**Level of Practices of Administrative Values of Public School Heads of Selected Secondary Schools in the First Congressional District of Northern Samar: Basis for Designing a Practical Guide for Secondary School Administration**

**ABSTRACT**

This study focused on the level of practices of Administrative values of public school heads of selected secondary school in the first congressional district of Northern Samar, focusing on five core dimensions: accountability, transparency, adherence to the code of ethics, professionalism, and leadership. It further examined the influence of two major domains-organizational culture and socio-cultural factors- on the administrative values practice by school heads. Using a qualitative, descriptive-correlational research design, data were collected through validated survey questionnaires from 32 school heads- the main respondents, as well as teacher subordinates and school board members- the secondary respondents. The findings revealed that public school head consistently demonstrated a high level administrative values, particularly professionalism and ethical conduct. However, several organizational challenges were identified, including poor time management, inadequate leadership initiative, personally-related issues, and occasional lapses in staff discipline and compliance. These internal challenges often hindered the full implementation of administrative values. Notably, time management emerged as the most significant issues affecting accountability, while personally problems were not critical in terms of professionalism. The major finding of the study is the statistically significant relationship between organizational culture and the level of administrative values (R2=0.469, p = 0.004), as well as between socio-cultural factors and administrative values (R2= 0.565, p=0.000). Although no single component- such as managing change or community engagement- stood out as an independent predictor, the collective influence of all elements within each domain significantly shaped the behavior, decision- making, and ethical leadership of school heads. These results underscore the importance of viewing school administration not merely as a technical function but as dynamic interplay between internal culture and external social realities. To respond to these insights, the study proposes the design of a practical guide for secondary school administration, grounded in the in the realities and challenges revealed by the data.

**KEYWORDS:** Administrative values; school heads; level of practices; secondary school; Northern Samar;

1. **INTRODUCTION**

Education was regarded as the backbone of development in any nation. It improved the quality of life of a society through the refinement of its potentials. Education further enhanced the application of man’s achievements towards the improvement of his environment. In every known great nation, therefore, national development was preceded and accomplished by educational advancement. In the past decades, there had been an increasing belief in the causal relationship between education and economic development, especially in developing countries like the Philippines. Education was seen as a vehicle for the economic, socio-cultural, and political development of nations and individuals. It was a social process through which one achieved societal competence and individual growth. Education was also considered the art of learning about oneself and one’s environment for the purpose of self-development.

At that time, there had been growing public fear and complaints that the administrative effectiveness of principals was being jeopardized. Thus, this needed to be proven beyond public speculation through empirical studies. The falling standard of education over the years might not have been unconnected with the influence of increasing enrollment on students’ academic performance, which served as a parameter for measuring principals’ administrative effectiveness. According to Okorie (2011) and Adesina (2010), leadership was the activity of influencing people to strive willingly for goal achievement. This implied that principals, as leaders, should have possessed the ability to inspire members of the school community to work together toward achieving goals. Leadership was about getting the job done through people. It was clear that no leader could succeed without a clear vision of where they were going.

The quality of leaders and their leadership styles was critical if schools were to produce holistically developed learners with 21st-century skills. During the era of the No Child Left Behind (NCLB) Act of 2011, educational leaders subscribed to empirically based practices to achieve desired student learning outcomes.

Former Philippine President Benigno Simeon Aquino gave priority to the Department of Education (DepEd). He implemented educational reforms to align with global standards. As a result of these reforms in the education sector, school managers needed to appreciate the new policies and laws that guided school management, such as the Children’s Act and Basic Education Law. Managing resources while ensuring accountability and integrity to the public was equally crucial. These reforms stemmed from the changes in education brought about by the new constitutional dispensation and the devolved system of government (Erenia, 2017).

The fast-changing pace of educational practice demanded multitudinous roles from school heads, who took on many perspectives and dimensions in redesigning and leading schools. They created mechanisms and strategies, made decisions, and encouraged their teams to maximize their potential in bringing about success. School heads were expected to be competent, committed, and accountable in providing access to quality and relevant education for all through effective leadership and a high degree of professionalism.

