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ABSTRACT

Purpose: *The purpose of the study is to identify strengths and weaknesses in the integration of Filipino values in school-based management (SBM) functions and to emphasize the need for a tailored Values Enhancement Program to address areas requiring improvement.*

Design/Methodology/Approach: *The study is a Concurrent Triangulation mixed method design conducted in the Schools Division of Angeles City, Mabalacat City, and City of San Fernando in Pampanga province. It involves data analysis to identify areas of strength and weakness in demonstrating Filipino values in various SBM functions.*

Findings/Result: *The research reveals a consistent demonstration of Filipino values by school heads in various SBM functions. However, certain areas need attention, such as accepting negative feedback, avoiding personal pride, embracing innovation, avoiding a sense of superiority, and prioritizing the family needs of absent staff members. Notable strengths are observed in integrating Filipino values into SBM functions, particularly in the School Environment domain, Resource Management domain, and Respect for elders or Paggalang.*

Originality/Value: *The study provides insights into the demonstration of Filipino values in SBM functions and offers recommendations for improvement through a tailored Values Enhancement Program. The findings contribute to the understanding and application of Filipino values in the context of SBM and provide value by guiding interventions for public secondary school heads to enhance their understanding and practice of Filipino values.*

Paper Type: *Conceptual Research.*

Keywords: School-Based Management, Filipino Values, Leadership, Secondary School Heads, Values Enhancement Program

1. INTRODUCTION :

In the continuously evolving landscape of education, school principals assume a pivotal role, their leadership shaping the very trajectory of global learning [1]. Amidst this dynamic environment, their capacity to unite stakeholders in pursuit of shared objectives, while simultaneously embodying core values, holds profound implications for student development and academic excellence [2]. Research unequivocally highlights the significant impact of principal leadership and values on student growth and performance [1, 3]. Principals who exhibit transformational leadership qualities, such as the ability to instill a shared vision and garner commitment, have been observed to positively impact student outcomes [2]. Furthermore, principals who prioritize instructional leadership and implement effective pedagogical practices foster an environment conducive to student achievement [1, 3]. Indeed, school environments nurtured by strong leadership grounded in meaningful values become fertile ground for student growth and academic success [4].

The United Nations has established a comprehensive plan to create a better future for everyone by eradicating poverty, inequality, hunger, and injustice. This plan, known as Agenda 2030 for Sustainable Development, aims to ensure that everyone has access to fair and inclusive education and lifelong learning opportunities. The United Nations and the Principles for Responsible Management Education (PRME) encourage the development of a learning community that promotes best practices and responsible management in education. Collaboration among stakeholders and educational leaders is crucial for achieving the Sustainable Development Goals (SDGs).

In 2018, the United Nations Economic and Social Commission for Asia and the Pacific emphasized the importance of effective decision-making in achieving organizational objectives. School principals play a vital role in implementing plans, policies, and procedures that provide strategic direction and efficiently utilize resources to deliver quality education. According to The World Bank in 2017, effective school leadership and management require the ability to make informed decisions and efficiently utilize resources to achieve the goal of providing quality education.

The value of quality education is based on societies' understanding of its role and purpose. According to Laurie, Nonoyama-Tarumi, Mckeown, and Hopkins (2016) [4], education is viewed as a means for individuals and societies to achieve their full potential. However, in industrialized countries, the main focus of education has been on developing a skilled workforce, with a concentration on excellence in a few key disciplines. A study by Mochizuki (2019) [5] conducted in 22 Asian countries found that these education systems prioritize equipping students with the necessary skills and knowledge to compete in the global economy over fostering critical thinking and responsible citizenship aligned with the principles of Education for Sustainable Development (ESD).

While economic growth remains a crucial goal of education, there is an increasing emphasis on global citizenship, social justice, and sustainability. This shift in perspective is reflected in the Aichi-Nagoya Declaration of 2014 on Education for Sustainable Development (ESD), which urges all levels of education, from preschool to higher education, to reevaluate their objectives, vision, and goals and incorporate sustainability education into their curricula.

The importance of school leaders in effectively implementing ESD has been emphasized by researchers (Warner & Elser, 2015) [6]. Principals play a crucial role in aiding teachers to develop pedagogical methods for ESD and positioning the school as an environmental advocate in the community (Kadji-Beltran, Zachariou, & Stevenson, 2013) [7]. Mogren and Gericke (2017) [8] argue that proactive leadership is vital for successful implementation. Other studies suggest that a principal's personal commitment to environmentalism and sustainable development is crucial for integrating ESD into school policies (Desfandi, Maryani, & Disman, 2016) [9]. Additionally, distributive leadership and active involvement from other school staff and the community are essential for effective ESD programs (Leo & Wickenberg, 2013) [10]. One obstacle to successful ESD implementation is a principal's reluctance to initiate school transformation and their lack of confidence in their management abilities. Moreover, limited time and curriculum space hinder the expansion of ESD.

