

# Enhancing Administration's Resource Management for Effective Integration of Artificial Intelligence Application in Teaching Values Education

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## Abstract

Artificial intelligence serves as a pedagogical ally in teaching instruction, as it cannot replace teaching values or substitute instruction for human-led value formation teaching. This qualitative study examines how educational administrators manage the administrative resources that influence the effective integration of artificial intelligence in teaching values education in one of the Philippine higher education institutions in Leyte. It is guided by the resource-based view, transformational leadership, and socio-technical systems perspectives, which investigate the four questions on the roles of systems of administrative resource management, their modes of allocation of educational resources, challenges in artificial intelligence integration, and strategic measures for sustainable use. Using a qualitative multiple case study design, it engaged the Unit Head of Values Education and the Values Education faculty through a validated semi-structured questionnaire, where data were analyzed thematically through its patterned practices and limitations. Strategic funding for artificial intelligence software and teacher training for values education faculty enables administrators to support teaching and management. The study also reveals significant infrastructural, financial, and policy gaps, such as unstable connectivity, outdated systems, and a lack of artificial intelligence budgets. It calls for sustainable, ethical artificial integration in values education, values education that depends on educational administrators who strategically allocate resources, and values education that designs policies and provides training for professional development. It recommends an institution-wide, equally distributed resource allocation; sustainable mentorship and training programs that align with artificial intelligence initiatives; and further research on leadership competencies and long-term effects of artificial intelligence on students' moral reasoning and value formation.

**Keywords:** Artificial Intelligence; Technology; Future Educators; Values Educators; Teaching-Learning Process

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## Chapter I – Introduction

### 1.1 Background of the Study

In Asia and Europe, artificial intelligence has been utilized (Carolus et al, 2023) and has changed the approach in teaching such as the quality of education, efficiency, transparency, accountability (Kilinc and Unal, 2019), and the accessibility of resources in teaching and learning processes. It is more than just a tool for enhancing education (Ng et al, 2023; Ou et al., 2024). Teachers need to have the skills in navigating and utilizing it so that they may take advantage of completing administrative and teaching and learning tasks. The integration of technology and artificial intelligence in educational administration has a significant role in addressing the issues of modernization within the education sector (Eppard et al, 2021). Digital technology offers a solution in efficiency and efficacy of school management, such as learning planning, rapid and

precise data processing, enhanced decision-making, and promotes timely and efficient reporting. The time efficiencies allow resource distribution, communication among the school, parents, and students, and concentration on enhancing the quality of education. Educational management and administration play a crucial role in ensuring the effective and efficient operation of academic institutions. The integration of technology into these processes has the potential to transform how schools and universities operate to improve outcomes for all stakeholders.

Technological integration in educational management and administration refers to the well-coordinated incorporation and utilization of various digital devices. Administrators in every institutions' plays a significant role in this transition ensuring for an effective organized, allocated, utilized in supporting technological innovations and leading a transformative change congruent with the institution's educational goals, mission, and vision. And this kind of integration requires sound administrative judgement, visionary leadership, strategic planning, invest in the necessary technology training, and foster a culture of innovation and collaboration (Hargreaves, 2019), and accessibility in teaching and learning which needs optimization and mobilization of resources. These resources are the manpower, finances, their facilities and equipment that helps educators an effective adaption to instructional practices.

Despite the promising developments, in Philippine contexts, there is a limited technological infrastructure, lack of administrative training, and resistance to change (Hutami, 2024). With that, the National Artificial Intelligence Strategy Roadmap and the National Center for Artificial Intelligence Research provided a strong support integrating artificial intelligence in education and helps to align the institutional practices with the national standrads in digital transformation. In this regard, educational institutions that embraces artificial intelligences technologies must ensure administrative systems flexibility, transparency, and responsiveness on the evolving needs of the academe that serves the primary indication of the educational institutions' readiness and sustainability in artificial intelligence integration. And there is a need to study the actual happenings in the implementation of artificial intelligence in the educational institution through the administrative approaches, and challenges faced by administrators for an effective and ethical integration in teaching and learning environment.

Artificial intelligence has penetrated the world of education, and its development improves the quality of education. Technology integration in the institution utilizes online educational platforms and resources for better learning experiences and outcomes. In order to see the potential of artificial intelligence, educational institutions to create and implement strategic planning, invest on technology training, and foster a culture of innovation and teamwork (Hagreaves, 2019).

Based on the findings in the literature and identified areas for further research, this study aimed to discuss how administrators can help in optimizing resource management in terms of effective integration of artificial intelligence in teaching values education and how this can enhance and foster their leadership in technology. In order to achieve these objectives, the researcher has applied a qualitative descriptive design, focusing on the lived experiences, strategies, and insights os of the educational administrators, curriculum developers, and faculty members involved in the management of administrative resources. In which this approach allows a deeper understanding of how administrative functions and leadership behaviors support or create strategic planning for an effective integration of Artificial Intelligence in the teaching and learning process. The study explored the real-world administrative context where decision-making, policy implementation, and resource allocation directly influence the success of artificial intelligence in education.

