

Policy Implementation Fidelity and School Governance Effectiveness: A Mixed-Method Study of Public Elementary Schools in The Buenavista Ii District, Division of Bohol

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Abstract

This research examined the influence of policy implementation fidelity and school governance effectiveness on teachers' professional performance in selected public elementary schools in Buenavista II District, Division of Bohol, during the school year 2025–2026. Specifically, it assessed the extent of policy implementation fidelity, school governance practices, and teachers' performance, as well as the significant relationships among these variables, as basis for school improvement outcomes.

A mixed methods research design was employed, utilizing a correlational approach for quantitative data and thematic analysis for qualitative responses. The respondents consisted of 34 teachers and school personnel selected through purposive sampling. Data were collected using a validated survey questionnaire and analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation at a 0.05 level of significance.

The findings revealed that policy implementation fidelity ($M = 4.06$) and school governance effectiveness ($M = 4.08$) were both highly observed/implemented, while teachers' professional performance ($M = 4.14$) was also highly observed. Significant positive relationships were found between policy implementation fidelity and teachers' performance ($r = 0.68, p < 0.05$), school governance and teachers' performance ($r = 0.72, p < 0.05$), and policy implementation and governance ($r = 0.75, p < 0.05$). Qualitative results identified challenges such as limited resources, heavy workload, insufficient training, communication gaps, and limited stakeholder involvement.

The research concludes that strong policy implementation fidelity and effective school governance significantly enhance teachers' professional performance. It recommends strengthening monitoring systems, improving resource allocation, enhancing professional development, and promoting stakeholder engagement. A policy implementation fidelity and school governance-oriented school improvement program was developed to address **identified gaps and support sustainable school improvement**.

Keywords: policy implementation fidelity, school governance effectiveness, teachers' professional performance, instructional effectiveness, school improvement

1. Introduction

Rationale of the Study

Effective policy implementation is widely recognized as a fundamental determinant of successful educational reform and school improvement across global contexts. Implementation fidelity, defined as the extent to which policies and programs are carried out as originally intended, has been consistently identified as a key factor influencing program effectiveness and sustainability (Ma et al., 2023). Empirical evidence shows that when implementation fidelity is high, educational interventions are more likely to produce desired outcomes such as improved student achievement, enhanced school climate, and better instructional practices (Elrod et al., 2021; Goldberg et al., 2022). Conversely, weak or inconsistent implementation often leads to a gap between policy intentions and actual outcomes, thereby reducing the overall impact of reforms (Lane et al., 2022). From a policy perspective, multilevel governance systems further shape implementation processes, as coordination between national, regional, and local actors determines how effectively policies are translated into practice (Green & Koebele, 2024). These findings highlight that policy success is not solely dependent on design but on how well it is executed within complex educational systems.

School governance plays a critical role in ensuring the effective implementation of policies at the institutional level. Governance structures that emphasize accountability, collaboration, and shared decision-making have been shown to strengthen policy adherence and organizational effectiveness (Rafiq-uz-Zaman et al., 2025). In particular, leadership practices significantly influence how policies are interpreted, communicated, and implemented within schools. Studies indicate that effective leadership fosters a supportive environment that enhances institutional capacity and promotes consistent policy execution (Ochwo et al., 2023). Moreover, whole-school approaches that involve multiple stakeholders—including administrators, teachers, and the community—have been found to improve implementation outcomes by ensuring alignment between policy goals and school practices (Ponsford et al., 2022). These approaches demonstrate that governance is not merely administrative but a dynamic process that integrates policy direction, resource management, and stakeholder engagement.

At the classroom level, teacher performance is a central factor influencing the fidelity of policy implementation. Teachers serve as the primary agents of policy enactment, translating policy directives into instructional practices and learning experiences. Research shows that teachers' beliefs, self-efficacy, and professional competencies significantly affect how consistently and effectively policies are implemented (Clayback et al., 2023). Instructional coaching and professional development initiatives have been identified as effective strategies in enhancing teacher performance and improving implementation fidelity, as they provide continuous support and opportunities for reflective practice (Glover et al., 2023). However, challenges such as teacher stress, burnout, and professional isolation can negatively impact implementation processes, leading to reduced adherence to policy guidelines (Herman et al., 2023; Garwood, 2022). Furthermore, studies on Positive Behavioral Interventions and Supports (PBIS) indicate that sustained teacher engagement and a positive school climate are essential for maintaining high levels of fidelity and achieving improved student behavioral outcomes (Elrod et al., 2021). These findings

underscore the importance of supporting teachers not only through training but also through organizational structures that promote well-being and professional growth.

Beyond individual and institutional factors, implementation science emphasizes the importance of structured strategies and contextual adaptation in achieving effective policy execution. Hybrid effectiveness-implementation studies highlight the need to simultaneously examine both the outcomes of interventions and the processes through which they are implemented, particularly in diverse and complex settings (Asada et al., 2023). Similarly, systematic reviews have identified key strategies such as stakeholder engagement, continuous monitoring, and resource alignment as critical components of successful implementation (Baffsky et al., 2023; Wolfenden et al., 2022). These strategies are especially important in scaling interventions, where maintaining fidelity while adapting to local contexts presents a significant challenge. Evidence from large-scale educational and health interventions further supports the idea that clear implementation frameworks and strong support systems enhance both effectiveness and sustainability (Duflo et al., 2024). Thus, the integration of implementation science principles into educational policy is essential for bridging the gap between theory and practice.