In the Philippines, the School-Based Management (SBM) system is an education framework prioritizing the welfare of children and communities, grounded in several legal foundations, notably Republic Act 9155, also known as the "Governance of Basic Education Act of 2001," the School First Initiative (SFI 2005), and the Basic Education Sector Reform Agenda (BESRA). These laws and initiatives stress the importance of involving local units and various stakeholders in education delivery.

The School First Initiative (SFI) significantly empowers schools and communities to address education issues. Through school-based management, the managerial skills of school leaders, head teachers, and even teachers are refined. This approach leverages collaboration among stakeholders, including parents, local government units, students, and other community members, to achieve SBM goals.

Okoroji and Ukpere (2014) [11] highlight that effective leadership qualities include a prominent personality, superior ability, knowledge, experience, resourcefulness, and courage. Effective leaders should also generate cooperation, stimulate initiatives, exert positive influence, and inspire others. However, local research indicates that head teachers' feedback on SBM reveals that the quality of leadership, character, and values of school leaders significantly impact SBM implementation.

In education, it is crucial for schools to establish a shared vision and formulate a strategic plan for advancement. School leaders should guide teachers and engage stakeholders in creating these plans. Regular reviews and updates of these plans are necessary for successful execution.

As Holman (2012) [12] notes, the governing body's responsibilities should primarily center around providing guidance and direction, holding the head teacher accountable, ensuring financial stability, maintaining integrity, and promoting cost-effectiveness.

Improving educational outcomes requires enhancing leadership and management at the school level, which can be achieved through SBM. SBM transfers decision-making authority from the national level to individual schools and districts.

Liego (2016) [13] explains that SBM delegates authority and accountability to principals, teachers, students, and parents for decisions on budget, personnel, and curriculum. SBM aims to create an effective learning environment responsive to the local community's needs.

Aligned with SBM, performance management ensures employees align their efforts with the Department of Education's Vision, Mission, and Values (VMV). DepEd's Results-based Performance Management System (RPMS) manages, monitors, and assesses performance, identifies human resources and organizational development needs, and fosters collaboration.

Challenges persist in the Philippine public school system, including delays in school supplies, a teacher shortage, limited professional development, and inadequate infrastructure. It's essential these difficulties don't hinder schools' ability to serve students.

Philippine leaders allocate funds to enhance basic education despite limitations in basic services. Communities hope this support improves education quality.

School administrators must demonstrate resourcefulness and creativity, strengthening community partnerships. Schools should be seen as interconnected with the communities they serve (Simon & Johnson, 2015) [14].

School administrators' values significantly influence problem-solving approaches. Rational values take precedence over personal preferences when evaluating principals, with transrational principles applied situationally (Begley & Johanssqn, 1998) [15].

Implementing SBM in public schools faces challenges due to misaligned competencies and guidelines, affecting leadership performance. Filipino values influence school leaders. To address declining basic education quality, understanding leaders' experiences and challenges is crucial. The study focuses on three school divisions: SDO Angeles City, SDO Mabalacat City, and SDO City of San Fernando.

2. RESEARCH QUESTIONS :

This study formulated a values enhancement program based on the Filipino values of School-Based Management (SBM) functions of secondary school heads in the Schools Division of Angeles City, Schools Division of Mabalacat City, and Schools Division of the City of San Fernando. Specifically, the study sought to answer the following questions:

1. How are the Filipino values demonstrated in the implementation of the School-Based Management functions of the secondary school heads self-assessment and by teachers and stakeholders in terms of the domains:

1.1 Educational Leadership for School Improvement.

1.2 Curriculum Management by Student Learning.

1.3 School Environment.

1.4 Staff Management.

1.5 Resource Management; and

1.6 Community Building?

2. What are the strengths and weaknesses manifested by the secondary school heads in integrating Filipino values into their SBM functions?

3. What values enhancement program could be proposed based on the findings of the study?

4. What is the implication of the findings of the study to educational management?

3. METHODOLOGY :

3.1 Research Design

In this study, a descriptive research design was employed to investigate the manifestation of Filipino values among secondary school heads in three school divisions in Pampanga. The design aimed to grasp the present condition of school-based management (SBM) and the underlying factors shaping it. Through extensive data collection on SBM functions and the degree of Filipino values implementation, the researcher pinpointed the causes and influences impacting their expression. Drawing from the findings, a developmental research approach was adopted to formulate a values enhancement program for SBM. The objective was to bridge gaps and enhance the integration of Filipino values in school management practices, providing direction and assistance to school heads.

3.2 Respondents

Sixty (60) public secondary school heads, each with a full complement of PTA officers, and a total of three thousand eight hundred nineteen (3819) secondary teachers were included in the study. Utilizing the Cochran formula, the calculated sample size, with a 95% confidence level and a 5% margin of error, was fifty-two (52) school heads, three hundred eighty-five (385) teachers, and one hundred sixty-nine (169) PTA officers.

Table 1: Sample size of Public Secondary School Heads, Teachers, and PTA Officers as Participants computed using Cochran formula.

