future scientific endeavors.

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Authors' Contribution

Both authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA):

Inocencio, R. J. G., & Pelayo, R. E. THE CULTURE OF SUCCESS IN SCHOOLS ON TABLAS ISLAND: A LATENT CONTENT ANALYSIS TOWARD INCLUSIVE AND SUSTAINABLE EDUCATION. *Veredas Do Direito*, 22(2), e223217. <http://dx.doi.org/10.18623/rvd.v22.n2.3217>