

Governance Mechanism, Professional Autonomy, and Organizational Performance in Public Elementary Schools in the Division of Cavite Province: Basis for a Localized Educational Enrichment Initiative

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ABSTRACT

Effective educational governance requires institutional mechanisms that promote participatory leadership, professional autonomy, accountability, and organizational performance. As schools increasingly operate in dynamic policy and community environments, governance structures must enable educators to exercise professional judgment while maintaining organizational responsiveness and high standards of public service. This study examined governance mechanisms, professional autonomy, and organizational performance in selected public elementary schools in the Division of Cavite Province. Governance mechanisms were assessed in terms of vision-driven governance, participatory decision-making, transparency and accountability, policy implementation, legal and ethical compliance, autonomy and empowerment, and monitoring and evaluation systems. Professional autonomy was evaluated through instructional autonomy, collaborative decision-making, assessment design autonomy, feedback and reflection practices, resource selection autonomy, and ethical and contextual judgment. A descriptive-correlational research design was employed using a validated researcher-developed questionnaire administered to supervisors, school administrators, and teachers. Documentary analysis, weighted mean, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation, and multiple regression analysis were utilized to analyze the data. Findings revealed that governance mechanisms and professional autonomy were generally assessed as evident to highly evident, while organizational performance consistently achieved outstanding levels across participating schools. Significant positive relationships were established between governance mechanisms and professional autonomy; however, multiple regression analysis indicated that the combined predictors did not significantly explain organizational performance, suggesting that additional organizational factors contribute to institutional effectiveness. Facilitating factors included collaborative leadership, shared governance, ethical practice, and professional trust, whereas workload, procedural demands, and resource constraints remained organizational challenges. Based on these findings, a **Localized Educational Enrichment Initiative** was developed to strengthen governance, teacher autonomy, and sustainable organizational performance.

Keywords: governance mechanism, professional autonomy, organizational performance, school governance, educational leadership, public elementary schools, localized educational enrichment, Cavite Province, Philippines

INTRODUCTION

Educational governance has become an increasingly significant concern in contemporary educational management because schools are expected to achieve organizational excellence while responding effectively to rapidly changing educational, technological, and societal demands. Beyond ensuring compliance with national policies, governance mechanisms are now expected to cultivate transparency, participatory leadership, ethical accountability, collaborative decision-making, and continuous organizational improvement. Effective governance therefore extends beyond administrative control toward creating institutional environments where educational leaders, teachers, learners, and stakeholders collectively contribute to achieving shared educational goals.

Within the Philippine educational system, governance reforms have been strengthened through Republic Act No. 9155 (Governance of Basic Education Act of 2001), Republic Act No. 11032 (Ease of Doing Business and Efficient Government Service Delivery Act of 2018), the School-Based Management framework, and Department of Education policies promoting accountability, stakeholder participation, transparency, and decentralized decision-making. These reforms recognize that responsive educational governance depends upon organizational structures that empower school leaders and teachers while maintaining accountability for educational outcomes. As schools assume greater responsibility for localized decision-making, governance mechanisms increasingly influence teacher professionalism, instructional innovation, and organizational performance.

Professional autonomy likewise plays a vital role in improving educational quality because teachers who exercise informed professional judgment are better positioned to design meaningful instruction, respond to learner diversity, participate in collaborative decision-making, and contribute actively to school improvement initiatives. Professional autonomy extends beyond classroom independence to include instructional decision-making, assessment design, resource selection, reflective practice, ethical judgment, and professional collaboration. Schools that successfully balance institutional accountability with teacher autonomy generally demonstrate stronger organizational learning, instructional innovation, and professional commitment.

Despite these reforms, public elementary schools continue to experience organizational challenges in balancing centralized policy requirements with localized educational needs. Increasing documentation requirements, administrative responsibilities, resource limitations, and evolving accountability mechanisms may constrain teachers' professional discretion while simultaneously increasing organizational expectations. Similarly, governance structures may vary considerably among schools depending on leadership practices, stakeholder participation, organizational culture, and institutional capacity. These realities highlight the continuing need to examine how governance mechanisms and professional autonomy collectively influence organizational performance within Philippine public schools.

Although governance, teacher autonomy, and organizational performance have each received considerable scholarly attention, relatively few studies have examined their integrated relationships within the context of Philippine public elementary schools. Existing investigations frequently explore governance or professional autonomy in isolation, providing limited evidence on how governance structures influence teachers' professional practice and organizational effectiveness simultaneously. This gap is particularly relevant in the Division of Cavite Province, where schools operate under diverse organizational conditions while implementing common national educational policies.