While international literature provides substantial insights into policy implementation, school governance, and teacher performance, there remains a need to contextualize these findings within the Philippine educational system. The Department of Education (DepEd) has introduced various reforms aimed at improving educational quality and accountability, including the Philippine Professional Standards for Teachers (PPST), the Results-Based Performance Management System (RPMS), and School-Based Management (SBM). These frameworks are designed to enhance teacher performance, strengthen school governance, and ensure effective policy implementation. However, despite these initiatives, challenges persist in achieving consistent and high-quality implementation across public schools, particularly in rural and district-level contexts where resources, training, and support systems may be limited.

A significant research gap exists in understanding how policy implementation, school governance, and teacher performance interact within localized educational settings in the Philippines. Most existing studies focus on large-scale or international contexts, with limited empirical evidence examining how these variables operate at the district level. In particular, there is a lack of context-specific research that explores the dynamics of policy implementation fidelity and governance effectiveness in public elementary schools within specific districts such as Buena Vista 2. This gap limits the ability of policymakers and educational leaders to develop targeted interventions that address the unique challenges faced by schools in these contexts.

Therefore, this study aims to examine the relationship between policy implementation, school governance, and teacher performance in public elementary schools in the Buena Vista 2 District. By analyzing these variables within a localized context, the study seeks to provide evidence-based insights that can support the effective implementation of DepEd policies and enhance school governance practices. Ultimately, the findings are expected to contribute to the development of context-responsive strategies that improve policy fidelity, strengthen institutional capacity, and promote better educational outcomes for learners.

Theoretical Framework

This study is anchored on **Implementation Science Theory**, **Instructional Leadership Theory**, and the **Clinical Supervision Model**, which collectively explain how policy implementation, school governance, and teacher performance interact to influence instructional outcomes. These theories provide a multi-level perspective, linking policy directives to classroom practices and student outcomes.

At the core of this study is **Implementation Science Theory**, which emphasizes that the effectiveness of policies depends not only on their design but on how they are implemented in real-world settings. A key concept in this theory is **implementation fidelity**, defined as the degree to which programs are delivered as intended (Lemire et al., 2022). High fidelity ensures that evidence-based interventions achieve their expected outcomes, while low fidelity often results in weak or inconsistent results (Ma et al., 2023). Implementation science further explains that fidelity is influenced by multiple factors, including teacher competence, organizational support, and monitoring systems (Chriqui et al., 2023). In this study, this theory explains the relationship between **policy implementation and teacher performance**, where effective implementation practices—such as clear guidelines, training, and monitoring—enhance teachers' ability to deliver instruction consistently and effectively. Thus, **Policy Implementation → Teacher Performance** is grounded in the principle that structured and well-supported implementation improves instructional practices.

Complementing this is **Instructional Leadership Theory**, which highlights the role of school leaders in improving teaching and learning. This theory posits that effective school governance involves setting clear goals, monitoring instruction, and providing support for teachers' professional development. Research shows that strong leadership practices contribute to better school management, improved teacher performance, and enhanced student learning outcomes (Rafiq-uz-Zaman et al., 2025). School leaders influence how policies are interpreted and implemented at the school level, ensuring alignment between institutional goals and classroom practices (Ochwo et al., 2023). In this study, this theory explains the link between **school governance and instructional outcomes**, where effective governance structures—such as collaborative decision-making, accountability systems, and leadership support—create an environment conducive to high-quality teaching. Therefore, **Governance → Instructional Outcomes** is explained by the capacity of school leadership to guide and sustain effective instructional practices.

The **Clinical Supervision Model** further strengthens the theoretical foundation by explaining how teacher performance is developed and sustained. This model describes a cyclical process consisting of pre-observation, classroom observation, post-observation feedback, and continuous monitoring. Through this process, teachers receive structured feedback and coaching, which improves their instructional practices and ensures alignment with policy standards (Glover et al., 2023). The model highlights that supervision is not merely evaluative but developmental, focusing on continuous improvement and reflective practice. In this study, the Clinical Supervision Model explains how **teacher performance serves as a mediating variable** between policy implementation and instructional outcomes. When supervision processes are effectively implemented, teachers are more likely to adhere to policy guidelines and deliver instruction with high fidelity.

These theories collectively form a **conceptual flow** that explains the relationships among the study variables. Policy implementation provides the framework and guidelines for educational practice. School

governance ensures that these policies are effectively managed, supported, and monitored within the school system. Teacher performance serves as the operational mechanism through which policies are enacted in the classroom. As a result, effective policy implementation, supported by strong governance, leads to improved teacher performance, which ultimately enhances instructional outcomes and student learning.

Moreover, implementation science emphasizes that these relationships are influenced by contextual factors such as school readiness, resource availability, and teacher beliefs (Splett et al., 2022; Clayback et al., 2023). Organizational support systems, including professional development and coaching, further strengthen implementation processes and sustain fidelity over time (Patfield et al., 2023). This multi-level perspective underscores that successful educational reform requires alignment across policy, leadership, and classroom practice.

The theoretical framework of this study posits that **effective policy implementation enhances teacher performance**, while **strong school governance improves instructional outcomes**, with teacher performance acting as a critical link between policy and practice. By integrating Implementation Science Theory, Instructional Leadership Theory, and the Clinical Supervision Model, this study provides a comprehensive explanation of how educational policies are translated into effective teaching and improved school performance.

