LIVING OUT THE SCHOOL'S PHILOSOPHY: A LABORATORY HIGH SCHOOL'S ACADEMIC CULTURE

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ABSTRACT: *Central Mindanao University Laboratory High School (CMULHS) had been equated to elite, academic excellence and the best school in informal conversations in this part of the region in Mindanao, Philippines. Many applied for the admission test but due to limited slots, only few students were admitted. However, no study was conducted to better understand what really is in this laboratory school and what is its academic culture that is coveted by many? This paper is part of the grounded theory research exploring the academic culture of this institution using constant comparative analysis. Initial framework revealed that three main categories would described the school culture namely, academic excellence, hard work, noble virtues, administration, and location. The central theme of the preliminary framework is living out the school philosophy that can be explained by its advocacy to academic excellence, hard work and noble virtues with the support and strict supervision of the administration in a very conducive location.*

Keywords: academic excellence, hard work, noble virtues, quality graduates, school culture

1. INTRODUCTION

Studies on components of Academic culture of universities had been conducted. Xi Shen, indicated that it mainly involves of academic viewpoints, academic moods, academic beliefs, and academic atmospheres. On the other hand, campus principles in a university is categorized by uniqueness, educational feature, foundational, primary, diversity, and ingenuity. The academic culture improves the creation of campus culture however, it sets and limits the improvement of academic culture [1].

Various studies related to schools and their culture had been conducted. Researchers [2, 3, 4, 5, 6] came up with a similar conclusion regarding the importance of high expectations in a high-poverty school setting.

This study is focused at Central Mindanao University Laboratory High School (CMULHS). It is a secondary education department of the College of Education offering science curriculum to its Junior high school students and the Science, Technology, Engineering and Mathematics (STEM) strand under the Academic track for Senior High School beginning S.Y 2005 and 2013 respectively. At present, CMULHS is on its 10th year of implementing the science curriculum only. To maintain the academic standard of the school, a retention policy is in place. Students must maintain a weighted average grade of 80.00% with at most one (1) failing grade (CMULHS Policy per BOR Nos. s. 2013). The senior high program offering of CMULHS is exclusive to the completers of its junior high school program [7].

Tracing back its history, CMULHS is on its 97th year of offering services to the community by providing quality secondary education. The academic excellence offered by CMULHS also known as "CMULAB" to its clientele is somewhat already considered a given fact. CMULHS is one of the Departments in the College of Education (CED) of Central Mindanao University (CMU) whose vision is to be known as academic paradise of the south [8]. Sometimes during academic competitions, competitors or coaches from other schools in Bukidnon would say *"Ay, wala na gyud me tsansa makadaug ani ky pakyawon na pud sa taga-CMUlab".* (*The coach was saying that they no longer have a chance for surely CMUlab will be bringing home the bacon as usual.*) Word of mouth confirms that CMULHS is offering academic excellence. However, no study was conducted to verify and go deeper into the academic culture of CMULHS. *"Basta taga CMUlab ka, brayt gyud ka, mga tang-an kayo na ang mga istudyante diha".* (Accordingly, if you are a student from CMUlab then you are intelligent because students from that school are academically equipped. It is because of its selective admission). Is it a given fact?

History shows that CMULHS had been through a lot of revision and hurdled through curriculum transition [7]. As an institution offering secondary education, it is about to reach its centennial anniversary for it is now on its 97th year. As an institution offering science

curriculum, CMULHS is on its 10th year. With the number of years in existence, what academic culture had been established? Is it a culture of excellence? Is it the academic paradise of the south? Is it worth benchmarking by other institutions? It is timely that a study on its academic culture be conducted so that the word of mouth will be confirmed and the practices and the academic culture be rooted. Recently, private schools offering Senior high school sprouted like mushrooms in our community offering at least three (3) strands. Some of CMULHS completers enrolled in such schools. The question on the quality of education that students receive, the kind of culture they will be immersed in, and the academic culture of CMULHS gave birth to this study.