The success and effectiveness of school management heavily depended on the leader and their leadership style to ensure the smooth operation of schools. The school head was, therefore, a leader whose responsibilities extended beyond managing teaching and learning. As the central figure in school administration, the competence of the school head largely determined the efficiency of overall school operations. According to Secretary Brother Armin Luistro, “we could only set the direction and provide the vision, support endeavors and dreams. But it was the principals who were truly responsible for school outcomes and who dictated the tempo of progress in their respective places of assignment” (Erenia, 2017).

However, despite the efforts of the DepEd to enhance the administrative values practices and management skills of school heads, there had been reports concerning the literacy and academic performance of students—especially in the National Achievement Test (NAT)—which pointed to a decline in academic standards, with scores falling below the 75% Mean Percentile Score (MPS) benchmark.

In the context of public school heads in secondary schools, problematic situations often arose when these administrators faced challenges in effectively practicing administrative values. One such issue was the lack of adequate resources and support. These administrators frequently struggled with managing limited budgets, insufficient teaching staff, and outdated instructional materials. The scarcity of resources hampered their ability to provide quality education and adequate student support.

Recent NAT results confirmed that schools in the province of Northern Samar achieved a mean percentage score (MPS) of only 54.69%, categorized as "Moving Towards Mastery," indicating that students had not fully mastered the required competencies.

Therefore, the problematic situation regarding the level of practice of administrative values among public school heads in secondary schools often revolved around challenges related to limited resources, political interference, lack of stakeholder support, resistance to change, and insufficient professional development opportunities. Addressing these issues was crucial to ensuring effective leadership and administration in secondary schools for the benefit of students, teachers, and the broader school community.

Hence, this study was conducted to determine the level of practice of administrative values among public school heads in selected secondary schools in Northern Samar, as a basis for designing a practical guide for enhancing secondary school administration.

1. **Methodology**

This study was conducted in the First District of Northern Samar, which comprises the municipalities of Allen, Biri , Bobon, Capul, Catarman, Lavezares, Lope de Vega, Mondragon, Rosario, San Antonio, San Isidro, San Jose, San Vicente, and Victoria.

The study involved nineteen (32) public secondary schools located within these fourteen (14) municipalities. These schools are: Allen National High School, Cabacungan National High School, Lipata National High School, Capul Agro-Industrial School, Landusan National High School, Basilio B. Chan Memorial Agricultural Industrial School, Alegria National High School, San Isidro Agro Industrial School, San Isidro National High School, Veriato National High School,Victoria National High School, Biri National High School, San Antonio National High School, Bobon School for Philippine Craftsmen, , Eladio T. Balite Memorial School of Fisheries, Dancalan National High School, Catarman National High School, Galutan National High School,Polangi National High School, Washington National High School, Cawayan Integrated School,Lope de Vega National High School, Francisca Dominice National High School, Mondragon Agro-Industrial High School, Nenita National High School, Leonardo M. Amigo High School, Rosario National High School, Rosario Lim Uy National High School, San Jose Technical School, Buenabista National High School, Maxvilla National High School, and San Antonio Agricultural and Vocational High School.

The primary respondents of the study were public school heads, which include principals, head teachers, and teachers-in-charge — and their subordinates, including teachers and school board members. All respondents are currently employed in selected secondary schools within the First District of Northern Samar and have at least two years of teaching experience.

The school heads accomplished a questionnaire that focused on their socio-demographic profile, organizational culture, and socio-cultural factors. Alternatively, the teachers and school board members responded to a separate questionnaire designed to assess the extent to which administrative values are practiced by their respective school heads.

 This study focused on four main variables. Three were considered independent variables which include socio- demographic profile, organizational culture, and socio-cultural factors, while the other one is considered dependent variable which is practices of administrative values.

The socio-demographic profile includes age, sex, civil status, highest educational attainment, monthly income, length of service, seminars/trainings attended related to practices of administrative values and school heads qualification either PMAT or NQESH. The organizational culture focused on managing change, achieving goals, coordinating teamwork, building a strong culture and customer orientation. The socio-cultural factors considered cultural diversity, socioeconomic status of the school community, community engagement and participation, parental involvement and expectations, and religious and traditional beliefs.

 The level of practices of administrative values of the public schools heads, which is considered dependent variable, includes accountability, transparency, adherence to code of ethics, professionalism, and leadership.

 The outcome of the study is a practical guide for public secondary school administration designed based on the findings of the study.

 This study employed a descriptive-correlational research design. Its primary objective was to determine the level of practices of administrative values among selected public secondary school heads and to analyze the relationship between these practices and the identified independent variables. The results of the study served as the basis for designing a practical guide for public secondary school administration.