School	Number of School Heads	Number of Teachers	Proportion of Teachers	Number of PTA Officers	Proportion of PTA Officers
1	1	47	6	5	3
2	1	57	7	5	4
3	1	23	3	5	4
4	1	76	9	5	3
5	1	28	3	5	4
6	1	27	3	5	4
7	1	154	19	5	3
8	1	50	6	5	3
9	1	62	8	5	4
10	1	55	7	5	3
11	1	60	7	5	4
12	1	40	5	5	3
13	1	21	3	5	4
14	1	108	13	5	3
15	1	115	14	5	3
16	1	20	2	5	4
17	1	58	7	5	3
18	1	45	6	5	3
19	1	90	11	5	4
20	1	34	4	5	4
21	1	92	11	5	3
22	1	94	12	5	3
23	1	15	2	5	4
24	1	21	3	5	4
25	1	15	2	5	4
26	1	29	4	5	3
27	1	52	6	5	3
28	1	90	11	5	3
29	1	28	3	5	3
30	1	53	7	5	3
31	1	29	4	5	3
32	1	42	5	5	3
33	1	66	8	5	3
34	1	24	3	5	3
35	1	47	6	5	3
36	1	61	8	5	3
37	1	18	2	5	3
38	1	23	3	5	3
39	1	34	4	5	3
40	1	48	6	5	3
41	1	76	9	5	3
42	1	47	6	5	3

43	1	37	5	5	3
44	1	37	5	5	3
45	1	52	6	5	3
46	1	65	8	5	3
47	1	41	5	5	3
48	1	29	4	5	3
49	1	68	8	5	3
50	1	490	61	5	3
51	1	38	5	5	3
52	1	82	10	5	3
TOTAL	52	3113	385	260	169

3.3 Instrument of the Study

The study employed a validated assessment tool adapted from Desamparo and Barrameda (2019), comprising 45 School-Based Management (SBM) performance functions categorized into six school domains. This tool gauged the manifestation of Filipino values by school heads in their SBM functions. The questionnaire exhibited a reliability index of 0.72 for school heads and 0.71 for teachers. It underwent modifications to align with the characteristics of the research participants. Both school heads and secondary participants, including teachers and Parent-Teacher Association officers, utilized the same instrument for data validation.

3.4 Data Collection Procedure

The researcher secured approval from Desamparo and Barrameda (2019) to utilize their instruments before distributing the questionnaires to the participants. Additionally, permission was sought from the Regional Director of the Department of Education Region III and the superintendents of the three school divisions in Angeles City, Mabalacat City, and City of San Fernando Pampanga. Questionnaires, consent forms, and endorsements were dispatched to school heads, teachers, and Parent-Teacher Association officers via email and Facebook Messenger. Participation in the study was voluntary and confidential, with no collection of email addresses to ensure anonymity. Data organization and analysis were conducted using semantic differential means, where participants positioned themselves on a scale between two opposing words or numbers. The weighted mean was computed to evaluate the demonstration of Filipino values by school heads, and interviews were conducted to corroborate self-assessment and gather additional insights.

4. RESULTS :

This chapter presents the analysis and interpretation of the data gathered from the participants to determine how Public Secondary School Heads demonstrate Filipino values in performing their School-Based Management functions.

4.1. The Demonstration of Filipino Values by the Secondary School Heads in the Implementation of School-Based Management Functions:

4.1.1 Educational Leadership for School Improvement

Effective management of change and development stands as a pivotal factor in realizing successful school improvement. Hopkins and Levin (2000) [16] posit that authentic improvement entails an educational change strategy focused on enhancing student achievement through modifications in classroom practices and adaptations to school management structures to facilitate teaching and learning. This underscores the need for a robust capacity for change and development within the school as an organization.

In assessing school-based management functions, eight out of nine indicators were rated as "Demonstrated." The school head's role in maintaining objectivity and not taking feedback personally received the highest rating, with a general weighted mean of 7.16. However, the function of accepting negative feedback to improve work performance, rather than preserving one's personal pride (*amor propio*), received the lowest average rating, with a mean value of 4.44, interpreted as 'Not Demonstrated.'

Research indicates that school leaders who are receptive to feedback and willing to implement changes based on that feedback are more effective in enhancing student outcomes. Moreover, fostering a culture of openness and transparency can lead to increased trust and collaboration among school leaders, teachers, and parents (Warner et al., 2015) [17].

The findings suggest that, overall, school heads demonstrate the Filipino value of family cohesiveness in their roles as educational leaders. This emphasis on forging strong social bonds within the school community contributes to the establishment of more effective and resilient schools (Sanders & Sheldon, 2009) [18]. Ortigas (2012) [19] further underscores that Filipino cultural values are deeply rooted in traditional rural society, highlighting the significance of personalism, reciprocal relationships, loyalty to family and kinship obligations, and harmonious interpersonal connections.

Similarly, school heads prioritize acceptance and value as individuals by those important to them, dignified and respectful treatment, and recognition for who they are rather than solely based on their contributions or abilities. Notably, school heads strongly advocate for nurturing a sense of familial relationships (*kapamilya*) in their interactions with students and steering the school toward the attainment of its defined objectives.