2. REVIEW OF TECHNICAL LITERATURE

Grounded theory was firstly developed by two sociologists, Barney Glaser and Anselm Strauss. Accordingly, academic investigators needed a method that would permit them to transfer from data to theory, so that novel theories could surface. The theories will be explicit to the setting in which they had been established, thus 'grounded' in the facts from which they had appeared rather than depend on analytical concepts, classes or variables from pre-existing models.

2.1 Basic Principles of Grounded Theory

Grounded theory (GT) is both a process and a model. As a process, it provides procedures in classifying categories, creating links between categories and founding relationships between them. As a model, it is the output of this method; it affords a descriptive structure with which to comprehend the phenomenon under exploration. In this kind of qualitative research design, the grounded theory, the researcher intermingles with the data. That is, (s) he asks queries of the facts, which are in turn revised by the developing answers. Each developing category, idea, concept or linkage notifies a new appearance at the data to intricate or revise the original concept. The researcher engrosses with the facts by probing questions, creating associations and considering for contradictory views. This may include working back to the initial source in order to collect more data. Data gathering and coding are both part of the process of grounded theory analysis. Researchers of GT utilize varied main procedures, as well as theoretical coding and sampling and constant comparative method of analysis.

2.2 Categories

These designate the grouping together of instances (actions, procedures, incidences) that share dominant characteristics of facts gathered. Categories could be at a lower level of concept; in which instance they serve as *descriptive labels* [9] or as *analytic* in a higher level of abstraction. The descriptive and analytic categories are both founded from the determination of 'associations of resemblance and

opposing attributes' [10] however, there is progression in the levels of abstraction.

2.1 Coding

The process of coding is a way in which categories are known. In the initial phases of examination, coding is basically descriptive. In this stage, descriptive labels are associated with the peculiar occurrences of the phenomena under studied. First-hand, initial level groupings surface recurrently as a consequence. As coding advances, systematic classifications emerged. GT intends to advance *new*, *context-specific* theories grounded in the facts or data. *Hypothetical coding* encompasses the utilization of a *coding paradigm* to the data. A coding model explains the researcher to specific techniques in which classes may be connected through each another. Dissimilar forms of GT utilizes varied coding techniques.

2.4 Constant comparative analysis

Constant comparative analysis (CCA) guarantees that the coding procedure upholds its impetus by going back and forth between the documentation of resemblances surrounded by the facts and the alterations between developing classes. Taking known common attributes that bonds occurrences of a phenomenon, the researcher should progress on dissimilarities within a class to be able to classify any developing subclass.

CCA safeguards that the researcher does not just form classes but also regroup them again into minor units of meaning. In this way, the full complexity and diversity of the data can be recognized, and any homogenizing impulse can be counteracted. The ultimate objective of constant comparative analysis is to link and integrate classes in such a way that all illustrations of deviation are apprehended by the emergent theory.

Theoretical coding moves the researcher from an imaginative to an investigative level.

2.5 Theoretical saturation

Ideally, the progression of data gathering and data exploration in GT carry on until hypothetical permeation has been attained. That is, the researcher carry on to do sampling and coding the gathered data until there are no more new concepts that can be discovered, and until all variation for prevailing classes have concluded to appear. With this, a conventional group of classes and subclasses apprehends the substance of the presented facts. Though, saturation functions as an objective rather than a certainty. Even though researcher struggle for fullness of our groupings, adjustment of classes or deviations in viewpoint are constantly likely.

While the development of theory is the goal, yet, researcher should be persistently observant to up-and-coming perceptions, what will revolve and can assist in the generation of the theory. These perceptions can effortlessly happen on the concluding time of the investigation or when the script is reread in page proof: so the printed manuscript will not be the finality, but only a hiatus in the endless development of emerging theory [10].

