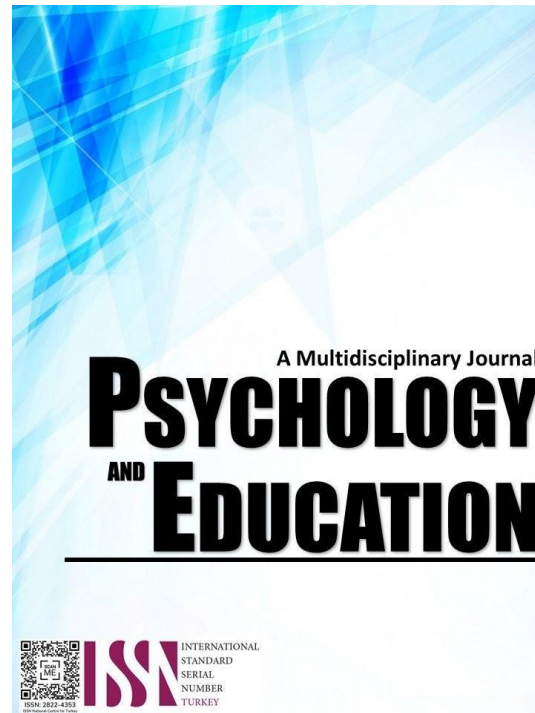


# **GRIT AND RESILIENCY: AN APPRECIATIVE INQUIRY ON INSTITUTIONAL STRENGTHS AND PERFORMATIVITY OF THE SELECTED PHILIPPINE PRIVATE SCHOOLS**



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## Grit and Resiliency: An Appreciative Inquiry on Institutional Strengths and Performativity of the Selected Philippine Private Schools

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### Abstract

This study explored the core institutional strengths that underpin grit and resiliency within Philippine private schools. Private schools faced ongoing challenges such as economic constraints, policy changes, and societal disruptions, which threaten their resilience and ability to maintain high performance. This study holds vital significance for private school administrators and educational leaders as it provides valuable insights into the institutional strengths. It aimed to explore and understand the role of institutional strengths in fostering grit and resiliency through an Appreciative Inquiry approach, Guided by the 4D Model of Cresswell. Specifically, this study sought answers to the following questions: (1) What are the key institutional strengths and performativity related to grit and resilience observed in selected Philippine private schools? (2) How can the identified institutional strengths in grit, resilience, and other areas be leveraged to enhance overall institutional performativity in the Philippine private schools? (3) How can institutional policies and practices be redesigned to better support the cultivation of institutional strengths, including grit, resilience and improved performativity among stakeholders? (4) What are the long-term implications of integrating institutional strengths, including grit, resilience and performativity on stakeholders in Philippine private schools.? This study is multiple-case study utilizing Appreciative Inquiry as methodological framework that explored 8 different private schools. The data were collected through a combination of structured interviews, summits' question and answer from the resource speakers and focus group discussions. The data gathered from 8 students, 8 teachers, 5 parents, and 1 school administrator with a total of 176 key informants for the purpose of understanding the perspectives experiences of the direct beneficiaries. The study conducted during a two-day summit yielded significant insights into the institutional strengths that foster grit and resiliency among stakeholders. This dissertation highlights the importance of fostering grit and resiliency as fundamental components of educational excellence.

**Keywords:** *grit, resilience, institutional strengths, performativity, organizational resilience*

### Introduction

This study explored how Philippine private schools develop institutional strengths that foster grit and resiliency, enabling sustained performativity amid challenges. Using an appreciative inquiry approach, it aimed to uncover the positive core that supports their resilience and long-term success, addressing a gap in qualitative study on organizational strengths in this sector. Anchored on resilience theory and Appreciative Inquiry (AI), the research focused on schools' internal resources, leadership, and culture, providing insights valuable for educators, policymakers, and stakeholders to strengthen institutional capacity and promote excellence in Philippine private education.

The primary objective of this study was to identify and analyze the institutional strengths and stakeholder-driven strategies that foster grit and resilience within Philippine private schools.

Specifically, it seeks to examined how teachers, students, parents, and school administrators collaboratively sustain institutional performance during crises. Using an Appreciative Inquiry approach, the study aimed to highlight positive practices, resourcefulness, and shared commitments that underpin resilience. Ultimately, the study provides actionable insights for school leaders and policymakers to strengthen stakeholder engagement and institutional capacity, ensuring the long-term viability and excellence.

Despite the growing recognition of resilience and grit as crucial qualities for educational success, there remains a notable gap in understanding how these qualities are cultivated through stakeholder collaboration within Philippine private schools.

Most existing study tend to focus on individual traits or organizational structures in isolation, neglecting the dynamic interactions among stakeholders that contribute to institutional resilience. Furthermore, there is limited application of Appreciative Inquiry methodology to uncover the positive core practices that sustain private schools facing adversity. Addressing this gap, this study emphasizes the collective efforts of teachers, students, parents, and administrators, providing a comprehensive perspective on how stakeholder resilience strengthens institutional performativity and sustainability. The subsequent chapters will explore relevant theoretical frameworks, methodology, findings related to stakeholder contributions, and practical recommendations for fostering resilient private school communities.

Grit and resilience are increasingly recognized as critical determinants of success within educational contexts (Luthar & Cicchetti, 2021) emphasize resilience as a vital psychological capacity that enables students to succeed despite facing adverse conditions. Their studies highlight that resilience is not solely innate but can be cultivated through protective factors such as supportive relationships,

positive school environments, and adaptive coping strategies. (Kim & Lee, 2021) highlights how school develop proactive problem-solving strategies and foster stakeholder collaboration where they can enhance resilience which emphasizes the importance of systemic flexibility and shared responsibility. In the context of the current qualitative study titled Resilience and Performative strategies of Private Schools in the Philippines Amidst COVID – 19 (Santiago & Reyes, 2023) the study explores how private schools in the Philippines leverage their institutional strengths – such as committed leadership, community engagement, and a resilient organizational culture – to foster resilience and enhance their performativity. The Institutional Resilience in Philippine Private Schools: A Qualitative study on Philippine Journal of Education by Garcia and Mendoza (2022) explores how private schools in the Philippines leverage community partnerships and innovative practices to build resilience especially during the pandemic, suggesting that institutional adaptability is critical to survival. In Ong and Reyes (2021) through the Journal of School Leadership and Management discussed how teacher, parent, and administrator collaboration enhance shared resilience, enabling schools to respond effectively to crises.

