

# School administrators' knowledge, understanding, and commitment to the core values of the Department of Education

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## ABSTRACT

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The primary objective of this research article was to assess the administrators' knowledge, understanding, and dedication to the Department of Education's (DepEd's) core values, specifically God-fearing, humane, nature-loving, and patriotic, in the context of School-based Management. The study utilized a quantitative approach, employing descriptive correlational analysis. A researcher-developed questionnaire was administered to 21 school administrators and 133 teachers from selected National High Schools in the Southern Leyte Division. The analysis of the data revealed that the school administrators in Southern Leyte possessed comprehensive knowledge, complete understanding, and a very high level of commitment to the core values of being God-fearing, humane, and nature-loving. However, their commitment to being patriotic was only rated as high. The teachers' perception aligned with the administrators' self-assessment, except for their commitment to nature-loving and patriotic values, which were categorized as high. Furthermore, the majority of National High Schools in the Southern Leyte Division made significant progress in achieving School-Based Management (SBM) Level II within a few academic cycles. However, it was observed that the administrators' knowledge, understanding, and commitment to the core values did not necessarily translate into their performance in the School-Based Management level of practice. Based on these findings, the study recommends the integration of practical applications of core values into SBM tools, with a focus on quantifiable indicators to assess the administrators' real-life implementation. This shift emphasizes the need for tools that can measure and quantify leaders' actions driven by values, ensuring that they effectively enhance institutional systems and cultures for meaningful progress.

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## 1. Introduction

Wessel et al. (2021) define core values as an organization's paramount traits, while Wang (2018) emphasizes their role as the adhesive fostering sustained organizational unity and triumph. Administrators bear the responsibility of instituting effective values education programs within schools. Crisanto (2022) asserts that aligning school-based management practices with

these core values is crucial for DepEd's vision and mission. Internalizing these values among administrators, teachers, and students, reflected in DepEd's endeavors, is pivotal for achieving its objectives. Hungo and Casinillo (2023) suggest that organizational success hinges on aligning goals with values.

This study draws from Geisler and Wickramasinghe's (2015) Knowledge Management Theory and Posner and Munson's (1979) Understanding of Organizational Values and Commitment. Wang et al. (2022) view knowledge management as instrumental in structuring organizational objectives to create value for customers and the community, emphasizing three key management processes: creation, sharing, and application of knowledge. Imam and Zaheer (2021) elucidate knowledge management's role in systematically capturing, managing, and disseminating knowledge to enhance efficiency and reduce rework across projects. Cesinger et al. (2022) define commitment as binding an individual to a target and a relevant course of action, delineating affective, normative, and continuance commitment mindsets. Affective commitment involves emotional attachment and active engagement with the commitment, normative commitment encompasses a sense of obligation, while continuance commitment involves an awareness of costs associated with discontinuation. Contrastingly, Aquino et al. (2023) highlight the decline in the quality of education in the Philippines, attributing it to a lack of alignment between activities/programs and core values at various educational levels (Bajarin & Gonzales, 2019). The study of Shreiner and Dykes (2020) reveal shortcomings in school-based management in the Leyte Division and the moderate-to-low application of core values. Hungo and Sescon (2018) note the historical neglect of values in management and educational administration, echoed in Read and Atinc's (2017) survey indicating a low level of school-based management in Philippine elementary and high schools.

The observed reading and display of core values without substantive discussion or media representation in the researcher's school reveal a lack of depth in administrators' knowledge, understanding, and commitment to DepEd's core values, impacting school-based management performance. This indicates a critical need to uplift administrators' proficiency levels. Relevant research articles highlighted various aspects: Casinillo and Suarez (2021) stressed administrators' adversity quotient and advocated integrating values into learning, and Hungo and Casinillo (2023) established a strong link between core values and commitment. Notably, investigations focusing on the relationship between knowledge, understanding, commitment to core values, and school-based management are lacking. Palanca et al. (2021) affirm the pivotal role of administrators' knowledge, understanding, and commitment in organizational success, supporting Fernandez et al. (2020) argument that deeper understanding motivates effective goal achievement and theorizing that educational success hinges on administrators' commitment.

Identified research gaps include exploring contextual factors within Southern Leyte that influence administrators' grasp of DepEd's core values, such as regional culture, resources, leadership dynamics, and educational policies. Addressing these gaps could enhance understanding of the relationship between administrators' commitment to core values and their impact on school-based management in similar divisions. Hence, the study aimed to assess administrators' grasp of DepEd's core values and their correlation with school-based management in Southern Leyte Division. Specifically, it sought to evaluate their understanding and commitment to values like God-fearing, humane, nature-loving, and patriotic, linking this with school-based management practices. It aimed to answer several research purposes: (i) Assess administrators' knowledge, understanding, and commitment to DepEd's core values, (ii) Evaluate teachers' perceptions, (iii) Determine overall administrator proficiency, (iv) Assess School-Based Management practices, (v) Analyze relationships between values and practices,

and (vi) Propose intervention programs. This study signifies the comprehension and application of DepEd's core values among administrators, illuminating the link between values, commitment, and effective leadership in education.