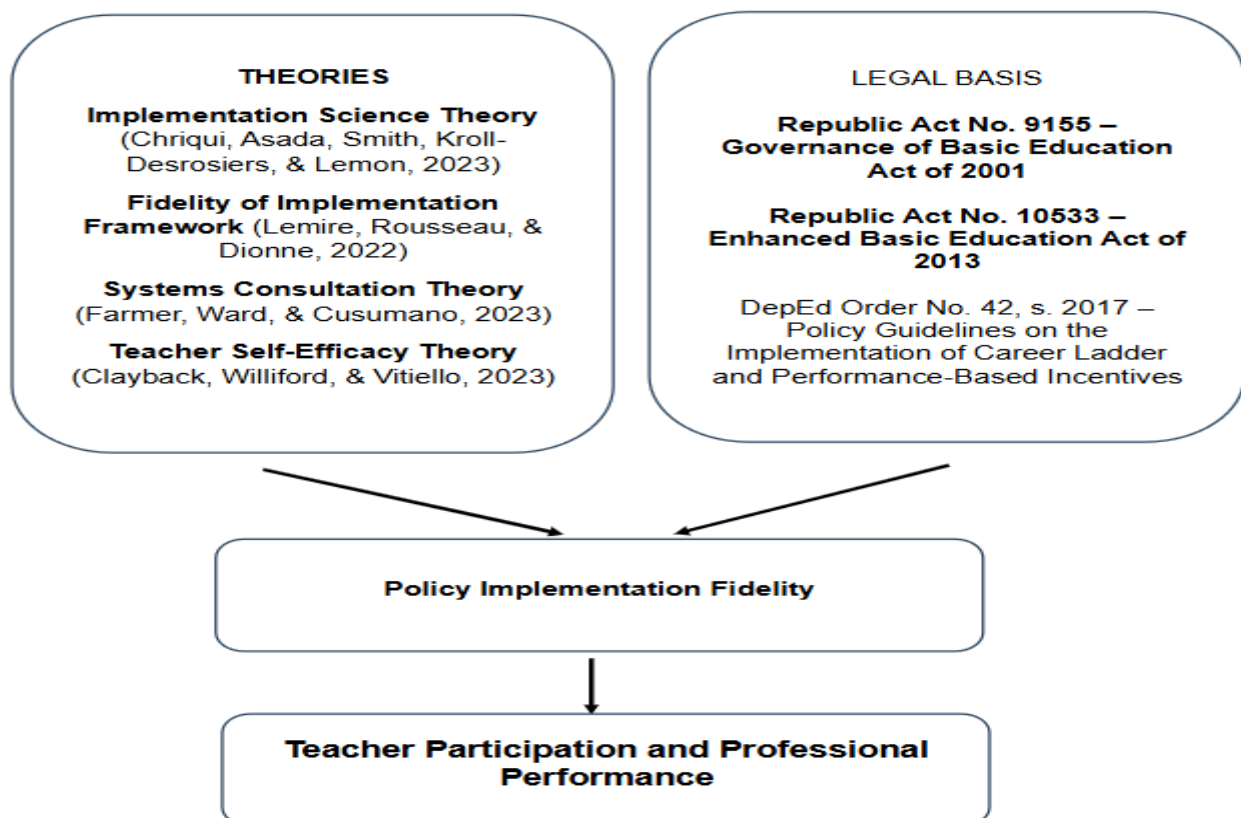


Figure 1.

Theoretical Framework

The Problem

Statement of the Problem

This research examined the influence of policy implementation fidelity and school governance effectiveness on teachers' professional performance in selected public elementary schools in Buenavista II District, Division of Bohol, during the school year 2025–2026, as basis for school improvement outcomes.

Specifically, this research sought to answer the following questions:

This research examined the influence of policy implementation fidelity and school governance effectiveness on teachers' professional performance in selected public elementary schools in Buenavista II District, Division of Bohol, during the school year 2025–2026, as basis for school improvement outcomes.

Specifically, this research sought to answer the following questions:

1. What is the profile of the respondent groups in terms of:
 - 1.1 Age and gender;
 - 1.2 Highest educational attainment;
 - 1.3 Length of teaching experience;
 - 1.4 Position or designation; and
 - 1.5 Trainings or seminars attended related to leadership, governance, or policy implementation?
2. To what extent are policy implementation fidelity practices observed in the schools as perceived by the respondent groups, as to the following dimensions:
 - 2.1 Adherence to national and school-level policy directives;
 - 2.2 Consistency in applying core program components;
 - 2.3 Monitoring and evaluation of policy implementation;
 - 2.4 Teacher engagement in policy-related activities;
 - 2.5 Allocation of resources for policy execution; and
 - 2.6 Documentation and reporting of implementation processes?
3. To what extent are school governance practices implemented as perceived by the respondent groups, as to the following aspects:
 - 3.1 Strategic planning and decision-making;
 - 3.2 Collaborative leadership and participatory governance;
 - 3.3 Provision of professional development and coaching;
 - 3.4 Monitoring and supervision of instructional practices;
 - 3.5 Communication and clarity of leadership direction; and
 - 3.6 Stakeholder involvement in school policy and program decisions?
4. What is the teachers' perception on the impact of policy implementation fidelity and school governance effectiveness on their professional performance in terms of:
 - 4.1 Instructional effectiveness and lesson delivery;
 - 4.2 Classroom management and student engagement;

- 4.3 Professional growth, self-efficacy, and adherence to policy requirements; and
- 4.4 Contribution to school outcomes and student achievement?
5. Is there a significant relationship between policy implementation fidelity and school governance effectiveness and teachers' professional performance?
6. What challenges or barriers are encountered in the implementation of school policies and governance practices?
7. Based on the findings, what policy implementation fidelity and school governance-oriented school improvement program can be developed?

