
Core Values, School Culture Typology and Academic Performance: Basis for Christian Collaborative Program

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ABSTRACT

This study has two major purposes: (1) to look into the relationship between the community core values, school culture typology, and students' academic performance at Philippine Christian University, Dasmariñas Campus, Cavite, and (2) to make recommendations to support the Christian Collaborative Program. The students', parents', and teachers' core values and perceived school culture typology, as well as the students' academic performance, were assessed through surveys and academic records from the school registrar, respectively. The core values of each group of students were aligned with the school values: faith, character, and service. Each result was then tabulated, analyzed, and correlated with both the school culture typology and students' academic performance. The findings indicate that students' academic performance is very satisfactory. The perceived school culture, as assessed by the students, is contrived collegiality, indicating that they perceive the school leadership enforces and leads collaboration. For parents and teachers, comfortable collaboration is the evident school culture typology. This generally indicates that the collaboration comes from open communication, advice-giving, and comfortable support from both parents and teachers. Results from the correlation studies show that students' academic performance is not affected by their core values of faith, character, and service. The parents' and teachers' core values on the same parameters are not associated with the perceived prevailing school culture typology. However, the school culture typology affects students' academic performance, as shown by the statistical analysis. These results can serve as a basis for implementing school programs and developing and enhancing new curricula that address emerging issues and concerns within the school community. The results can also be used to modify and adapt school processes as seen fit by the administrators.

Keywords: Core values, culture typology, academic performance, Christian program, collaboration

INTRODUCTION

Education is important because it helps kids develop not just their minds, but also their hearts and character, to succeed in life! Many think of this as developing well-rounded students who will contribute positively and help make communities better places. As such, it is the responsibility of schools to nurture the learning of all students and prepare them for

fulfilling, successful lives. In the 21st century, schools are seeking many ways to improve learning outcomes through improved teaching strategies, curricular changes, and learning facilities. However, one major area that remains critical to providing quality education is a student's level of character development and values, both of which are integral to educational success.

The Philippine Educational System values the development of values through character development so that we can achieve quality education. The Department of Education's Mission and Vision highlight the development of morally, socially, and economically productive citizens. The Bureau of Secondary Education envisions a student as a 'whole person' with not just academic ability but also a foundation of strong moral values, culturally rich, employable skills, and national identity. These beliefs reflect the idea that education should develop intellect as well as character, given the inseparability of academic and moral development.

Core values provide the framework from which people develop their values and use them to make decisions and interact with others in relationships. In an educational environment, core values are the framework that gives students the tools they need to define their character & the way they perceive the world. Three fundamental core values have been identified and recognized at Philippine Christian University (PCU): Faith, Character, and Service. These three values are provided to direct the students in becoming responsible citizens and faithful followers of Jesus Christ. Faith is the basis of moral and ethical behavior; Character is the daily application of good and positive values in one's life; and Service is how faith and character are applied to make contributions to people and society. When combined, these core values provide a framework that supports a holistic form of education that fosters student growth through both personal & academic avenues.

The vision and mission statements of PCU outline the development of Christian character, excellence in education, responsible stewardship, and service to others. The importance of character development is recognized as the desired outcome of education. Educators and researchers have long held that developing values through character is a critical component of an education system and is reflected in how they make decisions, treat each other, and choose to live their lives. Therefore, character education is not just another strand of the curriculum; rather, it is a vital process for developing an individual's intellectual and moral will.

In addition to the core values, one of the influences on students' development and the attainment of educational goals is the interaction students have with school culture. School culture is the collective beliefs, traditions, values, and practices of a school. School culture has a major influence on how administrators, teachers, students, parents, and others in the learning community interact with one another. Each school has its own unique culture that reflects its mission and vision, leadership, history, and philosophy of education. School culture affects how students behave, view themselves, and engage with the learning environment. School culture will ultimately affect students' performance and overall development.

School culture typologies offer a framework for assessing the distinct characteristics of cultures within educational organizations. Different typologies create varying environments for students, ultimately affecting their success in achieving their educational

goals. The school is where students spend most of their time when they are present; therefore, students will always be influenced by the school's cultures, values, and practices. Therefore, it is essential to study school culture to identify variables that contribute to student performance and overall development.