## 1.2 Statement of the Problem

This study investigates how the administrative resource management ensures to enhance the effective integration of Artificial Intelligence applications in teaching Values Education. In order of significance, it sought answers to the following important questions:

- (1) What are the primary roles of administrative resource management in enhancing effective integration of artificial intelligence applications in teaching values education?

- (2) How do educational administrators manage the administrative resources in the integration of Artificial Intelligence in Values Education?
- (3) What are the challenges do administrators encounter in implementing Artificial Intelligence integration within the Values Education curriculum?
- (4) What strategic measures can enhance the administrative practices for effective artificial integration in educational instruction?

### 1.3 Objectives of the Study

This study tries to investigate how the administration manages its resources for an effective integration of Artificial Intelligence (AI) applications in teaching Values Education. Specifically, it seeks to achieve the following objectives:

- a. To identify and describe the primary roles of administrative resource management in enhancing the effective integration of Artificial Intelligence applications in teaching Values Education.
- b. To analyze how educational administrators provide, organize, and manage institutional resources to support the integration of artificial intelligence in Values Education instruction.
- c. To determine and assess the challenges encountered by administrators in implementing Artificial Intelligence integration within the Values Education curriculum.
- d. To propose possible strategic measures that can enhance the administrative efficiency and resource management for the sustainable integration of artificial intelligence in teaching.

### 1.4 Significance of the Study

The findings of the study are expected to provide valuable insights into how the administrators can manage their resources that can strengthen the integration of artificial intelligence applications in teaching Values Education. As the changing phase of teaching adopts digital technology, this research serves as an eye-opener for administrators in providing an effective, ethical, and sustainable artificial intelligence in the academic setting.

**To administrators.** This study will serve as a guide for effective management of resources in supporting the successful integration of artificial intelligence in Values Education teaching.

**To Curriculum Developers.** The study will help the curriculum developers to design artificial intelligence learning materials that align with the goals and principles of values education.

**To Teachers.** This research will enable the teachers to utilize and choose appropriate artificial intelligence applications supporting a value-centered teaching.

**To students.** Students will be able to adopt in their future teaching the artificial intelligence applications and will promote their information and computer technology literacy.

### 1.5 Scope and Delimitations

The study focuses on investigating how the administration manages its resources for an effective integration of Artificial Intelligence application in teaching Values Education. It tries to look deeply on the roles, their practices, and challenges of educational administrators in optimizing its institutional resources such as financial, technological, and human resources in supporting artificial intelligence-based instruction. It is limited to selected administrators, curriculum developers, and teachers teaching Values Education within a higher education institution that offers a Values Education program in Tacloban City. It centers on the administrative perspective and the management aspect rather than the technical development or programming of AI tools. This research focuses on enhancing the administration's management resources to effectively integrate AI in teaching, especially in teaching values education.

### 1.6 Definition of Terms

**Artificial Intelligence (AI)** – it refers to systematic programs that performs the tasks such as problem-

solving, reasoning, crafting, and learning.

**Administrative Resource Management** – an organized process in handling educational resources like the manpower, finances, facilities, and technology supporting for an effective teaching and learning.

**Educational Administrators** – institutional or educational leaders, such as directors, deans, and heads of office responsible for managing programs, policies, and institutional or educational operations.

**Curriculum Development** – continuous planning, designing, and improvement of instructional materials and programs to meet institutional needs.

**Instructional Innovation** – the crafting and utilization of new strategies, technologies, to enhance teaching and learning outcomes.

**Resource Allocation** – distribution of institutional resources for an effective and smooth operation and innovation

**Transformational Leadership** – style of leadership that motivates and inspires school staffs towards innovation through mission, vision, trust, and empowerment.

**Technological Advancement** – an adoption of advanced new technologies that improves teaching, management, and communication.

**Organizational Efficiency** – the ability to achieve goals by utilizing the best use of available resources.

**Professional Development** – pertains to activities and training programs that fosters educators and staffs and administrators.

**Policy Implementation** – the process of implementing and crafting policies and to achieve institutional goals

**Strategic Management** – a comprehensive planning and coordination and collaborative of institutional decisions and resources ensuring its long-term success and innovation.

## Chapter II – Review of Related Literature

### Artificial Intelligence's Transformative Role in Educational Administration

Integrating artificial intelligence and advanced technologies in educational administration presents a transformative approach in enhancing efficiency and educational quality (Ajuwon et al., 2024). Indeed, the critical role of artificial intelligence has developed to easily streamline administrative processes and financial management, distribute exact allocation of resources, implement effective monitoring and evaluation systems, provide personalized learning experiences, and support the needs of educators. Apart from it, it optimizes utilization like scheduling and resource management and reduces operational costs that improve overall efficiency. Some of its significant potential is to replicate human cognition skills such as thinking, perceiving, problem-solving, generating personal experiences, and making decisions. It is likely to become a widespread and essential tool in management (Korucu & Bicer, 2020). In terms of teaching, its critical role is to personalize learning platforms, educational content, and support, which is powered by artificial intelligence that adapts to individual student needs, and provide an intelligent tutoring system. Artificial intelligence and technology have become pivotal in transforming educational administration, revolutionizing how institutions manage their operations, enhancing educational quality, and supporting student outcomes, predictive analytics, automated administrative tools, data management systems, and communication tools. The current trends in artificial intelligence and technology integration in educational administration reflect a broader move towards increasing efficiency and improving educational quality.