2. Review of Related Literature and Studies

This chapter presents a comprehensive synthesis of relevant literature and empirical studies related to **policy implementation fidelity, school governance, and teacher performance**. The discussion is organized into thematic sections to provide a clear and systematic understanding of the variables under investigation. It integrates both international and local studies to establish a strong theoretical and empirical foundation for the study. Furthermore, this chapter identifies existing gaps in the literature, particularly within the Philippine educational context, which the present study aims to address.

Policy Implementation Fidelity

Policy implementation fidelity is widely recognized as a critical determinant of the success of educational reforms. It refers to the extent to which policies, programs, and interventions are executed as intended by their designers. Ensuring high levels of fidelity is essential because it allows researchers and policymakers to attribute outcomes accurately to specific interventions rather than to variations in implementation. Ma, Shen, and Reeves (2023) emphasized that fidelity consists of multiple dimensions, including adherence to prescribed guidelines, quality of delivery, and participant responsiveness. Without these elements, the validity of program outcomes becomes questionable, making it difficult to evaluate the true effectiveness of educational initiatives.

The importance of fidelity is further reinforced by implementation science frameworks, which highlight the need for structured processes in translating policy into practice. Lane et al. (2022) argued that identifying essential implementation strategies is crucial in ensuring that policies are consistently applied across different school settings. Similarly, Whitsel et al. (2024) emphasized that policy implementation must be supported by systematic evaluation frameworks to ensure alignment between intended goals and actual outcomes. These perspectives suggest that fidelity is not merely a technical requirement but a fundamental component of effective policy execution.

At the macro level, policy implementation is influenced by governance structures and coordination mechanisms. Green and Koebele (2024) found that alignment across different levels of governance significantly enhances implementation fidelity. When policies are clearly communicated and supported by consistent guidelines, schools are more likely to adhere to them. In contrast, fragmented policies and

inconsistent directives lead to variations in practice, reducing the overall effectiveness of reforms. This highlights the importance of coherence in policy design and implementation.

At the organizational level, school readiness plays a significant role in determining fidelity. Splett et al. (2022) identified key indicators of readiness, including leadership engagement, staff capacity, and organizational infrastructure. Schools that demonstrate high levels of readiness are more likely to implement policies effectively. Eisman, Palinkas, and Kilbourne (2022) further emphasized that fidelity is influenced by multilevel factors, including school culture, leadership support, and resource availability. These findings suggest that successful implementation requires not only well-designed policies but also supportive organizational environments.

At the classroom level, teachers serve as the primary agents of policy implementation. Massey Combs, Buckley, and Kerns (2022) found that teacher engagement and instructional consistency are critical factors in achieving high fidelity. Teachers who actively participate in the implementation process and demonstrate strong instructional practices are more likely to deliver programs as intended. Clayback, Williford, and Vitiello (2023) further highlighted the role of teacher beliefs and attitudes in shaping implementation outcomes. Their study showed that teachers who perceive value in educational programs are more committed to implementing them consistently.

Monitoring and evaluation systems are essential in sustaining fidelity over time. Lyon et al. (2024) emphasized the need for continuous monitoring, feedback, and data-driven decision-making to ensure that interventions are implemented as intended. Lemire, Rousseau, and Dionne (2022) also stressed the importance of structured fidelity frameworks that provide clear guidelines for implementation and evaluation. These frameworks enable schools to identify implementation gaps and make necessary adjustments.

Empirical studies have consistently demonstrated the impact of fidelity on program outcomes. Clarkson, Bowes, and the Stand Together Team (2022) found that strict adherence to program protocols significantly improved the effectiveness of anti-bullying interventions. Chriqui et al. (2023) argued that clear policies and structured implementation strategies are essential for bridging the gap between policy design and practice. Similarly, Blebu et al. (2026) and McGinty, Seewald, and Stuart (2024) highlighted that fidelity is critical in scaling interventions and achieving sustainable outcomes.

Moreover, cross-context studies indicate that fidelity principles are applicable across different sectors. Leonard, Mullane, and Buman (2022) demonstrated that structured monitoring and feedback mechanisms are essential in ensuring adherence to program protocols. Wassink-de Stigter, Kooijmans, and Helmond (2022) further identified facilitators and barriers to implementation, emphasizing the importance of systemic support in maintaining fidelity.

School Governance

School governance is a critical factor in shaping the effectiveness of policy implementation and educational outcomes. It encompasses leadership practices, decision-making processes, resource management, and stakeholder participation. Effective governance provides the structural and organizational support necessary for implementing policies and achieving school goals.

Leadership is widely recognized as a central component of governance. Herman, Sebastian, and Reinke (2023) found that effective leadership positively influences school climate, teacher performance, and organizational effectiveness. Leaders who provide clear direction, foster collaboration, and support professional development create environments conducive to successful policy implementation. Rafiq-uz-Zaman, Bano, and Naveed (2025) further emphasized that leadership styles significantly impact school management effectiveness, with participatory leadership promoting better outcomes.

Participatory governance enhances both implementation fidelity and institutional capacity. Chimbunde and Moreeng (2024) highlighted that teacher involvement in decision-making processes strengthens commitment to school policies. Farmer, Ward, and Cusumano (2023) also emphasized that collaborative governance structures facilitate the integration of evidence-based practices. These findings suggest that inclusive leadership approaches are essential for sustaining policy implementation.