The descriptive method was utilized to present and analyze the respondents’ socio-demographic profiles, levels of organizational culture, socio-cultural factors, and the extent to which administrative values were practiced. It was also used to identify the problems encountered by school heads.

The correlational design was applied to examine whether significant relationships exist between the socio-demographic profile and level of practices of administrative values; level of organizational culture and level of practices of administrative values; and socio-cultural factors and level of practices of administrative values.

The primary population of the study consisted of public secondary school heads in the First District of Northern Samar. In addition, a secondary population — composed of the school heads’ subordinates, including teachers and school board members — was involved to assess the extent to which administrative values were practiced by their respective school heads.

A simple random technique was employed to select thirty two (32) school heads out of thirty five (35) school heads population in the first district of Northern Samar who served as the main respondents of the study. Furthermore, a proportional sampling technique was used to determine the appropriate number of subordinates for each school head, resulting a total of two hundred ninety (290) teachers added by atleast three (3) members of school boards- PTA president BOD, or any member comprising a toal of three hundred eithy six (386) secondary respondent from among the teachers and school board members. The distribution were as follows: :12 teachers and 3 school board members from Allen National High School, 4 teachers and 3 school board members from Cabacungan National High School, 3 teachers and 3 school board members from Lipata National High School, 14 teachers and 3 school board members from Capul Agro-Industrial School, 4 teachers and 3 school board members from Landusan National High School, 20 teachers and 3 school board members from Basilio B. Chan Memorial Agricultural Industrial School, 3 teachers and 3 school board members from Alegria National High School, 8 teachers and 3 school board members from San Isidro Agro Industrial School, 5 teachers and 3 school board members from San Isidro National High School, 5 teachers and 3 school board members from Veriato National High School, 12 teachers and 3 school board members from Victoria National High School, 4 teachers and 3 school board members from Biri National High School, 6 teachers and 3 school board members from San Antonio National High School (Biri), 14 teachers and 3 school board members from Bobon School for Philippine Craftsmen, 16 teachers and 3 school board members from Eladio T. Balite Memorial School of Fisheries, 3 teachers and 3 school board members from Dancalan National High School, 34 teachers and 3 school board members from Catarman National High School, 8 teachers and 3 school board members from Galutan National High School,Polangi National High School, 8 teachers and 3 school board members from Washington National High School, 12 teachers and 3 school board members from Cawayan Integrated School, 10 teachers and 3 school board members from Lope de Vega National High School, 8 teachers and 3 school board members from Francisca Dominice National High School, 6 teachers and 3 school board members from Mondragon Agro-Industrial High School, 5 teachers and 3 school board members from Nenita National High School, 7 teachers and 3 school board members from Leonardo M. Amigo High School, 4 teachers and 3 school board members from Rosario National High School, 6 teachers and 3 school board members from Rosario Lim Uy National High School ( Cervantes), 17 teachers and 3 school board members from San Jose Technical School, 8 teachers and 3 school board members from Buenabista National High School, 4 teachers and 3 school board members from Maxvilla National High School, and 19 teachers and 3 school board members from San Antonio Agricultural and Vocational High School.

This study utilized two (2) sets of survey questionnaires is the primary instruments for data collection. One set was administered to school heads to gather information on their socio-demographic profile, perceptions of organizational culture, and socio-cultural factors. The other set was given to their subordinates—teachers or school board members—to assess the extent to which administrative values are practiced by their respective school heads.

The questionnaire for the school heads consisted of five (5) parts:

Part I focused on the socio-demographic profile of the respondents, which included variables such as age, sex, civil status, highest educational attainment, monthly income, length of service as a school head, number of relevant seminars or trainings attended, and qualifications, specifically whether they are PMAT or NQESH passers.

Part II employed an adapted instrument—the Organizational Culture Assessment Questionnaire (OCAQ) developed by Sashkin and Rosenbach (2013). This tool highlights the importance of organizational culture in effective leadership and management. It includes five dimensions: (1) managing change, (2) achieving goals, (3) coordinating teamwork, (4) building a strong culture, and (5) customer orientation. The questionnaire consists of 30 items measured using a five-point Likert scale, with responses ranging from “Very Low” to “Very High.” The instrument has been reported to have high internal consistency, with Cronbach’s alpha values ranging from 0.81 to 0.94.

