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Structural Relationships Among Administrative Governance Capability, Digital Organizational Transformation, And Institutional Operational Sustainability of Public Elementary School Leaders in The Deped Schools Division: Basis for A Multidimensional Educational Governance Framework

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Abstract

This study examined the structural relationships among Administrative Governance Capability, Digital Organizational Transformation, and Institutional Operational Sustainability among public elementary school leaders in the Department of Education (DepEd) Schools Division of Leyte. Specifically, it assessed the respondents' demographic profile; determined the levels of Administrative Governance Capability, Digital Organizational Transformation, and Institutional Operational Sustainability; examined the significant relationships among the variables; determined the mediating role of Digital Organizational Transformation; and developed a Multi-Dimensional Educational Governance Optimization Framework. The study employed a quantitative descriptive-correlational research design using Structural Equation Modeling (SEM). Data were gathered from 65 public elementary school leaders through a validated researcher-made questionnaire. Descriptive statistics, Pearson Product-Moment Correlation, mediation analysis, and SEM were utilized to analyze the data.

The findings revealed that the respondents generally demonstrated a Very High level of Administrative Governance Capability (M = 4.68), Digital Organizational Transformation (M = 4.67), and Institutional Operational Sustainability (M = 4.72). Correlation analysis showed a very strong positive significant relationship between Administrative Governance Capability and Institutional Operational Sustainability ($r = 0.842$, $p < .001$), as well as between Digital Organizational Transformation and Institutional Operational Sustainability ($r = 0.817$, $p < .001$). SEM results further indicated that Administrative Governance Capability significantly influenced Digital Organizational Transformation ($\beta = 0.821$, $p < .001$) and Institutional Operational Sustainability ($\beta = 0.468$, $p < .001$), while Digital Organizational Transformation significantly affected Institutional Operational Sustainability ($\beta = 0.419$, $p < .001$). Mediation analysis confirmed that Digital Organizational Transformation partially mediated the relationship between Administrative Governance Capability and Institutional Operational Sustainability,

with an indirect effect of β = 0.344 (p < .001). The structural model demonstrated satisfactory goodness-of-fit indices (SRMR = 0.052; NFI = 0.927; R^2 = 0.731). Based on these findings, the study proposed the Multi-Dimensional Educational Governance Optimization Framework to strengthen governance capability, accelerate digital transformation, and promote sustainable institutional performance among public elementary schools.

Keywords: Administrative Governance Capability, Digital Organizational Transformation, Institutional Operational Sustainability, Structural Equation Modeling, Educational Governance, Public Elementary Schools

1. The Problem and Its Scope

Introduction

Rationale of the Study

The rapidly evolving educational landscape in the Philippines has intensified the need for public elementary school leaders to strengthen administrative governance capability, embrace digital organizational transformation, and sustain institutional operational effectiveness. Educational institutions are no longer limited to traditional administrative systems because the emergence of Education 4.0, digital governance, data-driven management, and technology-integrated leadership requires school administrators to adapt to increasingly complex operational environments. In the Department of Education Schools Division of Leyte, Babatngon 1, Leyte, school leaders are confronted with growing demands related to instructional supervision, organizational accountability, digital integration, stakeholder engagement, institutional transparency, and sustainable educational management. Existing studies emphasized that effective leadership and supervision practices significantly contribute to educational quality, institutional performance, and sustainable development outcomes in schools (Arcadio et al., 2025a; Arcadio et al., 2025b). Similarly, transformational leadership, instructional leadership, and distributed leadership practices were found to positively influence teacher performance, school climate, curriculum implementation, and institutional effectiveness, thereby highlighting the importance of governance capability among school administrators (Arcadio et al., 2025a; Carlosa & Chua, n.d.). These findings indicate that strengthening governance structures and leadership systems is necessary to ensure institutional sustainability and long-term educational effectiveness in public elementary schools.

