

Value Based Leadership in Teacher Role Allocation: A PO FIT Study of Ambon Catholic School

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Abstract:

This study analyzes Catholic value-based leadership in teacher role allocation in Ambon Catholic private schools facing human resource constraints. Using a qualitative case study design, this study triangulated data from principals, vice principals, and teachers (n=6). Thematic analysis identified four main themes from 25 quotations: value-based leadership (28%), person-organization fit (P-O Fit) (36%), human resource dilemma (24%), and service quality (12%). The findings indicate that Catholic core values—love, justice, discipline, friendliness, responsibility, service, and creativity—function as substantive criteria in teacher role allocation, with character prioritized over administrative competence. This value-oriented approach strengthens teachers' intrinsic motivation, reflected in their pleasure in being trusted and willingness to accept additional responsibilities. It also supports service consistency, demonstrated by active student engagement and positive parental feedback. However, principals face a persistent dilemma between “justice and compassion” when assigning multiple roles, particularly under limited human resource conditions. The study therefore proposes an Indonesian Catholic hybrid moral-managerial model that operationalizes P-O Fit as a contextual strategy for teacher retention during human resource crises. The model emphasizes alignment between teachers' personal values, Catholic institutional values, and organizational role requirements. Practical implications include developing value-based teacher allocation guidelines, an annual value-competency matrix, and structured job rotation to distribute responsibilities more fairly while maintaining service quality. These findings contribute to understanding how religiously grounded leadership can integrate moral values with managerial decision-making in Catholic schools facing staffing limitations, while sustaining organizational commitment and strengthening institutional identity among teachers in resource-constrained educational settings.

Keywords: Ambon Catholic School; P O FIT; Service Quality; Teacher Role Allocation; Value Based Leadership

Introduction

Value based leadership has emerged as a strategic framework for managing educational institutions, particularly in contexts marked by institutional competition, organizational change, and limited human resources (Nilan & Wibawanto, 2023). In school settings, leadership extends beyond administrative responsibilities, encompassing the ability to embed organizational values into decision making processes. These values function as ethical and professional benchmarks that guide the management of teachers and other school resources, ultimately shaping the quality of educational services.

Educational service quality remains a central concern, as it reflects the effectiveness of teacher performance, interaction patterns, and consistency in delivering learning experiences. In private schools, service quality is also closely linked to institutional reputation, making it a key differentiating factor (Valdimir Laki et al., 2024). Within Catholic private schools, this dimension is further strengthened by a distinctive value system rooted in principles such as justice, compassion, integrity, and respect for human dignity. These values are not symbolic; they actively inform leadership practices, including how teachers are assigned roles and responsibilities.

Despite this strong value foundation, Catholic schools face structural challenges, particularly the limited availability of qualified teaching staff. This constraint requires school leaders to make strategic decisions in allocating roles while maintaining alignment with institutional values. In this context, the concept of Person Organization Fit (P O Fit) becomes relevant, as it emphasizes the compatibility between individual attributes and organizational expectations, including shared values (Leithwood et al., 2020).

Although prior studies have explored leadership, teacher performance, and organizational culture, limited attention has been given to how value based leadership concretely shapes teacher role allocation under conditions of resource scarcity. Existing research tends to treat organizational values as contextual factors rather than as operational decision making tools. This creates a gap in understanding how values are translated into practical strategies that balance competency needs, ethical considerations, and service quality outcomes (Anita Khusna Manzila et al., 2025).

Although previous studies have examined leadership, teacher performance, organizational culture, and P-O Fit, these studies have generally discussed organizational values as contextual elements influencing employee attitudes or organizational outcomes. Less attention has been directed toward the concrete managerial process through which institutional values are translated into decisions about teacher role allocation, particularly when schools face limitations in human resources. This distinction is important because allocating teachers based solely on professional competence may not fully reflect the mission of faith-based schools, while allocating roles primarily according to personal or institutional values may create challenges related to workload distribution and role effectiveness.