Although the importance of core values and school culture in education is well documented, few studies have examined the relationship between institutional core values, school culture typology, and student performance in Christian schools. This indicates an area for further study is the interaction between the three variables and how they affect educational outcomes (i.e., student performance). It is hoped that understanding the relationship between these variables will provide staff, parents, and other stakeholders with valuable insight to improve their practices in helping students succeed.

The purpose of this study is to discover the core values of Faith, Character, and Service that exist in the school community, along with the prevailing typology of the school culture as perceived by the students, parents, faculty, and staff at PCU, and to examine the relationship among the variables and students' academic performance. The results from this research will serve as the basis for developing a program that emphasizes Christian Collaboration among staff, parents, and students to improve values education, strengthen the school culture, and enhance student academic achievement by establishing a Christian Collaborative Program for all stakeholders in the school community.

Statement of the Problem

The main purpose of this study is to look into the relationship between the school community core values, school culture typology, and students' academic performance at Philippine Christian University, a church-related institution, Dasmariñas Campus, Cavite. Specifically, this research sought answers to the following questions:

1. What are the core values of the students, parents, staff, and faculty as assessed by themselves along the following:
 - 1.1. Faith
 - 1.2. Character
 - 1.3. Service
2. What is the evident school culture typology in Philippine Christian University-Dasmariñas High School Department as assessed by the students, parents, faculty, and staff?
3. What is the academic performance of the PCU Grade 7 to Grade 10 students?
4. What Christian Collaborative Program may be proposed to enhance the values and culture and raise the academic performance of the students?

Scope and Delimitations

This study is limited to school community core values – faith, character, and service, and the school culture typology of the church-related institution Philippine Christian University, High School Department in the City of Dasmariñas, Cavite, as assessed by the students, parents, faculty and staff, and their relationships with the academic performance for School Year 2016 - 2017.

Review of Related Literatures

The school culture typology, academic performance, and core values formed the basis for related studies. Sajonas & Valencerina (2026) examined how the principles of Vatican II are being applied in faith-based schools in the Philippines, finding that Christian values such as service, compassion, stewardship, and community involvement have become part of how schools operate and teach. The study concluded that faith-based education promotes the development of all aspects of a student, including spiritual growth and moral responsibility, as well as academic success. Miguel & Valencerina (2026) also studied stakeholders' perceptions in public secondary schools regarding the implementation of Values Education Programs. Their study indicated that Values Education Programs positively affect students' behavior, interactions with others, and sense of responsibility, resulting in a more supportive school culture. Wang (2024) examined how intangible cultural heritage can be integrated into general education programs in Fujian Province, China, and identified multiple ways that preserving cultural values supports educational change. He demonstrated that curricula emphasizing values promote students' cultural identity, social consciousness, and engagement in learning, all contributing to a positive educational experience.

Leadership was identified as a major contributor to school cultures that promote school effectiveness and academic success. Schmidt (2026) examined the steward leadership of Christian school leaders in Uganda and found that using Christian principles to train and develop leaders improves collaboration, trust, accountability, and continuous improvement across the school. Schmidt's study demonstrated that values-based leadership creates a positive school culture that supports teacher development and student achievement. Mirchandani (2025) studied educational change leadership in K–12 Christian schools in British Columbia and found that strong Christian leaders were able to create adaptive cultures through a shared vision, faith-centered decision-making, and a focus on cooperation. Mirchandani concluded that when there is strong leadership and a school culture that reflects Christian values, there will be increased organizational effectiveness and improved student performance. Together, these studies support the idea that combining core values, faith-based leadership, and positive schools can all impact academic performance, thus providing a foundation for developing a Christian Collaborative Program.

Furthermore, these related studies provide information on Christian values, faith-based practices, and the role of their engagement in developing a culture within an institution and/or organization. Zheyu and Duan (2025) studied rural reconstruction models of American Christian faith-based development in China and found that Christian values build community, bridge cultural divides, and work towards common goals to improve community. They established that the influence of faith-based values is so strong that it can affect an organization's structure as well as the collective behavior of employees who make up the organization; hence, creating an environment where cooperation, a shared sense of purpose, and a willingness to take moral responsibility for one another are established. Similarly, Trafton (2026) studied the building of Christian practical wisdom among theological educators and found that reflection/working to integrate knowledge and understanding through faith-based decision-making can enhance professional practice and lead to more effective leadership. Thus, the findings from Trafton's research suggest that the core values of Christianity can provide a framework for guiding an institution's culture and

fostering desired behaviors conducive to achieving success both academically and organizationally. Correspondingly, Patrick (2026) noted that Christian ethics are essential to community development and social transformation by establishing a foundation for collaborative-based activity, good stewardship, and service-based leadership; thus, creating an environment that is conducive to building an organizational culture founded on ethical principles, which will promote collective success and sustained community development.