Part III was a researcher-made questionnaire intended to assess socio-cultural factors influencing the practice of administrative values. It covers five components: cultural diversity, socioeconomic status of the school community, community engagement and participation, parental involvement and expectations, and religious and traditional beliefs. This instrument underwent content and construct validation and reliability testing responded by 22 school heads within the province of Northern Samar which are not part of the respondents of the study, with Cronbach’s alpha values ranging from 0.844 to 0.934.

Part IV aimed to identify the problems encountered by public secondary school heads that affect their level of practices of administrative values.

Part V sought recommendations and possible solutions to address the identified challenges in practicing administrative values.

On the other hand, the questionnaire for the school heads’ subordinates—teachers and school board members—consisted of a single part with five (5) dimensions, focusing on the level of administrative values practiced by school heads. This instrument was patterned after the framework used by Leithwood et al. (2002) on the *Analysis Standards of School Leadership and the New Right*. It comprised 50 items, also measured using a five-point Likert scale, with responses ranging from “Not Practiced” to “Very Highly Practiced.” The five dimensions included in the questionnaire are: (1) accountability, (2) transparency, (3) adherence to the code of ethics, (4) professionalism, and (5) leadership.

**Scoring and Interpretation of the Data**

The socio-demographic profile of the public secondary school heads was presented and interpreted using frequency counts and percentages.

The level of organizational culture was treated using a likert scale of five and interpreted as follows:

List 1- Likert scale measurement for organizational culture

**Scale Mean Score Range Descriptive Interpretation**

5 4.20-5.00 Exceptional Culture

 4 3.40-4.19 Strong Culture

 3 2.60- 3.39 Developing Culture

 2 1.80- 2.59 Weak Culture

 1 1.00 -1.79 Toxic Culture

The socio-cultural factor was treated using a likert scale of five and interpreted as follows:

**List 2-** Likert scale measurement for socio-cultural factor

**Scale Mean Score Range Descriptive Interpretation**

5 4.20-5.00 Very Strongly Evident

 4 3.40-4.19 Strongly Evident

 3 2.60- 3.39 Moderately Evident

 2 1.80- 2.59 Slightly Evident

 1 1.00 -1.79 Not Evident

The level of administrative values practiced by public secondary school heads was treated using a Likert scale of five and interpreted as follows:

List 3- Likert scale measurement for administrative values

**Scale Mean Score Range Descriptive Interpretation**

5 4.20 – 5.00 Extensively Practiced

 4 3.40 – 4.19 Highly Practiced

 3 2.60 - 3.39 Moderately Practiced

 2 1.80 - 2.59 Minimally Practiced

 1 1.00 - 1.79 Not Practiced

 The problems encountered by the public school heads were treated using frequency counts and percentages and interpreted as follows:

List 4- Likert scale measurement for frequency counts

**Percentage Range Descriptive Interpretation**

81% - 90% Critical Level

61% - 80% Severe Level

41% - 60% Significant Level

21% - 40% Moderate Level

1% - 20% Minimal Level

**Validation of the Research Instrument**

 Part I of the survey questionnaire focused on gathering the profile information of the school heads.

 Part II measured organizational culture using an adapted version of the Organizational Culture Assessment Questionnaire (OCAQ) developed by Sashkin and Rosenbach. This instrument contains statements that reflect how organizational behaviors are demonstrated. Since the OCAQ is a standardized and widely validated tool, no additional validation process was required for its use in this study.

Part III addressed the socio-cultural factors influencing the practice of administrative values. This section of the questionnaire underwent a reliability and validity testing process through pilot testing with 22 respondents. The five components yielded the following Cronbach’s alpha values: cultural diversity (0.866), socioeconomic status of the school community (0.858), community engagement and participation (0.844), parental involvement and expectations (0.892), and religious and traditional beliefs (0.934). These results indicate a high level of internal consistency and reliability across all components.

 Part IV aimed to identify the problems encountered by public secondary school heads that affect their level of practices of administrative values.

 Part V sought recommendations and possible solutions to address the identified challenges in practicing administrative values.

The instrument used to assess the level of practices of administrative values among school heads was based on the framework developed by Leithwood et al. in the *Analysis Standards of School Leadership and the New Right*. As a previously established and validated instrument, it was deemed appropriate and reliable for use in the present study.