Therefore, the research gap lies in the limited empirical understanding of how value-based leadership functions as an operational decision-making mechanism in assigning teacher roles under conditions of human resource scarcity. Specifically, previous research has not sufficiently explained how Catholic institutional values are balanced with teachers' competencies, P-O Fit, workload considerations, and educational service quality when principals determine role assignments. This study differs from previous research by examining teacher role allocation as a concrete leadership practice rather than treating organizational values merely as a cultural or contextual variable. The study also integrates Catholic value-based leadership and P-O Fit to explain how school leaders reconcile moral considerations with managerial requirements in resource-constrained settings.

Accordingly, this study focuses on examining how value-based leadership is enacted in the allocation of teachers' roles within Catholic private schools in Ambon. It specifically investigates how Catholic values influence allocation decisions, how P-O Fit contributes to the selection of teachers for particular responsibilities, and how school leaders manage the tension between organizational needs, fairness, compassion, teacher capacity, and service quality. By addressing these dimensions, the study seeks to provide empirical insight into a context-sensitive leadership mechanism that can help Catholic schools optimize limited human resources while maintaining institutional values and the quality of educational services.

Literature Review

Value-based leadership emphasizes the integration of moral and ethical values into organizational decision-making and leadership practices. In educational institutions, this approach extends beyond the transmission of institutional values to influence how school leaders make decisions regarding teachers, responsibilities, and organizational resources. indicate that value-based leadership can shape school culture, strengthen teacher commitment, and direct human resource management toward integrity and service quality. However, the effectiveness of value-based leadership depends not only on the values promoted by leaders but also on the extent to which these values are internalized and shared by teachers. This condition establishes a theoretical connection between value-based leadership and Person-Organization Fit (P-O Fit). P-O Fit refers to the degree of compatibility between individual characteristics and organizational values and expectations. (Adon, 2021) explains that alignment between teachers and institutional values is associated with job satisfaction, organizational commitment, motivation, and stability in performing their roles. From this perspective, value-based leadership can influence P-O Fit by communicating and reinforcing organizational values that become reference points for teacher behavior and role decisions. Thus, P-O Fit is not merely an individual characteristic but can also function as a mechanism through which leadership values are translated into teacher attitudes and work behavior.

The relationship becomes particularly important in the context of educational service quality. Educational service quality is influenced by teacher professionalism, interaction quality, and consistency in providing learning experiences. In private schools, these dimensions are also closely related to institutional competitiveness and reputation (Hsieh et al., 2026). Teachers whose personal values are compatible with institutional expectations are more likely to demonstrate commitment and consistency in fulfilling their responsibilities (Adon, 2021). Therefore, stronger P-O Fit can contribute to service quality by supporting teacher motivation, role stability, and alignment with institutional standards.

Nevertheless, the relationship among these variables cannot be separated from the practical problem of teacher role allocation. Under limited human resource conditions, school leaders may need to assign teachers to multiple or alternative responsibilities. (Bahri & Arafah, 2021) highlight that inappropriate alignment between individual competence and assigned roles can affect work effectiveness and service quality. This suggests that role allocation requires more than consideration of technical competence. Leaders must simultaneously consider professional capacity, institutional values, and compatibility between teachers and organizational expectations. Based on the synthesis of these studies, value-based leadership, P-O Fit, and educational service quality can be understood as interconnected rather than independent concepts. Value-based leadership provides the normative basis for managerial decisions, P-O Fit represents the alignment mechanism between teachers and institutional expectations, while educational service quality constitutes an important organizational outcome of this alignment. In this framework, value-based leadership is expected to strengthen P-O Fit by integrating institutional values into teacher-related decisions, including role allocation. Greater alignment between teachers and organizational values may subsequently support motivation, commitment, role effectiveness, and consistency in educational service delivery.

However, previous studies have primarily examined these concepts separately, with limited attention to how value-based leadership operates through P-O Fit in the specific process of allocating teacher roles. The existing literature therefore provides insufficient explanation of how school leaders balance institutional values, teacher competence, role suitability, and service quality when human resources are limited. This gap indicates the need for an integrated examination of value-based leadership and P-O Fit as complementary mechanisms for managing teacher roles and sustaining educational service quality.