Professional development is another key aspect of governance. Patfield, Gore, and Harris (2023) found that structured training programs improve teachers' ability to implement policies effectively. Walsh et al. (2024) further demonstrated that professional learning enhances instructional practices when delivered with fidelity. These findings highlight the importance of continuous capacity-building in improving governance outcomes.

Resource allocation is a critical determinant of governance effectiveness. Laurens, Graham, and Green (2022) emphasized that schools with adequate resources are better equipped to implement policies successfully. Baffsky et al. (2023) also noted that resource availability is essential for sustaining school-based interventions. These studies underscore the importance of efficient resource management in supporting policy implementation.

Monitoring and supervision are essential components of governance. Pearce, Monks, and Cross (2024) found that structured monitoring systems improve implementation fidelity and program effectiveness. Mariani and Schiff (2025) further emphasized that governance structures are critical in ensuring the success of safety and prevention programs.

School climate and organizational culture also influence governance outcomes. Goldberg et al. (2022) found that positive school environments enhance teacher engagement and instructional effectiveness. Weiss, Rowe, and Farmer (2023) highlighted that contextual factors, particularly in rural settings, shape governance practices and policy implementation.

Moreover, governance plays a crucial role in teacher well-being. Garwood (2022) emphasized that inadequate support systems contribute to teacher burnout, negatively affecting performance and fidelity. This highlights the importance of supportive governance structures in maintaining teacher motivation and effectiveness.

Teacher Performance

Teacher performance is a key determinant of educational success and is closely linked to policy implementation and governance practices. It reflects the ability of teachers to deliver instruction effectively, manage classrooms, and achieve learning outcomes.

Instructional coaching has been identified as an effective strategy for improving teacher performance. Glover, Reddy, and Crouse (2023) found that coaching practices significantly enhance instructional skills and student achievement. Similarly, Duflo, Kiessel, and Lucas (2024) demonstrated that targeted interventions can improve teaching effectiveness and learning outcomes.

Professional development plays a critical role in enhancing teacher performance. Walsh et al. (2024) found that training programs improve teachers' knowledge and instructional practices. Burnette et al. (2022) emphasized that well-designed interventions enhance teacher engagement and effectiveness.

Teacher beliefs and attitudes also influence performance. Zhang et al. (2025) found that positive perceptions of programs lead to higher implementation fidelity and improved student outcomes. Elrod, Rice, and Meyers (2021) highlighted that teacher attitudes are closely linked to school climate and disciplinary practices.

Teacher well-being is another important factor. Garwood (2022) emphasized that burnout negatively affects performance. Herman et al. (2023) found that supportive environments reduce stress and improve effectiveness.

School climate and governance also influence teacher performance. Goldberg et al. (2022) and Pearce et al. (2024) emphasized the role of leadership and environment in supporting teacher development.

Transition to the Philippine Context

The application of policy implementation fidelity and school governance frameworks in the Philippine educational system presents both opportunities and challenges, particularly in public elementary schools. While global literature emphasizes structured implementation, monitoring, and leadership alignment, the realities within the Philippine setting reveal gaps between policy design and actual practice. The Department of Education (DepEd) has established comprehensive policies such as the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS), which aim to standardize teacher performance and governance practices. However, despite these structured frameworks, variations in implementation fidelity remain evident across schools, particularly due to contextual and organizational differences (Ma et al., 2023; Chriqui et al., 2023).

One of the key challenges in the Philippine context is the inconsistency in policy implementation across different regions and school environments. Green and Koebele (2024) emphasized that alignment between policy directives and school-level execution is essential for achieving fidelity, yet in decentralized systems like the Philippines, such alignment is often affected by local governance capacities. Schools in urban areas may have better access to resources and training, while rural schools experience limitations that hinder consistent implementation. This disparity highlights the influence of governance structures and resource distribution on policy adherence (Whitsel et al., 2024; Laurens et al., 2022).

Organizational readiness is another critical factor influencing policy implementation fidelity in Philippine schools. Splett et al. (2022) identified that leadership engagement, staff competence, and infrastructure significantly affect implementation success. In many Philippine public schools, especially in rural areas, limitations in infrastructure, instructional materials, and technological support pose

challenges to effective implementation. Eisman et al. (2022) further noted that contextual factors such as school culture and leadership support determine how policies are interpreted and executed. These findings are evident in local schools where variations in leadership practices result in differing levels of policy adherence.

Teacher capacity and engagement also play a crucial role in shaping implementation fidelity within the Philippine setting. Massey Combs et al. (2022) emphasized that teachers serve as the primary implementers of educational policies, making their engagement essential for successful execution. However, factors such as heavy workload, large class sizes, and limited access to professional development opportunities often affect teachers' ability to implement policies consistently. Clayback et al. (2023) further highlighted that teachers' beliefs and perceptions influence their commitment to policy implementation, suggesting that professional support systems must be strengthened in the Philippine context.

Monitoring and evaluation systems in the Philippines also face significant challenges. While DepEd has established mechanisms for supervision and evaluation, the actual implementation of these systems varies across schools. Lyon et al. (2024) emphasized the importance of continuous monitoring and feedback in ensuring fidelity, yet in many schools, monitoring processes are often compliance-based rather than developmental. Lemire et al. (2022) argued that structured evaluation frameworks are necessary to identify gaps and improve implementation practices. This indicates that strengthening monitoring systems is essential for improving policy implementation fidelity in Philippine schools.