2.6 Academic Culture

Xi Shen defined academic culture on institution as the exterior manifestation of the shared values, spirits, behavior norms of individuals who are following and evolving their education and exploration. On the other hand other researchers [1, 11] and [12], explored several measures of culture in their study on academic departments. Their study includes collegiality, commitment to scholarship and research, student development, teaching and learning, diversity, job satisfaction, and advocacy.

Bektas confirmed through meta-analysis that school culture had a statistically significant influence on students' educational accomplishment [13], Hoy and his colleagues [14] were the earliest to establish that academic emphasis was positively and significantly associated to student success, while one studied the educational impact of a well-managed institution [15]. Other researchers had distinct concerns regarding school culture. They focused on school headship that is demonstrated by the degree to which school administrations, organizations, guidelines, and management systems are perceived by teachers as empowering rather than deterring their work [16, 17].

A study concerned with high but achievable academic aims are set for students; the educational environment is systematic and organized; while the teachers and students alike admire academic success [16].

A school with high educational emphasis is single-mindedly set by a pursuit for excellence [18], educational emphasis and success were positively related [19, 20, 21, 22], even controlling for socioeconomic factors [41, 24, 25]. Elementary schools with resilient academic emphasis positively influence academic achievement for deprived and marginal students [26, 27], and other studies related to school effectiveness [28].

3. RESEARCH METHODOLOGY

This is a qualitative study employing grounded theory approach utilizing constant comparative analysis. Data gathering and analysis is merged in the grounded method as data are obtained analysis takes place. A semi structured interview was conducted with the identified participants.

The study was conducted at Central Mindanao university Laboratory High School which started as a farm school organized by the Americans in 1910 named as Mailag Agrucultural School in Colonia, Mailag ,Malaybalay (now Valencia City). The school underwent transitions, curriculum revisions and renamed several times. Even the location of the school went through transition. It was after World war II that the school was transferred to Musuan, Maramag Bukidnon, in its present location. Even if the school's location became a constant, the curriculum offering kept changing. The curriculum offering started with General Academic in 1965, a revised vocational and general academic curriculum weres implemented in S.Y 1970-71, the Free Public secondary Education, and the Nationalization of Public Secondary Schools took place in 1987. The Vocational Agricultural Secondary Curriculum was then phased out due to lack of support and Science curriculum was implemented and sustained until the present [13]. The K to 12 Curriculum added with a senior high school offering STEM strand only of the academic track exclusively to its junior high school completers. The first part of the study was conducted to ninety (90) senior high school students of CMULHS for S.Y 2017-2018. A twelve (12) item open-ended survey questionnaire was floated.

4. RESULTS AND DISCUSSIONS

The ninety (90) participants of the study were asked to answer an open ended survey questionnaire. There responses were transcribed and coded. These participants were the first batch of graduates of the nationwide implementation of the K to 12 curriculum in the Philippines. Out of the ninety participants, one (1) was then subjected to one-on-one interview. She was the class valedictorian. A well-rounded student as evidenced by the contest she joined and won. She joined and won competitions in news feature writing, Bukidnon Physics Society Low-Cost experiment, DOST-RICE Quiz bowl, CMULHS Local Science fair, Bukidnon Junior Mathematician and Bukidnon Senior Mathematician. Her leadership skills brought forth a very successful and productive school year for CMULHS studentry as the University laboratory High school Student Council Organization (ULHSSCO) President in her Grade 10 and as senior high school consultant in Grade 12. Revisiting the answers to the survey questionnaire and transcripts of the participants prompted the researcher of saturation [29].

Based on the responses of the participants on the open -ended questions, a one-on one interview was conducted and the following initial codes were uncovered: Bond and Connection, time Management and Accountability, Quality education, Lifelong learner, passionate teachers, organizations and investigatory projects, enriched curriculum, self-learning, academic excellence, challenging journey, battle-ready, and an overcomer.

The first case analysis was based on what transpired during the one-on-one interview of Anna, the first participant's pseudonym.