Table 2: School-Based Management Function of Secondary School Heads in Terms of Educational Leadership for School Improvement

ITEMS	SCHOOL HEADS (N= 52)			TEACHERS (N= 385)			PTA OFFICERS (N= 169)			TOTAL (N=606)			RANK
	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	
Educational Leadership for School Improvement													
observe <i>walang personalan</i> and regularly set feedback about work performance from teachers or colleagues whether positive or negative with an open mind.	7.52	0.50	D	7.00	0.82	D	6.95	0.80	D	7.16	0.80	D	1
recognize the participation of students, teachers, and parents in articulating the DepEd Vision and Mission to encourage <i>bayanihan</i> or <i>barangayan</i> system.	7.46	0.50	D	5.98	1.44	D	6.98	0.81	D	6.81	1.35	D	2
discourage crab mentality by giving and sharing credit to/with staff, students, teachers, and parents when the school succeeds, recognizes, and achieves good performance.	7.38	0.49	D	5.99	1.37	D	6.44	1.16	D	6.61	1.32	D	3
maintain a positive, open, and encouraging attitude to change through Learning and Development programs and inhibit myself from all-knowing attitude.	7.54	0.50	D	6.01	1.39	D	5.92	1.44	D	6.49	1.42	D	4
provide direction and support to staff, parents, students, and the community using <i>bayanihan</i> , <i>batarisan</i> , or <i>balikatan</i> system.	7.60	0.50	D	5.48	1.13	D	6.31	1.10	D	6.46	1.25	D	5

do not impose <i>bahala na</i> system in planning and implementing school-based development plans.	7.62	0.49	D	5.43	1.09	D	6.15	1.44	D	6.40	1.32	D	6
assume the role of a parent and motivate students to continue growing, learning, and reflecting to give them a feeling of family cohesiveness.	6.88	0.94	D	6.12	1.40	D	5.86	1.44	D	6.29	1.40	D	7
motivate staff to continue growing, learning, and reflecting by sending them to trainings, seminars, or study grants without feeling of insecurities.	6.94	0.83	D	5.98	1.40	D	5.90	1.37	D	6.27	1.38	D	8
accept negative feedback as part of improving work performance rather than impressing <i>amorpropio</i> attitude.	4.98	1.21	D	4.23	2.26	N D	4.11	2.21	ND	4.44	2.18	ND	9
OVERALL	7.10	1.06	D	5.80	1.58	D	6.07	1.58	D	6.33	1.58	D	
D-DEMONSTRATED ND- NOT DEMONSTRATED													

4.1.2 Curriculum Management by Student Learning

Curriculum management through student learning is an educational approach that prioritizes tailoring the curriculum to address the unique needs and abilities of students. This entails designing, implementing, and evaluating the curriculum in a way that promotes effective and meaningful learning experiences for all students.

In this approach, the curriculum isn't viewed as a fixed set of predetermined content and activities but rather as a flexible framework that can be adjusted and personalized to accommodate the diverse learning styles, interests, and capabilities of students. The goal is to ensure that each student can reach their full potential and achieve the desired learning outcomes.

The incorporation of curriculum management into the educational process is crucial for the efficient and effective execution of curriculum planning, implementation, and evaluation. This integration offers a wide array of learning resources, experiences, and curriculum elements (Nurhasanah, Syafari, & Nurfaidah, 2022) [20].

Within the framework of school-based management (SBM), Filipino values exhibited by school heads in performing functions consistently received high-weighted means. Six out of seven functions were rated as "Demonstrated" at levels ranging from 6.45 to 7.16. However, one specific function received the lowest mean and was interpreted as "Not Demonstrated" among the participants. This function involves the acceptance and implementation of innovations by school heads in the school program to enhance learning outcomes. It encompasses integrating non-traditional assessments and interactive teaching methods while eschewing the attitude of insisting on outdated practices or believing that past methods were superior ("mas magaling kami noon"). This function received a mean rating of 4.21.

Table 3: School-Based Management Function of Secondary School Heads in Terms of Curriculum Management by Student Learning

ITEMS	SCHOOL HEADS (N= 52)			TEACHERS (N= 385)			PTA OFFICERS (N= 169)			TOTAL (N=606)			RANK
	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	