School governance practices in the Philippines are also influenced by leadership styles and decision-making processes. Herman et al. (2023) found that effective leadership significantly impacts school climate and teacher performance. In the Philippine setting, school heads play a crucial role in translating policies into actionable practices. Rafiq-uz-Zaman et al. (2025) emphasized that participatory leadership enhances governance effectiveness by involving teachers in decision-making processes. However, variations in leadership competencies across schools result in differing levels of governance effectiveness and policy implementation.

Resource allocation remains a persistent challenge in Philippine schools, particularly in rural areas. Laurens et al. (2022) noted that adequate resources are essential for successful policy implementation, yet many schools face shortages in instructional materials, facilities, and funding. Baffsky et al. (2023) further emphasized that resource limitations can hinder the sustainability of school-based programs. In provinces such as Bohol, geographic isolation and limited infrastructure further exacerbate these challenges, affecting both governance practices and implementation fidelity.

Teacher performance in the Philippine context is closely linked to governance and policy implementation. Glover et al. (2023) found that instructional coaching significantly improves teacher practices, while Walsh et al. (2024) highlighted the importance of professional development in enhancing instructional quality. However, in many Philippine schools, professional development opportunities are limited, affecting teachers' ability to implement policies effectively. Zhang et al. (2025) also emphasized that teachers' perceptions influence their performance, indicating the need for supportive governance structures that foster positive attitudes toward policy implementation.

School climate and organizational culture also play a significant role in shaping teacher performance and policy implementation in the Philippines. Goldberg et al. (2022) found that positive school environments enhance teacher engagement and effectiveness. Weiss et al. (2023) further emphasized that contextual factors, particularly in rural settings, influence governance practices. In Philippine schools, creating supportive and collaborative environments is essential for improving both teacher performance and policy implementation fidelity.

Moreover, teacher well-being is a critical concern in the Philippine educational system. Garwood (2022) highlighted that burnout negatively affects teacher performance and implementation fidelity. Herman et al. (2023) also found that supportive leadership reduces teacher stress and improves effectiveness. Given the increasing demands placed on teachers, addressing well-being issues is essential for sustaining high levels of performance and policy implementation.

Research Gap

Despite the growing body of literature on policy implementation fidelity, significant gaps remain in understanding how policies are translated into actual school practices. Many studies emphasize the importance of fidelity in ensuring program effectiveness, yet they often focus on conceptual frameworks rather than real-world applications in school settings. Ma et al. (2023) and Chriqui et al. (2023) highlighted the need for stronger empirical investigations into implementation fidelity, particularly in education systems where policy execution varies widely. Similarly, Lane et al. (2022) and Whitsel et al. (2024) pointed out that while implementation strategies are well-defined, there is limited research on how these strategies operate in diverse school environments, indicating a gap between theoretical models and practical implementation.

Another critical gap lies in the lack of integration between policy implementation fidelity and school governance. While studies such as Green and Koebele (2024) and Farmer et al. (2023) examined governance structures, they often treat governance and implementation as separate constructs. This separation limits the understanding of how governance mechanisms directly influence policy fidelity. Eisman et al. (2022) and Splett et al. (2022) emphasized the role of organizational factors in implementation, yet these studies do not fully explore how governance practices such as leadership and decision-making affect policy adherence in schools.

Furthermore, the relationship between policy implementation fidelity and teacher performance remains underexplored. Existing studies often examine teacher performance independently, focusing on instructional practices and professional development. For instance, Glover et al. (2023) and Walsh et al. (2024) highlighted the importance of coaching and training in improving teacher performance, but they do not explicitly link these factors to policy implementation fidelity. Similarly, Zhang et al. (2025) and Demos et al. (2023) examined teacher beliefs and efficacy, yet the connection between these variables and governance practices remains insufficiently addressed.

Another gap is the limited focus on contextual factors affecting policy implementation in schools. Studies such as Laurens et al. (2022) and Baffsky et al. (2023) emphasized the role of resources in implementation, but they do not fully account for variations in school contexts, particularly in rural and under-resourced areas. Weiss et al. (2023) highlighted that implementation practices differ significantly in

rural settings, yet there is a lack of localized studies that examine these differences in depth. This indicates the need for research that considers contextual realities in policy implementation.

Moreover, there is a lack of studies that examine the combined effects of policy implementation fidelity, governance effectiveness, and teacher performance. Most existing research focuses on individual variables rather than exploring their interrelationships. Burnette et al. (2022) and Marcus et al. (2024) examined implementation strategies, while Herman et al. (2023) focused on leadership and teacher stress, but few studies integrate these variables into a single framework. This gap limits the ability to understand how these factors interact to influence educational outcomes.

The role of monitoring and evaluation in sustaining policy implementation fidelity is also underexplored. While Lyon et al. (2024) and Lemire et al. (2022) emphasized the importance of monitoring systems, there is limited research on how these systems function in actual school settings. Chikonde et al. (2026) highlighted the gap between policy and practice, particularly in implementation monitoring, suggesting that more empirical studies are needed to examine how monitoring systems can be improved.

Additionally, there is insufficient research on teacher participation in governance processes. Chimbunde and Moreeng (2024) emphasized that teacher involvement enhances implementation sustainability, yet many studies do not consider teacher participation as a key factor in governance effectiveness. Ponsford et al. (2022) also highlighted the importance of stakeholder engagement, but this aspect remains underexplored in the context of policy implementation in schools.