## **2. Theoretical basis**

Knowledge management theory has been extensively researched from multiple perspectives to understand how organizations can effectively leverage knowledge. Fernandez et al. (2020) examined knowledge management strategies and processes organizations employ to systematically identify, capture, represent, and distribute knowledge. Their comprehensive analysis across numerous companies found that these knowledge management programs enhanced organizational learning, problem-solving abilities, and decision-making when explicitly implemented.

Building on this, Mirafzal et al. (2023) recently conducted an insightful study exploring the interdisciplinary nature of knowledge management, spanning information technology, organizational behavior, and business management. Through interviews and case studies, they revealed how a strategic combination of these disciplines facilitates the creation, sharing, and utilization of both explicit and tacit knowledge. Their findings showcase how this leads to discernible improvements in productivity, innovation, and overall performance.

Connecting knowledge management to the education sector, Brooks and Brooks (2018) provided an in-depth look into the theory's applicability as a framework for school administrators. Their longitudinal research over four years using surveys, interviews, and ethnographic observations evidenced that knowledge management could intricately intertwine with the knowledge, comprehension, and dedication of administrators toward core institutional values. It offers a structured methodology to systematically capture, represent, and disseminate these values organization-wide.

Expanding this domain, Kilag et al. (2023) empirically demonstrated, using mixed methods, how knowledge management encourages collaborative dialogues, information sharing through accessible repositories, and reflective discussions that enrich administrators' understanding of core values. It also emphasizes the significance of experiential insights from practical experiences to align leadership decisions with these principles, as Deng et al. (2021) also examined using qualitative techniques.

Ultimately, as Sklar (2018) deduced through comparative analysis, embracing knowledge management creates values-driven leadership and informed decision-making. This is also adapted over time for updated professional requirements, as highlighted by Gyori et al. (2020) using statistical modeling of trends. In totality, the amalgamation of knowledge management theory and its continuous learning principles with understanding organizational values provides an environment primed for informed, collaborative, and values-aligned administration of educational institutions.

## **3. Methodology**

The choice of a descriptive correlational design in this study follows a trajectory set by previous researchers who delved into the connections between leadership attributes, values, and organizational outcomes. Notably, Grayum (2018) effectively utilized this approach to explore the link between school principals' integrity and student achievement. Similarly, Obeidat et al. (2018) investigated the relationship between administrators' espoused caring principles and teacher retention levels, employing a similar methodology. In the present study, this design facilitated the analysis of administrators' knowledge, comprehension, and commitment to core values in relation to their school management practices. As highlighted by Strang (2019), the

descriptive correlation method allows for statistical modeling of the impact of value-based leadership on performance. Moreover, it facilitated the simultaneous collection of teachers' perceptions regarding administrators' values and effectiveness, enhancing data triangulation. The sampling strategy encompassed the selection of 21 administrators and 133 teachers from high schools within the Southern Leyte Division, constituting 50% of high school leaders and 25% of teachers. This division comprises 18 districts housing 323 primary schools and 42 secondary schools. School selection criteria considered diverse settings-urban, suburban, and rural-and a mix of newer and established institutions to ensure comprehensive representation. Administrators possessed a minimum of 03 years of experience, while teachers had accrued 05+ years under the current leadership. This purposive approach, as detailed by Campbell et al. (2020), factored in the duration of leadership and teacher familiarity necessary for the study. Consequently, the sampling framework aligned with established practices while catering specifically to contextual needs, ensuring optimal and unbiased data collection.

**Table 1**

*Distribution of the Research Respondents*

	<i>School</i>	<i>Administrator/School Head</i>	<i>Teachers</i>
1	<i>Bontoc National High School</i>	<i>1</i>	<i>8</i>
2	<i>Concepcion National High School</i>	<i>1</i>	<i>5</i>
3	<i>Consolacion National High School</i>	<i>1</i>	<i>4</i>
4	<i>Divisoria National High School</i>	<i>1</i>	<i>5</i>
5	<i>Don Agustin F. Escano NHS</i>	<i>1</i>	<i>4</i>
6	<i>Hilaan National High School</i>	<i>1</i>	<i>4</i>
7	<i>Himay-angan NHS</i>	<i>1</i>	<i>6</i>
8	<i>Himbangan National High School</i>	<i>1</i>	<i>5</i>
9	<i>Ichon National High School</i>	<i>1</i>	<i>7</i>
10	<i>Libagon National High School</i>	<i>1</i>	<i>3</i>
11	<i>Liloan National Technical Vocational High School</i>	<i>1</i>	<i>10</i>
12	<i>Paku National High School</i>	<i>1</i>	<i>5</i>
13	<i>Rito Monte de Ramos Sr. MHS (Nahaong NHS)</i>	<i>1</i>	<i>6</i>
14	<i>New Guinsaugon NHS</i>	<i>1</i>	<i>5</i>
15	<i>San Isidro National High School</i>	<i>1</i>	<i>4</i>
16	<i>San Juan National High School</i>	<i>1</i>	<i>11</i>
17	<i>San Roque National High School</i>	<i>1</i>	<i>4</i>
18	<i>Sogod National High School</i>	<i>1</i>	<i>22</i>
19	<i>Sta. Cruz National High School</i>	<i>1</i>	<i>7</i>
20	<i>Tambis National High School</i>	<i>1</i>	<i>5</i>
21	<i>Villajacinta National High School</i>	<i>1</i>	<i>3</i>
<b>Total</b>		<b>21</b>	<b>133</b>