**Data Gathering Procedure**

The researcher first secured the official list of school heads and teachers from selected public secondary schools within the First District of Northern Samar, which served as the locale of the study.

To observe proper protocol and extend professional courtesy, a formal letter of request was prepared and addressed to the Dean of the University of Eastern Philippines Graduate Studies, seeking approval to conduct the study. Thereafter, the researcher sought permission from the Schools Division Superintendent to allow the participation of public secondary school heads and teachers in Northern Samar.

Upon receiving approval, the school heads were formally notified and were furnished copies of the written consent signed by the Schools Division Superintendent prior to the administration of the survey questionnaires.

The researcher personally conducted the survey and distributed the questionnaires to all identified respondents. A one-month period was allotted for the collection of the necessary data.

After the given time frame, the researcher retrieved all accomplished questionnaires. The collected data were then carefully organized and tabulated to facilitate statistical treatment and analysis.

To analyze the gathered data and answer the objectives of the study, the following statistical tools were utilized.

Frequency counts and percentages to interpret and describe the profile of the public school heads and also to describe the problems encountered affecting level of practices of administrative values.

Mean score and mean score average to describe the level of organizational culture, socio-cultural factors, and level of practices of administrative values of public secondary school heads.

 The multiple regression analysis to test the null hypotheses of the study and prove the assumption that there exist significant relationships between the profile and level of practices of administrative values; the level of organizational culture and the level of practices of administrative values; and the socio-cultural factors and the level of practices of administrative values of public secondary school heads.

1. **RESULTS AND DISCUSSION**

**Personal and Professional Profile of School Heads**

**Personal Profile**

The age group range utilized in this study is based on the classification defined by the World Health Organization (WHO). This framework provides a standardized approach to categorizing age groups, facilitating a clearer understanding of demographic trends and their implications.

Table 1 presents the frequency distribution of the socio-demographic profile of the public school heads in terms of age. The data reveal that the majority of public school heads are in middle adulthood, which is consistent with the findings of Smith and Johnson (2020).

**Table 1**

**Age of Public School Heads**

|  |  |  |
| --- | --- | --- |
| **Age Group** | **Frequency**  | **Percentage** |
| Early Adulthood (20-30) Middle Adulthood (40-54)Late Adulthood (55-64) | 31712 | 9.3853.1237.50 |
| **Total** | 32 | 100 |

Table 2 presents the frequency distribution of the socio-demographic profile of the public school heads in terms of sex. The data show that the majority of public school heads are female. This finding reflects a broader trend observed in many educational systems worldwide, where women increasingly occupy leadership positions, particularly in primary and secondary education ( Brauckmann et al., 2023).

**Table 2**

**Sex of Public School Heads**

|  |  |  |
| --- | --- | --- |
| **Sex** | **Frequency**  | **Percentage** |
| MaleFemale | 1121 | 34.3865.62 |
| **Total** | 32 | 100 |

Table 3 presents the frequency distribution of the socio- demographic profile of the public school heads in terms of civil status. The data indicate that a substantial majority of public school heads are married. This finding aligns with observations from Brauckmann et al. (2023).

**Table .3**

**Civil Status of Public School Heads**

|  |  |  |
| --- | --- | --- |
| **Civil Status** | **Frequency**  | **Percentage** |
| SingleMarriedWidow | 6233 | 18.7571.889.37 |
| **Total** | 32 | 100 |

Table 4 presents the frequency distribution of the socio-demographic profile of the public school heads in terms of highest educational attainment. The data reveal a strong academic profile among the public school heads, with the majority (over 70%) having pursued doctoral-level education. This trend reflects a growing emphasis on advanced qualifications as a standard for educational leadership, particularly within public secondary schools, According to Brauckmann et al. (2023).

**Table 4**

**Highest educational Attainment of Public School Heads**

|  |  |  |
| --- | --- | --- |
| **Educational Attainment** | **Frequency**  | **Percentage** |
| Master’s Degree HolderEarned Doctorate UnitsDoctorate Degree Holder | 9617 | 28.1318.7553.12 |
| **Total** | 32 | 100 |

Table 5 presents the frequency distribution of the socio- demographic profile of the public school heads in terms of monthly income. The data indicate that the majority of public school heads fall within the middle middle-income category, which reflects the salary structure for educational leaders in the Philippine public schools system, according to Castro and Montalbo (2020).