Anna's account of the academic culture of CMULHS can be anchored on the CMULHS philosophy: Academic Excellence through Hard work and Noble Virtues [7].

Academic excellence according to the participant was achieved through passionate teachers who does not only teach academic lessons but life lessons as well. Teachers who are willing to share their personal lives in order to inspire the students. There is sufficient proof that teenagers do consider friendly interactions with their teachers [1, 2, 3, 4, 5, 30]. Teachers influence the lives of students because of their direct contribution in the development of the total person. Added to it is their strategic position in the school system, for they have the responsibility of translating the curriculum into concrete learning experiences [31] as cited by Aringay [32]. Teachers' tasks include lesson planning and preparation, classroom management, teaching- learning process, language proficiency, assessment of learning and reinforcement of learning which are all inherent to the teaching profession [33]. Piaget's cognitive development theory reinforced that student education is reliant on the teaching technique that the teacher conducts inside the classroom [34]. Studies on teaching pedagogies affecting students' performance include concrete-pictorial-abstract approach [35], metacognitive scaffolding in cooperative learning [36], flipped learning [37], reciprocal learning [38], mathematics communication strategies [39], dyad cooperative learning [40], process-oriented guided inquiry learning [41], and the use of GRRM and Non-GRRM [42].Contributory to academic excellence is the enriched curriculum of CMULHS. The participant is enrolled in a science curriculum embracing the K to 12. Anna's batch went through additional Math and Science subjects from grade 7 to 12 added to what was prescribed in the K to 12 curriculum. It was further enhanced by the curricular and extracurricular activities embedded in the curriculum. Anna stated that despite all the requirements in her subjects, her position in an organization brought out the best in her. Furthermore, the investigatory projects which started from Grade 9 until Grade 12 with a capsulized research as their keystone project made the curriculum well endowed.

The enhancement of curriculum means putting it a greater importance, by placing one's life into the overall education process. Enrichment defines curricular activities which schools afford in order to progress students' education further than their focal progression of schoolwork. The greatest term comprised occasions for individual exploration, group assignments, hands-on efforts, original communication, academic discourse and brain-storm.

Hard Work

The Academic excellence of CMULHS is coupled with hard work. Anna's account of doing different requirements in a given period of time requires hard work. She specifically talked about the hard work required to beat the deadline of requirements while doing her responsibilities in taking charge of organizing and planning events as an officer in an organization. Hard work is indeed needed in CMULHS to finish requirements while juggling between organizational responsibilities, participating in activities and working on an investigatory project. This view was shared by her batch mates in the preliminary survey conducted by the researcher prior to the interview with Anna. This hard work was further instilled through co-curricular and extra-curricular activities. Kristen Goode espoused that co-curricular activities are the real and concrete involvements experienced by the students. To a higher degree of educational outcomes, the theoretical knowledge becomes reinforced when a significant co-curricular activity is systematized interrelated to the content imparted in the schoolroom. Intellectual aspects of character are exclusively established by instructional exposure, while aesthetic growth, character formation, spiritual development, physical improvement, moral values, ingenuity, and others are reinforced by co-curricular activities. Forthrightness and precision in language and disposition is reinforced by these co-curricular activities, too. It supports the development of co-ordination, change, speech eloquence, impromptu expressions, and the like among students in both basic and higher education level [43].

Noble Virtues

On account of the hard work Anna exerted, noble virtues like responsibility, accountability, industriousness and self-discipline was developed and instilled. It takes discipline to live conferring to your own peculiar enigma of ethics. Anna's personal code of ethics are anchored on the sayings from Iceland Proverbs and Aristotle as follows:

"He who lives without discipline dies without honor." - Icelandic Proverb

"What lies in our power to do, it lies in our power not to do." – Aristotle.

"What discipline gives us is the ability to cherish all the efforts that come after the start and before the finish of any undertaking, the work. Discipline breeds leaders and strong folk. We have it in our Aryan souls if we merely learn to draw from it" from Women for Aryan Unity.