Digital organizational transformation has likewise become a central component of educational management as schools increasingly rely on technological systems for communication, instructional delivery, decision-making, performance monitoring, and administrative coordination. Research revealed that digital integration and instructional leadership significantly affect organizational innovation, collaboration, and institutional effectiveness in educational settings (Gabato, 2025; Karim et al., 2025). Moreover, digital leadership competencies among educational administrators contribute substantially to faculty development, institutional innovation, and organizational competitiveness in modern educational environments (Liu, 2025). The increasing adoption of digital systems in schools also aligns with global educational transformation initiatives emphasizing technology-enabled governance, institutional agility, and operational resilience (Hashim et al., 2022; Timotheou et al., 2023). In the Philippine context, studies on Education 4.0 initiatives demonstrated that school heads and teachers who actively engage in digital transformation initiatives exhibit stronger school climate, organizational collaboration, and innovation capacity (Viador, 2024). Consequently, digital transformation is no longer considered optional but rather

a strategic necessity for educational institutions aiming to improve operational efficiency, educational delivery, and institutional sustainability.

Despite the recognized importance of digital transformation, several challenges continue to hinder the effective implementation of digital governance systems in educational and public institutions. Existing literature identified issues such as inadequate infrastructure, insufficient ICT capability, lack of institutional readiness, limited professional development, organizational resistance to change, and weak policy implementation mechanisms (Del Rosario et al., 2025; Delos Reyes-Urmanita & Moreno, 2024). Similarly, perceptions of organizational readiness for digital transformation were found to significantly influence institutional adaptability, innovation, and operational success in higher education institutions implementing digital learning systems (Veseli et al., 2025). These challenges are further compounded by disparities in leadership capability, technological access, and organizational agility among educational institutions. Studies emphasized that organizational agility mediates the relationship between digital capabilities and organizational performance, suggesting that institutions with stronger adaptive governance systems are more capable of sustaining transformation initiatives and institutional operations (Atobishi et al., 2024). Thus, assessing the interplay between governance capability, digital transformation, and institutional sustainability among school leaders becomes crucial in understanding how schools can effectively navigate technological and organizational transitions.

Furthermore, sustainable organizational performance in educational institutions depends heavily on strategic leadership, innovation capability, and collaborative institutional culture. Research demonstrated that digital leadership positively influences organizational learning, IT capability enhancement, and sustainable institutional performance in the digital age (Mollah et al., 2023). Likewise, strategic planning and transformational leadership significantly contribute to sustainability and organizational effectiveness in higher education institutions undergoing continuous educational reforms (Habeeb & Eyupoglu, 2024). The role of leadership in organizational digital transformation was also emphasized as essential in managing technological adaptation, innovation integration, and institutional change processes (Sacavém et al., 2025). In educational organizations, sustainable teaching-learning practices, collaborative learning systems, and industry-aligned innovation strategies contribute to institutional competitiveness and long-term operational sustainability (Lopez et al., 2026). Moreover, professional learning communities and digital transformation initiatives strengthen sustainable educational practices and improve organizational learning environments (Vičič Krabonja et al., 2024). These findings imply that school leaders must possess multidimensional governance competencies that integrate administrative leadership, technological capability, organizational adaptability, and sustainability-oriented decision-making.

On a broader scale, global and regional studies further support the necessity of strengthening governance and digital transformation frameworks in educational institutions. National policy analyses on digital transformation highlighted the importance of multi-layer implementation models, institutional collaboration, and governance alignment in achieving successful digital educational reforms (Nguyen & Hong, 2025). Studies examining digital innovation challenges in education also emphasized the need for school-based innovation systems, adaptive governance, and technology-driven institutional cultures to support effective transformation initiatives (Quaicoe et al., 2023). Additionally, digital leadership and organizational capability studies demonstrated that institutional collaboration and knowledge creation significantly improve innovation performance and organizational sustainability within higher education

institutions (게라나, 2023). Research on leadership and digital transformation likewise established that organizational innovation, ESG management, and institutional adaptability are essential drivers of sustainability and operational success in modern organizations (Niu et al., 2022). These international and local findings collectively underscore the growing importance of governance optimization frameworks that integrate administrative leadership capability, digital transformation readiness, and institutional sustainability principles.