Research Method

Research Design

This study employed a qualitative approach using a case study design. This approach was selected because the study sought to obtain an in-depth understanding of value-based leadership practices in decisions concerning teacher role allocation and their implications for educational service quality in Catholic private schools. The case study design enabled the phenomenon to be examined within its actual institutional context, taking into consideration the characteristics, organizational values, and internal dynamics of the school.

Subjects and Objects

The research subjects were Catholic private schools in Ambon City characterized by strong organizational core values and limited human resources. Informants were selected through purposive sampling and consisted of six participants: one principal as the key decision maker, one vice principal as the managerial coordinator, and four teachers who directly experienced and implemented teacher role allocation. Informants were selected based on their direct involvement in planning, implementing, or evaluating teacher assignments. The object of the study was the practice of value-based leadership in teacher role allocation, particularly how organizational values were considered in assigning responsibilities and how such decisions related to educational service quality.

Data Collection

Data were collected using semi-structured interviews, limited observations, and document analysis. Semi-structured interviews were conducted to explore informants' understanding of Catholic core values, the considerations underlying teacher role allocation, the implementation of assigned responsibilities, and perceived implications for educational service quality. The interview protocols consisted of 14 questions for the principal, 6 questions for the vice principal, and 10 questions for teachers. The semi-structured format allowed the researcher to maintain consistency across interviews while providing opportunities for follow-up questions when informants provided relevant explanations.

Limited observations were conducted to examine the implementation of teachers' assigned duties and the dynamics of educational service delivery. The observations focused on how teachers carried out their responsibilities, interactions during learning activities, and the practical implementation of role assignments. Observational findings were recorded as field notes and subsequently compared with information obtained from the interviews. Documentation was used to complement interview and observation data. The documents examined included teaching-task distribution records, school policies, and performance evaluation documents. These documents were used to verify information concerning teacher assignments, organizational expectations, and the implementation of responsibilities.

Data Validation

Data credibility was established through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal, vice principal, and teachers to identify similarities, differences, and complementary perspectives regarding teacher role allocation. Technique triangulation involved comparing interview findings with observation results and relevant documentation. Limited member checking was also conducted by confirming the researcher's interpretations with the informants. This process was used to determine whether the emerging interpretations accurately represented the experiences and explanations provided by the participants.

Differences identified during the triangulation process were reviewed and interpreted by referring back to the available interview, observation, and documentary evidence.

Data Analysis

Data analysis followed the interactive model of Miles, Huberman, and Saldaña. The analysis was conducted iteratively throughout the research process and consisted of data reduction, data display, and conclusion drawing. During data reduction, interview data were transcribed and reviewed repeatedly to develop familiarity with the content. The researcher then conducted iterative coding to identify statements relevant to value-based leadership, teacher role allocation, P-O Fit, human resource constraints, and educational service quality. Initial coding was followed by categorization of related codes and the development of broader themes through open and axial coding. Through this process, 25 key quotations were identified as representative evidence for the emerging themes. Data display was subsequently conducted using triangulation matrices (Tables 1–2). The matrices were used to compare information across informants and data-collection techniques, allowing recurring patterns and differences to be identified systematically. The themes were then reviewed against the original interview, observation, and documentary evidence to maintain consistency between the coded data and the resulting interpretations. Finally, conclusions were developed through thematic analysis by examining relationships among the identified themes and relating them to the objectives of the study. Analytical consistency was maintained by applying the coding categories systematically across the available data and repeatedly comparing emerging interpretations with the original evidence. This process resulted in four main themes: value-based leadership, Person-Organization Fit (P-O Fit), human resource dilemmas, and educational service quality.