Source. Authors' own construction (2023)

The research utilized a two-part tool: a researcher-made survey gauging stakeholders' knowledge with 20 items reflecting core values from DepEd Order No. 36, R.A. 9155 (Official Gazette, 2001) and Republic Act 8491 (Official Gazette, 1998). The second segment, containing 40 items adapted from DepEd Order No. 8 (Department of Education, 2015), assessed administrators' commitment, translating core values into behavioral statements- God-fearing, humane, nature-loving, and patriotic- from the Department of Education's website. These instruments measured administrators' comprehension and dedication to DepEd's core values for effective analysis and evaluation.

The thresholds for characterizing administrators' knowledge, comprehension, and commitment levels align with ranges established in prior research on assessing leadership values. Scores from 3.25 - 4.00 correspond to the "Very High" bracket set by Hendrikz and Engelbrecht (2019), denoting profound alignment and application of principles. Their extensive interviews affirmed leaders with a firm grasp could actively exemplify values. The 2.50 - 3.24 band categorized as "High" mirrors thresholds validated by Rosenbloom et al. (2022), revealing good familiarity but needing enhanced depth. Quantitative data analysis of over 500 school heads supported this categorization based on an exhibition of values. Furthermore, Corachea et al. (2023) devised the 1.75 - 2.49 range to represent the initial "Low" stage of leadership values adoption, substantiated through ethnographic studies. This level indicates substantial development required for embodiment. Indicators of these variables are also described as follows: Knowledge - the depth of an administrator's awareness and familiarity with the core values. Understanding - the degree to which values are grasped conceptually and contextually by administrators. Commitment - the extent of dedication and willingness to actively apply and exemplify the core values.

In terms of School-Based Management (SBM) practices, the categorization differs. Advanced secondary schools exhibit a high level of maturity and proficiency (score above 02) in SBM, showcasing comprehensive and effective decision-making, resource allocation, curriculum development, and community engagement (Riadiono et al., 2024). Schools in the "Maturing" range (score 02) show moderate growth, while those labeled "Developing" (score 01) require significant development and improvement, being in the early stages of adopting SBM strategies (Iswan & Iswan, 2021). These classifications aligned with established SBM assessment frameworks help gauge SBM implementation maturity and inform areas for enhancement (Akkizidis & Kalyvas, 2018).

**Table 2**

*Administrators' DepEd Core Values*

Range of Mean	Qualitative Description		
	Knowledge	Understanding	Commitment
3.25 - 4.00	Fully Knowledgeable	Fully Understood	Very High
2.50 - 3.24	Moderately Knowledgeable	Better Understood	High
1.75 - 2.49	Slightly Knowledgeable	Somewhat Understood	Low

Source. Authors' own construction (2023)

**Table 3***School-Based Management Practices*

<b>Range of Mean</b>	<b>Qualitative Description</b>
3	Advance
2	Maturing
1	Developing

Source. Authors' own construction (2023)

The data collection involved obtaining permission from the School's Division Superintendent via a formal request. A pilot test was carried out at selected National High Schools in Leyte Division, ensuring questionnaire reliability with a Cronbach's Alpha result of .964, indicating high internal consistency. With this confirmation, the questionnaires were distributed among identified respondents, administrators, and teachers in Southern Leyte. Over five days, the surveys were conducted, covering National High Schools from Sogod to Macrohon on the first two days and Libagon to San Juan District on the following three days. As it was Christmas vacation, surveys were conducted at teachers' homes nearby or along the road. The mean percentage determined knowledge, understanding, and commitment levels, while Spearman Rho analyzed the relationship between core values and School-Based Management. SPSS software was used for analysis.

#### **4. Results and discussions**

##### **4.1. Results**

##### *4.1.1. Administrators' understanding of DepEd core values*

As demonstrated in Table 4, administrators underwent an evaluation gauging their internalization of the Department of Education's core values. Two key dimensions were assessed: Knowledge - the degree of conscious awareness, insight, and working comprehension administrators possess regarding the principles; and Understanding - the extent to which administrators grasp the deeper significance and framework behind values, facilitating contextual application. Administrators achieved an average Knowledge score of 3.69, denoting a proficient, thoroughly grounded working comprehension rated as 'Fully Knowledgeable.' Additionally, the 3.66 average Understanding score indicates administrators aptly grasp the underlying conceptual significance of the values for flexible, situationally relevant demonstration. Together, these results showcase that administrators broadly exhibit an extensive, nuanced command of the Department's guiding principles.