Given these existing conditions, there remains a limited body of localized empirical studies focusing specifically on the structural relationships among administrative governance capability, digital organizational transformation, and institutional operational sustainability among public elementary school leaders in the Department of Education Division of Municipality of Burauen, Leyte under the Department of Education Schools Division of Leyte. While prior studies explored leadership practices, digital integration, organizational performance, and sustainability independently, few investigations attempted to develop a comprehensive structural model examining how these variables interact simultaneously within the context of public elementary educational governance. Moreover, there is an evident research gap concerning the development of a multidimensional educational governance optimization framework that may guide school leaders in improving governance effectiveness, technological adaptability, institutional resilience, and operational sustainability. Therefore, this study is deemed significant as it seeks to analyze the structural relationships among administrative governance capability, digital organizational transformation, and institutional operational sustainability and utilize the findings as the basis for a Multi-Dimensional Educational Governance Optimization Framework that may strengthen leadership effectiveness, digital transformation initiatives, and sustainable institutional management in public elementary schools within the Department of Education Division of Babatngon, Leyte under the Department of Education Schools Division of Leyte.

Theoretical Background

The theoretical background of this study is anchored on the premise that educational governance in the digital era extends beyond traditional school administration, routine supervision, and compliance-based management. Contemporary public elementary school leaders are expected to demonstrate multidimensional governance capability by integrating strategic leadership, digital organizational transformation, organizational agility, institutional innovation, and operational sustainability. This perspective is particularly relevant within the Department of Education (DepEd) Schools Division of Leyte, where school leaders operate in an increasingly complex educational environment characterized by policy reforms, digitalization initiatives, resource constraints, stakeholder expectations, and the continuous pursuit of quality basic education. The governance functions of school leaders are further strengthened by **Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001**, which institutionalizes decentralized basic education management by empowering school heads to become instructional leaders responsible for school improvement, resource management, and shared accountability. Likewise, the **Basic Education Development Plan (BEDP) 2030**, the Department of Education's long-term strategic roadmap, emphasizes governance reforms, digital transformation, leadership development, institutional resilience, and sustainable quality education. These legal and policy frameworks reinforce the evolving role of school leaders as governance managers who are expected to effectively respond to educational reforms while ensuring institutional sustainability. Studies conducted

among public schools in the Municipality of Babatngon, Leyte under the DepEd Schools Division of Leyte revealed that transformational, instructional, and distributed leadership significantly contribute to teacher performance, curriculum implementation, student engagement, and school climate, thereby emphasizing leadership as a fundamental mechanism for improving educational quality and institutional effectiveness (Arcadio et al., 2025; Arcadio et al., 2025). These findings support the present study by establishing administrative governance capability as a critical foundation for effective school leadership and sustainable educational outcomes.

The study is primarily anchored on the **Transformational Leadership Theory** developed by **James MacGregor Burns (1978)** and further expanded by **Bernard M. Bass (1985)**. Burns (1978) introduced transformational leadership as a leadership approach that inspires followers to transcend personal interests in pursuit of organizational goals through shared vision, commitment, and organizational change. Bass (1985) expanded the theory by explaining that transformational leaders influence organizational performance through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Within educational institutions, transformational leadership enables school heads to inspire teachers, facilitate organizational change, strengthen instructional supervision, and improve institutional effectiveness. The application of this theory is consistent with the provisions of **Republic Act No. 9155 (Governance of Basic Education Act of 2001)**, which identifies school heads as instructional leaders responsible for ensuring effective school governance, improving educational outcomes, managing school resources, and promoting participatory decision-making. By empowering school leaders to exercise decentralized governance, the law complements the principles of transformational leadership that encourage innovation, collaboration, and institutional improvement. Prior studies revealed that transformational leadership remains one of the most effective leadership approaches in school administration because it enhances teacher performance, school climate, and curriculum implementation (Arcadio et al., 2025). Likewise, strategic planning combined with transformational leadership significantly improves organizational performance and long-term institutional sustainability in educational organizations (Habeeb & Eyupoglu, 2024). Consequently, this theory supports the assumption that school leaders possessing stronger administrative governance capability are more capable of initiating digital organizational transformation while sustaining institutional operations.