## Research Questions

This study aimed to explore and understand the role of institutional strengths in fostering grit and resiliency among the selected Philippine private schools through an Appreciative Inquiry approach, Guided by the 4D Model of Cresswell. Ultimately, this study aspired to provide a comprehensive framework for private schools in the Philippines to harness their inherent strengths, cultivate resilience, and promote sustainable high performance through a strengths-based, appreciative lens. Specifically, this study sought answers to the following questions:

1. What are the key institutional strengths and performativity related to grit and resilience observed in selected Philippine private schools? (Discovery)
2. How can the identified institutional strengths in grit, resilience, and other areas be leveraged to enhance overall institutional performativity in Philippine private schools? (Dream)
3. How can institutional policies and practices be redesigned to better support the cultivation of institutional strengths, including grit, resilience and improved performativity among stakeholders? (Design)
4. What are the long-term implications of integrating institutional strengths, including grit, resilience and performativity on stakeholders in Philippine private schools? (Destiny)

## Methodology

### Research Design

This Qualitative Study with Appreciative Inquiry (AI) is a multiple-case study utilizing Appreciative Inquiry (AI) as a methodological framework that explored 8 different Philippine private schools, each with diverse stakeholders (teachers, students, parents, administrators). The study approach allows in-depth exploration of each school's unique context while enabling cross case analysis. It facilitates understanding of perceptions, experiences, and institutional strengths which are subjective and complex phenomena.

Appreciative Inquiry (AI) is a strengths-based, positive approach to organizational change and inquiry, emphasizing what works well in institutions (coined by Cooperrider & Srivastva, 1987). It aligns with your focus on strengths and resiliency.

The Proponents and Literature on Appreciative Inquiry in Education (Cooperrider & Srivastva, 1987) Founders of Appreciative Inquiry, emphasizing a shift from problem-focused to strengths-based inquiry. Their seminal work introduced AI as a way to foster positive change through dialogue and discovery of organizational strengths (Watkins, Cooperrider & Fraser, 2004). In Appreciative Inquiry, The Power of the Positive, outlined Appreciative Inquiry (AI)'s application in organizational development, including educational strengths, highlighting its effectiveness in fostering resilience and institutional strengths. Ludema et al. (2003), Discussed how AI can be used in educational contexts to promote organizational change, focusing on positive core discovery. Yammarino & Mumford (2017) explore AI's applicability in educational leaderships, emphasizing its role in fostering resilience and collective efficacy.

Design involves formulating strategies to strengthen these attributes based on empirical findings while Destiny emphasizes the implementation and sustainability of these strategies to foster resilient, high-performing school communities (Creswell & Poth, 2018). While the core methodology is qualitative, insights are incorporated through open-ended interviews and reflective feedback during the two-day summit, providing contextual richness and depth to the analytical data. This approach aligns with Creswell's recognition that using qualitative data can enhance understanding and validation of findings (Creswell, 2014).

Qualitative study is a method of inquiry that aims to understand human behavior, perceptions, and social phenomena through non-numerical data such as interviews, observations, and textual analysis. It emphasizes depth, context, and subjective interpretation, allowing researchers to explore complex issues in detail (Creswell, 2013). This study primarily employs qualitative methods, the qualitative data collected complements and enriches the data analysis findings, providing a comprehensive understanding of institutional strengths and resiliency within the schools.

### Participants

The population of the study consisted of participants from 8 different Philippine private schools, with each school being represented by 8 teachers from various subjects, 8 currently enrolled students, 5 parents of students enrolled in the selected schools, and 1 school

administrator, including school owners, department heads, principals, and guidance counselors who attended the summit.

In the context of this qualitative study, purposive sampling was employed as a strategic non-probability sampling technique where participants are intentionally selected based on specific criteria relevant to the research objectives. This approach enables the researcher to identify and include key informants—such as school administrators, faculty members, and staff—whose experiences, insights, and perspectives are instrumental in exploring the institutional strengths, grit, and resiliency within the selected Philippine private schools.

Deliberately chosen individuals who could provide rich, detailed, and pertinent information, purposive sampling facilitates an in-depth understanding of the phenomena under investigation, aligning with the interpretive aims of qualitative study (Palinkas et al., 2015).

As to criteria for the selection of the participants, schools were a recognized member of the PS – BOUNCED, a private school organization that holds its main office at Caloocan City North, National Capital Region, Philippines and is known for the academic performance of its members and for their community involvement as well.

A mixed of schools in terms of size, geographic location, and socio-economic background of students to capture a diverse range of experiences. The number of school participants was deliberately chosen for their willingness to join the Summit. Invitation was sent to the Organization President and disseminated to its chapter focal person reaching to the respective members of the Organization and was accepted by 8 members of private schools which the researcher believed is already enough to ensure a comprehensive analysis while maintaining manageability in data collection.

For the respective school participant selection, each participating school had selected 8 students, or a total of 64 students. Criteria includes diverse backgrounds, academic performance, and involvement in extracurricular activities. For teachers, it was decided by the organizational board to send 8 teachers as well from each participating school or a total of 64 teachers, ensuring representation from various subject areas and levels of experience. He conducted interviews with 5 parents from each school or a total of 40 parents, prioritizing those who are actively engaged in the school community. School Administrator include one school administrator per school or a total of 8 administrators, focusing on individuals in leadership positions who can offer insights into institutional policies and practices.

Recruitment of participants' information sessions, host information sessions at each school to explain the study's purpose and significance which engaged potential participants and facilitate recruitment.

Consent forms were provided in detailed content outlining the study's confidentiality, voluntary nature, and the right to withdraw at any time. Data Collection Method was utilized through structured interviews and focus group discussions to gather rich qualitative data from the participants which allows flexibility and the exploration of emerging themes during discussions.