Within educational settings, Christian values have been shown to affect teachers' overall school experience, the school climate, and stakeholders' overall engagement in the school community. Mavin (2026) examined teachers serving students with special needs in a Christian school setting and concluded that establishing a supportive environment for teachers becomes the foundation upon which all other support is built. Therefore, a supportive school culture enables teachers to be more effective and students to be more successful than those in schools without it. Likewise, Lewis (2026) studied the efforts of volunteers from faith-based groups to help support their communities after the initial impact of COVID-19. Lewis found that faith-based service projects fostered strong collaboration among individuals volunteering to help build or improve their communities and develop a sense of community participation, thus demonstrating the importance of collaboration, resilience, and participation in building a community. Collectively, these studies demonstrate the importance of Christian values in strengthening relationships among individuals and fostering a culture of cooperation and mutual assistance. It can be inferred that collectively, individuals who represent Christian core values will create a positive school culture; therefore, the existence of a positive school culture reflects that there has been a collaboration between educators and other stakeholders who have created the desired characteristics of the school's culture that support positive academic performance and provide the foundation for the development of the Christian Collaborative Program.

The following studies demonstrate how Christian beliefs, mentoring, ethics, inclusion, and Christianly practices impact individual behavior and organizational culture. These studies are relevant to the present study on core values within a school culture typology, in which academic performance is measured by test scores. Correa & Neeta (2026) investigated the transcultural experiences of Indian Christian women in religious orders, providing evidence that Christian faith-based values such as resilience, adaptability, and communal support enable them to navigate cultural challenges. Their findings revealed that faith-based values provide a foundation for developing positive interpersonal relationships and building cohesive organizations. Similarly, Gayle (2025) created a mentoring training manual for males aged 12–24 that integrates Christian faith into mentoring programs to promote their character development, leadership skills, and moral responsibility to self and others. This study provides evidence that Christian-based programs will foster personal growth and social behavior, thereby supporting the need to integrate core values into educational institutions. In addition, Weigum (2026) examined how Evangelical Christianity relates to DEI&B initiatives, revealing that faith-based traditions can foster an inclusive organization through compassion, respect, and mutual understanding. Together, these studies illustrate that Christian values can lead to the creation of supportive, collaborative communities that enhance organizational effectiveness.

The relationship of Christian ethics to organizational practices is also supported by Rezende Melo (2026) and Jones (2025). Rezende Melo examined Stanley Hauerwas'

Christian Virtue Ethics and highlighted the importance of virtues such as stewardship, justice, and community engagement in resolving issues faced by society and organizations. She concluded that Christian ethical values facilitate the development of decision-making processes and improve the organization's culture. In a related matter, Jones discussed the development of a theological-philosophical framework for cybersecurity in the digital world and spiritual discernment based on his research. He identified the importance of values such as integrity, accountability, and ethical responsibility in relation to the complex digital environment of technology and how Christian-based values serve as a guide for behavior and organizational practices even in such environments. Collectively, these studies demonstrate that extending the application of Christian core values to shape school culture will foster ethical behavior, collaboration, inclusion, and ethical leadership, and result in higher academic achievement for students and support the proposed Christian collaborative program.

Theoretical Framework

In this study, various theoretical frameworks provide a strong basis for understanding how values, culture, and academic success interact in schools.