The study is likewise supported by the concept of **Digital Leadership**, introduced by **Eric Sheninger (2014)**, together with the theory of **Digital Transformation**, extensively discussed by **Westerman, Bonnet, and McAfee (2014)**. Digital leadership emphasizes the strategic use of technology, innovation, collaboration, communication, and data-driven decision-making to improve organizational effectiveness, whereas digital transformation refers to the comprehensive integration of digital technologies into organizational processes, structures, services, and institutional culture. Within educational institutions, digital transformation extends beyond the adoption of technological tools by encompassing changes in leadership behavior, governance systems, instructional supervision, professional development, administrative efficiency, and institutional decision-making. The implementation of digital transformation is reinforced by **Republic Act No. 11032, otherwise known as the Ease of Doing Business and Efficient Government Service Delivery Act of 2018**, which requires government agencies to simplify procedures, enhance transparency, improve operational efficiency, and adopt digital technologies for effective public service delivery. Since public elementary schools are government institutions, school leaders are expected to integrate digital governance practices that enhance organizational efficiency and service quality. Furthermore, digital initiatives must comply with **Republic**

Act No. 10173, or the Data Privacy Act of 2012, which mandates the protection of personal information collected, processed, and stored by public institutions. This law requires school leaders to establish secure information management systems and responsible digital governance practices that protect the privacy of learners, teachers, employees, and other stakeholders. Gabato (2025) found that digital integration significantly enhances instructional leadership through improved communication, collaboration, technology-based decision-making, and teacher development. Similarly, Liu (2025) and Karim et al. (2025) emphasized that digital leadership competencies are essential for institutional innovation, faculty development, and organizational competitiveness within technology-driven educational environments. These perspectives justify the inclusion of digital organizational transformation as one of the major constructs influencing institutional operational sustainability among public elementary school leaders.

The study is further anchored on the **General Systems Theory** developed by **Ludwig von Bertalanffy (1968)**. Systems Theory explains that organizations function as open systems composed of interdependent and interconnected subsystems working together toward common organizational goals. In educational institutions, governance capability, leadership practices, technological systems, instructional processes, organizational culture, and sustainability outcomes continuously interact and influence one another. Consequently, improvements in one organizational subsystem inevitably affect the performance of other institutional components. This systems perspective is reflected in the governance framework established by **BEDP 2030**, which recognizes that leadership, curriculum, technology, governance, human resources, infrastructure, and stakeholder engagement are interconnected components that collectively contribute to improving educational quality and institutional resilience. This perspective is supported by Timotheou et al. (2023), who reported that digital technologies significantly influence school capacity, instructional systems, institutional readiness, and organizational transformation. Likewise, Viador (2024) found that Education 4.0 initiatives among school heads and teachers significantly improve school and classroom climate. Accordingly, Systems Theory provides a strong theoretical justification for employing Structural Equation Modeling because it enables the simultaneous examination of the direct and indirect structural relationships among administrative governance capability, digital organizational transformation, and institutional operational sustainability.

The study also draws upon **Organizational Agility Theory**, introduced by **Goldman, Nagel, and Preiss (1995)**. Organizational Agility Theory posits that organizations capable of rapidly adapting to technological, environmental, and operational changes are more likely to sustain long-term organizational performance. Within educational organizations, digital technologies alone cannot guarantee institutional success unless school leaders possess adaptive leadership capabilities, organizational responsiveness, innovation, and strategic flexibility. This perspective complements the objectives of **BEDP 2030**, which encourages educational institutions to become resilient, adaptive, and responsive to emerging educational challenges through governance reforms, leadership development, and digital innovation. Atobishi et al. (2024) emphasized that digital capability contributes to organizational performance only when institutions demonstrate sufficient agility and adaptive capacity. This perspective is particularly applicable to public elementary schools where leaders continuously respond to digital literacy challenges, infrastructure limitations, policy reforms, instructional innovations, and changing stakeholder expectations. Likewise, studies on e-governance and digital transformation within the Philippine public sector identified continuing challenges related to infrastructure, organizational readiness, institutional capability, and implementation support (Del Rosario et al., 2025; Delos Reyes-Urmanita & Moreno, 2024). Therefore,

Organizational Agility Theory explains why school leaders must develop governance systems capable of adapting to changing educational conditions while sustaining institutional performance.