Recognizing this gap, the present study examined governance mechanisms, professional autonomy, and organizational performance in selected public elementary schools in the Division of Cavite Province. Specifically, it assessed governance mechanisms across seven organizational dimensions, evaluated teachers' professional autonomy in six professional domains, determined organizational performance using documentary evidence, identified facilitating and hindering organizational factors, examined significant differences and relationships among the variables, and developed a **Localized Educational Enrichment Initiative** designed to strengthen governance effectiveness, teacher professionalism, and sustainable organizational excellence. The findings are expected to contribute to educational leadership, school governance, teacher development, and evidence-based policy formulation within Philippine basic education.

Research Framework

The study is anchored on three complementary theoretical perspectives that explain how governance mechanisms strengthen professional autonomy and contribute to organizational performance. Collectively, these perspectives provide a comprehensive explanation of how institutional leadership, professional discretion, and organizational systems interact to sustain educational excellence. The dissertation explicitly grounds the framework in governance theory, professional autonomy, and systems performance, as well as in Philippine legal and policy frameworks that support accountability and continuous improvement.

The primary theoretical foundation is **Governance Theory**, which emphasizes that effective public organizati-

ons achieve institutional success through participatory leadership, accountability, transparency, stakeholder engagement, and evidence-based decision-making. Within educational institutions, governance mechanisms create organizational structures that guide policy implementation, resource utilization, ethical leadership, and continuous organizational improvement. In this study, governance mechanisms—including vision-driven governance, participatory decision-making, transparency and accountability, policy implementation, legal and ethical compliance, autonomy and empowerment, and monitoring and evaluation systems—represent institutional processes that strengthen educational leadership and organizational effectiveness.

The second theoretical perspective is **Professional Autonomy Theory**, which explains that teachers achieve higher professional effectiveness when they exercise informed instructional judgment within supportive organizational environments. Professional autonomy encompasses instructional decision-making, assessment practices, collaborative participation, reflective practice, resource selection, and ethical judgment. Rather than functioning independently from organizational governance, professional autonomy is strengthened when governance systems promote trust, collaboration, shared responsibility, and professional accountability. Schools that balance organizational oversight with teacher autonomy generally encourage greater instructional innovation, professional commitment, and responsiveness to learner needs.

The third theoretical foundation is **Systems Performance Theory**, which conceptualizes organizational performance as the result of dynamic interactions among institutional inputs, organizational processes, professional practices, and continuous feedback mechanisms. As emphasized in the dissertation, organizational effectiveness depends not merely on measurable outputs but on the strategic alignment of governance, professional autonomy, resource utilization, stakeholder participation, and adaptive learning. Philippine governance reforms, including Executive Order No. 55, s. 2011 and Republic Act No. 11032, reinforce this systems perspective by institutionalizing performance monitoring, accountability mechanisms, and responsive public service delivery.

Together, Governance Theory, Professional Autonomy Theory, and Systems Performance Theory explain how effective governance structures create organizational environments where teachers exercise professional judgment while maintaining institutional accountability. These theories support the central proposition of the study that sustainable organizational performance is achieved when governance mechanisms encourage participatory leadership, empower professional practice, and institutionalize continuous organizational learning. Guided by these theoretical perspectives, the proposed **Localized Educational Enrichment Initiative** translates empirical findings into practical strategies that educational leaders may adopt to strengthen governance, professional autonomy, and organizational performance across public elementary schools.

METHODOLOGY

Research Design

This study employed a **descriptive-correlational research design** to examine the governance mechanisms, professional autonomy, and organizational performance of selected public elementary schools in the Division of Cavite Province. The descriptive component was used to assess the extent to which governance mechanisms and professional autonomy were evident in the participating schools, while the correlational component examined the relationships among the major variables and their influence on organizational performance.

The descriptive-correlational design was considered appropriate because the study sought to investigate naturally occurring organizational conditions without manipulating the variables. Specifically, it aimed to describe prevailing governance practices, determine the level of teachers' professional autonomy, evaluate organizational performance, and establish empirical relationships among these variables as the basis for the proposed **Localized Educational Enrichment Initiative**. This design is widely used in educational leadership and management research because it provides evidence-based information to support institutional planning, policy formulation, and organizational improvement.