### Artificial Intelligence as a Tool for Enhanced Administrative Efficiency and Decision Making

Artificial intelligence intends to enhance efficiency, decision-making, and resource management in educational administration (Kilinc & Unal, 2019). It is used for intelligent tasks supporting administrators in education in various administrative tasks such as budgeting, student applications, course management, expense tracking, and facility operations; it reduces operational costs and improves the visibility of revenues and expenditures, enhancing overall responsiveness. Allowing the educational managers to focus on the

initiatives improving the quality of education (Isler & Kilic, 2021). From an educational management perspective, these developments are highly significant. And as a manager in an organization, they are responsible for evaluating alternatives in selecting a course of action to achieve organizational objectives.

### **Data-Driven Decision-Making and Predictive Analytics in Education**

Gathering of data as a core basis for creating a sound decision in utilizing artificial intelligence has been seen as a potential in education. Through this data, administrators will have an insight into creating informed decisions about academic programs, teaching strategies, and student support services (Ajuwon et al., 2024), identifying students at risk, and timely intervention and support (Chen and Chen, 2020). In this approach, it fosters the ability to improve academic performances and proactively address issues. With that, the predictive analysis tends to examine data like the records of attendance, academic performances, engagement of students, and utilization of artificial intelligence to assess students who need additional support (Hernandez et al., 2020). This proactively helps educators strategize and implement interventions to reduce dropout rates and overall student success. This foresight helps institutions plan more effectively for resource allocation, staffing needs, and facility management. Aside from that, it helps to create data-driven decisions about curriculum development, program offerings, and institutional goals (Lopez et al., 2021). As educational institutions continue to embrace AI, they can expect further improvement in both operational efficiency and educational quality (Atolbalete et al., 2024).

### **Challenges in Artificial Intelligence Adoption and Implementation in Educational Institutions**

According to Hutami (2024), the usage of technology and artificial intelligence in education administration improves school performances, improves operational efficiency, accelerates administrative processes, and facilitates the monitoring of students and staff performance. The demands for efficiency and effectiveness in education administration are increasing, especially in school information management systems and AI-based technologies. However, it has also been found that technology adoption has limited infrastructure, resistance to change, and concerns regarding data privacy. As for the researcher, to overcome these minor and major concerns, a holistic strategy is needed, such as the development of supportive policies, digital skills training for staff, and improvement of technology infrastructure in schools. Some existing literature extensively explored the application of artificial intelligence applications in education, especially its impact on the teaching process, with comparatively less attention given to the critical role of teachers and professional development needs. There are several studies that have identified a mismatch between artificial intelligence technology training offered by educational institutions and the practical needs of teachers (Chiu et al., 2023; Ng et al., 2023; Zawacki-Ritcher et al., 2019). A frequent challenge faced is the insufficient policy and assistance from the government for the implementation of AI-based technology in school administration (Noordt & Tangi, 2023), the absence of regulations, adequate financial resources, and numerous schools struggling to create training programs and staff competencies for effective utilization of technology (Khan et al., 2024). This underscores the lack of digital skills, which is a major problem in utilizing technology and artificial intelligence, requiring the need for training and skill program development that the staff can adapt to with technologies. And the great potential in utilizing technology and artificial intelligence to improve the performance of education administration can only be addressed through a holistic and systematic approach, including infrastructure development, staff training, and policy support from relevant parties (Thurzo et al., 2023). Predictive analysis can help institutions plan effectively and allocate resources where they are most needed. It seeks to provide actionable recommendations for effective teacher professional development programs.

### **National Initiatives and the Strategic Role of Artificial Intelligence in Philippine Education**

Artificial intelligence seeks patterns and insights that can inform plans and strategies in education. It is beneficial in the education sector, especially when combined with excellent teaching resources that include

instructions and materials (Lee & Koh, 2020). The National AI Roadmap and the National Centre for AI Research (N-CAIR), spearheaded by the Philippine government, show the nation's resolve to adopt AI technology as a strategic direction for curriculum customization in the educational system. In the Philippines, as the educational institution embraces this idea, utilizing digital infrastructure technologies like machine learning, artificial intelligence, and the Internet of Things (IoT) enhances operational efficiency and provides experiences for students and staff. Indeed, through the utilization of artificial intelligence, the educational institution can increase its campus security and customize the living and learning experiences of the students.