Another major theoretical foundation of the study is **Institutional Theory**, originally developed by **John W. Meyer and Brian Rowan (1977)** and further advanced by **DiMaggio and Powell (1983)**. Institutional Theory explains that organizations are significantly influenced by legal mandates, governance standards, organizational norms, cultural expectations, and institutional pressures. Public elementary schools operate within the regulatory framework established by the Department of Education and are therefore required to comply with **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)**, **Republic Act No. 10173 (Data Privacy Act of 2012)**, and the strategic priorities outlined in the **Basic Education Development Plan (BEDP) 2030**. These legal and policy frameworks collectively shape school governance by requiring educational leaders to promote accountability, transparency, digital governance, data privacy, innovation, and sustainable institutional development. International studies similarly emphasized that successful digital transformation in educational institutions requires policy alignment, organizational readiness, institutional collaboration, and supportive governance frameworks (Nguyen & Hong, 2025; Veseli et al., 2025). Institutional Theory therefore explains that school leaders' administrative governance capability is influenced not only by leadership competence but also by national laws, educational policies, and institutional expectations.

Finally, the study is informed by the **Theory of Organizational Learning**, introduced by **Argyris and Schön (1978)**, together with the concept of **Sustainable Organizational Performance**, which emphasizes that long-term institutional effectiveness depends upon leadership capability, organizational learning, innovation, collaboration, and continuous improvement. Organizations capable of learning, adapting, and integrating innovation are better positioned to sustain performance under changing environmental conditions. These principles are likewise reflected in the **Basic Education Development Plan (BEDP) 2030**, which identifies governance excellence, leadership development, digital transformation, institutional resilience, and continuous organizational improvement as strategic priorities for Philippine basic education. Mollah et al. (2023) found that digital leadership significantly enhances information technology capability, organizational learning, innovation, and sustainable organizational performance. Similarly, Niu et al. (2022) and Sacavém et al. (2025) emphasized that leadership plays a central role in aligning technological innovation with organizational goals, institutional culture, and digital transformation initiatives. Within educational institutions, sustainable organizational practices are strengthened through professional learning communities, digital innovation, instructional improvement, and technology-enabled governance systems (Lopez et al., 2026; Vičič Krabonja et al., 2024). These theoretical perspectives collectively support the proposed **Multidimensional Educational Governance Framework** by demonstrating that institutional operational sustainability is achieved when administrative governance capability and digital organizational transformation are effectively integrated into adaptive, innovative, legally compliant, and sustainable educational leadership systems.