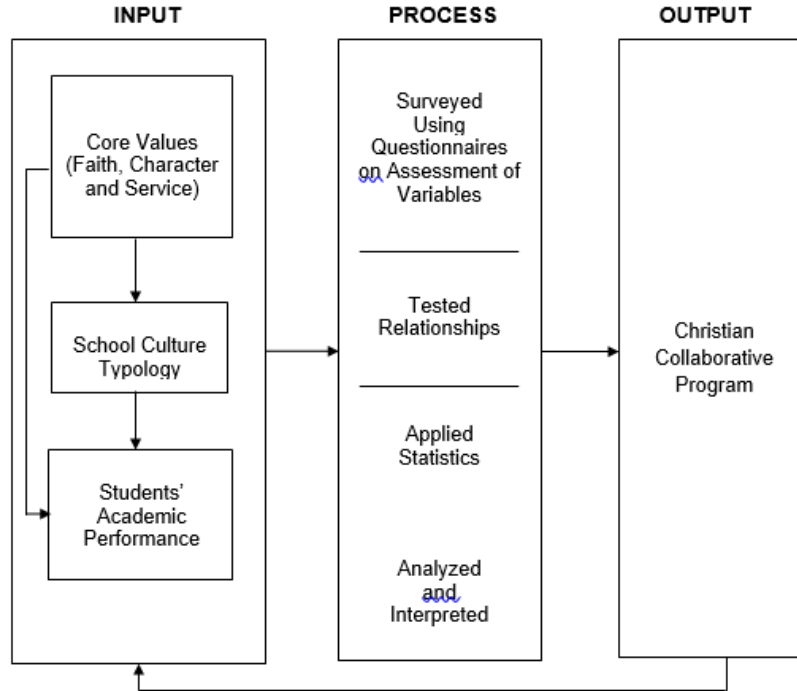
The **Organizational Culture Theory**, developed by Edgar Schein (1980, 1985), is a theoretical framework relevant to this study. According to Schein, organizational culture is based on three levels: artifacts, or the physical representations of the organization; espoused values, or values that are verbalized; and underlying assumptions, or beliefs about the organization. In schools, the core values (e.g., faith, discipline, excellence) are espoused values and have an effect on the day-to-day practices and behavior of individuals within the school; however, the deeper underlying assumptions having to do with the values of the organization are what drive the interactions between teachers and students and produce norms for the school. Schein's theory is frequently cited in educational research to demonstrate how a school's culture affects institutional performance by creating a common language and shared behavioral expectations.

Another relevant theoretical framework is the Deal and Peterson **School Culture Model** (1990; revised 1999). Deal and Peterson describe school culture as a system of shared rules, traditions, rituals, and values that shape the motivation, collaboration, and achievement of students. Deal and Peterson suggest that schools with strong, positive cultures based on a common set of core values support higher levels of teacher commitment and student achievement. This aligns closely with the purpose of this study, which is to examine how core values and a typology of school culture contribute to predicting or explaining the performance of Christian school students.

A third theoretical framework supporting this study is the Collaborative School Culture Framework, developed by Seashore Louis, Kruse, and Associates (1996). The Collaborative School Culture Framework emphasizes the role of professional community, shared decision-making, and collaboration among educators as a mechanism for improving student learning outcomes. Schools that have strong collaborative cultures, characterized by trust, shared values, and collective responsibility, have greater academic outcomes compared to schools that do not have strong collaborative cultures. This framework supports the Christian collaboration program aspect of this study, in which collaboration based on a common set

of moral and institutional values is expected to enhance school culture and students' academic outcomes.

Conceptual Framework



This framework showed the school community core values – faith, character and service, school culture typology and their relationships with the students' academic performance through the Grade Point Average (GPA). The students', parents', faculty's and staff's assessments of the input consisted the processing of the input as basis for the proposed collaborative program.

METHODOLOGY

The study employed a descriptive-correlational research design to describe and analyze the current state of core values, school culture typology, and students' academic performance within a church-related school community. It also examined the relationships among these variables using standardized survey questionnaires administered to students, parents, faculty, and staff. Data on school values and culture were gathered through structured instruments, while academic performance records were obtained from official school documents.

The research was conducted at the Philippine Christian University High School Department in Sampaloc 1, City of Dasmariñas, Cavite, an institution with a long history of organizational development and academic reform since its establishment in 1947. The school has undergone several administrative transitions and curriculum enhancements, including the implementation of the K–12 program and continuous efforts to strengthen its academic and spiritual formation.