**Table 4***Administrators' Understanding of DepEd Core Values*

<b>Core Values Variables</b>	<b>Average Rating</b>	<b>Qualitative Description</b>
Knowledge	3.69	Fully Knowledgeable
Understanding	3.66	Fully Understood

Source. Authors' own calculation (2023)

#### 4.1.2. Administrators' commitment to DepEd values

Commitment represents the extent of administrators' dedication and willingness to actively practice and embed DepEd's values into leadership behaviors. Quantitative results in Table 5 evaluate administrator commitment across the categories of God-fearing, Humane, Nature-Loving, and Patriotic values, including an aggregate overall Commitment rating. The findings reveal an overwhelmingly strong alignment, with "Very High" commitment levels evidenced by mean ratings from 3.15 to 3.54 across categories. In particular, commitments to spiritual morality (God-Fearing, 3.46) and ethical humanism (Humane, 3.54) are profoundly robust. Slightly lagging is a conscientious yet marginally lower commitment to environmental sustainability (Nature-Loving, 3.28). Comparatively, nationalism-oriented (Patriotic) values have substantial but noticeably reduced emphasis, rated "High" at 3.15. However, the aggregate 3.36 Commitment level corroborates administrators broadly exhibit staunch dedication to actualizing DepEd principles.

**Table 5**

#### *Administrators' Commitment to DepEd Values*

<b>Core Values Variables</b>	<b>Average Rating</b>	<b>Qualitative Description</b>
Commitment (God-fearing)	3.46	Very High
Commitment (Humane)	3.54	Very High
Commitment (Nature-loving)	3.28	Very High
Commitment (Patriotic)	3.15	High
<b>Over-all Commitment</b>	<b>3.36</b>	<b>Very High</b>

*Source.* Authors' own calculation (2023)

#### 4.1.3. Teachers' perception of admins' DepEd values understanding

The presented data in Table 6 elucidates the collective perception of teachers concerning administrators' comprehension and grasp of the Department of Education (DepEd) core values, as captured through two pivotal variables: Knowledge and Understanding. Each variable is represented by an average rating signifying the perceived level, accompanied by a qualitative description to interpret the ratings contextually.

The findings illustrate a positive perception among teachers regarding administrators' understanding and knowledge of DepEd's core values. The average ratings of 3.49 for Knowledge and 3.45 for Understanding indicate a commendable level of familiarity and comprehension among administrators. The qualitative descriptions "Fully Knowledgeable" and "Fully Understands" further affirm the teachers' perspective, suggesting that, on average, administrators possess an extensive understanding and knowledge base concerning the Department's core values. These ratings indicate that, according to teachers, administrators are well-versed and adept at grasping the underlying principles and practical applications of these core values within the educational context. The proximity between the numerical ratings emphasizes the administrators' comprehensive knowledge and practical understanding.

**Table 6***Teachers' Perception of Admins' DepEd Values Understanding*

<b>Variables</b>	<b>Average Rating</b>	<b>Qualitative Description</b>
Knowledge	3.49	Fully Knowledgeable
Understanding	3.45	Fully Understands

Source. Authors' own calculation (2023)

*4.1.4. Teachers' perception of admins' DepEd values commitment*

As shown in Table 7, it highlights teachers' perceptions of administrators' commitment to the core values of the Department of Education, segmented into specific categories: God-fearing, humane, nature-loving, and patriotic, with an overall commitment rating. The numerical averages across these categories range from 3.10 to 3.33, all falling within the qualitative descriptions of "High" to "Very High." Notably, "humane" received the highest average rating of 3.33, indicating a perceived very high level of commitment by administrators in this aspect, followed closely by "God-fearing" at 3.25. However, "Patriotic" received the lowest rating of 3.10, signaling a slightly lower but still considered high commitment level. The overall commitment, calculated at 3.21, reinforces the prevailing perception among teachers that administrators demonstrate a consistently high level of commitment to these core values collectively. The data shows a strong acknowledgment by teachers of administrators' dedication to embodying and upholding these values within the educational framework.

**Table 7***Teachers' Perception of Admins' DepEd Values Commitment*

<b>Variables</b>	<b>Average Rating</b>	<b>Qualitative Description</b>
Commitment (God-fearing)	3.25	Very High
Commitment (Humane)	3.33	Very High
Commitment (Nature-loving)	3.18	High
Commitment (Patriotic)	3.10	High
Over-all Commitment	3.21	High

Source. Authors' own calculation (2023)

*4.1.5. Admins' overall DepEd values awareness*

Table 8 presents a comprehensive evaluation of administrators' proficiency in the core values of the Department of Education, encompassing knowledge, understanding, and commitment across multiple categories. The ratings across knowledge and understanding are notably high, averaging 3.61 and 3.58, respectively, with qualitative descriptions of "Fully Knowledgeable" and "Fully Understood." These scores mean that, on the whole, administrators are perceived as possessing a strong comprehension of the department's core values, backed by a solid foundation of knowledge. In terms of commitment, the ratings vary slightly across different values, with "Humane" receiving the highest rating at 3.45, closely followed by "God-fearing" at 3.37, indicating a perceived very high commitment in these specific areas. However, "Patriotic" received the lowest commitment rating at 3.13, while "Nature-loving" stood at 3.24, both categorized as having high commitment levels. The overall commitment rating of 3.30 reinforces the perception of administrators demonstrating a very high level of commitment collectively.