Result

Data Analysis Process

Table 1. Transcript Data Coding (Miles, Huberman, & Saldaña, 2014)

Original Transcript	Open Code	Axial Code	Main Findings
“Teachers must understand that their duties are religious and spiritual.” (VP)	Religious, spiritual	Character alignment	P O Fit
“Values become the basis for task allocation.” (VP)	Basis for task allocation, vision and mission	Operational values	Value based leadership
“Holding multiple roles as homeroom teacher and other tasks. Not focused.” (VP)	Workload, lack of focus	Workload dilemma	HR dilemma
“Happy to be trusted, considering character.” (T1)	Character trust	Loyalty appreciation	P O Fit
“It matches expectations because they consider my competence.” (T1)	Competence alignment	Expectation alignment	P O Fit
“Justice vs compassion due to my limitations.” (T1)	Justice dilemma, limited HR	Practical value conflict	HR dilemma
“Open communication with teachers.” (T1)	Communication, teacher support	Practical value conflict	HR dilemma
“Students are active, feedback from parents is positive.” (P)	Active students, parent feedback	Quality indicators	Service quality

Table 2. Theme Triangulation Matrix (Quotation Frequency)

Theme	Number of Quotes	Percentage of Total (n = 25)	Dominant Informants	Consistency of Findings
Value Based Leadership	7	28%	Principal (5), Vice Principal (2)	High
Person Organization Fit (P O Fit)	9	36%	T1 (3), T2 (2), T3 (1)	Very High
HR Dilemma	6	24%	Vice Principal (3), Principal (2), T3 (1)	Moderate
Service Quality	3	12%	Principal (1), T4 (1), T1 (1)	Potential

Thematic Analysis Results (n = 25)

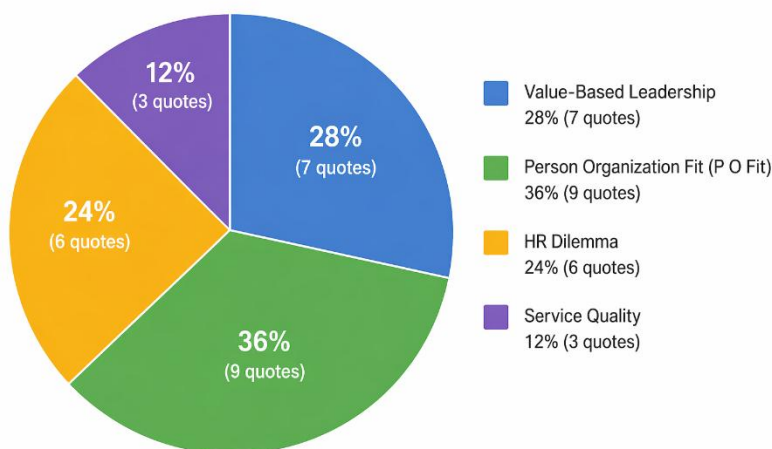


Figure 1. Theme Triangulation Matrix (Quotation Frequency)

Value Based Leadership of School Principals Based on Catholic Organizational Values

The research findings show that the leadership of school principals in Catholic private schools is grounded in core Catholic values that are consistently internalized in daily leadership practices. Core values such as love, justice, service, honesty, and human dignity serve as guidelines in strategic decision making mechanisms, particularly in relation to teacher management. The principal, as a managerial leader, interprets leadership not merely as an administrative function but as a form of pastoral service that emphasizes a dialogical, empathetic, and reflective approach.

This value based leadership is reflected in how the principal builds relationships with teachers by listening to their aspirations and considering the individual circumstances of each teacher in task assignment policies. Such an approach strengthens the principal's position as a moral leader who integrates the foundation's identity with managerial practices within the school.

Organizational Values as the Basis for Teacher Role Allocation

The findings indicate that organizational values are not merely treated as normative symbols but function as substantive foundations in the mechanism of allocating teachers' roles. The process of task allocation

considers the alignment between teachers' personal values, professional competencies, and the needs of the school. Values such as responsibility, commitment, and service serve as key references or indicators in structuring duties and additional roles such as homeroom teacher responsibilities and spiritual mentoring.

Both the vice principal and teachers stated that teachers' character and attitudes are primary indicators in determining role allocation, especially for duties requiring role modeling and value consistency. These findings indicate the existence of a Person Organization Fit (P O Fit) practice that is consciously formed through value based leadership policies.