Another important gap is the limited focus on teacher well-being in relation to policy implementation. Garwood (2022) emphasized that burnout negatively affects implementation fidelity, while Herman et al. (2023) found that leadership influences teacher stress. However, few studies examine how governance practices can mitigate these challenges and improve teacher performance. This suggests the need for research that integrates teacher well-being into the analysis of policy implementation.

Furthermore, there is a lack of studies conducted in the Philippine context. While international studies provide valuable insights, their findings may not fully apply to local educational systems. Wolfenden et al. (2022) and Asada et al. (2023) emphasized the need for context-specific implementation research, yet few studies focus on Philippine public elementary schools. This gap is particularly significant given the unique challenges faced by schools in the Philippines, such as resource limitations and diverse governance structures.

Finally, there is a need for research that captures the perspectives of both school heads and teachers. Most studies focus on either administrative or instructional perspectives, but few integrate both viewpoints. Read and Kohrt (2022) and Ochwo et al. (2023) emphasized the importance of multi-level perspectives in understanding implementation processes, yet this approach remains underutilized in educational research.

3. Summary, Findings, Conclusions and Recommendations

This chapter presents the summary, findings, conclusions, and recommendations of the research. The research aimed to examine the influence of **policy implementation fidelity** and **school governance effectiveness** on **teachers' professional performance** in selected public elementary schools in Buenavista II District, Division of Bohol during the school year 2025–2026, as basis for school improvement outcomes.

The research employed a **mixed methods approach**, combining quantitative and qualitative data to provide a comprehensive analysis of the variables. Quantitative data were gathered using survey questionnaires to measure the extent of policy implementation fidelity, school governance effectiveness, and teachers' professional performance, while qualitative data were used to identify challenges and barriers in implementation. The analysis covered key dimensions such as adherence to policy directives, program consistency, monitoring and evaluation, teacher engagement, resource allocation, governance practices, and instructional outcomes. The demographic profile of the respondent groups—including age, gender, educational attainment, teaching experience, position, and training—was also examined to provide contextual understanding of the findings.

Summary

The research assessed the extent of **policy implementation fidelity**, **school governance effectiveness**, and **teachers' professional performance**, as well as the relationship among these variables. It examined how schools adhere to policies, implement programs, manage governance practices, and support teachers in delivering effective instruction and contributing to school outcomes.

Results showed that policy implementation fidelity practices were **highly observed**, particularly in adherence to policy directives, consistency of program implementation, and documentation processes. School governance practices were also **highly implemented**, especially in strategic planning, leadership communication, and supervision of instructional practices. Teachers' professional performance was likewise **highly observed**, with strong ratings in instructional effectiveness, classroom management, professional growth, and contribution to school outcomes.

The research further identified challenges and barriers such as **limited resources**, **heavy workload**, **insufficient training**, **communication gaps**, and **limited stakeholder involvement**, which may affect the effectiveness of policy implementation and governance practices. Correlational analysis revealed significant relationships among the variables, indicating that higher levels of policy implementation fidelity and school governance effectiveness are associated with improved teacher performance.

To provide a clearer overview of the research results, the summary table below presents the key findings:

Major Area	Key Findings (Quantitative)	Overall Result	Interpretation
Demographic Profile	Majority aged 30–39 (29.41%); Female (67.65%);	—	Respondents are mostly mid-career, experienced,

	Teacher I (29.41%); Master's Degree holders (29.41%)		and academically prepared teachers.
Policy Implementation Fidelity	Overall mean: 4.06	Highly Observed	Policies are consistently implemented with strong adherence and documentation.
School Governance Effectiveness	Overall mean: 4.08	Highly Implemented	Governance practices are structured, collaborative, and well-managed.
Teachers' Professional Performance	Overall mean: 4.14	Highly Observed	Teachers demonstrate strong instructional and professional competence.
Monitoring & Evaluation	Mean: 4.01	Highly Observed	Monitoring systems are present but can be strengthened.
Resource Allocation	Mean: 3.94	Highly Observed	Resources are adequate but remain a key constraint.
Challenges/Barriers	Resource limitations, workload, training gaps	Present	Structural and capacity issues affect implementation.
Policy Implementation & Teacher Performance	$r = 0.68, p = 0.000$	Significant	Strong positive relationship
Governance & Teacher Performance	$r = 0.72, p = 0.000$	Significant	Strong positive relationship
Policy Implementation & Governance	$r = 0.75, p = 0.000$	Significant	Strong positive relationship

Findings

The findings revealed that the respondent groups generally perceived **policy implementation fidelity, school governance effectiveness, and teachers' professional performance** as highly evident in the selected schools. The highest levels of implementation were observed in **adherence to policy directives, strategic planning, and instructional effectiveness**, indicating strong alignment with DepEd policies and standards. Teachers demonstrated high competence in lesson delivery, classroom management, and professional growth, reflecting the positive influence of governance and policy systems.

The correlational analysis showed a **strong and statistically significant positive relationship** between policy implementation fidelity and teachers' professional performance ($r = 0.68, p = 0.000$), as well as between school governance effectiveness and teachers' professional performance ($r = 0.72, p = 0.000$). Additionally, a strong relationship was found between policy implementation fidelity and school governance effectiveness ($r = 0.75, p = 0.000$), indicating that effective leadership and governance structures contribute to consistent policy implementation.

Despite these positive results, the research identified several challenges, including **limited financial and material resources, heavy teacher workload, insufficient professional training, weak monitoring systems, communication gaps, and limited stakeholder involvement**. These barriers suggest that while systems are functioning effectively, improvements are still needed to enhance sustainability and maximize outcomes.