- **Theoretical Framework**

This study is grounded on three complementary theories, namely, the Resource-Based View (RBV) Theory, the Transformational Leadership Theory, and Socio-Technical Systems (STS) Theory, that explain how the administrative resource management by school leaders and administrators effectively integrates artificial intelligence applications in teaching Values Education. The Resource-Based View Theory emphasizes that an institutional organization's achievement depends on how effectively it utilizes and manages its internal resources, like its manpower, finances, and facilities or equipment, relative to the technological tools. In which the administrators invest in skilled educators, updated digital structure, and artificial intelligence-based instructional materials to achieve sustainable transformation. These theories serve as the core foundation in understanding how the administrators, the school leaders, strategically optimize their respective institutional resources that will support the effective adoption of artificial intelligence in teaching and learning processes. Aligned with this, the Transformational Leadership Theory highlights the leader's role in motivating and inspiring their educators to embrace innovation, flexibility, and adaptability. Apart from it, it gives importance to how educators influence their behaviors and readiness towards artificial intelligence integration. The administrators guide the educators in adapting the emerging technologies in the teaching and learning process, which provides utmost support in integrating artificial intelligence in teaching values education rather than as a replacement for human empathy and judgment. Lastly, the Socio-Technical Systems (STS) Theory explains the successful implementation of harmonious interaction of the educators, the people, and the technical tools components of an organization. This theory justifies the artificial intelligence in educational administration and the balance or synchronization in manpower development, such as training, communication, and teacher support, with technological innovations. Therefore, this supports the idea of how the administrative strategies consider their social readiness and technological requirements in integrating artificial intelligence, ensuring the alignment of it with the institutional goals. To encapsulate the aforementioned theories, RBV theory ensures the institutions' smooth management with its finances, technological equipment, and manpower. The transformational leadership theory emphasizes the leadership approaches that inspire innovation and positive change in educational practices. with socio-technical systems theory ensures the holistic integration of manpower and its technological resources that aligns interpersonal values with the digital advancement. All of which enhances the understanding of an effective and efficient integration of artificial intelligence in teaching values education.

- **Research gaps**

With the recent studies from 2020 to 2025, there is an increase in the explored integration of artificial intelligence in the field of teaching and learning processes, which highlights its potential in education, personalized education, and improvement of the administration's efficiency. There are comprehensive reviews regarding with its ability in transforming educational practices through adaptive learning, immediate feedback, and automation of routine tasks, and empowering educators and students (Wang, 2024; UNESCO, 2025), embedding ethical and value-based considerations within its curriculum, especially in higher education institutions where professional responsibility and societal engagement are essential (Zhong, et. al., 2025). Despite their respective discoveries, there were gaps in integrating artificial intelligence in Values Education.

In recent literature, it highlights on addressing the technical problems and pedagogical aspects of



artificial intelligence in education (Wang, 2024; Frontiers in Education, 2025), limiting its research focus in values education. The gap includes the lack of studies on how to effectively integrate, manage, and allocate administrative resources in supporting a sustainable integration of teaching values education. This scarcity of empirical studies and strategic frameworks limits or restricts the teachers' ability as well as administrators' ability to implement artificial intelligence technologies in teaching values education.

Furthermore, in some studies there have been discovered contextual challenges related to artificial intelligence in values education, like addressing teachers' readiness, ethical dilemmas, and the balance between human-centered teaching and artificial intelligence applications. This absence of strategic measures enhances the administrative efficiency and resource management gap (Zhong et al., 2025; Indian Education Survey, 2025). Indeed, there is a need for context-specific research that not only explores administrators' perspectives but also develops actionable strategies that will help foster effective integration of artificial intelligence in teaching values education.

With that, addressing this kind of contextual and resource-oriented research gap, this study aims to contribute to both theory and practice by developing strategic measures that empower administrators and educators in integrating artificial intelligence applications sustainably and ethically in teaching values education.

### **Chapter III – Research Methodology**

#### **3.1 Research Design**

A single case study design has been chosen for this research to have an in-depth understanding of how administrative resource management influences the effective integration of artificial intelligence applications in teaching values education. It enables a close examination of the institutions' practices, focusing on the real-world context, their processes, and experiences. The investigation is guided by its research aims: identifying the primary roles of management, analyzing resource organization, assessing challenges, and proposing strategic measures for improvement.

#### **3.2 Participants and Sampling Technique**

The study will involve seven important participants who are key to understanding how administration manages resources for effective AI integration in teaching Values Education at Leyte Normal University. The selected participants are the following: educational institution administrators, curriculum developers, and values education teachers. All of them have direct roles in managing resources, planning the curriculum, and implementing the instruction. Purposive sampling is utilized in this study, as it ensures that the research participants, selected administrators, are directly aligned with the research objective, which helps to enhance the validity and richness of the data collected.