For ethical considerations, the researcher ensures that ethical guidelines are followed, including obtaining informed consent, ensuring confidentiality, and being sensitive to the participants' emotional and psychological well-being during the Summit and one on one interview, and during the focus group discussion. The saturation of data had continued onto sampling until data saturation was reached where no new themes or insights emerge from the interviews and discussion.

## **Instruments**

Data were collected through a combination of structured interviews, summits' question and answers from the resource speakers and focus group discussions across eight selected private schools in the Philippines. The sampling included 8 teacher representatives, 8 student leader representatives, 5 school parent representatives, and 1 school administrator representative from each institution. This approach allowed for a diverse range of voices and experiences to captured.

A semi – structured one-on-one interview were conducted by Teacher Group Facilitators assigned and were trained by the researcher through trial and several deliberations with the teacher representatives, student leaders, parent representatives and to the respective school administrators who had joined the summit. Each interview was guided by a set of single lined questions that aimed to elicit personal narratives about grit and resiliency as well as perceptions of institutional strengths and challenges. The interviews were recorded with consent and subsequently transcribed. Thematic analysis was employed to identify key themes and patterns in the narratives, allowing for a nuanced understanding of the participants' experiences (Braun & Clarke, 2019). Focus groups comprised mixed groups of teachers, students, parents and school administrators from each participating school.

## **Procedure**

The participants were encouraged to ask questions and express any concerns before consenting to take part in the study. A trial was conducted before the summit to test the interview and focus group discussion methodologies.

This preliminary phase helped refine the processes to ensure a more effective and structured approach during the actual summit. Orientation sessions were held for the teachers who acted as facilitators during the one-on-one interviews and focused group discussions. These sessions covered the objectives of the inquiry, the importance of the participants' contributions, and guidance on how to create a comfortable atmosphere for open dialogue. A facilitator's guide was developed and distributed to ensure that all facilitators were aligned in their approach.

The video and audio recordings made during the two-day summit entitled "Positive Change Starts with Appreciation: A 4D Workshop for School Improvement." were conducted with the explicit consent of all participants. Each participant was informed about the purpose of the audio recordings and agreed to their use in documenting the discussions and insights shared during the event.

Similar to the summit sessions, the focus group discussions were also audio recorded with the consent of the participants. This ensured transparency and allowed for an accurate representation of the dialogue that took place.

Designated teacher facilitators were assigned to each table during every session of the summit. They performed note-taking to capture not only the verbal contributions but also the non-verbal cues and group dynamics observed throughout the discussions.

### Data Analysis

This dissertation employs Appreciative Inquiry's 4D cycle to explore and enhance the understanding of institutional strengths that foster grit and resiliency in Philippine private schools. By focusing on what works well (Discover), envisioning ideal futures (Dream), designing actionable strategies (Design), and implementing sustainable practices (Destiny), the study aims to contribute to the development of resilient educational institutions rooted in their positive core.

Discover - Explore and appreciate the existing positive cores – success stories, strengths, and best practices.

Dream – Envision an ideal future based on the identified strengths.

Design – Create strategies and initiatives to realize the envisioned future.

Destiny – Implement, sustain, and continuously evolve the strategies.

### Ethical Considerations

The study adhered to principles of informed consent, confidentiality, and the right to withdraw from the study. It underscores the importance of creating a safe environment for participants to share their experiences candidly, thereby enhancing the validity of the findings.

Ethical considerations were paramount in this study, as the researcher was with the guidance by the researcher's adviser and was fully committed to ensuring confidentiality and anonymity for all participants.

The researcher strived to be transparent about the motivations in conducting this study, ensuring that participants understood the purpose and potential impacts of this study.

### Results and Discussion

This study utilized Cooperrider's 4D Model as a methodological framework to explore the institutional strengths of selected Philippine private schools. Through Appreciative Inquiry, it seeks to identify practices that contribute to resilience and high performance, thereby informing strategic initiatives that promote sustainable development and educational excellence. The 4D Model facilitates a transformative process that aligns with the aspirations of Philippine private schools to cultivate resilient, grit-oriented educational communities capable of navigating future challenges.

Table 1.

<i>Responses</i>	<i>Codes</i>	<i>Category</i>	<i>Theme</i>
DISCOVER (TEACHERS)			
RQ1: What are the key institutional strengths and performativity related to grit and resilience observed in selected Philippine private schools?			T1: EMPOWERMENT
IGQ1: How do you personally define grit and resilience in the context of your teaching practice and your students' learning experiences?	C1 long-term	C1: OPTIMISM	- Optimism - Empowered
Sc A T1: I see grit and resilience as lifelong skills that extend beyond the classroom. Yung mga students ko sana mag kagroon sila ng ganitong traits.	C2 positive mindset	- Positive mindset	- Competence - Growth
Sc A T2: I define grit as being goal-oriented and not giving up easily, tapos resilience nama is about recovering from difficulties. Tinutulungan ko ang mga students ko to set both short-term and long-term goals to keep them motivated.	C3 mature		- Essential
Sc A T3: Una is that I believe grit is tied to a growth mindset, where students understand that effort leads to improvement. Resilience, then, is the ability to keep going even when progress seems slow.	C3 realistic	- Positivity - Confident	T2: PERSEVERANCE
Sc AT4: In my teaching practice for the past 8 years, masasabi ko pong I can relate grit and resilience to real-world scenarios. Kagaya ng pag share ko po ng stories of individuals who overcame adversity, inspiring students to cultivate these traits in their own lives.	C3 disciplined	- Recover/ move forward - Positive outlook	- Tenacity - Fortitude - Enduring
Sc AT5: Para po sa akin Grit involves self-discipline and hard work,	C3 emotional stability		T3: SELF- IMPROVEMENT
	C3 recover	- Mature mindset	- Aspiration - Hopefulness
			T4: EMPHASIZE - Accentuate