**Table 5**

**Monthly Income of Public School Heads**

|  |  |  |
| --- | --- | --- |
| **Monthly Income Group Range** | **Frequency**  | **Percentage** |
| Lower Middle -Income(Php 24,161.00- Php 48,120.00)Middle Middle – Income (Php 48, 121.00- Php 84, 210.00)Upper Middle- Income(Php 84, 211.00- Php 144, 360.00) | 11165 | 34.3850.0015.62 |
| **Total** | 32 | 100 |

Table 6 presents the frequency distribution of the socio- demographic profile of the public school heads in terms of length of service as school heads. Longer tenure as a school heads is often associated with enhanced leadership skills, deeper community relationship, and a more strategic vision for school development (The Wallace Foundation, 2021).As noted by Smith et al.(2022).

**Table 6**

**Length of Service as School Heads of Public School Heads**

|  |  |  |
| --- | --- | --- |
| **Length of Service Group Range**  | **Frequency**  | **Percentage** |
| Junior Level (1-3 years)Mid Level (3-7 years)Senior Level ( 7-15 years)Veteran Level ( Above 15 years) | 251510 | 6.2515.6246.8831.25 |
| **Total** | 32 | 100 |

Table 7 presents the frequency distribution of the socio-demographic profile of the public school heads in terms of number of relevant trainings/seminar attended. This finding underscores the importance of ongoing professional development in strengthening school leadership capacity. As noted by Brauckmann et al. (2023).

**Table 7**

**Number of Relevant Training/ Seminar Attended of Public School Heads**

|  |  |  |
| --- | --- | --- |
| **Number of Training/ Seminar** | **Frequency**  | **Percentage** |
| Novice (0-1 training/seminar)Beginner (2-5 training/seminars)Intermediate (6-10 training/seminars)Advanced (11-20 training/seminars)Expert (more than 20 training/seminars) | 251510 | 6.2515.6246.8831.25 |
| **Total** | 32 | 100 |

Table 8 presents the frequency distribution of the socio-demographic profile of public school heads based on their qualification as PMAT or NQUESH passer. The data reflect a leadership workforce with varying levels assessment framework. The PMAT and NQESH are both attended to ensure that the school heads meet the required competencies for effective school leadership in the Philippines, according to Castro and Montalbo (2020).

**Table 8**

**School Heads Qualifications Either PMAT or NQUESH Passer**

|  |  |  |
| --- | --- | --- |
| **Educational Attainment** | **Frequency**  | **Percentage** |
| PMAT PassersNQUESH PassersNon- NQUESH or PMAT Passers | 13712 | 40.6321.8737.50 |
| **Total** |  19 | 100 |

**Table 9**

**Organizational Culture of School Heads in Terms of managing Change**

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 9** | **Item Measuring Managing Change** | **Mean Score** | **Interpretation** |
| Organizational Culture of School Heads in Terms of managing Change | Mean Score Average | 4.46 | Exceptional Organizational Culture |
| Organizational Culture of School Heads in Terms of Achieving Goals | Mean Score Average | **4.36** | Exceptional Organizational Culture |
| Organizational Culture of School Heads in Terms of Coordinating Teams | Mean Score Average | **4.17** | Strong Organizational Culture |
| Organizational Culture of School Heads in Terms of Building Strong Culture | Mean Score Average | **4.10** | Strong Organizational Culture |
| Organizational Culture of School Heads in Terms of Customer Orientation | Mean Score Average | **4.26** | Exceptional Organizational Culture |

Table 9 presents the descriptive statistics of the five-item questionnaire used to measure the strength of organizational culture of school heads in terms of managing change. All five statements achieved an exceptional level of organizational culture based on their respective mean score.

Table 9 presents’ descriptive statistics of the five-item questionnaire used to measure the strength of the organizational culture of public school heads in terms of achieving goals. Among the five items only one item attained strong organizational culture level.

Table 9 among the nine- items seven reached exceptional organizational culture, while two items retained a developing organizational culture level.

Table 9 presents the descriptive statistics of the sex item questionnaire used to measure the strength of the organizational culture of public school heads, in terms of building strong cultures. It indicates strong organizational culture among public heads.

Table 9 presents the descriptive statistic of five item questionnaire used to measure the strength organizational culture of public school heads in terms of customer orientation. The overall means score of (4.26 indicates an exceptional organizational culture among public school heads.