Industriousness basically means the preparedness to exert effort at what you will do. If things are worth to be done, then you have to do it well. Yu have to do it with honor out of the best of what you have and what you can [29].

Anna's academic journey of Academic excellence through hard work and noble virtues produced in her an Overcomer who is battle-ready and willing to take on life and learn from it she applies the time management skills she had acquired. Being time conscious was also one of the virtues instilled in her. These virtues were cultivated and strengthened more because of the support of the administration of Central Mindanao University to all the activities and programs deemed necessary by the designated high school administration. The present location of the school gave the students the opportunity to cultivate and strengthen the values more because it isolated them from possible factors that may influence their perspective.

The Academic Culture framework of Anna comprises academic outlooks, academic spirits, academic ethics and academic environments [1]. In this study, academic activities were viewed by Anna as an added element which enriched the curriculum thereby contributing to academic excellence. The academic spirit of finishing what was required despite the multiple task and requirements is somewhat contemporary to hard work and academic ethics is embodied by noble virtues.

The Use of Grounded Theory in Data Analysis

Glaser & Strauss made mention of constant comparative analysis in a Grounded Theory qualitative research. Constant comparative analysis is done by grouping similar data to come up with a concept. These concepts are then grouped together to form categories. The categories are further analyzed and studied to discover links and relationships so that dimensions are developed and finally an emergent theory exists [8, 44, 45].

In this study, the researcher relied on the data gathered through one-on-one interview and compared the emergent theory with existing literature on academic culture. The researcher came up with a theory that is grounded on the data and is compared with an existent literature to establish its internal validity.

Constant Comparative Method in Four Stages

The study adapted the four stages of constant comparative method [8] . This four-stage method as a strategy for developing grounded theory was developed by Glaser and Strauss.

The first stage is known as open coding. Open coding is done by comparing data with a group of transcripts in a single case to form categories. The categories formed may be new or may define an existing category or expand it as new information emerged. The

possibility of coming up with one core category may arise from a single case [44, 46].

The second stage of constant comparison analysis is the same with the first stage however the data is pooled from a group of cases. Various cases were compared and categories were defined, expanded and created a new information arise from the pooled data. The second stage ends up with categories being combined, integrated or eliminated [8].

The third stage is more on polishing categories. Categories were refined, short-listed and developed through selective coding. A memo emerged from selective coding. Memos are then sorted out until they reach the point of saturation where no further memo could be formulated. A story line is then created.

The fourth stage involved analysis and explanations. It is where patterns, connections emerged and writing of a theory commenced.

Stage 1: Open Coding

In this study, the researcher coded the data being careful to scrutinize the data using the questions used by Tan:" What is this data a study of?"

"What categories does this incident indicate?" "What is actually happening in the data? And what is the main concern of the participant in the data? [8]. Summary of how the aforementioned questions were addressed were presented in Table 1, the open coding of the interview transcript of Anna.

Table 1: Open coding of the Interview Transcript of Anna.

Questions	Incidents	Category/Dimensions
What is your most memorable experience with CMULHS? Why and Who are the key players? What make it memorable?	*My most memorable experience in CMULHS is the moment I have with my batch mates. These things are memorable for it is in these additional two years that we had this kind of bond and connection. Every moment I have with them is memorable for we learn a lot from each other and we know that we got each other's back.*	Batchmates Added Year Bond Connection Everything Shared learning Team effort Collaborative learning All included