<p>samantalang ito pong resilience is fostered in a supportive environment. Siguro po ay gagawa po ako ng classroom culture that encourages collaboration and mutual support among students.</p> <p>Sc AT6:</p> <p>No answer (The Teacher asked permission to leave)</p> <p>Sc AT7: Tinigtignan ko po ang resilience as emotional strength. Hihimukin ko po ang aking mga studyante to express their feelings and develop coping strategies, tutulongan ko po silang maunawaan na normal lang na makaramdam po sila ng labis na kagalakan paminsan minsan</p> <p>Sc AT8: For me, grit is the passion and perseverance for long-term goals, samantalang ang resilience is the ability to bounce back from setbacks. Ako po bilang isang Guro nais ko pong bigyan ng halaga ang positive mindset in both individual and group work.</p> <p>DISCOVERY STUDENTS</p> <p>RQ1: What are the key institutional strengths and performativity related to grit and resilience observed in selected Philippine private schools?</p> <p>IGQ1: What do grit and resilience mean to you in the context of your school life and personal experiences?</p> <p>SAS1: As a student, ahm being resilient you have to face difficulty for you to achieve the real success same in academics.</p> <p>SAS2: Ang resilience po for me is pushing yourself to move forward no matter how hard the situation is.</p> <p>SAS3: Ahm, natetest po kase ang grit and resiliency ng tao through tough moments or situations kase dun natin makikita at malalaman kung gaano tayo katatag sa personal man natin pamumuhay o sa paaralan na ating pinapasukan.</p> <p>SAS4: Ahm for me po resiliency comes from failing and from that I now realize that failure is something that we shouldn't regret because without failure there's no success.</p> <p>SAS5: For me po grit and resiliency are something that we have to possess and apply in our everyday lives.</p> <p>SAS6: Resiliency is when pushing yourself to keep going even if you are surrounded by distractions and different obstacles.</p> <p>SAS7: Ahm, for me as a student grit means staying focused on my long-term goals.</p> <p>SAS8: As a student, for me, resilience is something that helps me understand that setbacks are part of achieving my dreams</p> <p>DISCOVER (PARENTS)</p> <p>RQ1: What are the key institutional strengths and performativity related to grit and resilience observed in selected Philippine private schools?</p> <p>IGQ1: What strengths have you observed in your child that you believe contribute to their grit and resilience?</p> <p>SAP1: Kilala ko ang anak ko, my child never gives up, even when faced with difficult tasks, showing a strong will to succeed.</p> <p>SAP2: Madalas, they approach challenges with a creative mindset, at syempre they always find innovative solutions.</p> <p>SAP3: My child maintains a positive outlook, kung saan it helps him bounce back from setbacks, nasanay na sya dati pa lalo noong highschool sya., Junior High school.</p> <p>SAP4: Madali syang nakaka pag adjust to new situations.</p> <p>SAP5: Yung natural curiosity nya drives him to explore and learn, which builds his confidence.</p> <p>(DISCOVERY)</p> <p>SCHOOL ADMINISTRATOR</p> <p>1. What do you believe are the key strengths of your school that contribute to the development of student grit and resilience?</p> <p>SA 1- SA</p> <p>"One of our key strengths is our holistic approach to education. We emphasize not just academic excellence but also emotional and social development. And thru fostering a supportive environment, we encourage students to face challenges head-on, teaching them that setbacks are opportunities for growth."</p> <p>DREAM</p> <p>(TEACHERS)</p> <p>RQ1: How can the identified institutional strengths in grit, resilience, and</p>	<p>C3being strong</p> <p>C4trying hard</p> <p>C3emotionally strong</p> <p>C6resilient</p> <p>C5embrace</p> <p>C2being positive</p> <p>C3set goals</p> <p>C2having positive outlook</p> <p>C4persistent</p> <p>C3growth mindset</p> <p>C2positive attitude</p> <p>C3adapt</p> <p>C3curiosity</p> <p>C6flagship</p> <p>C5supportive</p> <p>C1Goal</p> <p>C2marking</p> <p>C3Model</p> <p>C3Ideal</p> <p>C2Recognize</p> <p>C4Importance</p> <p>C1Target</p> <p>C5 Collaborative</p> <p>C1pursuing</p> <p>C14ambitious</p> <p>C10being aware</p> <p>C14open-minded</p>	<p>- Fast thinking</p> <p>- Empowered</p> <p>C4:</p> <p>GROWTH</p> <p>- Enrich</p> <p>- Build</p> <p>- Enhance</p> <p>- Develop</p> <p>- Promote</p> <p>- Foster</p> <p>- Establish</p> <p>- Create</p> <p>- Growth Mindset</p> <p>- Growing in survival</p> <p>- Family Engagement in SEL</p> <p>- Constant checking</p> <p>- Service-Learning Projects</p> <p>- Eagerness</p> <p>- Commitment</p> <p>C9:</p> <p>ASPIRATION</p> <p>- Goal</p> <p>- Target</p> <p>- Goal oriented</p> <p>- Set goal</p> <p>- Visionary driven</p>	<p>- Significance</p> <p>- Illustration</p> <p>T5: DYNAMIC</p> <p>- Intellectual</p> <p>- Cutting-edge</p> <p>- Cultivate</p> <p>- Adaptive</p> <p>T6: DETERMINED</p> <p>- Adventurous</p> <p>- Ambitious</p> <p>T7: STRENGTH</p> <p>- Resilient</p> <p>- Affirm</p>
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other areas be leveraged to enhanced overall institutional performativity in Philippine private schools?

IGQ1: How can you dream of creating a classroom environment that nurtures grit and resilience in students?

Sc A T1: Set High Expectations, dapat you clearly communicate that challenges are opportunities para sa growth and development.

Sc A T2: Mag encourage ng Goal Setting,tulungan ang mga students na mag set ng personal at academic goals na mag po foster ng sense of ownership.

Sc A T3: Mag pa kita ng Magandang halimbawa ng Resilience like Sharing personal stories of overcoming obstacles to inspire students.

Sc A T4: Mag establish ng environment na kung saan ang mga students ma feel nila na safe to take risks and make mistakes.

SAT5: E recognize o kilalananin ang hard work at perseverance, hindi lang ng achievements.

SAT6: Maturuan ang mga students tungkol sa growth mindset at ang kahalagahan nito.

SAT7: Mag offer ng isang specific feedback na makakatulong sa mga students na matuto sila sa kanilang pag kakamali.