Research Locale

The study was conducted in **selected public elementary schools in the Division of Cavite Province**, one of the largest school divisions under the Department of Education (DepEd) CALABARZON. The division comprises schools that vary in enrollment size, geographic location, leadership structures, resource availability, stakeholder participation, and organizational capacity.

The participating schools continuously implement national educational reforms, such as School-Based Management (SBM), the Results-Based Performance Management System (RPMS), Learning Action Cells (LACs), School Improvement Planning (SIP), and other governance initiatives to strengthen instructional leadership and organizational performance.

The locale was considered appropriate because it provides diverse organizational settings in which governance practices, teacher autonomy, and organizational effectiveness can be examined under relatively similar policy environments while allowing institutional variations to emerge.

Respondents of the Study

The respondents consisted of **Schools Division Office supervisors, school heads, and public elementary school teachers** from selected schools within the Division of Cavite Province. These respondent groups were selected because they directly participate in educational governance, instructional leadership, organizational decision-making, policy implementation, and school improvement initiatives.

Schools Division supervisors were included because they oversee the implementation of governance, instructional supervision, policy compliance, and organizational monitoring across schools.

School heads participated because they directly implement governance mechanisms, manage school operations, supervise teachers, coordinate stakeholder participation, and facilitate organizational development.

Teachers comprised the largest respondent group because they directly experience governance practices, exercise professional autonomy, implement instructional decisions, and contribute significantly to organizational performance.

The inclusion of these organizational groups provided comprehensive perspectives regarding governance, professional autonomy, and institutional effectiveness.

Sampling Technique

The study utilized a combination of **purposive sampling** and **simple random sampling**.

Purposive sampling was employed to select Schools Division supervisors and school heads because of their specialized administrative responsibilities in educational governance, leadership, policy implementation, and organizational management.

Simple random sampling was utilized in selecting teacher respondents to ensure that all qualified teachers had equal opportunity to participate in the study. This probability sampling technique enhanced the representativeness of teacher responses while minimizing sampling bias.

The combination of purposive and probability sampling strengthened the credibility and validity of the investigation by integrating administrative expertise with representative classroom perspectives.

Research Instrument

The study utilized a **researcher-developed survey questionnaire** as the primary data-gathering instrument. The questionnaire was developed following an extensive review of educational governance literature, teacher

professionalism studies, organizational performance frameworks, Department of Education policies, and prior empirical investigations of educational leadership.

Validation of the Instrument

Prior to data collection, the questionnaire underwent **content validation** by experts in educational leadership, governance, educational management, organizational development, and research methodology. The validators assessed each questionnaire item regarding clarity, relevance, comprehensiveness, alignment with the research objectives, and appropriateness for the target respondents. Necessary revisions were incorporated before the instrument underwent **pilot testing** with respondents who possessed characteristics similar to the target population but were excluded from the final sample. Pilot testing evaluated item clarity, response consistency, administration procedures, and overall suitability of the questionnaire. These procedures enhanced the validity and reliability of the research instrument.

Data Gathering Procedure

Following approval from the Schools Division Superintendent and participating school heads, the researcher coordinated with school administrators on the questionnaire administration schedule. Prior to participation, respondents were informed regarding: the objectives of the study; voluntary participation; confidentiality procedures; ethical safeguards; and the intended academic use of the collected information.

Completed questionnaires were checked for completeness and consistency before encoding and statistical analysis. Documentary records related to school organizational performance covering the three most recent school years were likewise reviewed to supplement the survey findings.

Ethical Considerations

The researcher strictly complied with accepted ethical standards governing educational research.

Participation was entirely voluntary. Respondents provided informed consent prior to participation and were informed of their right to withdraw from the investigation at any stage without adverse consequences.

Confidentiality and anonymity were maintained throughout the study. Individual responses remained confidential and were reported only in aggregate form. All collected information was utilized exclusively for scholarly purposes, and the dignity, privacy, and professional rights of all respondents were fully protected.

Statistical Treatment of Data

Appropriate descriptive and inferential statistical techniques were utilized to analyze the collected data.

The percentage was used to describe the respondents' demographic profile.

The weighted mean was used to determine the extent of governance mechanisms, professional autonomy, facilitating factors, hindering factors, and respondents' evaluation of the proposed Localized Educational Enrichment Initiative.

Analysis of Variance (ANOVA) was used to determine whether significant differences existed among supervisors, school heads, and teachers regarding governance mechanisms and professional autonomy.