**Table 10**

**Socio- Cultural Factors of Administrative Values Practices Among public Secondary School Heads**

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 10** | **Item Measuring Cultural Diversity** | **Mean Score** | **Interpretation** |
| Socio- Cultural Factors in terms of cultural Diversity | Mean Score Average | 4.48 | Very Strongly Evident |
| Socio Economic Status of School Community | Mean Score Average | 4.17 |  Strongly Evident |
| Socio- Cultural In terms of community engagement and Participation | Mean Score Average | 4.56 | Very Strongly Evident |
| Socio- Cultural Factors in parental involvement in expectation  | Mean Score Average | 4.53 | Very Strongly Evident |
| Socio- Cultural Factors in Terms of Religious and Traditional Beliefs  | Mean Score Average | 4.23 | Very Strongly Evident |

Table 10 the overall means score of 4.48 that socio- cultural factors of administrative values among public secondary school heads in term of cultural diversity are generally very strong evident, this reflects the effectiveness of leadership practices in fostering culturally responsive school environment.

Table 10 the overall mean score of 4.17 indicates that sociocultural factors of administrative values practices among secondary school heads are strongly evident.

Table 10 the overall score of 4.56 indicates that community engagement and participation ass a dimension of the socio- cultural factors of administrative values among school heads is very strongly evident.

Table 10 the overall mean score 4.53 indicates that the administrative values practices among school heads in terms of parental involvement and expectations are very strongly evident.

Table 10 the overall mean score of 4.23 indicates that the socio- cultural factors of administrative values practices of school heads in terms of religious and traditional beliefs are very strongly evident.

**Table 11**

**Level of Practices of Administrative Values of Public School Heads as Perceive by the School Board and School Heads Teachers Subordinate**

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 11** | **School Board Mean Teacher**  | **Mean Score Average**  | **Extent of Practicing** |
| Accountability  | Mean Score Average | 4.13 | Highly Practiced |
| Transparency | Mean Score Average | 4.11 | Highly Practiced |
| Adherence to Code of Ethics | Mean Score Average | 4.18 | Highly Practiced |
| Professionalism  | Mean Score Average | 4.20 | Extensively Practiced |
| Leadership  | Mean Score Average | 4.18 | Highly Practiced |

Table 11 the results aligned with the finding Leitwood et al. (2020) emphasized that promoting shared accountability enhances organizational effectiveness and posters 11 the findings suggest that transparency is a well stablish administrative value among public secondary school heads with a mean score of (4.11) indicates highly practiced.

Table 11 the findings demonstrates that public school heads exhibit strong commitment to ethical conduct in their professional roles with an overall mean score 4.18 are highly practiced.

Table 11 the result reflects a high level of professionalisms demonstrated by school heads in their day-to-day operations as perceive to exhibit competence, integrity, and strong sense of responsibility in managing educational institution, with a mean score of (4.20) indicates that is extensively practiced by public school heads.

Table 11 the finding reflects is strong adherence to leadership values among public secondary school heads it indicates with a mean score of (4.18) are highly practiced.

Table 11the findings reflects strong adherence to leadership values among public secondary school heads the high mean score or (4.18) indicates being positive, openness to professional development and accessibility to teachers suggest that school leaders are not only competent but also emotionally intelligent in supporting their team.

1. **CONCLUSIONS And IMPLICATIONS**

The findings of this study reveal that both organizational culture and socio-cultural factors have significant collective effects on the level of practices of administrative values among public school heads. While no single component - whether from organizational culture or socio-cultural factors - emerged as a statistically significant independent predictor, the combined influence of these dimensions was shown to be substantial. Specifically, organizational culture explained 46.9% of the variance in administrative values, while socio-cultural factors accounted for 56.5%. These results confirm that administrative values such as accountability, transparency, adherence to the code of ethics, professionalism, and leadership are not developed in isolation but are embedded within the broader institutional and community contexts in which school heads operate. The rejection of both null hypotheses affirms that a strong organizational culture and a supportive socio-cultural environment are critical in shaping the ethical and professional conduct of school leaders. These findings imply that initiatives aimed at strengthening administrative values among school leaders

Must adopt a holistic and integrative approach. Rather than focusing narrowly on individual traits or isolated practices, development programs should target the enhancement of the entire organizational culture fostering collaboration, shared goals, adaptability to change, and service orientation. Additionally, policies and leadership frameworks must be contextually grounded in the socio-cultural realities of the school community. Recognizing and respecting cultural diversity, socio-economic conditions, parental expectations, and traditional beliefs can enhance the responsiveness and effectiveness of school leadership. Ultimately, this study suggests that sustainable leadership development must align both internal (organizational) and external (community-based) factors to cultivate a values-driven and ethically sound school leadership culture.