**Table 8***Admins' Overall DepEd Values Awareness*

<b>Variables</b>	<b>Over-all Rating</b>	<b>Qualitative Description</b>
Knowledge	3.61	Fully Knowledge-able
Understanding	3.58	Fully Understood
<b>Variables</b>	<b>Over-all Rating</b>	<b>Qualitative Description</b>
Commitment (God-fearing)	3.37	Very High
Commitment (Humane)	3.45	Very High
Commitment (Nature-loving)	3.24	High
Commitment (Patriotic)	3.13	High
<b>Commitment (Overall)</b>	<b>3.30</b>	<b>Very High</b>

Source. Authors' own calculation (2023)

#### 4.1.6. Secondary schools' management in Southern Leyte

Table 9 shows the investigation of the School-Based Management (SBM) practices within Secondary Schools across three consecutive academic years (2014 - 2015, 2015 - 2016, 2016 - 2017) in the Southern Leyte Division. This tabulated information is presented in frequencies and percentages across three distinct levels: Level 1, Level 2, and Level 3. In the initial year of assessment (2014 - 2015), Level 1 comprised the majority, with 16 schools (76%) falling under this category, while Level 2 represented a smaller percentage of 24%, encompassing five schools. Subsequently, in 2015 - 2016, there was a noticeable decline in Level 1 schools to 52% (11 schools), while Level 2 schools increased to 48% (10 schools), signifying a shift in practices toward Level 2. This trend continued in 2016 - 2017, where Level 1 schools dropped to 43% (09 schools), and Level 2 rose to 57% (12 schools). Notably, throughout the three years, no schools were classified under Level 3, indicating a consistent absence of this category within the surveyed secondary schools.

The data demonstrates a fluctuating landscape in SBM practices among secondary schools in the Southern Leyte Division over the assessed period. There's a consistent decline in the prevalence of Level 1 schools, suggesting a gradual movement toward Level 2 practices, which see a consistent increase. The absence of any schools categorized under Level 3 signifies a uniform trend within this division, where schools predominantly fall within either Level 1 or Level 2 classifications. This data offers a basis for assessing the trends and developments in SBM implementation, highlighting the need for further investigation into the reasons behind specific schools maintaining particular levels of SBM practices.

**Table 9***Secondary Schools' Management in Southern Leyte*

<b>School-Based Management</b>	<b>2014 - 2015</b>		<b>2015 - 2016</b>		<b>2016 - 2017</b>	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Level 1	16	76	11	52	9	43
Level 2	5	24	10	48	12	57
Level 3	0	0	0	0	0	0
<b>Total</b>	<b>21</b>	<b>100</b>	<b>21</b>	<b>100</b>	<b>21</b>	<b>100</b>

Source. Authors' own calculation (2023)

#### 4.1.7. Admins' DepEd values relationship to school management

The data presented in Table 10 explores the relationship between School Administrators' Knowledge, Understanding, and Commitment to the DepEd Core Values and the Level of School-Based Management (SBM) Practices. The correlation coefficients, ranging from .154 to -.105, along with their respective p-values, suggest a lack of significant relationships between these variables. The correlation coefficients close to zero indicate weak or negligible linear relationships, while the high p-values, above conventional significance levels (typically below 0.05), and reinforce the absence of statistically significant associations. The findings imply that there isn't a clear linear connection between administrators' knowledge, understanding, or commitment toward DepEd's core values and the level of SBM practices within the schools surveyed.

**Table 10**

*Admins' DepEd Values Relationship to School Management*

Variables	Correlation Coefficient	p-value	Interpretation
Knowledge	0.154 <sup>ns</sup>	0.506	There is no significant relationship.
Understanding	0.336 <sup>ns</sup>	0.137	There is no significant relationship.
Commitment (God-fearing)	-0.027 <sup>ns</sup>	0.906	There is no significant relationship.
Commitment (Humane)	0.080 <sup>ns</sup>	0.730	There is no significant relationship.
Commitment (Nature-loving)	-0.025 <sup>ns</sup>	0.915	There is no significant relationship.
Commitment (Patriotic)	-0.042 <sup>ns</sup>	0.856	There is no significant relationship.
<b>Commitment (Overall)</b>	<b>-0.105<sup>ns</sup></b>	<b>0.650</b>	<b>There is no significant relationship.</b>

Source. ns-not significant. The data are from Authors' own calculation (2023)

## 4.2. Discussions

### 4.2.1. Administrators' understanding of DepEd core values

The administrators' demonstrated depth of knowledge and understanding regarding the Department of Education's (DepEd) core values, as reflected in the averages of 3.69 for Knowledge and 3.66 for Understanding, highlights their significant grasp and holistic awareness of these values. Described as "Fully Knowledgeable" and "Fully Understood," these findings indicate a profound level of comprehension among school principals and administrators. This has significant implications for policy-making within the educational system, emphasizing the need for policies that reinforce and harness these values across various aspects of educational governance (World Health Organization, 2021).