Whenever significant differences were identified, **Tukey's Honest Significant Difference (HSD) Test** was used to determine which respondent groups differed.

The Pearson Product-Moment Correlation Coefficient was used to determine the relationships among governance mechanisms, professional autonomy, and organizational performance.

Finally, **multiple regression analysis** examined the predictive influence of governance mechanisms and professional autonomy on organizational performance.

All statistical analyses were interpreted using the **0.05 level of significance**.

RESULTS AND DISCUSSION

Governance Mechanism

Governance mechanisms constitute the institutional structures, leadership processes, accountability systems, and decision-making practices that guide educational organizations toward achieving their vision, mission, and strategic objectives. In contemporary educational management, governance extends beyond administrative compliance to encompass participatory leadership, ethical stewardship, transparency, stakeholder engagement, policy implementation, and continuous organizational improvement. Effective governance enables educational institutions to balance accountability with professional empowerment, thereby fostering sustainable organizational performance.

Overall, the respondents assessed **Governance Mechanism** as **Highly Evident**, indicating that governance practices are consistently implemented across the participating public elementary schools in the Division of Cavite Province. The favorable assessment suggests that school leaders have institutionalized governance systems characterized by collaborative leadership, accountability, ethical decision-making, and effective monitoring processes. These findings affirm that governance has become an integral organizational function supporting instructional quality, professional practice, and institutional effectiveness.

The findings strongly support **Governance Theory**, which emphasizes that educational organizations achieve sustainable effectiveness through participatory leadership, accountability, transparency, and shared responsibility. Likewise, **Systems Performance Theory** explains that governance mechanisms influence organizational outcomes by coordinating leadership, professional practice, stakeholder engagement, and institutional resources within an integrated organizational system.

Vision-Driven Governance

Vision-Driven Governance emerged as one of the strongest dimensions of governance mechanisms. Respondents generally agreed that school leaders consistently communicate the school's vision, mission, and strategic goals while aligning organizational activities with institutional priorities.

The findings indicate that educational leaders effectively translate organizational vision into operational practice through strategic planning, collaborative goal setting, and continuous monitoring of school improvement initiatives. Teachers likewise recognize the school's vision as a guiding framework for instructional decision-making and professional practice.

Vision-driven leadership strengthens organizational coherence by fostering a shared understanding of institutional priorities and encouraging collective action toward common educational goals.

Participatory Decision-Making

Participatory Decision-Making was likewise assessed as **Highly Evident**, indicating that teachers actively participate in school governance through committee work, collaborative planning, professional consultations, and school improvement initiatives.

The findings demonstrate that school leaders increasingly practice shared governance by encouraging teacher participation in organizational decisions affecting curriculum implementation, instructional programs, school policies, and organizational development.

Participatory governance strengthens organizational commitment because teachers perceive themselves as active contributors to institutional success rather than passive implementers of administrative directives.

These findings are consistent with distributed leadership literature, which recognizes collaborative decision-making as an essential component of effective educational governance.

Transparency and Accountability

Transparency and Accountability received a **Highly Evident** assessment, indicating that school leaders consistently demonstrate openness in organizational decision-making, financial management, reporting systems, and implementation of school programs.

Respondents recognized that transparent organizational practices strengthen institutional trust and promote responsible use of public resources. Accountability mechanisms—including regular reporting, stakeholder consultations, documentation, and performance monitoring—were likewise viewed as essential organizational practices supporting educational quality.

The findings indicate that transparent governance contributes significantly to organizational credibility, stakeholder confidence, and institutional integrity.

Policy Implementation

Policy Implementation likewise obtained a favorable assessment, indicating that Department of Education policies, school regulations, and organizational guidelines are implemented consistently across participating schools.

The findings suggest that school leaders effectively translate national educational policies into localized organizational practices while ensuring compliance with legal requirements and institutional standards.

Effective policy implementation strengthens organizational stability by ensuring educational programs are executed systematically and aligned with national educational priorities.

Nevertheless, respondents recognized that policy implementation requires continuous organizational communication and professional development to ensure consistent understanding among school personnel.

Legal and Ethical Compliance

Legal and Ethical Compliance emerged as one of the highest-rated governance dimensions, reflecting respondents' strong confidence in school leaders' commitment to ethical decision-making, fairness, professionalism, and adherence to educational laws and regulations.