						(x̄)							
Curriculum Management by Student Learning													
Create and implement decisive school processes to ensure student progress is formally and regularly conveyed to students and parents/guardians using <i>kulit</i> technique especially to those who have “I don’t care” or <i>walang pakialam</i> attitude.	7.44	0.50	D	6.51	1.13	D	7.52	0.50	D	7.16	1.06	D	1
do not impose <i>pagkakuripot</i> attitude in ensuring that a range of assessment processes are used considering individual differences of students.	7.04	0.86	D	6.58	1.09	D	7.49	0.50	D	7.03	1.03	D	2
implement curriculum initiatives to accommodate cultural differences regardless of religion, cultural, and regional affiliation (e.g. MADRASAH).	7.54	0.50	D	6.48	1.14	D	6.45	1.10	D	6.82	1.13	D	3
establish and maintain specific programs to meet needs or identified target group not only for the show or <i>ningas cogon</i> .	7.10	0.85	D	5.99	0.83	D	6.40	1.16	D	6.50	0.99	D	4
plan for the systematic review of the school curriculum and implement changes according to school-based situations and problems without relying on <i>bahalana</i> system.	6.44	1.09	D	5.99	0.80	D	6.99	0.82	D	6.48	0.94	D	5
prioritize key areas, give immediate action on those urgent ones, and never rely on <i>patsamba-tsamba</i> system.	6.40	0.98	D	5.96	0.81	D	6.97	0.81	D	6.45	0.94	D	6
accept and introduce innovations in the school program to achieve higher learning outcomes (e.g. non-traditional assessments; interactive teaching) and desist on insisting innovations of my time or <i>mas magalingkaminoon</i> attitude.	6.00	0.91	D	3.06	0.81	ND	3.55	1.12	ND	4.21	1.22	ND	7
OVERALL	6.85	0.99	D	5.80	1.49	D	6.48	1.55	D	6.38	1.52	D	-

D-DEMONSTRATED
ND- NOT DEMONSTRATED

4.1.3 School Environment

The school environment significantly influences a student's academic success and overall educational outcomes, encompassing elements like the school's structure, composition, and climate, which shape the learning experience. The type of school a student attends establishes the institutional context defining their educational journey. With schools increasingly pressured to be accountable for students' academic performance, researchers are exploring school-level characteristics to enhance achievement for all students. Extensive research has investigated teaching skills, school climate, socioeconomic conditions, and student achievements (Hoy, Tarter, & Kotthamp, 1991) [21], highlighting how the specific school environment can either facilitate or hinder academic success.

Data in Table 3 reveal that the school head's recognition of high-achieving students, teachers, and parents on significant occasions, along with their encouragement for others to strive harder by fulfilling promised recognition or rewards, reflects the value of "palabra de honor" and received the highest mean rating of 7.44 among the six school-based management functions concerning the school environment. This underscores that recognizing high-achieving individuals and honoring promised recognition or rewards can positively impact the school environment, serving as a model of integrity and commitment (P. Baskar, 2013) [22].

Recognizing high-achieving students, teachers, and parents on significant occasions can effectively motivate others to excel. It's crucial to honor promised recognition or rewards to exemplify the value of palabra de honor or word of honor. Research indicates that recognition and rewards can positively influence motivation and performance (Moneva et al., 2020) [23]. All six of the school-based management functions were rated as "Demonstrated" by the participants, signifying their effective implementation.

Table 4: School-Based Management Function of Secondary School Heads in Terms of School Environment

ITEMS	SCHOOL HEADS (N= 52)			TEACHERS (N= 385)			PTA OFFICERS (N= 169)			TOTAL (N=606)			RANK
	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	
School Environment													
recognize high achieving students, teachers, and parents on significant occasions to encourage others to strive harder by fulfilling promised recognition or reward to role model <i>palabra de honor</i> .	7.35	0.48	D	7.50	0.50	D	7.47	0.50	D	7.44	0.50	D	1
model to students, teachers, parents, and other stakeholders school rules and regulations by walking the talk.	7.56	0.50	D	7.03	0.79	D	7.07	0.82	D	7.22	0.79	D	2
do not practice <i>palakasan</i> system in providing advice and feedback to teachers, students, and parents on management of student behavior.	7.52	0.50	D	6.97	0.81	D	6.41	1.17	D	6.97	0.96	D	3
assume the role of a parent in the management of student behavior within the school to make them feel the school is one big family.	7.08	0.86	D	6.49	1.10	D	7.00	0.82	D	6.86	1.04	D	4
support available health programs to ensure better learning capabilities of students and parents and make	7.52	0.50	D	6.00	0.82	D	6.62	1.11	D	6.71	1.01	D	5

them feel motherly/fatherly concern.														
anticipate incidents that may happen in the school by applying <i>kulit</i> style to maintenance personnel for them to immediately act on possible hazards.	7.50	0.61	D	5.49	1.13	D	5.91	0.81	D	6.30	1.16	D	6	
OVERALL	7.42	0.61	D	6.58	1.11	D	6.75	1.03	D	6.92	1.08	D		
D-DEMONSTRATED ND- NOT DEMONSTRATED														

4.1.4 Staff Management

Staff management in schools represents a critical facet of educational administration, encompassing various activities like planning, organizing, controlling, motivating, and inspiring teachers and staff members to achieve the school's objectives (Ejeh & Okoro, 2016) [24]. School principals play a pivotal role in managing education personnel, including teachers and staff, to effectively harness their skills and resources for optimal outcomes (Afridoni et al., 2023) [25]. Effective school management relies on the active involvement and collaboration of school leaders, teachers, students, and staff (Gümüş & Akcaoglu, 2013) [26].

Within the context of Staff Management functions, school heads demonstrate a spectrum of acquired grand means, with scores ranging from 7.31 to 5.77 for the 12 indicators, interpreted as "Demonstrated." Among these indicators, the highest mean pertains to school heads actively engaging senior teachers to ensure their respect and involvement in providing values and career guidance to other staff members, with a general weighted mean of 7.31. Conversely, the lowest-rated function, interpreted as "Not Demonstrated" with a mean value of 4.34 within school-based management, occurs when school heads fail to prioritize and consider the absences of teachers who have urgent family needs or personal problems, disregarding the Filipino cultural value of placing family as a top priority.