#### **3.3 Research Instrument**

The instrument utilized in this study is a semi-structured questionnaire developed by the researcher that specifically investigates how the administrative resource management can enhance the effective integration of artificial intelligence applications in values education. It is an open-ended question providing rich, descriptive responses capturing the participants' knowledge, attitudes, and experiences. It comprises four sections that follow thematic areas: general perception of educational administrators towards AI, perception of AI use in education, perceptions of digital leadership, and suggestions for digital leadership and AI integration.

#### **3.4 Data Gathering Procedure**

The researcher requested permission to participate in the study from the administrators at Leyte Normal University in a handwritten letter that included information on the goals and purpose of the investigation. After receiving approval, the researcher scheduled a one-on-one interview, created a semi-

structured interview, and set up recorders for recording with participants' permission. Online interviews were selected to guarantee convenience for the researcher and participants. A Google Form will be used for the survey, guaranteeing automated data interpretation and measurement. The Data Privacy Act of 2012 was being complied with by the researcher, guaranteeing the security of the participants' personal data while gathering the information.

### 3.5 Data Analysis Procedure

Thematic analysis was employed in this study. A method that systematically identifies, analyzes, and describes patterns within the qualitative data, such as with interview transcripts and notes from initial ideas and meaningful ideas. The next step is coding, where their respective answers were systematically labeled according to their relevance to the research objectives. After coding, it is regrouped in preliminary themes that capture common patterns, experiences, or perspectives connected to the statement of the problem. Then, themes were being refined, checking the coherence of the coded data to the data gathered, ensuring its accuracy in reflecting significant elements of administrative resource management and artificial intelligence integration. These highlight important aspects of data related to the objectives—roles, practices, challenges, and strategies. As each theme is clear and defined, it is then linked with the objectives of the study. Finally, the results are written in thematic narrative, supported by a full transcript of participants' responses.

### 3.6 Ethical Considerations

With the respondents' prior consent, the full interview was captured on a tape recorder. Every responder received an official letter requesting their consent to be interviewed for data collection. Each interview session started with a brief introduction outlining the goals of the study and assuring the respondents of their privacy. The research strictly complied with the Data Privacy Act of the Philippines of 2012, specifically the Republic Act No. 10173, ensuring all information gathered, stored, and processed securely and lawfully is for the researchers' purposes of the study only.

## Chapter IV – Presentation, Analysis, and Interpretation of Data

### Theme 1: Strategic Funding of Educational Resources

According to the data gathered, it has been found that the distribution of funds for respective programs should be strategically prioritized, teacher training in utilizing artificial intelligence should be provided, and there should be enough funding for facilities and artificial intelligence software. Indeed, as for Kilinc & Unal (2019), artificial intelligence is used for budgeting, expense tracking, and facility management. Educational administrators must recognize that the institutional resources, such as human, facility, technological, and financial, are essential for the institutions to be globally competitive and improve their instructional teaching-learning process. Utilizing artificial intelligence of the educational administrators allows them to make sound data-driven decisions in terms of budgeting and distributing institutional needs that foster operational performance, teaching performance, and quality of education (Kilinc & Unal, 2019; Hernandez et al., 2020; Lopez et al., 2021). In here, educational administrators play a vital role in inspiring educators to embrace technological change that helps to foster vision and ability-enhancing training programs that empower innovation in the teaching-learning environment. This supports the idea that freeing administrators to focus resources and time on quality-improvement initiatives, including teacher support and instructional innovation in teaching (Isler & Kilic, 2021). As the adoption of artificial intelligence in teaching grows, both the social aspect (teachers' competencies and organizational structure) and the technical aspect (artificial intelligence instructional materials and facilities) sustain institutional reform and educational reform. This aligns with Ajiwon et al. (2024), who highlighted that the utilized artificial intelligence tools of educational administration enhance the quality of education and provide innovation in its pedagogy in the teaching and learning process, allocation of funding for institutional education programs, and equal distribution of human, technological, and facility resources.



*“AI funding for software and teacher training” P2*

(Interview Transcript)

*“Distribute funds for each program.” P3*

(Interview Transcript)

*“Allocation of budget and resources.” P5*

(Interview Transcript)

*“Assess resources; reallocate them.” P10*

(Interview Transcript)

Moreover, administrators attempt to prioritize budgets for other programs, human resources, and the artificial intelligence-related tools. Hutami (2024) stated that although artificial intelligence can improve performance and efficiency, many institutions face limited infrastructure and inadequate financial resources, preventing the equitable implementation in higher educational institutions. In this study, it has been found that there was an uneven distribution of resources, with more concentrated on information technology programs and selected administrators. Aside from it, some teachers utilizing artificial intelligence were personally funded rather than supported by institutions. Insufficient government policy support and a lack of regulations and funding, forcing institutions to operate with incapacity in funding (Noordt & Tangi, 2023).