SAT8: Mag encourage ng collaboration at peer mentorship na nag bi build ng supportive community.

DREAM  
(STUDENT)

RQ1: How can the identified institutional strengths in grit, resilience, and other areas be leveraged to enhanced overall institutional performativity in Philippine private schools?

IGQ1: How can you dream of developing a growth mindset that fosters grit and resilience in the face of challenges?

SAS1: Ako po kase I really imagine achieving my goals despite obstacles.

SAS2: Ako po I learned to dream big about what I want to accomplish in my academics and beyond

SAS3: I think knowing my strengths and weaknesses helps me develop my resilience

SAS4: Para sa akin, ang growth mindset ay parang pagiging 'open-minded' sa mga bagong challenges. Kailangan lagi po tayong handa matuto at mag-improve, kahit na mahirap. Para mas maging 'resilient' tayo, dapat tanggapin natin na may mga pagkakamali, at gamitin yun para maging mas malakas

SAS5: For me, developing a growth mindset involves believing that abilities and intelligence can be developed through dedication and hard work.

SAS6: Para mag-develop ng growth mindset, dapat po open tayo sa mga challenges at mistakes, kasi dito tayo matututo. Kailangan mag-focus sa improvement, hindi sa perfect results. Kung mag-fail man, rather than giving up, ang goal is matuto at mag-improve next time. Sa ganitong paraan, mas tataas ang resilience natin sa harap ng struggles

SAS7: Sakin po kase instead of dreaming I used to think carefully and try the things that I am having difficulty with. And just take it step by step

SAS8: Actually, developing a growth mindset is hard, but I envision who I want to become five years from now

DREAM  
(PARENTS)

RQ1: How can the identified institutional strengths in grit, resilience, and other areas be leveraged to enhanced overall institutional performativity in Philippine private schools?

IGQ1: As parent, how can you dream of actively supporting and reinforcing the development of grit and resilience in your children?

SAP1: I dream of creating an environment kung saan yung anak ko is feel comfortable facing challenges, knowing napag naovercome nya yun is makakapag build sya ng resilience.

SAP2: I envision showing my children how I handle setbacks, teaching them that persistence pays off parang reward reward system ganun

SAP3: I aspire to instill a growth mindset in my children, helping them see failures as opportunities to learn iba padin kasi talaga pag optimistic ka

SAP4: As parents I dream of guiding my kids to set achievable goals, so they can experience success and build their confidence gradually.

SAP5: As parents I want to emphasize the importance of effort over outcome that can celebrate their hard work regardless of the result.

C7self-confidence

- Objectives

- Pursue

C6willing to take challenges

- Achievable

- Give credit

C12explore

C11advance mindset

- Embrace

-

Acknowledge

- Emphasize

C5comfortable

- Highlight

C14manage

- Celebratory

C7positive

-

C1goal oriented

Overemphasis

C4value

- Appreciate

C1Shared Values and Vision

- Ambitious

- Open minded

C3Common vision

- Responsible

- Meaningful

- Respectful

C1Analytical

C2balanced

- Visionary

C1Constructive

- Resourceful

C3Contributive

C4Dynamic

C1Articulate

Inclusive Curriculum

C4Creative

C2Balanced

## SCHOOL ADMINISTRATOR (DREAM)

RQ1: How can the identified institutional strengths in grit, resilience, and other areas be leveraged to enhanced overall institutional performativity in Philippine private schools?

IGQ1: How can you envision a school culture that deeply values and promotes grit and resilience among students, teachers, and staff?

SA - SA

To cultivate a culture of grit and resilience, we must first establish a shared vision that emphasizes these qualities as core values of our school community. This vision should be collaboratively developed through workshops and discussions involving students, staff, and parents. Articulating what grit and resilience mean in our school context, we create a common framework that guides our actions and decisions. This vision can be visually represented in our school spaces through murals, mission statements, and student artwork, embedding it into the very fabric of our environment.

DESIGN

(TEACHERS)

RQ1: How can institutional policies and practices be redesigned to better support the cultivation of institutional strengths, including grit, resilience and improved performativity among stakeholders?

IGQ1: How can the professional development design for teachers be structured to enhance their ability to cultivate grit and resilience in students?

Sc A T1: Magkaroon ng malinaw na definition kung ano ang grit and resilience sa loob ng bawat classroom.

Sc A T2: Mag conduct ng surveys upang mas maunawaan ng mga teachers' ang current knowledge and comfort levels regarding grit and resilience.

Sc A T3: Makapag develop ng metrics to measure the impact of professional development on student outcomes. Create workshops where teachers can share best practices and experiences related to grit-building activities.

SAT4: Create workshops where teachers can share best practices and experiences related to grit-building activities.

SAT5: Yung pag gamit ng evidence-based strategies for teaching grit, drawing from psychology and education research can help cultivate grit and resilience.

SAT6: Makapag gawa ng design sessions around growth mindset principles, emphasizing the power of perseverance and focus sa mga students.

SAT7: Ung pag include ng role-playing exercises to help teachers practice resilience-building responses.

SAT8: Ung pag design ng programs that integrate grit and resilience into various subjects, not just social-emotional learning.

DESIGN

STUDENT

RQ1: How can institutional policies and practices be redesigned to better support the cultivation of institutional strengths, including grit, resilience and improved performativity among stakeholders?

IGQ1: How can the school environment be designed to encourage students to develop grit and resilience?

SAS1: Ahm, the school environment is designed to teach us students to have strong minds, and to understand by building supportive relationships between the school organizers and its students which can create a positive environment.