The study included 136 students, 136 parents, 25 faculty members, and 15 staff members, selected to represent the school community. Data collection was carried out after securing permission from school authorities. The researcher personally administered the survey questionnaires and retrieved students' academic records with the assistance of the registrar's office, ensuring confidentiality throughout the process. The collected data were then tallied, tabulated, and analyzed using appropriate statistical tools for interpretation.

RESULTS AND DISCUSSION

This chapter presents the findings and their interpretation to answer the specific questions under study.

Table 1 presents the summary of the weighted mean, descriptive level, and rank of the high school students', parents', faculty, and staff's core values on faith.

Table 1
High School Students', Parents' and Faculty and Staff's
Assessments on their Core Values on Faith

Respondents	Weighted Mean	Descriptive Level	Rank
Students	4.07	Good	3
Parents	4.57	Excellent	2
Faculty and Staff	4.76	Excellent	1
Composite Mean	4.47	Good	

Table 1 shows that, generally, the assessments of high school students, parents, and faculty and staff regarding core values of faith are categorized as good, as reflected by the composite mean of 4.47. The faculty and staff's assessment is higher since they rated core values for faith as excellent (mean = 4.76) than the parents' assessment as excellent (mean = 4.57), and the students' assessment is the lowest (mean = 4.07).

Table 2 presents the summary of the weighted mean, descriptive level, and rank of the high school students', parents', faculty, and staff's core values on character.

Table 2
High School Students', Parents' and Faculty and Staff's
Assessments on their Core Values on Character

Respondents	Weighted Mean	Descriptive Level	Rank
Students	4.35	Good	3
Parents	4.41	Good	2
Faculty and Staff	4.71	Excellent	1
Composite Mean	4.49	Good	

Table 2 shows that the assessment of high school students, parents, and faculty and staff regarding core character values is categorized as good, with a composite mean of 4.49. This

means that they have high regard for their core values of character. The faculty and staff's assessment is higher than the parents' and the students' is the lowest.

Table 3 presents the summary of the weighted mean, descriptive level, and rank of the high school students', parents', faculty, and staff's core values on service.

Table 3
High School Students', Parents' Faculty, and Staff's Assessments on their Core Values on Service

Respondents	Weighted Mean	Descriptive Level	Rank
Students	4.39	Good	3
Parents	4.44	Good	2
Faculty and Staff	4.80	Excellent	1
Composite Mean	4.54	Excellent	

Table 3 shows the assessment of high school students, parents, faculty, and staff regarding core values of service and excellence, with a composite mean of 4.54. The faculty and staff's assessment is higher than the parents' and the students' is the lowest.

Evident School Culture Typology in Philippine Christian University-Dasmariñas as assessed by: Students

Table 4 presents the school culture typology, its rating, descriptive level, and rank.

Table 4
Students' Assessment on School Culture Typology

School Culture Typology	Rating	Descriptive Level	Rank
Student Achievement	32.98	Contrived Collegiality	12
Collegial Awareness	37.91	Contrived Collegiality	10
Shared Values	39.45	Contrived Collegiality	8
Decision Making	40.67	Comfortable Collaboration	5
Risk-taking	38.88	Contrived Collegiality	9
Trust	42.97	Comfortable Collaboration	2
Openness	40.63	Comfortable Collaboration	6
Parent Relations	39.97	Contrived Collegiality	7
Leadership	37.35	Contrived Collegiality	11
Communication	42.70	Comfortable Collaboration	3
Socialization	41.90	Comfortable Collaboration	4
Organization History	43.32	Comfortable Collaboration	1
Composite Mean	39.89	Contrived Collegiality	

According to the high school students, the school culture typology across various school aspects and activities indicates that the school as a whole is rated 39.89, or Contrived Collegiality, which implies a culture in which a form of collaborative structure is created by the school leadership. The school leader is trying to speed up the process by forcing collaboration and controlling the situations that foster it. The teacher becomes

regulated and predictable. This culture is meant to support new approaches and techniques, but it is superficial and actually reduces teacher motivation to cooperate beyond normal expectations. This culture initially discourages true collegiality, although that is a credible starting point. Some contrivance is necessary for the development of a true collaborative culture.

As shown in Table 4, organizational history, with a mean of 43.32, ranks highest, indicating the degree to which the school's past influences its present and future. Whereas student achievement is the lowest, with a mean of 32.98. This implies that the degree to which teachers discuss student achievement and whether those discussions are substantive enough to encourage teachers to re-evaluate their practices.