## **Theme 2: Leveraging Artificial Intelligence for Pedagogical and Administrative Opportunities**

As artificial intelligence changes the way of teaching and learning landscape, teachers who teach humanistic values saw the potential from artificial intelligence assistance and its moral and ethical sentence structure and study citations through an AI-supported paraphrasing tool and citation tools. In which, it enhances the pedagogical approach in teaching and skills development. These skills refer to the ten major skills, such as but not limited to technological skills, ethical skills, collaborative skills, literacy skills, artificial intelligence skills, creativity skills, production skills, management skills, and pedagogical skills. And this has transformed teaching strategies, altering the delivery of educational instruction (Huang et al., 2023), emphasizing that artificial intelligence is a support tool in learning, not a replacement for genuine learning.

*“AI enhances learning and enhances sentence structure and citations” (P1).*

(Interview Transcript)

*“AI tools for paraphrasing and citation.” P3*

(Interview Transcript)

Moreover, as per the participants, artificial intelligence has a dual purpose, which administratively refers to streamlining data management and supports more informed allocation decisions. This supports the study of Ajuwon et al. (2024), that AI enables support for data management, monitoring, and evaluation that helps educational administrators distribute resources equally. According to Kilinc & Unal (2019) study, it has been found that artificial intelligence can help in terms of budgeting, expense tracking, managing of educational courses, support institutional courses, facilitating operations, and as for Lopez et al (2021), it helps on creating data-driven decisions about crafting and customizing curriculum, program offerings, and aligning them to higher educational institutional goals. While on the pedagogical instruction, it supports citation, personalized and customized learning, organizes ideas about a concept, and enables simulations and hands-on activities to nurture collaboration with other learners, critical thinking, and value formation. As for Ajuwon et al (2024), AI can personalize learning content functions as an intelligent tutoring system that adapts to the individual student needs that enhance personalized quality of education, stimulating human cognitive skills (Korucu & Bicer, 2020), so that when combined, the quality of teaching enhances instructional delivery and learner engagement (Lee & Koh, 2022).

*“It provides simulation or hands-on learning.” P2*

(Interview Transcript)

*“Artificial Intelligence enhances pedagogies, enhances skills development.”* P10

(Interview Transcript)

### **Theme 3: Balancing Teachers' Pedagogy and Artificial Intelligence Tools**

Streamlining data, improving the distribution of funding resources, and managing budgets for effective decision-making promote empathy and value the needs of students that help them digest or comprehend and gauge and organize ideas about a concept were supported through artificial intelligence help. As Ajuwon et al. (2024) stated, artificial intelligence and related technologies play a critical role in personalizing learning platforms and educational content. And it supports the idea of Lee & Koh (2020), which highlights that quality teaching enhances the teaching and learning process and fosters collaboration among learners. There are concepts of dependency on a stable internet connection; an updated network or system disrupts learning. Artificial intelligence cannot replace a teacher, as it does not teach values, and it has no values. It may have the capacity to generate information, but it still lacks legitimacy when it comes to citations.

*“AI tools helps to paraphrase and it enhances purpose of sentence structure.”* P8

(Interview Transcript)

*“It is used for simulation or hands-on learning that involves learners.”* P7

(Interview Transcript)

### **Theme 4: Ethical, Human-Centered Boundaries of AI in Values Education**

As AI cannot replace a teacher, unable to teach values, has no values that helps to promote a commotion of empathy that is needed by students. This can state that artificial intelligence supports instruction but is not a substitute for teaching humanistic values and fostering common good thinking concerning societal issues. As AI can digest concepts, it cannot model value-laden judgment due to a lack of human-related connections. As Lee and Koh (2020) argued AI is most beneficial when combined during teaching instruction and has proper allocation of teaching resources highlighting that technology supports but does not substitute pedagogical function and relational work. As AI-analytics can identify students at risk and can generate insights for timely intervention (Ajuwon et al, 2024; Chen & Chen, 2020), it cannot provide an actual value-laden judgment response.

*“AI cannot replace a teacher.”* P1

(Interview Transcript)

*“It does not teach values.”* P3

(Interview Transcript)

### **Theme 5: Educational Administrative Challenges: Structural and Infrastructural Limitations**

According to the data gathered, participants point to three gaps, such as infrastructural gaps, policy gaps, and financial gaps. In infrastructural gaps it has been found that there were weak internet connections in the educational institutional grounds and outdated systems. As per Hutami (2024), as AI can improve school and teacher pedagogy, its utilization is constrained by limited technology infrastructure and system readiness. And according to Khan et al. (2024), many educational institutions struggle in building and maintaining technological facilities, equipment, and infrastructure. Apart from it, policy gaps were found that pertain to the unclear or underdeveloped artificial intelligence guidelines. As per Hutami (2024), there is a need for supportive policies and systematic strategies to govern artificial intelligence and technological resources in educational institutions. The notes state that without clear guidelines, institutions, especially the teachers, face confusion and inconsistency during the implementation. This is highly consistent with the code “AI integration is underdeveloped.” Another is financial gaps pertaining to no dedicated artificial intelligence funds and resources available for all teachers and students.