SAS2: Ahm, a school-friendly environment, which respect everyone's beliefs and abilities can create a positive environment and can build a strong determination among its students

SAS3: Ahm, by providing recognition, the teacher can praise their learners for their hardwork, diligence, and determination, not just for grades and smooth happiness

SAS4: Yong pagbubuo ng strong, trusting connections between teachers, students and among peers can deliver a solid and comprehensive environment

SAS5: For me as a student nakakagana po kapag supportive po yong school na pinapasukan mo

SAS6: Having a conducive school environment help us students to have

-  
Individualism

- Positive  
thinking

-  
Collaborative  
Projects

- Learning

- Same vision

- Right  
attitude

- Celebrating  
Achievements

C1core values  
C3understand  
C1achievable goals

- Track

- Navigate

- Determined

- Discover  
- Define

- Discovery

- Track down

Practices

- branding

- Community  
Engagement  
Initiatives

- Alignment

- Open  
Communicati  
on

- Feedback

- Looking for  
the mistakes

C7positive mindset

C7considered

C13acknowledgeme  
nt

C6strong  
relationships

C6supportive

C11pleasant

C9conductive

C12spacious

C1core values

C3understand

C1achievable goals

C6involvement

C4realistic

C6Cultivating  
Relationships

C1Dialogue

C6Sharing of  
experiences

C1fundamental

C2recover

C3Assiduous

C4Develop a  
thought

C5solidarity

C2adaptability

C7highlight

C7signify

C14deal

C5acceptance

C12goal oriented

C2adjust



focus on our studies	C6futuristic	
SAS7: A positive learning environment strengthens the collective resolve to overcome challenges and adjust to cutting-edge circumstances	C5support	- take it as stepping stone
SAS8: Comfortable room for students like me helps us to have a strong focus	C12positive mindset	
DESIGN	C4manage	
(PARENTS)		
RQ1: How can institutional policies and practices be redesigned to better support the cultivation of institutional strengths, including grit, resilience and improved performativity among stakeholders?		Recover
IGQ1: How can the existing educational design be optimized to foster grit and resilience in students?	C2adapt	
SAP1: As a parent kase I always define yung core values ng grit and resilience within the school mission.	C3persist	- Adapt
SAP2: Mag conduct ng mga survey para ano maintindihan yung mga problema na nararanasan ng mga students na nag hihinder ng grit nila.	C5seek help	
SAP3: Pag establish ng specific, measurable goals for fostering resilience sa mga students.	C13discuss	- Adjust
SAP4: Pag involve sa parents, teachers, pati nadin sa mga students na ma define kung anong itsura ng resilience in the school context.	C4comprehend	
SAP5: Gumawa ng assessments na isinasama yung real world problem solving task.		- Adaptability
DESIGN)		
SCHOOL ADMINISTRATOR	L4 Commitment to Growth Mindset	
RQ1 Research Questions How can institutional policies and practices be redesigned to better support the cultivation of institutional strengths, including grit, resilience and improved performativity among stakeholders?	C13	- Normalize
IGQ1: What are the key areas of improvement identified in the Discovery phase that can be targeted through strategic interventions to enhance grit and resilience in your school?	L13 –L18 Regular discussions	- Balance
SA – SA		
At the core of a strong community lies the relationships we build. I dream of establishing mentorship programs that connect students with teachers and community leaders. These relationships will provide students with guidance and support, creating a safety net where they feel valued and understood. Regular check-ins and open dialogue will allow students to share their challenges and triumphs, fostering a sense of belonging that encourages mutual support. By promoting an environment where students can openly discuss their struggles, we help them develop resilience, learning to lean on one another during tough times.		- Flexible
DESTINY		
(TEACHERS)		High sense of accountability
RQ1: What are the long-term implications of integrating institutional strengths, including grit, resilience and performativity on stakeholders in Philippine private schools?		- Goal-Setting Workshops
IGQ1: What are the existing definitions and conceptualizations of grit and resilience in educational literature, particularly within the context of Philippine private schools?		- Bit by bit, little by little
Sc A T1: Ito yung trait na nag ka characterized thru passion and perseverance para sa long-term goals, essential for student success.		- Resilience Curriculum
Sc A T2: Eto yung kakayahang mag bounce back sa mga setbacks, mag adapt sa mga challenges, and mag maintain ng motivation.		
Sc A T3: Para sakin it often defined as a student's persistence in the face of academic challenges		- Performativity
Sc A T4: Conceptualized as a student's capacity to recover from academic failures and stress.		
Sc A T5: Yung Definitions of grit and resilience in the Philippines ay pwedeng mag incorporate sa local values madalas ang tawag natin dito ay "bayanihan" or community spirit		- Extracurricular Activities
SAT6: Siguro yun yung The Grit Scale developed by Duckworth, kasi it is about adapted to fit the Philippine educational setting		- Resilient
SAT7: Yun yung mga Models that emphasize social support systems in private schools, maaring kasi itong makapag foster ng resilience		- Mindfulness Practices
SAT8: Educational literature often contrasts grit with innate talent, pinapakita neto yung pag emphasize ng effort over ability		
DESTINY		

## STUDENTS

RQ1: What are the long-term implications of integrating institutional strengths, including grit, resilience and performativity on stakeholders in Philippine private schools?

IGQ1: How do students currently define and understand the concepts of grit and resilience within the context of their educational experience in the selected Philippine private schools?

SAS1: For me, grit and resilience are about facing your fears.

SAS2: For me, resilience means not giving up after receiving a low grade. Instead, I keep improving myself for the things that I am not good at

SAS3: Ahm, I see grit as staying focused on my goals despite distractions from social media

SAS4: For me po, resilience is about adjusting my study methods when I encounter difficult topics

SAS5: As a student, for me grit involves maintaining my focus on future aspirations, like college

SAS6: Ahm, honestly speaking po I understand resilience through the support of my friends and teachers when facing academic pressures

SAS7: Grit is about having a positive attitude, even when things don't go as planned

SAS8: Resilience means managing my time wisely

## DESTINY

## (PARENTS)

RQ1: What are the long-term implications of integrating institutional strengths, including grit, resilience and performativity on stakeholders in Philippine private schools?

IGQ1: What strengths have you observed in your child that have helped them demonstrate grit and resilience in challenging situations?

SAP1: My child quickly adjusts to new challenges, showing flexibility in their approach.

SAP2: I've seen them push through difficult assignments without giving up.

SAP3: They confidently seek help when needed, which enhances their learning.

SAP4: They tackle problems creatively, often finding unique solutions.

SAP5: My child understands their emotions and can manage stress effectively.

## DESTINY)

## SCHOOL ADMINISTRATOR

RQ1: What are the long-term implications of integrating institutional strengths, including grit, resilience and performativity on stakeholders in Philippine private schools?