Questions	Incidents	Category/Dimensions
What skills did you develop while studying in CMULHS? Elaborate the reasons of such development?	*I learned how to efficiently use my time and do the responsibilities I have. It is in this school where I learned that one is accountable for the things assigned to him/her and that one should do the things he/she needs to. I also developed the skill of multi-tasking, doing different requirements in a period of time while also doing your responsibilities in an organization.*	Time Efficient responsibility Accountability Multi-Tasking Prioritizing Decision making
Do you consider students of CMULHS among the best students in the country/Region/Province? If Yes, why do you think they become best?	*Yes, CMULHS students are among the best students. CMULHS is preparing these young individuals in the real battle of life. The training in this institution helps the students in enhancing their potentials. CMULHS offers quality education.*	Best students Real-life ready Lifelong Learner Quality Education Harnessed Potential
What is your favorite subject? Why?	*Philosophy is the subject I considered as my favorite one. This subject allows us students to see the reality and what really lies beneath these things happening around us. It allows students to think and express what they think and their perspective without limiting them on what ideas they should have. This subject makes you think and ponder on things and makes you think more of what's more important in life. Chemistry is what I hated most. I just cannot appreciate it.*	Reality based Critical thinking Required Student participation Academic freedom Decision making Valuing life

Describe your Best Teacher in CMULHS.	*He is someone who teach not just lessons in academics but also in real life. He does not limit his students as to how far should their understanding and ideas be. He listens to why. He lets the students know him not just as a teacher but opens his personal life and allows the students to be part of. what his students has to say and consider their ideas. He knows how to discipline his students in a very way that they would understand. He lets the students know him not just as a teacher but opens his personal life and allows the students to be part of it.*	Academically qualified Life lessons Academic freedom Relationship open Disciplines Shares his life

Questions	Incidents	Category/Dimensions
What are the activities in school that you think bring out students' potential?	*Activities such as having positions in an organization and organizing events bring out potential for it makes us think and do things beyond what we think we can do. Also, activities such as investigatory projects defense starting from grade 9 is really helpful for it helped develop skills and knowledge. All the activities that CMULHS is having brings out the potentials of each student in a way that they could participate in each activity and this would allow them to develop skills.*	Being part of Organizations Holding positions Investigatory Projects Co-curricular activities Extra-curricular activities
What are the classroom practices of your teacher that you loved/hated?	*I do not like the teacher who would just give topics and let the students do reporting without them explaining the topic, though it makes the student responsible in doing their research and learning on their own, they should take into account that not all students can learn by the reports of their classmates and that it is still different learning process compared to when a teacher is the one who would teach in front.*	Hated Reporting Develops Responsibility Do research Self-learning Individual differences
Do you think CMULHS students are developed holistically?	*Yes, my six years in this institution. I could say I am holistically developed. Though the institution is not really that active in other aspects but still it has activities that caters these aspects. For sports it conducts Palaro and intervectors competition, for the spiritual aspects, there are masses conducted and also in other aspects. I can say that I am holistically developed.*	All aspects Spiritual Physical
If you sum up CMULHS and Its training, what would it be?	*The academic training, I had in CMULHS is excellent. CMULHS did really trained the student's great in academic aspect. The quality of education here is great and students are learning a lot.*	Excellent Great Quality Education
Do you think your journey with CMULHS is worth reminiscing?	*Everything that we learn is worth reminiscing for these are the things that made us who we are right now. CMULHS has become a part of who I am today and will always be grateful to it for all it taught me. The academic journey I have here is really great despite all the struggles and challenges, everything I have learned here can be used in the future.*	Worth it Molded us Grateful Great academic journey Challenges Struggles Future-ready
What is a CMULHS graduate?	*A CMULHS graduate is equipped with academic tools they need to face the future. They are the one who in spite all the struggles and challenges managed to survive. They are tough individuals who knows how to handle a battle and is ready to face each battle but also knows how to choose their battles.*	Academically Equipped Survivor Self-identity Self- worth Decision-makers
What can you associate with the training of CMULHS as an institution?	*I would associate my training in CMULHS to my CAT training. It teaches me a lot of things and made me who I am today. I have learned who I could be and who I really am. It helped me develop skills though there are painful processes. These things I had paid off in the end. There might be difficulties but in the end, I survived and learned a lot.*	Skill development painful difficulties survival
When you hear CMULHS, what comes to mind?	*An institution that offers excellent academic training and quality education. It is an institution where students would learn how to fight challenges and survive. It teaches students how to survive real life and if one falls down, everyone would be there to pick you up. It teaches a student how to stand up and continue the battle with stronger tools and skills.*	Excellent academic training Quality education Face challenges Survival skills Team Trust Rising above Never quit