*“Dependency on stable internet.”* P6

(Interview Transcript)  
 “Updated network or system disrupts learning.” P3  
 (Interview Transcript)  
 “No fund for AI.” P1  
 (Interview Transcript)  
 “AI integration is underdeveloped.” P4  
 (Interview Transcript)  
 “Lack of access to internet connection.”  
 (Interview Transcript)

This brings back the idea of Noordt & Tangi (2023), that insufficient policy support and inadequate financial resources are key barriers in implementing AI-based technologies in educational administration. As the potential of AI in educational institutions was found, the teachers teaching value education and educational administrators require holistic investment in infrastructure, facilities, equipment, training, and policy support, implying that without sustained funding, educational institutions cannot par with others that integrate AI in teaching-learning environments. And as for Lee & Koh (2020), when artificial intelligence is paired with strong teaching resources and adequate digital facilities in a teaching and learning environment, but connectivity and infrastructure are weak, AI integration in teaching cannot be effectively scaled for values education. As these gaps emerged, training and equity gaps were found as added challenges, which pertain to the lack of AI-related training open for all faculty teachers.

#### **Theme 6: Unequal Access and Fragmented Capacity Building**

In the collective findings of the following authors, namely Chiu et al. (2023), Ng et al. (2023), and Zawacki-Richter et al. (2019), a mismatch in utilizing artificial intelligence-related training offered by educational administrators and the practical needs of teachers of values education is often limited in terms of its resources, access, and scope. And Hutami (2024) reported that educational institutions face uneven digital skills and insufficient training opportunities for their faculty, teachers, staff, and admins, emphasizing that these workforces are left without adequate preparation to make effective use of artificial intelligence tools. This has been supported by the participants' answers that usually rely on personal initiative and self-learning, while others receive more institutional education support. As per Noordt & Tangi (2023), the lack of comprehensive policy and financial frameworks for AI initiatives in teaching instruction for values education teachers resulted in a fragmented system where decisions about training and access are handled informally rather than through institution-wide planning. In this context, artificial intelligence is often concentrated in technologically advantaged units or administrators who possess budgetary discretion, while values education teachers receive limited access to these innovations.

“No AI-related training open for all faculty teachers.” P8  
 (Interview Transcript)  
 “Budget distributed to a limited department.” P11  
 (Interview Transcript)  
 “Only for personal use.” P7  
 (Interview Transcript)  
 “Greedy to share.” P5  
 (Interview Transcript)  
 “Equal opportunity to capacitate faculty.”  
 (Interview Transcript)

#### **Theme 7: Sustainable Artificial Intelligence Integration in Higher Educational Institutions**

School performance and delivery of instruction develop through artificial intelligence usage; its

successful adoption requires supportive policies and systematic strategies. Clear guidelines and governance structures were the suggested focus for improvement for educational institutions relative to their answers, “policies and guidelines underdeveloped,” and the need for “clear guidelines to establish the use of artificial intelligence technology ethically.” As per Hutami (2024) explain that without policies in any educational institution it results to confusion, resistance, and risks around data privacy and implementation. As to strategies and educational institutional-wide measures embedding artificial intelligence, Thurzo et al (2023) suggest that the potential of artificial intelligence in educational administration can be realized through a holistic and institutionalized and systematic approach that includes trainings and infrastructure development, and policy making from educational administrators. This manifests of the participants' answers a call for “sustainable mentorship program” and a more structured capacity-building and professional development in utilizing and ethical usage of artificial intelligence in Values Education teaching, rather than uneven training opportunities.

*“Policies and guidelines are underdeveloped.” P4*

(Interview Transcript)

*“Clear guidelines to establish using AI ethically.” P5*

(Interview Transcript)

*“Sustainable mentorship program.” P4*

(Interview Transcript)

*“Strategies and policies to recommend AI tech.” P6*

(Interview Transcript)

Moreover, this educational institution struggles to design training programs and staff competencies for effective integration of technology during instruction due to limited resources and planning (Khan et al., 2024). Their findings reinforce the participants' recommendation that institutions move towards planning a more systematic, policy-backed, and equitable professional development and monitoring structure around artificial intelligence.

### **Theme 8: Skills and Dispositions Required of Educational Leaders**

According to the participants, educational administrators should be open-minded about artificial intelligence, be tech-savvy, and know how to use AI in education. They must implement and craft strategic thinking on planning and allocating resources, especially on training for professional development and elevating the technological literacy rate of teachers, facilities for learning AI through hands-on learning, and its ethical usage. According to Kilinc & Unal (2019), the AI tool is for enhancing efficiency, decision-making, and resource management and resource allocation across all programs, especially in the values education program to support personalized learning.

*“AI open-minded” P8*

(Interview Transcript)

*“Knows how to use AI in education.” P8*

(Interview Transcript)

*“Strategic thinking on planning and allocating resources. P9*

(Interview Transcript)

*“Be techy-savvy.” P10*

(Interview Transcript)

*“Ethical use.” P11*

(Interview Transcript)

Therefore, institutional administrators should be tech-savvy and could strategically skilled in crafting technological-related policies, planning in allocating resources, managing budgets, and monitoring technological-related resources across all programs (Ajuwon et al., 2024). Effective artificial intelligence integration during the delivery of instruction requires digital literacy training skills and supportive policies

that will help educational administrators and faculty teachers, especially those teaching values education, to link and teach artificial intelligence integration responsibly and align it to those educational institutional goals (Hutami, 2024).