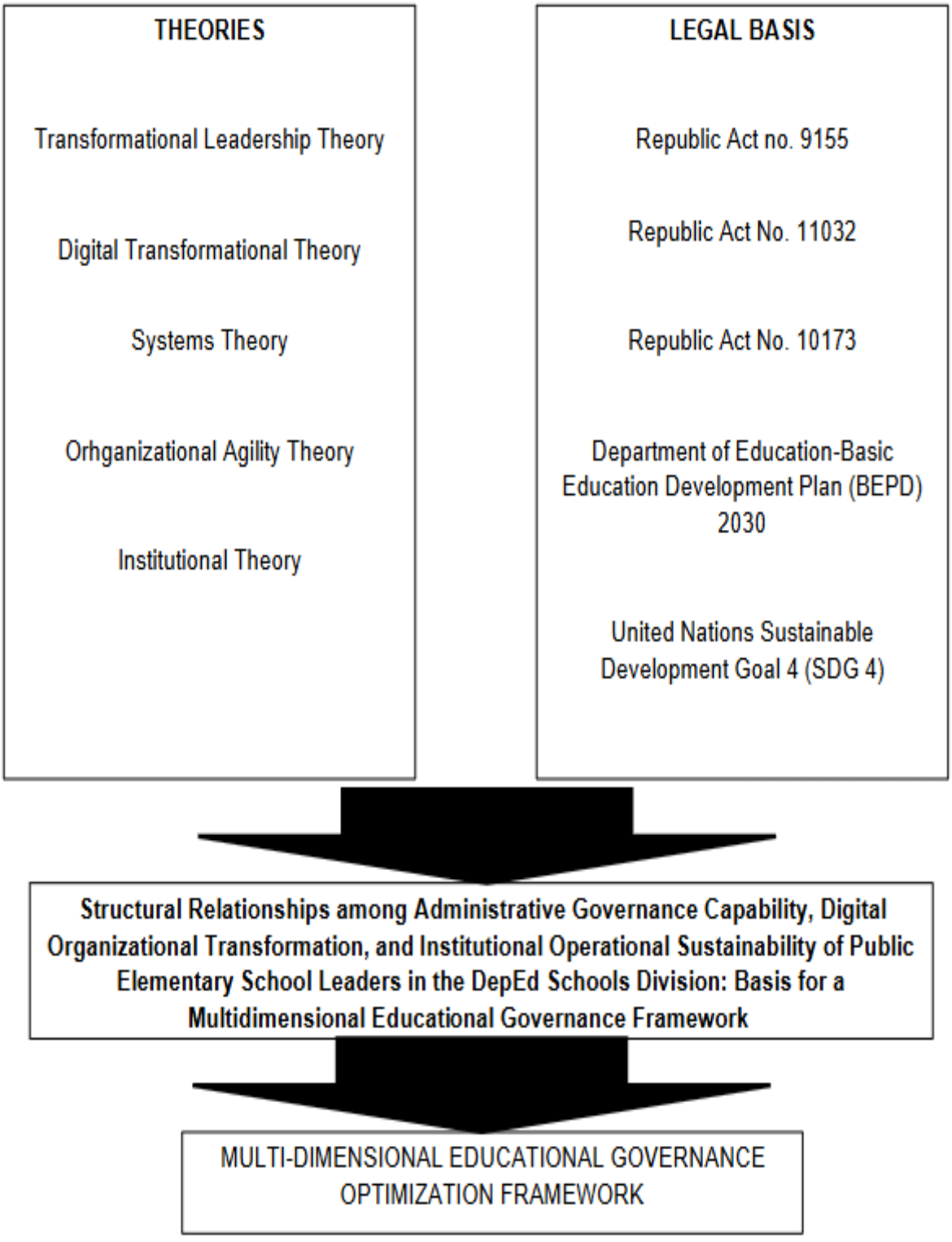


Figure 1.

Theoretical Background

1. As perceived by the respondents, what is the level of administrative governance capability among public elementary school leaders in terms of:
    1.1 strategic leadership and decision-making;
    1.2 policy implementation and compliance management;
    1.3 organizational communication and stakeholder engagement;
    1.4 resource and financial management;
    1.5 instructional supervision and performance monitoring; and
    1.6 accountability, transparency, and ethical governance?
2. As perceived by the respondents, what is the level of **digital organizational transformation** among **public elementary school leaders** in terms of:
    2.1 digital leadership and innovation;
    2.2 ICT integration and utilization;
    2.3 digital communication and collaboration systems;
    2.4 technology-based decision-making and data management;
    2.5 digital learning and administrative support systems; and
    2.6 organizational adaptability to digital transformation?
3. As perceived by the respondents, what is the level of **institutional operational sustainability** among **public elementary schools** in terms of:
    3.1 operational efficiency and service delivery;
    3.2 organizational resilience and adaptability;
    3.3 institutional innovation and continuous improvement;
    3.4 sustainability of governance practices;
    3.5 stakeholder satisfaction and institutional support; and
    3.6 long-term organizational effectiveness?
4. Is there a significant relationship between administrative governance capability and institutional operational sustainability among public elementary school leaders in the Department of Education Schools Division of Leyte, specifically in the Municipality of Babatngon?
5. Is there a significant relationship between digital organizational transformation and institutional operational sustainability among public elementary school leaders in the Department of Education Schools Division of Leyte, specifically in the Municipality of Babatngon?
6. Does digital organizational transformation significantly mediate the relationship between administrative governance capability and institutional operational sustainability among public elementary school leaders in the Department of Education Schools Division of Leyte, specifically in the Municipality of Babatngon?
7. What structural model best explains the relationships among administrative governance capability, digital organizational transformation, and institutional operational sustainability among public elementary school leaders?
8. Based on the findings of the study, what **Multidimensional Educational Governance Framework** can be developed to strengthen administrative governance capability, digital organizational transformation, and institutional operational sustainability among public elementary schools?