Parents

Table 5 presents the school culture typology, rating, descriptive level and rank of the school culture typology.

Table 5
Parents' Assessment on School Culture Typology

School Culture Typology	Rating	Descriptive Level	Rank
Student Achievement	38.11	Contrived Collegiality	12
Collegial Awareness	40.50	Comfortable Collaboration	10
Shared Values	42.31	Comfortable Collaboration	4
Decision Making	42.02	Comfortable Collaboration	6
Risk-taking	41.68	Comfortable Collaboration	7
Trust	43.24	Comfortable Collaboration	3
Openness	41.58	Comfortable Collaboration	8
Parent Relations	40.85	Comfortable Collaboration	9
Leadership	40.25	Contrived Collegiality	11
Communication	42.19	Comfortable Collaboration	5
Socialization	45.26	Comfortable Collaboration	1
Organization History	44.22	Comfortable Collaboration	2
Composite Mean	41.85	Comfortable Collaboration	

According to the parents, based on the school culture typology across various school aspects and activities, the school as a whole is rated 41.85, or Comfortable Collaboration, which implies that the culture finds teachers engaging in conversations that do not ask critical questions about their work and how to improve. It is limited to giving advice, trading tricks, and sharing materials. Teachers meet frequently and discuss new ideas, but their conversations are limited to offering each other comfortable support. Criticism is non-existent or minimal. Teachers are generally aware of what other teachers are doing in their classrooms and occasionally visit one another to discuss their successes with problem students.

As shown in Table 5, socialization ranked highest, with a mean of 45.26. This means that the existing faculty's degree supports new teachers' adjustment to the school. Whereas student achievement is the lowest, with a mean of 38.11. This implies that the

degree to which teachers discuss student achievement and whether those discussions are substantive enough to encourage teachers to re-evaluate their practices.

Faculty and Staff

Table 6 presents the school culture typology, rating, descriptive level, and rank of the school culture typology.

Table 6
Faculty and Staff's Assessment on School Culture Typology

School Culture Typology	Rating	Descriptive Level	Rank
Student Achievement	41.97	Comfortable Collaboration	10
Collegial Awareness	38.58	Contrived Collegiality	12
Shared Values	46.61	Comfortable Collaboration	5
Decision Making	46.60	Comfortable Collaboration	6
Risk-taking	50.19	Comfortable Collaboration	3
Trust	48.98	Comfortable Collaboration	4
Openness	44.64	Comfortable Collaboration	7
Parent Relations	39.62	Contrived Collegiality	11
Leadership	44.15	Comfortable Collaboration	8
Communication	51.67	Collaborative	2
Socialization	53.14	Collaborative	1
Organization History	43.76	Comfortable Collaboration	9

Composite Mean 45.82 Comfortable Collaboration

According to the faculty and staff, the school culture typology across various school aspects and activities indicates that the school as a whole is rated 45.82, or Comfortable Collaboration, which implies that teachers are engaging in conversations that do not ask critical questions about their work and how to improve. It is limited to giving advice, trading tricks, and sharing materials. Teachers meet frequently and discuss new ideas, but their conversations are limited to offering each other comfortable support. Criticism is non-existent or minimal. Teachers are generally aware of what other teachers are doing in their classrooms and occasionally visit one another to discuss their successes with problem students.

As shown in Table 6, socialization ranked highest, with a mean of 53.14. This means that the existing faculty's degree supports new teachers' adjustment to the school. Whereas collegial awareness is the lowest, with a mean of 38.58. This refers to the extent to which teachers invest time in observing other teachers to improve each other's practice.

Academic Performance of the High School Students

Table 7 shows the range of numerical rating, descriptive levels and frequencies.

Table 7
Frequency and Percentage Distribution of the Students'
Academic Performance, Mean and Standard Deviation

Rating Scale	Descriptive Level	Range	Number of Students	Percentage
O	Outstanding	90 and above	52	38.24
VS	Very Satisfactory	85 – 89	44	32.35
S	Satisfactory	80 – 84	30	22.06
F	Fair	75 – 79	9	6.62
P	Poor	Below 75	1	0.74
			136	100.00

Mean: 87.17 *Very Satisfactory*

Standard Deviation = 5.25

On the whole, the academic performance of students in Grades 7 to 10 is Very Satisfactory, with a mean of 87.17. Having a very satisfactory academic performance implies that the students have developed the fundamental knowledge, skills, and understanding. The standard deviation of 5.25 indicates a heterogeneous group.