The findings demonstrate that ethical leadership has become an organizational priority within participating schools. School administrators generally maintain professional integrity while ensuring compliance with Department of Education policies, civil service regulations, child protection policies, procurement procedures, and other legal requirements.

Ethical governance strengthens organizational culture because professional relationships are built upon trust, fairness, accountability, and respect for institutional values.

Autonomy and Empowerment

Autonomy and Empowerment also received a **Highly Evident** assessment, indicating that school leaders encourage teacher participation, professional initiative, collaborative leadership, and instructional innovation.

Respondents generally agreed that governance structures provide teachers with opportunities to contribute ideas, propose instructional improvements, participate in organizational planning, and exercise professional judgment within established institutional policies.

The findings indicate that governance mechanisms increasingly balance organizational accountability with teacher empowerment, thereby creating organizational environments that encourage professional growth and continuous improvement.

These findings reinforce **Professional Autonomy Theory**, which argues that professional effectiveness is strengthened when educators exercise informed judgment within supportive governance systems.

Monitoring and Evaluation Systems

Monitoring and Evaluation Systems completed the governance dimensions and likewise received a **Highly Evident** assessment.

Respondents recognized that school leaders consistently monitor organizational performance through classroom observations, program evaluations, School Improvement Plan reviews, organizational performance indicators, and stakeholder feedback mechanisms.

The findings demonstrate that monitoring has evolved beyond compliance-oriented evaluation toward evidence-based organizational learning. Continuous evaluation enables educational leaders to identify organizational strengths, address emerging concerns, and formulate timely interventions supporting institutional improvement.

Monitoring and evaluation, therefore, function as organizational feedback systems that sustain the effectiveness of governance through continuous assessment and improvement.

Professional Autonomy

Professional autonomy is widely recognized as a fundamental characteristic of high-performing educational organizations because it enables teachers to exercise informed professional judgment while remaining accountable to institutional goals and educational standards. Contemporary educational leadership emphasizes that autonomy should not be interpreted as unrestricted independence but rather as responsible professional discretion exercised within established governance frameworks. When teachers are trusted to make instructional decisions, participate in organizational planning, and adapt teaching strategies to learners' needs, they become more innovative, committed, and responsive to educational challenges.

Overall, **Professional Autonomy** was assessed as **Highly Evident**, indicating that teachers perceive they have sufficient professional discretion to perform instructional responsibilities effectively while remaining aligned with school policies and Department of Education regulations. The consistently favorable assessments across supervisors, school heads, and teachers suggest that governance mechanisms within participating schools support teacher professionalism while maintaining institutional accountability.

The findings strongly support **Professional Autonomy Theory**, which proposes that educators become more effective when organizational structures encourage informed professional judgment, collaborative responsibility, and instructional flexibility. Likewise, **Governance Theory** explains that participatory governance enhances professional autonomy by fostering organizational trust, transparency, and shared decision-making.

Instructional Autonomy

Instructional Autonomy emerged as one of the strongest dimensions of professional autonomy. Respondents agreed that teachers have sufficient flexibility to select appropriate teaching strategies, adapt instructional approaches, organize classroom activities, and respond to diverse learner needs while remaining consistent with curriculum standards.

The findings indicate that school leaders recognize teachers as instructional professionals capable of making sound pedagogical decisions based on classroom realities. Such autonomy allows teachers to implement differentiated instruction, contextualized learning experiences, and learner-centered pedagogies that improve educational quality.

Instructional autonomy likewise strengthens teacher confidence because professional judgment is respected within the organizational culture.

Collaborative Decision-Making

Collaborative Decision-Making was likewise assessed as **Highly Evident**, indicating that teachers actively participate in school governance, committee work, curriculum planning, and institutional decision-making processes.

The findings demonstrate that teachers are not merely recipients of administrative directives but active organizational partners who contribute professional expertise to school improvement initiatives.

Collaborative participation strengthens professional ownership because teachers become directly involved in planning educational programs, identifying organizational priorities, and developing solutions to institutional concerns.

These findings reinforce distributed leadership principles emphasizing shared responsibility for organizational success.

Assessment Design Autonomy

Assessment Design Autonomy also received a **Highly Evident** assessment. Respondents generally agreed that teachers exercise professional discretion in developing classroom assessments, selecting appropriate evaluation methods, designing performance tasks, and utilizing assessment results to improve instruction.

The findings indicate that teachers possess sufficient professional competence to design assessments that are responsive to learners' developmental needs while complying with the Department of Education's assessment policies.