The high level of understanding among educational leaders serves as a precedent for fostering a culture of excellence in teaching and nurturing, where these values are not just taught but actively demonstrated (Mead, 2019). It necessitates collaborative efforts among stakeholders to fortify and embed these values within the educational ecosystem, ensuring they become foundational principles that shape the educational journey for both students and educators (Gonzalo et al., 2021). Furthermore, this profound comprehension among administrators serves as a cornerstone for cultivating an educational environment steeped in these core values, impacting policies, practices, and the overall quality of education within the system (Thien et al., 2023).

The administrators' deep understanding and awareness of these values position them to drive substantial changes within the educational system. It establishes a precedent for policy formulation that advocates strategies to embed these values into the educational framework (Lindsey et al., 2018). Moreover, this comprehension provides a strong foundation for school leaders to cultivate an environment where these values are not merely instructed but actively lived and upheld. It acts as a catalyst for instilling a culture of prioritizing and integrating these values into the essence of teaching, learning, and decision-making processes within educational institutions (Montgomery, 2020).

The high ratings in knowledge and understanding indicate a commendable level of expertise and familiarity among educational leaders, suggesting their adeptness in the fundamental principles and significance of these values within the educational context (Lindsey et al., 2018). This depth of understanding implies that administrators are well-equipped to align their decisions, actions, and educational practices with these values, fostering an environment where these principles are effectively integrated into educational processes and institutional culture (Harrison & Shortell, 2020). Overall, the administrators' demonstrated knowledge and understanding of the core values of DepEd indicate their ability to lead and shape an educational system that upholds and embodies these values.

#### *4.2.2. Administrators' commitment to DepEd values*

The administrators' demonstrated commitment to the core values of the Department of Education is commendable and reflects their dedication to fostering a values-centric educational system. The average rating of 3.46 for "God-fearing" indicates a strong devotion to the spiritual dimension of the Department's core values. This signifies that administrators prioritize instilling a sense of faith, morality, and reverence within the educational environment (Lindsey et al., 2018). It highlights their understanding of the importance of integrating religious and spiritual principles into educational practices, creating a holistic approach to education that nurtures the spiritual growth of students (Quinlan, 2020).

Furthermore, the average rating of 3.54 for "Humane" demonstrates a robust commitment to human-centric values. This emphasizes the administrators' dedication to promoting the well-being, dignity, and rights of individuals within the educational system. It signifies their recognition of the importance of creating a nurturing and inclusive environment that values empathy, compassion, and respect for all members of the educational community (Quinlan, 2020). This commitment extends beyond academic achievement and encompasses the holistic development of students, prioritizing their emotional, social, and psychological well-being (Davis, 2018).

In terms of "Nature-loving," the average rating of 3.28 indicates a solid dedication to environmental stewardship. This reflects the administrators' recognition of the importance of instilling a sense of responsibility and care for the natural world among students. It signifies their commitment to promoting sustainable practices, environmental awareness, and conservation efforts within the educational environment (Iranzo-García et al., 2023). This commitment to environmental preservation not only contributes to a more sustainable future but also instills values of respect, gratitude, and interconnectedness with the natural world in students (Davis, 2018).

Additionally, the average rating of 3.15 for "Patriotic" signifies a substantial commitment to national identity and cultural pride within the Department. This highlights the administrators' recognition of the role education plays in fostering a sense of belonging, cultural heritage, and

national identity among students. It signifies their dedication to promoting values such as love for the country, respect for cultural diversity, and active citizenship (Aliyev & Demirkasimoglu, 2022). This commitment to patriotism contributes to the development of responsible and engaged citizens who are invested in the progress and well-being of their nation (Gurgis & Kerr, 2021).

The administrators' commitment to these core values forms a cornerstone for an educational culture deeply rooted in these principles. It influences policies, practices, and the overall educational experience for students and educators. This dedication lays a crucial foundation for integrating these values into administrative decisions, curriculum development, and overall educational practices, creating a values-centric educational system (Maki, 2023). By prioritizing values such as being God-fearing, humane, nature-loving, and patriotic, administrators contribute to the holistic development of students and the creation of a nurturing and inclusive educational environment (Davis, 2018).

#### *4.2.3. Teachers' perception of admins' DepEd values understanding*

The teachers' perceptions of administrators' proficiency provide profound insights into the latent variables shaping educational settings. With an average rating of 3.49 for "Knowledge" and 3.45 for "Understanding," categorizing administrators as "Fully Knowledgeable" and "Fully Understanding," a depiction of high familiarity and expertise in DepEd's core values emerges (Lunenburg, 2021; Menear et al., 2019). This portrayal extends beyond mere evaluation, suggesting a cohesive and values-driven educational environment.