Stage 2: Axial Coding
Axial coding deals with understanding the relationships among categories. The researcher is allowed to engage in effectively understanding the relational dynamics of the categories, and formulate a matrix called Conditional Relationship Guide [8, 47].
The Conditional Relational Guide format is designed to ask and answer questions about the identified categories. The following are the questions taken into consideration by the researcher:
· What is the category?
(The participant's words were taken in vivo to avoid bias)
· When does the category occur? (Use of time modifiers will help)
· How does the category occur?
· With what consequences does the category occur?
The participant's responses as coded is subjected to axial coding as presented in the guide and in Table 2 which presents the Conditional Relational Matrix guide.

Table 2. Extract from the Sample Conditional Relational Matrix Guide

Phenomenon	When	What	How	Consequences
Bond/Connection	When does bonding and connection happen?	What is learned by the students?	Working together in an Investigatory project Organizing events	Noble Virtues
Time Management	When does time management developed?	What is valued by the student after experiencing the phenomenon?	Working on different requirements in a given period of time finishing an investigatory project within the timeline	Hard work
Holistic Development	When is a holistic development achieved?	What type of training is experienced by the participant?	Enriched curriculum Passionate teachers	Academic Excellence

The Conditional relationship Guide attempts to relate the structure to the process. The consequences present the central phenomenon on the selective coding in the third stage.
Stage 3: Delimiting Theory through Selective Coding and Sorting Categories.
Stage three includes selective coding and sorting of categories. The purpose of this stage is to determine a core category to all other sub categories relate. A story line is developed and verified with the data at hand.
Development of a Storyline for the First Case
The identified core category in the selective coding process maintains its position in the heart of the analysis with all other categories tied and woven around it.

The main story line of the first case of this study was

...CMULHS academic culture as experienced by Anna while she was enrolled in CMULHS for six years. Anna experience academic excellence in CMULHS. Academic excellence was brought about by the enriched curriculum where an added Mathematics and Science Subjects made the academic exercise distinct. It was further enhanced by the numerous requirements of the subjects and the investigatory project starting Grade 9. Her experience with passionate teachers who are not only teaching academic lessons but life values as well shaped her holistically. The bonding and connection she shared with her batch mates in various activities which are challenging completed her academic journey. The academic culture of CMULHS as experienced by Anna includes academic excellence, hard work and noble virtues. It was strengthened and cultivated through the support of the administration and its ideal physical location away from the main campus.

Using the story line of the first case, the researcher proceeds with a higher level of abstraction integrating experiences and learning in a single statement. Thus, the theory of "Living out the School's Philosophy: CMULHS Academic Culture" emerged along the way.

**Table 3. Selective Coding for Core categories of the First Case**

CMULHS Academic Culture is a theory that has emerged from five (5) distinct yet related categories

1. Academic excellence
2. Hard work
3. Noble Virtues
4. Administration
5. Location
   For Anna's Case, her experience on the academic culture of CMULHS has five (5) distinct yet inter related components.

First, she talks about the enriched curriculum of CMULHS where students were not only focused on academic but other activities as well. Then she talks about the practices of teachers like reporting which she does not like however she amended that it helped students to do self-learning. She also talked about passionate teacher who does not only talk about the lesson but shares his life story as well. Next are the numerous requirements and investigatory project that she had to experience. All those comprise the arduous but meaningful journey that she shared with her batch mates thus developing in them the love for hard work and instilling in them, the noble virtues brought about by shared experiences and activities. Finally, as a product of academic excellence through hard work and noble virtues she emerged an overcomer equipped and battle-ready to face life's challenges ahead but all these would have been impossible without the support of the administration. Its present physical location also cultivated and strengthened the development of its academic culture more.