Leadership Dilemmas in the Context of Limited Human Resources

The study also reveals leadership dilemmas in arranging teacher role allocation, particularly when schools face shortages of teachers with appropriate subject specialization. In such situations, principals must balance practical needs such as fulfilling teaching hours with maintaining consistency with the values of justice and quality learning.

This situation often leads to teachers being assigned tasks outside their initial competencies, such as subject teachers taking additional roles in guidance counseling or craft instruction. Although these arrangements are temporary and accompanied by mentoring, they may increase teachers' workload and potentially affect performance stability.

Teachers' Responses to Internal Role Allocation Policies

The study found variations in teachers' responses to internal role allocation policies. Some teachers perceive these assignments as a form of trust in their character and loyalty to the school, while others see them as a professional responsibility related to their work. These perceptions influence teachers' motivation and work commitment.

However, it was also found that excessive additional assignments may reduce teachers' focus and effectiveness in performing their primary teaching duties. Teachers emphasized the importance of open communication and fairness in the implementation of task distribution so that role allocation decisions do not create perceptions of inequality or disproportionate workloads.

Impact of Teacher Role Allocation on the Quality of Educational Services

The findings indicate that teacher role allocation aligned with organizational core values and professional competencies contributes positively to the quality of educational services. This impact is reflected in improved consistency in the learning process, stability of services provided to students, and the creation of a conducive school climate.

Indicators of service quality perceived include students' active participation in learning processes, academic discipline, positive feedback from parents, and the continuity of educational processes despite limited human resources. These findings confirm that value based leadership plays a significant and strategic role in maintaining the quality of services in private schools.

Discussion

Value Based Leadership as the Foundation for Teacher Management

The research findings show that leadership in Catholic private schools operationally internalizes core values such as love, justice, discipline, hospitality, responsibility, service, and creativity in strategic decision

making mechanisms. This aligns with the perspective of (Yahya, 2025), who emphasizes that value based leadership places ethical dimensions such as justice, service, and integrity at the core of leadership practices. However, in the Catholic context, leadership uniquely integrates spiritual dimensions that are often absent in general leadership theories.

(Guo et al., 2025) argue that leadership in Catholic schools functions as moral leadership that integrates faith with managerial practices. School principals must act as moral leaders who ensure that all decisions related to teacher management align with the institution's identity and core values. This is reflected in the dialogical communication among principals, vice principals, and teachers (28% of quotations, Table 1).

Integration of Organizational Values in Teacher Role Allocation

The findings explain that organizational core values play a substantive role in teacher role allocation mechanisms. Assignments are not only based on administrative considerations but also on the alignment of values, character, and teachers' commitment to the school's mission, as reflected in 36% of quotations (Table 2). These findings reinforce the concept of Person Organization Fit (P O Fit), which highlights the alignment between individual values and organizational values as a significant factor influencing employee performance and loyalty (Rachma & Halima, 2025).

One teacher stated that "teachers feel happy when they are given trust" (G1). This differs from the findings of (Liu, 2025) which emphasize that value alignment between teachers and schools significantly influences organizational commitment and teachers' intention to remain in their positions. In this research context, value based role allocation practices were found to create teachers' intrinsic motivation and strengthen the collective identity of the school. Thus, value based leadership functions as a strategic process for maintaining teacher stability in private schools.

Leadership Dilemma Between Value Consistency and Limited Human Resources

Although organizational core values serve as the basis for decisions, the study also identifies leadership dilemmas when schools face limitations in human resources. A concrete example is the tension between "justice versus compassion" in assigning multiple roles (24% of quotations). In this situation, principals must balance operational needs with consistency in maintaining justice and service quality.

This condition aligns with the findings of (Tan et al., 2025), which indicate that human resource planning in private schools is often reactive due to limitations in teaching staff. Assigning teachers outside their linear competencies, even temporarily, may affect the quality of learning and increase teachers' workload (Hamouche, 2023). These findings suggest that value based leadership requires more systematic human resource planning support so that it does not remain merely a moral policy.