 Proposition

The level of practices of administrative values among public secondary school head is significantly influenced by both organizational culture and socio-culture and socio-cultural factors, wherein a cohesive internal school environment and a responsive engagement with dynamics jointly foster accountability, transparency, professionalism, ethical conduct, and leadership effectiveness.

1. **Recommendations**

In the light of the findings of this study, the following recommendations are forwarded:

1. Organize regular workshops and seminars focused on strengthening administrative values such as accountability, transparency, professionalism, and ethical adherence. Tailor these programs to address the specific challenges public school heads face in their daily roles.
2. Establish mentorship programs where experienced school heads can guide and support newer or less experienced leaders. Additionally, creating peer support networks or forums allows school heads to share best practices and collaboratively address challenges.
3. Develop and disseminate clear, standardized guidelines or toolkits that outline best practices for accountability, transparency, professionalism, and leadership in school administration. These can serve as a practical reference for school heads.
4. Introduce recognition and incentive programs to acknowledge exemplary school heads who consistently uphold administrative values. This could motivate others to emulate best practices and foster a culture of excellence.
5. Implement systematic performance evaluations for school heads, focusing on their adherence to administrative values. Incorporate feedback mechanisms that allow teachers, students, and parents to provide input on the school head’s performance.
6. Conduct campaigns to reinforce the importance of ethical practices in school leadership. These campaigns could include distributing materials, hosting discussions, or incorporating ethical scenarios into training sessions.
7. Encourage the use of digital tools and platforms to enhance transparency. For example, online portals can be used for sharing information, publishing school policies, and providing updates on financial matters or project progress.
8. Ensure that public school heads are provided with adequate resources, such as administrative staff, technology, and funding, to carry out their responsibilities effectively. This support will enable them to maintain high levels of professionalism and accountability.
9. Foster greater collaboration with stakeholders, including parents, local government units, and non-governmental organizations. Involving the community in school activities and decisions can enhance transparency and build trust.
10. Facilitate exchange programs that allow public school heads to visit and learn from other schools with exemplary leadership practices. This exposure can provide fresh perspectives and innovative ideas for implementing administrative values.
11. Provide access to counseling services and stress management programs for school heads. Supporting their mental health ensures they can perform their roles effectively while maintaining professionalism and strong leadership.
12. Embed the core administrative values—accountability, transparency, professionalism, ethical adherence, and leadership—into the policies governing school administration. Regular reviews of these policies will ensure they remain relevant and effective.
13. Encourage participatory decision-making processes within schools, allowing input from teachers, staff, and students. This promotes transparency and accountability while strengthening the school’s sense of community.
14. Regularly communicate the school’s accomplishments, challenges, and future plans to stakeholders through newsletters, meetings, or community forums. This fosters trust and ensures that administrative efforts are appreciated and understood.
15. It is recommended that leadership training programs revisit their curriculum to better incorporate cultural and community-based responsiveness into administrative practices. Policymakers and education leaders should explore ways to bridge the gap between socio-cultural awareness and administrative behavior through policies that allow for contextual flexibility while maintaining high standards of leadership. Further research should also be conducted to identify other factors that more directly influence the administrative values of public school heads, such as personal leadership styles, institutional culture, and governance structures. Lastly, schools should be encouraged to strengthen community-school linkages that promote inclusive and culturally responsive leadership without compromising administrative integrity.
16. To further explore this phenomenon, future studies could investigate other factors that may influence the practice of administrative values, such as leadership styles, years of experience, or external influences like community engagement. Additionally, qualitative research methods, such as interviews or case studies, could provide deeper insights into how school heads perceive and practice their administrative values in various organizational contexts.
17. Future studies might explore mediating or moderating factors that bridge this relationship between socio-cultural factors and practices of administrative values, such as leadership training, school governance models, or the influence of higher-level educational mandates.

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