The Academic Culture of the first case is influence by the philosophy of the school which is Academic Excellence through Hard work and Noble virtues as supported by the administration at its present physical location.
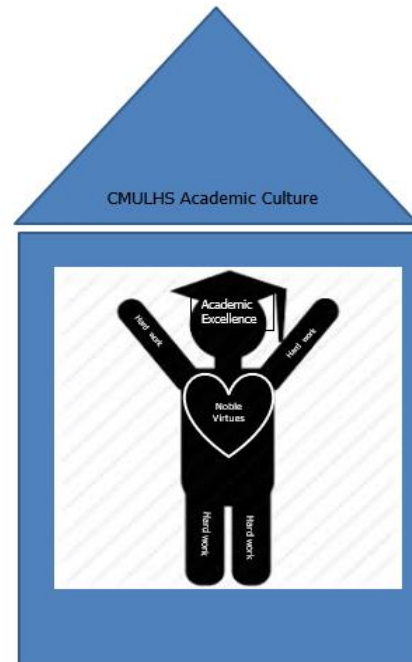
Figure: Initial framework of CMULHS Academic Culture

Stage 4. Writing the Theory
This is the stage which explains how the core categories had been developed in elaborating the storyline and generating the theory" Living out the school's Philosophy: CMULHS Academic Culture". In writing the theory, supplementation is done by including other participants and extant literature or theories to strengthen the theory's explanatory power [8, 44].
Looking into the emergent categories, the three core categories identified were academic excellence, hard work, and noble virtues... each core category had sub-categories.
Academic excellence emerged as the following codes were identified: life-long learner, quality education, harnessed potential, holistic development, excellent academic training, challenges, struggles, passionate teacher, academic-oriented and battle-ready.

This was the code describing the academic journey of the participant.

Hard work emerged as a core category after scrutinizing relationships among the following codes: shared learning, collaborative effort, multi-tasking, prioritizing, holding positions in an organization, doing an investigatory project, and submitting requirements on deadline along with all other activities. Hard work relates all those codes together for the participant could never produce the required output without exerting hard work.

Noble virtues are the unifying code of self-worth, self-identity, accountability, responsibility, time-efficient and never quits. As the participant went along the academic journey with all the hard work required to cope with the standard of academic excellence, noble virtues were inculcated along the way.

Re-assessing the relationship and connection among the three core categories, the researcher's attention was brought to the school philosophy. The participant's experiences when summed up embodied the school philosophy: Academic excellence through hard work and noble virtues. The researcher noted that based on the transcript shared by the participant, her experiences seemed to be guided by school philosophy thus the development of the theory" Living out the school's Philosophy: academic excellence through hard work and noble virtues. Anna is a product of the school's philosophy. The academic culture instilled by CMULHS in her with the six years of exposure will manifest in her dealing in the future.

The transcripts of other participants were then used to supplement and validate the emerging theory.

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the above findings, the initial framework of CMULHS culture embodied the school philosophy of academic excellence through hard work and noble virtues thus forming the central concern "Living out the School's Philosophy: CMULHS Academic Culture.

Recommendation

Results and findings of the study led to some recommendations for further research and action.

The academic culture of the university as a whole may be taken into consideration since it had been existent for more than a century and it already made a name as the Academic Paradise of the South.

A university consensus on the philosophy of the university that would embody all its ideals can be conducted.

A study on the culture of CMULHS may be conducted to further enhance the theory on CMULHS Academic culture taking into considerations not just the academic aspect of CMULHS student's life. A study on the impact of vocalizing the school's Philosophy to the perspective of students may also be ventured upon. Moreover, a study on the impact of CMULHS academic culture on the lives of graduates in terms of a) college performance, b) career in life could also be done.

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