Table 5: School-Based Management Function of Secondary School Heads in Terms of Staff Management

ITEMS	SCHOOL HEADS (N= 52)			TEACHERS (N= 385)			PTA OFFICERS (N= 169)			TOTAL (N=606)			RANK
	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	MEAN (\bar{x})	SD	VI	
Staff Management													
seek the participation of older teachers to give them respect in providing values and career counselling to other staff.	7.50	0.50	D	7.56	0.50	D	6.87	0.85	D	7.31	0.69	D	1
discourage tsismis, instead provide teachers with update/information with openness about what is going on in the system - good or bad and do not keep it to myself even if I am involved.	7.50	0.50	D	7.05	0.82	D	7.03	0.80	D	7.19	0.80	D	2
identify and use the skills, knowledge, and experience of all staff to encourage synergy and <i>bayanihan</i> system.	7.56	0.50	D	6.94	0.81	D	6.53	1.12	D	7.01	0.93	D	3
establish and incorporate teachers as one team in setting targets within the	7.40	0.50	D	6.51	1.13	D	6.60	1.15	D	6.84	1.12	D	4

school development to give them a feeling of <i>kapamilya</i> .													
articulate explicit expectations of staff roles and responsibilities and conduct regular monitoring to keep teachers alert always and to discourage idleness, <i>tutolog-tulog or pag wala ang pusanaglalaro ang daga</i> attitude.	7.60	0.50	D	5.35	1.70	D	6.98	0.81	D	6.64	1.67	D	5
give importance to seniors, responsible or qualified teachers by seeking their help in the implementation, monitoring, and review of the school development plans.	6.85	0.83	D	6.53	0.50	D	6.39	1.14	D	6.59	0.77	D	6
do not apply <i>palakasan</i> in the identification, selection, and training of staff for specialized tasks.	7.44	0.50	D	6.02	1.37	D	6.11	1.44	D	6.52	1.39	D	7
do not tolerate <i>kumpadre</i> system in sustaining professional relationships with colleagues.	6.81	0.79	D	5.96	1.43	D	6.53	1.09	D	6.43	1.33	D	8
provide regular and descriptive feedback on performance of teachers without <i>personalan</i> disregarding age and seniority in service.	6.38	1.05	D	6.62	1.11	D	5.98	1.40	D	6.33	1.22	D	9
monitor the level of individual/staff morale and job satisfaction through promotions or recognitions without personal biases, <i>kumare/kumpadre or kababayan</i> system.	6.65	1.12	D	6.21	1.40	D	5.17	1.46	D	6.01	1.48	D	10
establish Learning and Development programs; monitor, require 100% attendance including those nearing retirement, and <i>reject pa-retire na ako, di na ako kasali</i> attitude.	6.42	1.14	D	5.50	1.71	D	6.02	0.81	D	5.98	1.50	D	11
serve as a mediator, encourage staff negotiation, and consult over issues of mutual concern rather than applying <i>takutan</i> system.	7.08	0.76	D	5.00	1.44	D	5.23	1.38	D	5.77	1.49	D	12
give consideration to absentees with pressing family needs or problems in the belief that, for Filipinos, family comes first.	5.50	1.55	D	3.45	1.67	N D	4.06	2.06	ND	4.34	1.87	ND	13
OVERALL	6.98	1.04	D	6.05	1.63	D	6.12	1.48	D	6.38	1.57	D	
D-DEMONSTRATED ND- NOT DEMONSTRATED													

4.1.5 Resource Management

Resource management stands as a crucial aspect of school leadership, involving the efficient allocation and utilization of various resources to achieve the school's objectives. According to Suyitno (2020) [27], school heads possess the capability to manage time and resources effectively, utilize available material resources, mobilize human resources, and perform managerial functions effectively.

Within a school context, resource management is a fundamental component of educational administration that significantly contributes to school effectiveness and competitiveness (George & Ekwen, 2018) [28]. The primary goal of human resource management in schools is to enhance school quality and support successful teaching and learning (Navarro, 2015) [29]. Introducing innovative human resource management practices in schools is crucial to align with school goals and optimize resource inputs (Mugambi & Ochieng, 2016) [30].

The grand weighted means of Filipino values concerning school-based management functions of secondary school heads in resource management ranged from 5.94 to 7.34, with all indicators interpreted as "Demonstrated." The indicator with the highest mean (7.34) reflects school heads' rejection of the value of procrastination (*mañana habit*) in procurement transactions for school equipment and buildings. This suggests a strong commitment to efficient resource management and a proactive approach in this regard.