Such professional discretion encourages authentic assessment practices that better reflect learner achievement and instructional effectiveness.

Feedback and Reflective Practice

Feedback and Reflective Practice received favorable assessments, demonstrating that teachers regularly evaluate instructional effectiveness, reflect on classroom experiences, and use professional feedback to improve teaching practices.

Respondents recognized that reflective practice has become an important professional habit supporting continuous instructional improvement. School leaders likewise encourage reflective dialogue through classroom observations, coaching conferences, mentoring sessions, and collaborative professional discussions.

Reflective practice strengthens professional autonomy by enabling teachers to evaluate their instructional decisions and continuously refine classroom practices.

Resource Selection Autonomy

Resource Selection Autonomy likewise received a **Highly Evident** assessment, indicating that teachers are generally permitted to select instructional materials, supplementary resources, technological tools, and learning activities appropriate to their learners and instructional objectives.

The findings suggest that school leaders trust teachers' professional competence in identifying educational resources that enhance learner engagement and instructional quality.

Nevertheless, respondents acknowledged that resource selection remains influenced by organizational policies, curriculum requirements, and available institutional resources.

Ethical and Contextual Judgment

Ethical and Contextual Judgment completed the dimensions of professional autonomy and likewise received a

Highly Evident assessment.

Respondents agreed that teachers consistently exercise professional judgment while considering ethical standards, learner welfare, community context, cultural sensitivity, and institutional values.

The findings indicate that professional autonomy is exercised responsibly rather than independently. Teachers balance instructional flexibility with organizational accountability, ensuring that professional decisions remain aligned with educational objectives and ethical principles.

Ethical judgment, therefore, serves as an important safeguard ensuring that professional autonomy contributes positively to organizational performance.

Overall, professional autonomy functions as a strategic organizational resource that strengthens instructional quality, professional commitment, organizational learning, and continuous school improvement.

Organizational Performance

Organizational performance was evaluated through documentary analysis covering the **three most recent school years**. The documentary evidence demonstrated that participating public elementary schools consistently maintained **Outstanding organizational performance**, reflecting stable institutional effectiveness across multiple organizational indicators.

The findings indicate that schools have successfully sustained high organizational performance through effective governance, collaborative leadership, responsible professional practice, and continuous organizational improvement. Institutional achievements remained consistently favorable despite changing educational policies, technological developments, and organizational challenges.

The consistently high organizational performance suggests that participating schools possess mature governance systems capable of sustaining educational quality while responding effectively to emerging institutional demands.

Significant Differences

Analysis of Variance (ANOVA) revealed **statistically significant differences** among supervisors, school heads, and teachers regarding several dimensions of governance mechanisms and professional autonomy.

For governance mechanisms, significant differences were observed in participatory decision-making, transparency and accountability, autonomy and empowerment, and monitoring and evaluation systems. These findings indicate that respondents occupying different organizational positions perceive governance practices differently based on their respective leadership responsibilities and professional experiences.

Similarly, significant differences were identified across several dimensions of professional autonomy. Teachers generally reported stronger perceptions of instructional autonomy than supervisors, whereas supervisors provided broader organizational evaluations based on governance implementation across multiple schools.

Despite these statistical differences, all respondent groups consistently assessed governance mechanisms and professional autonomy positively, reflecting strong organizational consensus regarding institutional effectiveness.

Post Hoc Analysis

Following the significant ANOVA results, Tukey's Honest Significant Difference (HSD) Test was employed to identify the respondent groups that differed significantly in perception.

The post hoc analysis indicated that the greatest differences generally occurred between **supervisors and teachers**, while school heads frequently represented an intermediate perspective. These findings reflect the

differing organizational responsibilities associated with each position.

Supervisors evaluate governance implementation from a division-wide leadership perspective; school heads focus on school-level organizational management; and teachers assess governance based on their direct professional experiences.

The findings suggest that continued organizational dialogue among educational leaders and teachers may further strengthen shared understanding regarding governance implementation and professional autonomy.

Significant Relationships

Pearson Product-Moment Correlation analysis demonstrated **significant positive relationships** between governance mechanisms and professional autonomy.

Schools characterized by stronger governance mechanisms likewise demonstrated higher levels of teacher professional autonomy. These findings indicate that effective governance does not restrict teacher professionalism but rather creates organizational environments in which responsible professional discretion can flourish.

Similarly, governance mechanisms were positively associated with organizational performance, suggesting that participatory leadership, transparency, accountability, ethical governance, and effective monitoring collectively contribute to institutional effectiveness.