These ratings signal a favorable view of administrators' adeptness in understanding and applying core values, potentially influencing positive educational experiences for students. The high ratings also signify a profound comprehension among administrators, laying a sturdy foundation for informed decision-making and effective leadership. Teachers' perception of administrators as "Fully Knowledgeable" and "Fully Understanding" reflects confidence in their capacity to articulate and implement values, fostering coherent decision-making and a harmonious educational milieu.

This shared understanding establishes a cornerstone of common beliefs, potentially steering a more focused and purpose-driven educational experience (Palo et al., 2023). The alignment observed proposes a collaborative environment anchored in DepEd's values, contributing to a more enriching educational journey for all stakeholders involved (Lindblom & Martins, 2022). These insights underscore the influence of latent variables, such as shared values, in shaping collaborative and purposeful educational endeavors within the DepEd framework.

#### *4.2.4. Teachers' perception of admins' DepEd values commitment*

The assessments conducted by teachers offer valuable insights into administrators' dedication to DepEd's core values. Across categories such as "God-fearing," "Humane," "Nature-loving," and "Patriotic," administrators consistently received high average ratings (Kaushal & Mishra, 2020). These ratings, indicative of "Very High" commitment to spirituality, robust dedication to human welfare and rights, substantial commitment to environmental stewardship, and commendable commitment to national identity and cultural pride, respectively, underscore administrators' alignment with DepEd's values (Kaushal & Mishra, 2020).

This alignment holds significant implications, potentially fostering a positive organizational culture (Sieber et al., 2022). The consistently high ratings suggest a shared commitment among administrators, shaping a cohesive and values-centric organizational environment. It suggests the deep integration of DepEd's values into administrators' beliefs and

actions, fostering a purposeful educational setting (Lindsey et al., 2018). Such alignment has the potential to cultivate a positive working environment that benefits all stakeholders in education.

Moreover, administrators' perceived embodiment and commitment to these values in their decision-making processes may significantly influence the organizational culture and contribute to the Department's overarching mission (Sieber et al., 2022). This shared dedication among administrators underscores a deeply ingrained belief in these values, actively guiding actions and decisions within the educational sphere, thereby benefiting all involved (Lindsey et al., 2018). These insights emphasize the significant influence of administrators' commitment to DepEd's values in shaping a purposeful and cohesive educational environment, ultimately benefitting the entire educational process and its stakeholders.

#### *4.2.5. Admins' overall DepEd values awareness*

The administrators' evaluations regarding their grasp of the Department of Education's core values reveal profound insights. With an average rating of 3.61 for "Knowledge" and 3.58 for "Understanding," they are categorized as "Fully Knowledgeable" and "Fully Understanding," respectively, showcasing substantial expertise and encompassing both theoretical and practical applications (Balzer, 2023).

Analyzing specific values, their robust commitment is evident with an average rating of 3.37 for "God-fearing," 3.45 for "Humane," 3.24 for "Nature-loving," and 3.13 for "Patriotic" (Banks, 2017; Chatila et al., 2018; Özgenel & Ankaralıoğlu, 2020). These ratings reflect strong devotion to spiritual principles, robust dedication to individual welfare and rights, significant commitment to environmental stewardship, and commendable commitment to national identity and cultural pride, respectively.

The consistently high ratings across these values indicate a thorough commitment among administrators to integrating these principles into practical decision-making and leadership (Hendrikz & Engelbrecht, 2019). This alignment signifies a strong correspondence between administrators' beliefs and the Department's values, fostering a deeply ingrained culture prioritizing spirituality, humanity, environmental stewardship, and national identity (Knein et al., 2019). Moreover, it suggests a prioritization of these values, potentially influencing policies, practices, and decision-making processes within the Department (Prajapati et al., 2020).

Consequently, administrators' dedication to these values is anticipated to permeate various initiatives, programs, or policies, fostering an inclusive, environmentally conscious, and culturally aware educational environment (Al-Mahdy & Emam, 2018). These insights highlight the robust integration of DepEd's values within the organizational ethos, reflecting a profound commitment that shapes both decision-making processes and the broader educational environment.

#### *4.2.6. Secondary Schools' Management in Southern Leyte*

The provided data presents a comprehensive analysis of the evolution of School-Based Management (SBM) practices in secondary schools within the Southern Leyte Division from 2014 to 2017. The data highlights the distribution of schools across different SBM levels during this period. In the initial year, it was observed that 76% of the 21 schools in the division were categorized as Level 1. However, this percentage decreased to 52% in the 2015 - 2016 academic year and further dropped to 43% in the 2016 - 2017 academic year. On the other hand, the proportion of Level 2 schools increased to 48% and 57% in the respective years. It is worth noting that no schools were able to achieve Level 3 status during this time (Alvarado et al., 2019).

These findings indicate a shift in the dynamics of SBM practices within the Southern Leyte Division. The transition from Level 1 to Level 2 suggests that schools in the division are actively refining their approaches to SBM. However, the absence of any schools reaching Level 3 raises concerns about the challenges faced in attaining this highest level of SBM (Cheng, 2022). As a result, it becomes necessary to investigate the potential hindrances that prevent schools from reaching Level 3 (Cheng 2022).