Table 6: School-Based Management Function of Secondary School Heads in Terms of Resource Management

ITEMS	SCHOOL HEADS (N= 52)			TEACHERS (N= 385)			PTA OFFICERS (N= 169)			TOTAL (N=606)			RANK
	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	
Resource Management													
do not impose <i>maniana habit</i> in managing systems and procedures to maintain the security of equipment and buildings.	7.58	0.50	D	7.04	0.82	D	7.41	0.49	D	7.34	0.75	D	1
liaise and use <i>pakikisama</i> with police and other security agencies to ensure safe learning environment.	7.37	0.49	D	6.48	1.11	D	7.49	0.50	D	7.11	1.05	D	2
pray to God and demonstrate being <i>maka-Diyos</i> that I may not mismanage school funds, steal, or use school resources for personal or family use and instead use them as mandated by DepEd policies.	7.50	0.50	D	6.51	1.13	D	6.55	1.11	D	6.85	1.12	D	3
do not insinuate or require cuts/commission in accepting donations, gifts, bequests, and grants in accordance with R.A. 9155.	7.48	0.50	D	6.50	1.13	D	6.50	1.10	D	6.83	1.11	D	4
develop, manage, and spend the school budget judiciously, rejecting <i>pangugumisyon</i> or <i>kotongan</i> practice from purchasers and suppliers.	6.44	1.26	D	5.85	1.41	D	5.53	1.12	D	5.94	1.35	D	5
OVERALL	7.27	0.83	D	6.48	1.20	D	6.70	1.16	D	6.81	1.18	D	
D-DEMONSTRATED ND- NOT DEMONSTRATED													

4.1.6 Community Building

In the realm of community building within the framework of school-based management, all indicators received general weighted means ranging from 6.48 to 7.35, indicating a level of performance that can be interpreted as "Demonstrated." Among these indicators, the one with the highest weighted mean is the implementation of the *bayanihan* or *barangayan* (sense of civic unity and cooperation) system in conducting Parent-teacher conferences or meetings, which achieved a weighted mean value of 7.35.

This highlights a high level of commitment to fostering a sense of community and cooperation within the school environment, particularly concerning parent-teacher interactions.

Table 7: School-Based Management Function of Secondary School Heads in Terms of Community Building

ITEMS	SCHOOL HEADS (N= 52)			TEACHERS (N= 385)			PTA OFFICERS (N= 169)			TOTAL (N=606)			RANK
	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	MEAN (x̄)	SD	VI	
Community Building													
conduct regular Parent-Teacher-Community Association meetings to promote community involvement and encourage productive relationship through <i>bayanihan</i> or <i>barangayan</i> system.	7.52	0.50	D	7.46	0.50	D	7.05	0.84	D	7.35	0.64	D	1
practice <i>pakikisama</i> to community network to publicize school events and achievements using media.	7.54	0.50	D	7.01	0.84	D	7.04	0.82	D	7.20	0.82	D	2
use <i>pakikisama</i> to sustain collaborative relationship with key GOs, LGUs, NGOs, and PTCA.	7.48	0.50	D	7.01	0.82	D	7.04	0.82	D	7.18	0.81	D	3
promote positive image of public education and school to families and business industry through <i>pakikisama</i> .	7.40	0.50	D	6.95	0.82	D	6.86	0.84	D	7.07	0.81	D	4
maintain transparency and provide ways for parents to access information about school issues and classroom practices using <i>pakikisama</i> .	7.52	0.50	D	5.99	1.43	D	5.93	1.46	D	6.48	1.45	D	5
OVERALL	7.49	0.50	D	6.88	1.05	D	6.78	1.08	D	7.06	1.04	D	
D-DEMONSTRATED ND- NOT DEMONSTRATED													

4.2. Strengths and Weaknesses Manifested by the Secondary School Heads in Integrating Filipino Values for their SBM Functions:

4.2.1. Strengths Manifested by the Secondary School Heads In Integrating Filipino Values for their SBM Functions:

The implementation of Filipino values by school heads can indeed yield positive outcomes in their work environments. Filipino school heads have embraced their roles as positive contributors to their school communities, potentially leading to increased job satisfaction (Modesto, 2020) [31].

The data findings indicate that Filipino secondary school heads exhibit strengths in integrating Filipino values into their School-Based Management (SBM) functions. Mean values highlight key areas where school heads excel in embodying Filipino values. The School Environment domain emerges with the highest mean value of 7.33, emphasizing the value of "palabra de honor" (honoring one's word). This showcases that school heads prioritize ethical and transformational leadership practices, potentially leading to improved school performance. The Resource Management domain follows with a mean value of 6.98, illustrating the value of being *maka-Diyos* (God-fearing), which promotes integrity and transparency in financial decision-making. Respect for elders or *Paggalang* ranks third with a mean value of 6.95, highlighting the importance of fostering a sense of belonging and support within the school community. Other values like *Barangayan* (sense of civic unity and cooperation), *Bayanihan*

(community spirit), Pakikisama (good interpersonal relationship), Pananagutan (sense of responsibility), and Kapamilya (family cohesiveness) also received positive mean values.

Having school heads who uphold their word of honor can potentially foster a more positive school atmosphere and empower teachers (Rivera, 2021) [32]. Morales and Sapin (2020) [33] argue that school heads who uphold this value in their leadership and decision-making can positively influence their schools. Furthermore, a commitment to active learning and instructional leadership may lead to improved student outcomes.