Professional autonomy likewise demonstrated a positive relationship with organizational performance, indicating that empowered teachers contribute meaningfully to school improvement and organizational success.

Multiple Regression Analysis

Multiple regression analysis examined the combined influence of governance mechanisms and professional autonomy on organizational performance.

The findings indicated that although governance mechanisms and professional autonomy collectively explained some of the variance in organizational performance, the overall regression model was not statistically significant. This result suggests that organizational performance is influenced by additional organizational variables beyond those examined in the present study.

Possible contributing factors include leadership effectiveness, organizational culture, stakeholder engagement, resource availability, school climate, community participation, financial management, and institutional resilience.

These findings demonstrate the complexity of organizational performance within educational institutions, emphasizing that governance and professional autonomy function as important—but not exclusive—determinants of institutional effectiveness.

Facilitating Factors

Respondents identified several organizational conditions that facilitate effective governance, professional autonomy, and organizational performance.

Among the strongest facilitating factors were: collaborative school leadership; transparent governance practices; effective communication; stakeholder participation; professional trust; ethical organizational culture; continuous professional development; and supportive school climate.

Overall, these facilitating factors were assessed as **Highly Facilitating**, indicating that participating schools possess organizational environments conducive to collaborative governance and sustained institutional improvement.

Hindering Factors

Although governance mechanisms and professional autonomy were generally implemented successfully, respondents likewise identified several organizational constraints. The most frequently identified hindering factors included: increasing administrative workload; extensive documentation requirements; limited instructional resources; insufficient financial support; time constraints; rapidly changing educational policies; technological limitations; and competing organizational priorities.

These organizational challenges were generally assessed as **Least to Moderately Encountered**. Nevertheless, addressing these constraints will enable schools to strengthen the implementation of governance, expand professional autonomy, and sustain organizational excellence.

Localized Educational Enrichment Initiative

Based on the empirical findings, a **Localized Educational Enrichment Initiative (LEEI)** was developed to strengthen governance mechanisms, enhance teachers' professional autonomy, and sustain organizational performance among public elementary schools in the Division of Cavite Province. The initiative recognizes that educational governance is most effective when leadership, professional practice, stakeholder participation, and organizational learning are aligned with local school contexts while remaining responsive to national educational policies. It adopts a continuous improvement cycle consisting of planning, implementation, monitoring, evaluation, and feedback to ensure sustainable organizational development.

The initiative comprises four interrelated strategic components.

Strategic Component 1: Governance Excellence Enhancement

Objective

Strengthen participatory, transparent, and accountable governance systems that support collaborative school leadership and responsive organizational management.

Major Strategies

- Institutionalize participatory governance councils involving teachers, parents, learners, and community stakeholders.
- Conduct annual governance capability-building programs for school leaders.
- Strengthen transparency mechanisms through digital governance dashboards and regular stakeholder consultations.
- Enhance policy implementation through governance monitoring teams.
- Develop school governance scorecards for continuous organizational assessment.

Strategic Component 2: Professional Autonomy Development

Objective

Promote responsible professional autonomy while maintaining organizational accountability and instructional excellence.

Major Strategies

- Expand teacher participation in instructional and organizational decision-making.
- Strengthen professional learning communities and Learning Action Cells.
- Conduct reflective practice workshops and instructional innovation seminars.
- Encourage teacher-led curriculum contextualization and classroom innovation.
- Institutionalize mentoring and peer coaching programs.

Strategic Component 3: Organizational Performance Optimization

Objective

Strengthen institutional effectiveness through evidence-based leadership, strategic planning, and continuous organizational monitoring.

Major Strategies

- Integrate organizational performance indicators into School Improvement Plans (SIPs).
- Conduct quarterly organizational performance reviews.
- Utilize digital performance monitoring systems.
- Expand stakeholder feedback mechanisms.
- Strengthen evidence-based decision-making using school performance data.

Strategic Component 4: Sustainable Organizational Learning

Objective

Institutionalize continuous professional learning, organizational innovation, and collaborative educational leadership.

Major Strategies

- Strengthen Professional Learning Communities (PLCs).
- Expand action research implementation.
- Conduct annual governance and leadership conferences.
- Promote inter-school knowledge-sharing activities.
- Develop digital knowledge management systems.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. **Governance mechanisms are highly evident** in the participating public elementary schools, indicating that school leaders consistently implement participatory, transparent, ethical, and accountable governance practices that support organizational effectiveness.