The adaptability of schools in the Southern Leyte Division is evident in the dynamic changes observed in their SBM levels (Cahilog et al., 2023). The increase in the proportion of Level 2 schools suggests that effective strategies are being implemented, which can provide valuable insights for other educational institutions (Isa et al., 2020). The proactive enhancement of SBM practices within the Southern Leyte Division demonstrates the commitment of schools to improve their management and leadership. However, the absence of Level 3 schools presents an opportunity for setting ambitious targets and striving for continuous growth (Cheng, 2022).

The commitment of schools to advance SBM practices underscores their dedication to improved management and leadership. Establishing ambitious goals can serve as a driving force for continuous growth and improvement (Alvarado et al., 2019; Casinillo & Suarez, 2021; Casinillo & Suarez, 2022). This dataset not only illustrates the adaptable SBM strategies employed by schools but also prompts introspection and the setting of ambitious targets for future advancements within the educational framework (Cheng, 2022). The information provided emphasizes the evolving nature of SBM practices, highlighting schools' adaptability and continuous improvements, while also identifying areas for further investigation and targeted support (Cheng, 2022).

Understanding these evolving dynamics and successful strategies can serve as a blueprint for other educational divisions seeking to refine their management approaches and achieve higher levels of SBM practices (Isa et al., 2020). The absence of Level 3 schools can inspire aspirational goals, fostering continuous improvement and development within educational institutions.

#### *4.2.7. Admins' DepEd values relationship to school management*

The provided dataset presents the correlation coefficients and p-values assessing the relationship between School Administrators' knowledge, understanding, and commitment to the DepEd Core Values and the level of School-Based Management (SBM) practices (Akkizidis & Kalyvas, 2018). The correlation coefficients, ranging from -0.027 to 0.336, represent the strength and direction of the relationships. However, all associated p-values exceed the 0.05 threshold, indicating that none of these correlations are statistically significant. Therefore, based on this data, there is no substantial evidence to conclude that there is a significant relationship between administrators' knowledge, understanding, or commitment to the DepEd Core Values and the level of SBM practices in the schools under consideration.

These findings suggest that administrators' knowledge, understanding, or commitment to the DepEd Core Values may not be the primary driving force behind the implementation of SBM practices in these schools (Akkizidis & Kalyvas, 2018). It implies that a more comprehensive approach, considering additional factors such as resource allocation, organizational culture, and external policies, may be necessary to fully understand the dynamics influencing SBM practices (Van Bommel et al., 2020).

The complexity of educational leadership and decision-making is highlighted by these findings. While the DepEd Core Values are important, they may not singularly determine SBM

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practices. Administrators need to navigate a range of factors to effectively manage schools (Spillane & Lowenhaupt, 2019). The data indicates that while the DepEd Core Values are significant in educational settings, they do not exclusively determine the level of SBM practices (Saguin & Ramesh, 2020). This further emphasizes the need for a holistic approach that takes into account various contextual factors for effective educational leadership and management.

Further research could explore these additional variables to gain a more nuanced understanding of their impact on educational practices (Shared & Schechter, 2018). By considering a broader range of factors, future studies can contribute to a more comprehensive understanding of the factors influencing SBM practices and inform strategies for improving educational management.

## **5. Conclusion**

The study's findings shed light on a potential disparity between the School-Based Management (SBM) assessment and the alignment with administrators' grasp and commitment to the core values outlined by the DepEd. This disconnect suggests that the current evaluation framework might inadequately gauge administrators' proficiency, understanding, and dedication to these fundamental values. Consequently, the assessment instrument employed for SBM evaluation may not sufficiently encapsulate or measure adherence to these values, creating a gap in evaluating the holistic efficacy of educational management. The study recommends a comprehensive review of the SBM tool, proposing the integration of performance indicators that directly relate to the values stipulated by DepEd-God-fearing, humane, nature-loving, and patriotic. By incorporating these indicators into the assessment framework, there's potential for enhancing the alignment between SBM practices and the institutionalized values of the educational system.

Moreover, the integration of these core values into administrative practices extends beyond mere bureaucratic alignment; it profoundly influences the educational environment and, consequently, student development. Emphasizing values like being God-fearing, humane, nature-loving, and patriotic within governance creates an inclusive and supportive atmosphere within schools. This environment encourages students to learn beyond conventional curricula, actively embracing diversity and inclusion. However, the significance of these values doesn't end with fostering a diverse environment; they influence administrative decisions, thereby nurturing a culture of respect and tolerance. Beyond these impacts, integrating these values drives environmental sustainability efforts and encourages civic engagement within educational institutions. This alignment serves as a guiding principle, encouraging ongoing enhancements and innovations, ultimately shaping a holistic and impactful educational ecosystem deeply rooted in these fundamental values.

For future research endeavors, it is recommended that scholars explore the specific aspects of SBM implementation that may influence its effectiveness. This could involve examining factors such as stakeholder involvement, documentation practices, and participatory management in greater detail. Additionally, conducting a longitudinal study to track changes in SBM practices over an extended period may offer valuable insights into the evolving dynamics of educational management.

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