Christian Collaborative Program

The Christian Collaborative Program is designed to strengthen the integration of the institution's core values—Faith, Character, and Service—into the school culture and academic environment. Recognizing that a positive and collaborative school culture enhances student learning and performance, the program promotes active partnership among administrators, teachers, staff, parents, and students. Key activities include Christian education trainings, retreats, seminars, Bible studies, chapel services, family programs, parent-teacher association activities, culture-building workshops, and student leadership formation programs. These initiatives aim to deepen spiritual growth, reinforce Christian values, foster collaboration, improve relationships within the school community, and encourage the integration of biblical principles into teaching and learning. Through continuous professional development, stakeholder engagement, and faith-based activities, the program seeks to cultivate a supportive and Christ-centered educational environment that contributes to improved academic performance, stronger family-school partnerships, effective servant leadership, and holistic student development.

SUMMARY

The findings revealed that the students, parents, faculty, and staff demonstrated strong core values in terms of faith, character, and service, with most indicators receiving excellent ratings. Across all groups, belief in God and Jesus Christ emerged as the highest-rated faith values, while regular attendance in worship services received comparatively lower ratings. In character, students highly valued being loving and forgiving, while parents and faculty/staff emphasized being prayerful and loving. For service, honesty, and integrity, consistently ranked highest among all respondents, whereas inclusiveness received the lowest ratings.

Regarding the school culture typology, students perceived the school as exhibiting contrived collegiality, in which collaboration is largely structured and directed by school leadership. In contrast, parents, faculty, and staff identified comfortable collaboration as the prevailing culture, characterized by supportive but non-critical interactions among school personnel. The academic performance of Grade 7 to Grade 10 students was found to be very satisfactory, indicating that learners acquired the expected knowledge, skills, and understanding. Furthermore, the results showed no significant relationship between core values and academic performance, suggesting that students' academic achievement was not influenced by their core values. However, the school culture typology was significantly related to academic performance, indicating that the school's cultural environment affects students' academic outcomes.

CONCLUSIONS

Based on the findings, it was concluded that students, parents, faculty, and staff strongly uphold core values centered on faith, character, and service. Faith-related values, such as belief in God and in Jesus Christ, were consistently rated highest across groups, while character values emphasized being prayerful, loving, forgiving, and compassionate. Service-oriented values highlighted honesty, integrity, dedication, reliability, obedience, benevolence, and humaneness. In terms of school culture typology, students perceived the school environment as characterized by contrived collegiality, whereas parents, faculty, and staff identified comfortable collaboration as the prevailing culture. Despite differences in perception, both typologies reflected existing collaborative practices within the school. Furthermore, students demonstrated a very satisfactory level of academic performance, indicating a positive educational environment that supports learning and development.

RECOMMENDATIONS

Based on the results of this study, it would be beneficial for the school to implement ongoing evaluations of school culture through regular culture assessment audits to establish how well there is collaboration amongst professionals, collegial relationships, and efficacy within the school community. The intention behind these initiatives is to build a positive and cooperative environment within the school community through the development of cultural action plans, professional learning communities, and partnerships among teachers, parents, administrators and students. In addition to supporting character formation and academic attainment, there will also be an effort to enhance the presence of the core values (i.e., faith, character, service, Biblical principles) throughout the entire curriculum, instructional

materials, and other aspects of the school. To achieve these initiatives, the school must provide ongoing orientation and training programs for faculty and staff so that all may understand and be committed to the institution's mission, vision, and Christian values. Furthermore, the curriculum needs to address the whole person (intellectually, physically, socially, and spiritually) while also inspiring students to perform at their highest academic level. Lastly, once the proposed Christian Collaborative Program is fully implemented, the school will continue to develop and sustain a culture of collaboration among all stakeholders within the school, strengthen the school's core values, and create an environment of continuous improvement with respect to student learning outcomes throughout the school year.

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