The findings suggest that Filipino secondary school heads prioritize merit-based decision-making, strategic planning, fairness, transparency, and accountability. These values contribute to effective school leadership, improved performance, and positive school-community relationships. To further enhance these strengths, continuous improvement and nurturing of these values within the Filipino secondary school leadership context are crucial.

4.2.2. Weaknesses Manifested by the Secondary School Heads In Integrating Filipino Values for their SBM Functions:

According to the feedback provided by the participants, three specific school-based management functions were identified, each related to different domains. These functions were linked to the values of amor propio (ego defensiveness) in the domain of Educational Leadership for School Improvement, the insistence on preserving past innovations or a "mas magaling kami noon" attitude in the domain of Curriculum Management by Student Learning and neglecting to consider the pressing family needs of absent staff members in the domain of Staff Management. In all cases, these indicators received scores ranging from 4.21 to 4.44, indicating that they were perceived as "Not Demonstrated." This suggests that the school leaders exhibited only slight or poor evidence of the defined competencies associated with these functions.

The absence of values in the leadership of school principals can have practical and social consequences. From a practical standpoint, it can result in a lack of alignment between the stated values and the actions and decisions of school leaders, which can hinder the effective implementation of those values in schools (Kulophas et al., 2018) [34]. Moreover, school administrators may prioritize administrative tasks, financial management, and disciplinary measures over instructional leadership, which can have a negative impact on educational quality (Caayaman, 2023) [35]. This underscores the importance of aligning values with actions to ensure effective school leadership and the delivery of quality education.

5. CONCLUSION :

(1) The study revealed that most school-based management functions demonstrated the integration of Filipino values by secondary school heads. Among the 45 functions assessed, 42 were categorized as "Demonstrated," indicating a consistent and intentional embodiment of the expected qualities associated with these functions.

(2) The findings clearly indicate that secondary school heads possess significant strengths in integrating Filipino values into their school-based management functions. Most of the functions evaluated (42 out of 45) were consistently demonstrated, underscoring the school heads' dedication to incorporating Filipino values in their challenging roles. These values, such as "palabra de honor" (honoring one's words), being maka-Diyos (God-fearing), respecting elders (Paggalang), and fostering community spirit (Bayanihan), play a vital role in shaping their leadership practices. The school heads exhibit a commitment to ethical decision-making, transparency in resource management, and the promotion of positive relationships within the school community. These values contribute to the creation of a harmonious and supportive school environment, which empowers teachers and fosters student growth. The findings stress the importance of continuously nurturing these Filipino values within the context of school leadership. By doing so, schools can cultivate a culture of integrity, collaboration, and accountability, ultimately enhancing the quality of education and the overall success of Filipino secondary schools.

(3) The study recommends the implementation of a Values Enhancement Program for public secondary school heads to strengthen their value-centered competencies, particularly in the areas of Educational Leadership for School Improvement, Curriculum Management by Student Learning, and Staff Management. This program should focus on instilling values such as accepting negative feedback, avoiding personal pride, rejecting attitudes of superiority, and considering the pressing family needs of absent staff members. The aim is to further enhance the integration of Filipino values into the school-based management functions of school leaders, promoting a more effective and values-driven educational environment.

6. RECOMMENDATIONS :

Based on the conclusions drawn from the findings, the following recommendations can be made:

- (1) Encourage secondary school heads to establish collaborative learning communities where they can share best practices, exchange experiences, and learn from one another's successes and challenges. These communities can serve as platforms for continuous improvement and the integration of Filipino values in school-based management.
- (2) It is highly recommended to implement the proposed Values Enhancement Program through the Human Resource Development (HRD) in the three Schools Division Offices to continuously enhance the competencies of school heads in managing their respective schools. This program should specifically focus on integrating Filipino values into school-based management (SBM) functions. Special attention should be given to school heads who are newly onboarded, as they may benefit greatly from the program to strengthen their understanding and practice of Filipino values in their leadership roles.
- (3) Conduct a parallel study in other school divisions within the Region to determine if similar results and patterns emerge. This expanded study will allow for a broader understanding of the integration of Filipino values in SBM functions and provide a more comprehensive view of the challenges and opportunities faced by school heads in different contexts.
- (4) To ensure the alignment of the Values Enhancement Program and other recommended interventions and initiatives with the educational framework and standards, it is crucial to obtain validation and approval from the National Educators Academy of the Philippines (NEAP) or the regional office responsible for educational policies and programs. This validation process will provide assurance that the program meets the requirements and guidelines set by the educational authorities, ensuring its effectiveness and adherence to the established educational framework.
- (5) Conduct future studies to explore the correlation between Filipino values and other variables, such as Office Performance Commitment and Review Form (OPCRF) ratings and Individual Performance Commitment and Review Form (IPCRF) ratings. These studies can provide valuable insights into the impact of integrating Filipino values into SBM functions on overall educational outcomes and the performance of school heads.

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