IGQ1: What is your vision for how the school will continue to support and enhance the development of grit and resilience in students over the next five years?

SA – SA

Our vision is to cultivate a school culture that embraces a growth mindset. We will empower students to view challenges as opportunities for growth, fostering an environment where perseverance is celebrated. Workshops and discussions will be held regularly to reinforce the idea that effort leads to mastery.

- Self-  
realization

- Peer  
Mentorship  
Program  
Expansion

- Productive

- Goal-Setting  
Workshops  
for All Grades

- Passing the  
commitment

- Integrating  
Resilience  
Curriculum  
School-Wide

**RQ: What key institutional strengths and performativity related to grit and resilience were observed in selected Philippine private schools?**

### Theme 1: Empowerment

Empowerment emphasizes recognizing and appreciating the existing strengths of various stakeholders which were highlighted during a two-day summit attended by representatives from eight different Philippine private schools. Each school brought together 8 teachers, 8 students, 5 parents, and 1 school administrator, creating a rich tapestry of perspectives on empowerment. Empowerment is classified into five categories; optimism, empowered, competence, cultivate, and essential.

These categories demonstrated the process that enable individuals to gain confidence, agency, and the ability to influence their educational environment. The summit facilitated discussions which revealed how schools empower their communities through participatory practices, shared governance, and open communication.

### ***Category 1: Optimism***

In the empowerment, the participants demonstrated their experienced in the category of optimism within the context of grit and resiliency in education. They viewed optimism as the character that they must possess which is essential to establish not just a good sentiment but as a critical and actionable mindset that can empower them.

Participants reflect in the category of optimism. They recognize that fostering an optimistic environment is not a one-time effort but a continuous journey that requires commitment from all stakeholders.

Embracing optimism, the selected Philippine private schools can cultivate resilience and grit, ultimately leading to improved educational outcomes and stronger communities.

### ***Category 2: Empowered***

Another category emerged under the theme of empowerment. The participants shared positive events in the category of empowered. This empowered was described by the participants as; giving authority and take ownership of their learning and teaching experiences.

The discussions reveal that empowerment is a vital ingredient in nurturing grit and resilience within educational environments. Fostering a culture of empowerment, the selected Philippine private schools can harness the strengths of their communities, ensuring that all stakeholders are equipped to face challenges and contribute positively to their educational ecosystems.

### ***Category 3: Competence***

The participants shared their experienced in the category of competence which opens a comprehensive overview of the concept of competence in the educational context. They described this category not only knowledge and skills but also the ability to apply them effectively in real world situations.

This discussion underscore that competence is an essential pillar in cultivating grit and resilience within educational institutions. Investing in the development of competence across all stakeholders, the selected Philippine private schools can enhance their institutional strengths and improve overall performativity.

### ***Category 4: Growth***

Most of the participants shared their experience in the category of growth. They discussed how they cultivated a growth mindset which led them to exploration and resilience in the face of challenges.

These discussions highlight that growth is a critical component in fostering grit and resilience within educational institutions. Investing in the growth of skills, emotional intelligence, and supportive relationships can enhance institutional strengths and overall performativity.

### ***Category 5: Essential***

Participants shared their experienced that highlighted the category of essential. They discussed how this category added a huge impact in their professional and personal lives.

Participants recognized that it is essential to have an effective resource, supportive relationships, active parental involvement, and transparent communication in creating an empowered school community.

## **Theme 2: Perseverance**

The theme of perseverance illuminated the multifaceted nature within educational settings and these themes are classified into three categories; tenacity, fortitude, and enduring. Participants recognized that perseverance is not just an individual trait but a collective effort. It emphasizes show perseverance contributes to personal and academic success in the face of challenges.

### ***Category 1: Tenacity***

In the category of tenacity under the theme of perseverance the participants shared their insights and experiences on how this category helps them overcome challenges in achieving academic and personal success.

This approach aligns with research emphasizing that educators play a critical role in instilling tenacity by providing supportive and challenging learning environments (Johnson & Reyes, 2023).

### ***Category 2: Fortitude***

This category describes the participants' view of the fortitude. Participants acknowledged that fortitude is not only vital for individual success but also essential for fostering a resilient school culture.

This understanding reinforced the overarching themes of grit and resilience, emphasizing how fortitude enables both students and educators to confront and overcome obstacles in their educational journeys.

### ***Category 3: Enduring***

Enduring is one of the categories under the theme of perseverance. This category highlighted that enduring is a collective endeavor and the participants shared their testaments about how this enduring help them cope whatever situation/ challenges they are in. Participants recognized that endurance is essential for navigating the complexities of the educational landscape and achieving personal and academic success.

This understanding reinforced the overarching themes of grit and resilience, emphasizing that an enduring spirit is crucial for overcoming challenges and fostering a thriving educational environment.

This sentiment resonates with study that emphasizes the need for educators to exhibit endurance in the face of adversity to foster a positive learning environment (Johnson & Reyes, 2023).

### **Dream Phase**

In this phase these functions as a collaborative space for imagining an ideal future that leverages institutional strengths to foster resilience and perseverance. Dream envisions optimal future scenarios where these strengths are maximized to enhance institutional resilience and performance.

**RQ2: How can the identified institutional strengths in grit, resilience, and other areas be leveraged to enhanced overall institutional performativity in Philippine private schools?**

### **Theme 3: Self - improvement**

This theme illuminated the multifaceted nature of self-improvement within educational settings and this is classified into two categories; aspiration, and optimism. Participants recognized that self-improvement is not just an individual endeavor but a collective commitment which help them grow.

#### ***Category 1: Aspiration***

This category emerged as a pivotal topic among the participants. Participants discussed the critical role of aspiration in educational settings and they recognized that aspiration is not just an individual pursuit but a collective endeavor.

This sentiment reflects findings in literature that emphasize the role of personal aspirations in developing resilience and a strong work ethic (Martinez, 2023).

#### ***Category 2: Hopefulness***

Participants shared their experienced and recognized that the category of hopefulness is not solely an individual trait but a collective attitude supported by teachers, students, parents, and administrators. They emphasize hopefulness is essential for promoting personal and academic growth within educational environments.