Conclusions

Based on the findings, it can be concluded that **policy implementation fidelity and school governance effectiveness are highly evident and significantly influence teachers' professional performance** in the selected public elementary schools. Strong adherence to policies, effective leadership practices, and structured governance systems contribute to improved instructional delivery, classroom management, and teacher development.

The significant relationships among the variables confirm that **schools with higher levels of policy implementation fidelity and effective governance practices tend to demonstrate better teacher performance and improved school outcomes**. However, challenges related to resources, workload, and training highlight the need for continuous improvement in implementation systems. Overall, the research emphasizes the importance of **evidence-based school leadership, consistent policy implementation, and capacity-building initiatives** in achieving sustainable school improvement.

Recommendations

1. **Enhance Policy Implementation Systems.** Schools should strengthen monitoring, evaluation, and documentation processes to ensure consistent and high-fidelity implementation of policies.
2. **Strengthen School Governance Practices.** School heads should adopt **evidence-based decision-making**, improve strategic planning, and promote collaborative leadership to enhance governance effectiveness.
3. **Improve Teacher Professional Development.** Provide continuous training, coaching, and mentoring programs to enhance teachers' instructional skills, policy understanding, and professional growth.
4. **Increase Resource Allocation.** DepEd and school administrators should ensure adequate provision of financial, material, and logistical resources to support policy implementation and governance practices.
5. **Promote Stakeholder Engagement.** Schools should strengthen partnerships with parents, communities, and stakeholders to support school programs and decision-making processes.
6. **Reduce Workload and Administrative Burden.** Implement support mechanisms to help teachers balance instructional responsibilities and administrative tasks effectively.
7. **Develop a School Improvement Program.** Based on the findings, schools should implement a **policy implementation fidelity and school governance-oriented improvement program** to enhance instructional quality and overall school performance.
8. **Future Research.** Future researchers may conduct longitudinal or comparative studies across districts to further examine the impact of policy implementation and governance on educational outcomes.

4. Output of The Study

Policy Implementation Fidelity and School Governance-Oriented School Improvement Program Rationale

The effective implementation of educational policies and the strengthening of school governance practices are essential for improving teachers' professional performance and achieving better school outcomes. In the context of public elementary schools in Buenavista II District, Division of Bohol, policy implementation fidelity and governance effectiveness play a critical role in ensuring that instructional standards, administrative processes, and school programs are consistently and efficiently carried out.

The findings of the research revealed that policy implementation fidelity, school governance effectiveness, and teachers' professional performance were **highly observed and highly implemented**. However, several challenges were identified, including **limited resources, heavy workload, insufficient training, communication gaps, weak monitoring systems, and limited stakeholder involvement**. These issues may hinder the sustainability and full effectiveness of school policies and governance practices.

Thus, a structured **School Improvement Program** focusing on policy implementation fidelity and governance practices is necessary to address these challenges. This program aims to enhance leadership practices, strengthen monitoring systems, improve teacher capacity, and promote stakeholder engagement. Ultimately, it seeks to support **evidence-based school leadership, improved instructional practices, and better student learning outcomes**.

Objectives

This program aims to:

1. Strengthen the implementation of school policies and ensure high fidelity in execution.
2. Enhance school governance practices through effective leadership, planning, and communication.
3. Improve teachers' professional performance in instructional delivery, classroom management, and professional growth.
4. Strengthen monitoring, evaluation, and feedback mechanisms in policy implementation.
5. Increase teacher participation in governance and decision-making processes.
6. Improve resource allocation and utilization for effective program implementation.
7. Promote stakeholder involvement in school programs and policy development.
8. Address identified challenges to ensure continuous school improvement and better educational outcomes.

Scheme of Implementation

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accompl.	Remarks
Policy Implementation Monitoring	Strengthen adherence to policies	Conduct regular monitoring, evaluation, and feedback sessions	50,000	School MOOE / DepEd Support	One year	School Heads, Master Teachers	Monitoring reports, compliance rate	NA	NA
Instructional Supervision & Coaching	Improve teacher performance	Implement classroom observations, coaching, and mentoring programs	60,000	School MOOE / Training Fund	One year	School Heads, Master Teachers	Observation results, teacher improvement	NA	NA
Professional Development Programs	Enhance teacher competence	Conduct seminars, LAC sessions, and training workshops	80,000	DepEd Training Fund / External Grants	One year	School Heads, Trainers	Number trained, evaluation results	NA	NA
Resource Allocation & Support	Improve implementation resources	Provide teaching materials, ICT tools, and learning resources	70,000	School MOOE / LGU Support	One year	School Heads, Supply Officers	Resource availability, utilization rate	NA	NA
Strengthening Governance	Enhance governance practices	Conduct leadership training, strategic	50,000	DepEd / School	One year	School Heads, District	Leadership assessment,	NA	NA

Leadership		planning, and team-building		Funds		Supervisors	planning outputs		
Stakeholder Engagement Programs	Increase community involvement	Conduct PTA meetings, partnerships, and community outreach programs	40,000	School Fund / LGU / NGOs	One year	School Heads, Teachers	Participation rate, partnership outputs	NA	NA
Communication and Policy Awareness	Improve clarity of policies	Disseminate guidelines, conduct orientations, and use communication platforms	30,000	School MOOE	One year	School Heads, Coordinators	Awareness surveys, feedback results	NA	NA
Workload Management & Support	Reduce teacher burden	Streamline administrative tasks and provide support systems	30,000	School Funds	One year	School Heads	Teacher satisfaction, workload balance	NA	NA

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