2. **Vision-driven governance, participatory decision-making, transparency and accountability, and monitoring systems emerged among the strongest governance dimensions**, demonstrating that governance reforms have been effectively institutionalized within the participating schools.
3. **Professional autonomy is highly evident**, indicating that teachers are provided with sufficient instructional discretion, collaborative participation, reflective opportunities, and professional responsibility while remaining aligned with institutional goals and educational policies.
4. **Instructional autonomy, collaborative decision-making, assessment design autonomy, and ethical judgment represent the strongest manifestations of professional autonomy**, reflecting school leaders' trust in teachers' professional competence.
5. **Organizational performance remained consistently outstanding**, demonstrating that participating schools have sustained high institutional effectiveness through effective governance, collaborative leadership, and responsible professional practice.
6. **Significant differences exist among supervisors, school heads, and teachers** regarding several dimensions of governance mechanisms and professional autonomy, indicating that organizational responsibilities influence perceptions of governance implementation and professional practice.
7. **Governance mechanisms and professional autonomy are significantly and positively related**, suggesting that participatory governance strengthens teachers' professional discretion while promoting collaborative organizational culture.
8. **Governance mechanisms and professional autonomy both demonstrate positive relationships with organizational performance**, indicating that effective governance and empowered professional practice contribute to institutional effectiveness.
9. **The multiple regression model was not statistically significant**, indicating that organizational performance is influenced by additional organizational variables beyond governance mechanisms and professional autonomy alone.
10. **Facilitating factors**, including collaborative leadership, ethical governance, stakeholder participation, professional trust, and continuous professional development, strengthen organizational effectiveness.
11. **Hindering factors**, including administrative workload, documentation requirements, resource limitations, time constraints, and technological challenges, continue to influence governance implementation despite the generally favorable organizational environment.
12. **The proposed Localized Educational Enrichment Initiative provides a comprehensive organizational framework** capable of strengthening governance, professional autonomy, organizational learning, and sustainable school performance through continuous improvement.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed.

For the Department of Education

1. Continue strengthening School-Based Management by expanding governance capability-building programs emphasizing participatory leadership, transparency, accountability, and ethical educational governance.
2. Develop national professional autonomy guidelines that balance teacher empowerment with institutional accountability and learner-centered educational outcomes.

For the Schools Division Office

3. Establish Division Governance Excellence Programs that provide continuous professional development for supervisors and school heads on collaborative governance, instructional leadership, and organizational effectiveness.
4. Develop digital governance monitoring systems that enable evidence-based organizational assessment and continuous improvement.

For School Heads

5. Continue strengthening participatory governance by expanding teacher involvement in school planning, organizational decision-making, and policy implementation.
6. Promote professional autonomy through collaborative leadership, reflective practice, mentoring, and instructional innovation.
7. Strengthen organizational monitoring systems by integrating governance indicators into School Improvement Plans (SIPs), Annual Implementation Plans (AIPs), and performance evaluation processes.

For Teachers

8. Continue exercising responsible professional autonomy while actively participating in governance activities, collaborative planning, professional learning communities, and instructional innovation.
9. Utilize reflective practice, peer mentoring, and collaborative learning to strengthen instructional quality and organizational effectiveness.

For Future Researchers

10. Replicate the study among secondary schools, senior high schools, higher education institutions, and private educational organizations to validate the findings across different educational settings.
11. Examine additional organizational variables such as organizational culture, distributed leadership, employee engagement, digital governance, innovation climate, stakeholder trust, and institutional resilience using advanced analytical techniques, including Structural Equation Modeling (SEM), Path Analysis, or Hierarchical Linear Modeling (HLM).

Limitations Of the Study

Several limitations should be acknowledged when interpreting the findings.

The study was conducted exclusively among selected public elementary schools in the Division of Cavite Province; consequently, the findings may not be directly generalized to secondary schools, private educational institutions, or schools located in other geographical regions.

The descriptive-correlational research design examined relationships among variables without establishing causal relationships. Likewise, governance mechanisms and professional autonomy were measured primarily through respondents' perceptions, which may be influenced by organizational experiences and institutional contexts.

Future investigations employing mixed-method approaches, qualitative case studies, longitudinal research, and advanced multivariate analyses may provide a deeper understanding of the dynamic interaction among governance, teacher professionalism, and organizational effectiveness.

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