This reflects findings in educational literature that emphasize the importance of an hopefulness mindset in promoting persistence and academic success (Martinez, 2023).

### **Theme 4: Emphasize**

The theme emphasized played a crucial role in the discussions among participants representing eight Philippine private schools. Emphasizing theme are classified into three categories; accentuate, significance, and illustration. Participants recognized that effective emphasis on critical thinking, goal-setting, and resilience not only enhances individual growth but also strengthens the entire school community.

#### ***Category 1: Accentuate***

Accentuate category highlighted those accentuating strengths, achievements, and values which essential for creating a supportive and resilient educational environment. Participants recognized that effective emphasis on individual and collective strengths enhances personal growth and strengthens the entire school community.

This approach aligns with study suggesting that emphasizing individual strengths can lead to increased student motivation and self-esteem (Johnson & Reyes, 2023).

#### ***Category 2: Significance***

Participants share their experienced and recognized that appreciating the category of significance of these factors contributes to personal and collective growth.

This aligns with study indicating that a nurturing classroom atmosphere is crucial for enhancing student engagement and resilience (Johnson & Reyes, 2023).

### ***Category 3: Illustration***

In the category of illustration, this serves as a powerful tool for sharing experiences and best practices within educational settings. Participants recognized that by illustrating their strengths, challenges, and successful strategies, they could foster a deeper understanding of resilience and grit within their communities.

This approach aligns with study that emphasizes the effectiveness of hands-on learning in promoting critical thinking and student agency (Johnson & Reyes, 2023).

#### **Design phase**

During this phase the focus was formulating strategies to strengthen these attributes based on empirical findings, interventions based on the shared aspirations articulated during the Dream phase, and also establishing structural foundations that involves designing policies programs, and organizational arrangements.

**RQ3: Can institutional policies and practices be redesigned to better support the cultivation of institutional strengths, including grit, resilience and improved performativity among stakeholders?**

#### **Theme 5: Dynamic**

The theme of dynamic emphasizes the ability to adapt, evolve, and respond effectively to changing circumstances in both educational practices and school environments. Participants shared their testaments about how the theme of dynamic help them to adapt especially to a school settings.

### ***Category 1: Intellectual***

In the category of intellectual as shared by the participants it is about relating to the capacity for critical thinking, reasoning, and the application of knowledge highlighted as essential in fostering grit and resilience among students, teachers, and the broader school community.

They acknowledged that promoting environment that prioritizes critical thinking and inquiry can refine grit and resilience, empowering students overall educational experience.

### ***Category 2: Cutting-edge***

Cutting-edge is another category under the theme of dynamic. The participants relating this category to the capacity for critical thinking, reasoning, and the application of knowledge which highlighted as essential in fostering grit and resilience.

This shows that fostering an environment where innovation is prioritized can refine grit and resilience not just for the students overall educational experience, but this also helps in empowering the parents.

### ***Category 3: Cultivate***

In the category of cultivation, it is an intentional process of nurturing and developing skills, knowledge, and values. Participants demonstrated how this cultivate help them sharpen their knowledge and skills by sharing their experiences.

This shows that by promoting an environment that prioritizes nurturing and development, they can cultivate grit and resilience.

### ***Category 4: Adaptive***

Adaptive category is the ability to adjust and respond effectively to changing circumstances in educational environment. Participants described adaptive by sharing their experiences.

They acknowledge that promoting an environment where adaptability is prioritized can refine grit and resilience, and empower students' overall educational experience.

#### **Theme 6: Determined**

The theme of determination serve as the root of grit and resilience, influencing not only individual student success but also the efficacy of educational institutions. This theme classified into two categories; adventurous, and ambitious.

### ***Category 1: Adventurous***

The category of adventurousness can strengthen relationships and bonds and creates lasting memories. This category is a crucial component to enhance both grit and resilience among the participants.

This shows that adventurous holds significant importance for personal growth and overall wellbeing.

### ***Category 2: Ambitious***

Ambitious is also a category under the theme of determined. Participants described this category as crucial part for personal and



professional growth as it provides motivation to pursue goals and overcome challenges. This also served as a gateway that pushes individuals to strive for excellence.

They acknowledge that ambition encourages individual to explore new possibilities.

### **Destiny phase**

This phase implies the stage where envisioned futures are transformed into sustainable realities. Destiny emphasizes the implementation and sustainability of these strategies to foster resilient, high-performing school community (Creswell & Poth, 2018).

RQ4: What are the long-term implications of integrating institutional strengths, including grit, resilience and performativity on stakeholders in Philippine private schools?

### **Theme 7: Strength**

The theme of strength encompasses various lenses like emotional, intellectual social and the like, which plays a pivotal role in fostering grit and resilience among students, teachers, and the school community. Participants shared their experienced in this theme.

#### **Category 1: Resilient**

Resilient category played a crucial role in facing difficulties and challenges both in academics and personal life as it is served as one of the characteristics that we must possessed. Participants shared their experienced about their capacity to recover quickly from difficulties and adapt effectively to challenges. This shows that resilience is a collective strength that enables students and institutions to face adversity with courage and determination.

#### **Category 5: Affirm**

In this category participants acknowledged that affirm is not only vital for individual success but also essential for fostering a resilient school culture. This understanding emphasizing how the category of affirm enables both students and educators to confront and overcome obstacles in their educational journeys.

This reflects study that emphasizes the necessity of resilience and fortitude in overcoming educational disruptions (Johnson & Reyes, 2023).

### **Conclusion**

This dissertation highlights the importance of fostering grit and resiliency as fundamental components of educational excellence in Philippine private schools. Leveraging institutional strengths through collaborative practices, effective leadership, student empowerment, and active parental engagement, schools can create a resilient educational ecosystem.

The insights gained from this study provide a roadmap for educational stakeholders to enhance performativity and prepare students to navigate the complexities of the modern world with confidence and determination.

Future study could further explore the long-term impacts of these practices on student achievement and well-being, contributing to a deeper understanding of the relationship between institutional strengths and educational success.

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