And as for Chiu et al. (2023), Ng et al. (2023), and Zawacki-Richer et al. (2019), found out that these gaps between technological artificial intelligence training and teachers' practical needs mean that educational administrators should not only possess artificial intelligence skills but also provide meaningful support for their faculty members' training for professional development.

## Chapter V – Summary, Conclusions, and Recommendations

### Summary

According to the findings, the effective integration of artificial intelligence in teaching values education is found in the support, planning, and managing of educational resources of educational administrators. When human resources such as trainings and workshops are implemented for the Values Educators faculty and with other faculty programs, facilities, technological resources, and financial resources aligned to artificial intelligence initiatives, administrators are able to provide support for instructional delivery and run a smooth managerial part in institutional resources. The funding is for artificial intelligence software, teacher training, and infrastructure upgrades with the use of an artificial system for budgeting and monitoring performance, enabling teachers to integrate artificial intelligence with no disruptions during teaching instruction. Strategic resource management stands as the core foundation of transforming artificial intelligence from a peripheral innovation into a bound support for quality teaching and learning.

In the pedagogical aspect, Values Education teachers recognize artificial intelligence as a support in teaching instruction but not a replacement of human instruction, as teaching values and right thinking for the common good. As AI tools help to improve sentence structure, provide citations, and deliver interactive simulation activities, responding to individual learners' needs and enriching computer literacy skills, they do not foster intrinsic values nor the morality of the students, nor do they create value-laden judgment. On the other hand, systemic barriers such as unstable internet connection, outdated systems, and absence of artificial intelligence funding limit the effective integration of artificial intelligence during delivery of instruction. The aforementioned infrastructural and financial constraints compound through policy gaps, and these are due to a lack of clear guidelines on ethical artificial intelligence use, institutional strategies for adoption, and formal training and capacity-building. This reflects on the mismatch of trainings and classroom needs where artificial intelligence-related trainings are not open to all faculty, digital skills are insufficient, and professional development is unevenly distributed to some educators, who are reluctant to share access or expertise. This pattern suggests that it is not just a technical or financial issue but also an issue in the organizational aspect, leadership, and justice. The institution runs the risk of creating an artificial intelligence advantage and an artificial intelligence disadvantage group wherein an educational institution's resources are not equitable and distributed evenly for all its teacher faculties.

To encapsulate, it is imperative to have a sustainable artificial intelligence integration in values education depends on the skills, positions, managing of resources or allocating of funding, and leadership practices of educational administrators. Educational administrators must plan, manage, and allocate resources strategically, understand data-driven insights, provide artificial intelligence training, and craft policies that foster ethical use and data privacy. Educational administrators as leaders combining technical literacy, strategic thinking, and ethical judgement, artificial intelligence will remain fragmented and misaligned with the educational institutional goals, especially in teaching values education.

### Conclusion

Managing educational resources in educational institutions should be the active drive on how to effectively integrate artificial intelligence during the delivery of instruction of values to educators. By

allocating artificial intelligence software, training, and facilities that are open for all faculty teachers, developing policies and guidelines, and providing intentional support in faculty professional development, artificial intelligence becomes a powerful ally, enhancing teacher-education quality and enriching students' learning experiences. As artificial intelligence stands as a pedagogical ally to value education teachers, it is a program that helps educational administrators make informed decisions about curriculum and resource allocation through predictive analysis and analytic tools. This supports the idea that as artificial intelligence transforms potential, it is intrinsically inclined toward coherent management of resources, strategic leadership, and ethical governance. Artificial intelligence cannot replace the way of teachers' moral and relational roles as value educators. They cannot possess values, empathy, or context that are sensitive to moral reasoning. Indeed, values educator teachers remain as the core human relation teachers who are responsible for cultivating ethical reflection and creating value-laden decisions. In short, artificial intelligence enriches the teaching instruction of values education teachers during the teaching and learning process only when the educational administrators distribute resources, manage its educational resources, create policies, and provide capacity-building that are intrinsically aligned with the educational institutional goals, as this is a leverage for educational reform.

### **Recommendations**

To establish an educational institution that is well-prepared to utilize artificial intelligence in teaching values education, educational administrators should develop clear, value-sensitive artificial intelligence-related policies and ethical guidelines. Educational institutions that have valued education programs should be the frontliners in terms of crafting policies clarifying acceptable artificial intelligence that is used in teaching, learning, and assessment, especially in subjects that deal with ethics and values. These kinds of policies help to address academic integrity, data privacy, and responsible utilization of artificial intelligence. In the crafting of policies with the values education faculty, teachers, students, and administrators will help ensure guidelines that reflect ethical principles and teaching and learning process realities.

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