Impact of Teacher Role Allocation on the Quality of Educational Services

The study shows that teacher role allocation aligned with organizational core values and professional competencies directly contributes to measurable improvements in educational service quality (12% of quotations: active students and positive feedback from parents). These findings support the concept of educational service quality focusing on reliability, empathy, and consistency in teacher student interactions as described by (Fenwick et al., 2024).

Furthermore, (Barr et al., 2022) emphasize that the quality of teacher student interaction plays a crucial role in improving students' learning engagement and satisfaction. In the context of this study, value based leadership ensures that teachers assigned to particular roles possess both moral readiness and professional

competence to maintain service quality, even under conditions of limited human resources. This indicates that organizational values can become a competitive advantage for private schools.

The findings indicate that value based leadership is not merely symbolic but functions as an operational mechanism in managing teachers, particularly in role allocation. While this supports the argument of (Anghel et al., 2024) that ethical values such as justice and service are central to leadership, the results extend this perspective by demonstrating that, in Catholic school settings, spiritual values are not complementary but constitutive elements of decision making. This suggests that existing leadership theories may underrepresent the role of spirituality as an active managerial instrument, especially in faith based institutions (Wibowo & Aryoko, 2024).

From an analytical standpoint, the dominance of value based leadership (28%) and P–O Fit (36%) reveals a structural relationship rather than a coincidental alignment. The findings imply that value based leadership acts as an antecedent to P–O Fit by shaping how teachers are selected, trusted, and assigned roles. This strengthens previous studies (Akmaluddin et al., 2025), but also nuances them: alignment is not only a pre existing condition but can be intentionally constructed through leadership practices. In this case, principals actively “engineer” alignment by prioritizing character and values over purely technical competencies. This challenges the conventional HR perspective that treats P–O Fit as a matching process, suggesting instead that it can be a dynamic and socially constructed outcome (Permatasari et al., 2025).

However, the study also reveals a critical tension between normative values and operational constraints. The emergence of the “justice versus compassion” dilemma (24%) highlights a gap between ideal value implementation and practical realities. While value based leadership promotes fairness and service quality, limited human resources force principals into compromise decisions, such as assigning teachers to non linear roles. This finding partially contradicts (Basari et al., 2023), which frame such practices mainly as administrative limitations, by showing that they are also ethical dilemmas. Thus, leadership in this context operates within a paradox: maintaining value consistency while simultaneously adapting to structural deficiencies (Alsalamah & Callinan, 2021).

Moreover, although the findings suggest that value based role allocation enhances intrinsic motivation and teacher stability, this outcome requires critical examination. The positive perception of “trust” expressed by teachers may indicate internalization of organizational values, but it may also mask latent issues such as role overload or normative pressure to conform. This raises the question of whether perceived alignment truly reflects authentic motivation or a form of value driven compliance. Such ambiguity is often overlooked in prior studies, which tend to interpret P–O Fit outcomes as uniformly positive (White et al., 2025).

In terms of service quality, the relatively lower proportion (12%) suggests that improvements are present but not yet dominant. While the findings support service quality theories emphasizing interaction quality and consistency (Görgülü et al., 2024), the limited proportion indicates that value alignment alone is insufficient to fully optimize service outcomes. Structural factors, such as workload distribution and teacher specialization, remain critical intervening variables. This implies that value based leadership should be complemented by systematic human resource planning to produce more consistent and measurable service improvements (Pianta et al., 2012).

Overall, the study contributes by repositioning value based leadership from a normative concept into a strategic and operational tool. However, its effectiveness is contingent upon the organization’s ability to balance ethical ideals with structural realities. Future research should further examine this tension,

particularly by exploring how value alignment interacts with workload, teacher well being, and long term service quality sustainability.

Despite the theoretical and practical contributions of this study, several limitations should be considered when interpreting the findings. First, the study involved only six informants from Catholic private school settings in Ambon. Although purposive sampling and triangulation were used to obtain information from different organizational positions, the limited number of participants restricts the breadth of perspectives that can be captured. The findings therefore provide contextual insights rather than statistically generalizable evidence. The specific characteristics of Catholic schools in Ambon, including their institutional mission, organizational culture, and local social environment, may also distinguish these findings from those of Catholic schools in other regions.

Second, the findings may have been influenced by the informants' perceptions and interpretations of organizational values. Teachers who perceive their relationship with school leadership positively may be more likely to describe role allocation as an expression of trust, service, and shared values. Conversely, experiences of workload pressure, role ambiguity, or dissatisfaction may not be fully expressed during interviews. Consequently, the reported intrinsic motivation associated with being trusted should not be interpreted exclusively as evidence of positive outcomes. It may coexist with normative expectations that encourage teachers to accept additional responsibilities in accordance with the school's service-oriented culture.

Third, several external and organizational factors may influence teacher role allocation and educational service quality independently of value-based leadership. These factors include teacher availability, workload distribution, subject specialization, recruitment and turnover, financial capacity, class size, leadership structure, and institutional policies. Under conditions of limited human resources, principals may prioritize immediate operational continuity even when the ideal allocation based on competence and value alignment cannot be fully achieved. Therefore, the observed relationship between value-based leadership, P-O Fit, and service quality should be understood within the structural constraints surrounding the school rather than as the result of leadership practices alone.

The findings should also be interpreted cautiously because the study primarily captures the perspectives of school-level actors and does not quantitatively measure changes in teacher performance or educational service quality. Indicators such as active students and positive parental feedback provide contextual evidence but do not establish causal relationships between value-based role allocation and service outcomes. Future research could strengthen this evidence by involving larger samples across multiple Catholic schools, incorporating longitudinal observations, and combining qualitative findings with quantitative measures of teacher workload, job satisfaction, retention, P-O Fit, and educational service quality.

Despite these limitations, the study demonstrates that value-based leadership should be understood within the interaction between organizational values and structural conditions. Catholic values may provide a normative foundation for teacher management, but their effectiveness depends on the availability and distribution of human resources, teachers' competencies, workload conditions, and institutional capacity. The findings therefore suggest that sustainable implementation of value-based leadership requires not only moral consistency but also systematic human resource planning and mechanisms for monitoring teacher well-being and service quality.

Conclusion

The results of this study conclude that value-based leadership plays a strategic role in human resource management, particularly in allocating teacher roles within Catholic private schools facing limited human resources and restricted recruitment. The study demonstrates that core organizational values, including justice, service, responsibility, and human dignity, function not merely as normative elements of institutional identity but as substantive criteria in managerial decision-making. These values guide principals in evaluating the compatibility between teachers' competencies, character, organizational expectations, and assigned responsibilities, thereby supporting the consistency of educational service delivery. Theoretically, this study contributes to the value-based leadership literature by demonstrating that organizational values can operate as an active managerial mechanism rather than merely as cultural or normative principles. The findings further extend the application of Person-Organization Fit (P-O Fit) by suggesting that value alignment can be actively constructed through leadership practices, particularly through teacher selection, trust, role assignment, and responsibility distribution. This perspective positions P-O Fit as a dynamic process that develops through interaction between leadership practices, teachers, and organizational values.

Practically, the findings provide a basis for Catholic private schools to develop value-based teacher allocation guidelines that integrate professional competence, character, and P-O Fit. Schools can also implement an annual value-competency matrix and structured job rotation to support fairer workload distribution, reduce role ambiguity, and maintain service quality despite staffing limitations. These mechanisms can help principals balance organizational needs with Catholic principles of justice, compassion, service, and human dignity. Future research should examine these relationships across multiple Catholic schools and regions using larger samples and longitudinal designs. Quantitative studies could further test the relationship between value-based leadership, P-O Fit, teacher workload, job satisfaction, retention, and educational service quality. Future studies should also investigate whether value alignment produces sustainable intrinsic motivation or may contribute to normative pressure and role overload when teachers are repeatedly assigned multiple responsibilities.

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