2. Summary, Findings, Conclusions, And Recommendations

This chapter presents the summary, findings, conclusions, and recommendations of the study. The research aimed to determine the structural relationships among Administrative Governance Capability, Digital Organizational Transformation, and Institutional Operational Sustainability among public elementary school leaders in the Department of Education Schools Division of Leyte, particularly within the Municipality of Babatngon. Specifically, the study assessed the respondents' demographic profile, evaluated the levels of the three major constructs, examined the significant relationships among the variables, tested the mediating role of Digital Organizational Transformation, and developed a structural model that best explains the relationships among the variables. The study employed a descriptive-correlational research design using Structural Equation Modeling (SEM) as the primary statistical technique.

Summary

The study assessed the level of **Administrative Governance Capability** among public elementary school leaders across six dimensions, namely: strategic leadership and decision-making, policy implementation and compliance management, organizational communication and stakeholder engagement, resource and financial management, instructional supervision and performance monitoring, and accountability, transparency, and ethical governance.

Likewise, the study evaluated the level of **Digital Organizational Transformation** through digital leadership and innovation, ICT integration and utilization, digital communication and collaboration systems, technology-based decision-making and data management, digital learning and administrative support systems, and organizational adaptability to digital transformation. Institutional Operational Sustainability was likewise examined in terms of operational efficiency and service delivery, organizational resilience and adaptability, institutional innovation and continuous improvement, sustainability of governance practices, stakeholder satisfaction and institutional support, and long-term organizational effectiveness.

Furthermore, Pearson Product-Moment Correlation was employed to determine the significant relationships between Administrative Governance Capability and Institutional Operational Sustainability, as well as between Digital Organizational Transformation and Institutional Operational Sustainability. Structural Equation Modeling (SEM) was subsequently utilized to examine the mediating role of Digital Organizational Transformation and to determine the best-fitting structural model explaining the relationships among the variables.

To provide a comprehensive overview of the findings, the summary table below presents the major results of the study.

Table
Summary of Results

Major Area	Key Findings (Quantitative)	Overall Result	Interpretation
Demographic Profile	Majority were 36–40 years old (27.69%), Female (53.85%), Married (64.62%), Master's Degree Graduates (38.46%), Principals (49.23%), with 6–	—	Respondents were experienced educational leaders with graduate education and

	10 years leadership experience (29.23%).		administrative responsibilities.
Administrative Governance Capability	Overall Composite Mean = **4.68**	**Very High**	School leaders consistently demonstrated excellent governance competencies across all governance dimensions.
Strategic Leadership and Decision-Making	Composite Mean = **4.68**	Very High	Leaders effectively practiced strategic planning and organizational decision-making.
Policy Implementation and Compliance Management	Composite Mean = **4.58**	Very High	Policies were effectively implemented while maintaining regulatory compliance.
Organizational Communication and Stakeholder Engagement	Composite Mean = **4.69**	Very High	Strong collaboration and communication with stakeholders were consistently demonstrated.
Resource and Financial Management	Composite Mean = **4.67**	Very High	Resources were efficiently allocated and managed following government standards.
Instructional Supervision and Performance Monitoring	Composite Mean = **4.71**	Very High	School leaders maintained effective instructional supervision and performance monitoring systems.
Accountability, Transparency, and Ethical Governance	Composite Mean = **4.77**	Very High	Ethical leadership and accountability were the strongest governance practices demonstrated.
Digital Organizational Transformation	Overall Composite Mean = **4.67**	**Very High**	Schools exhibited a high level of digital transformation across all organizational dimensions.
Institutional Operational Sustainability	Overall Composite Mean = **4.72**	**Very High**	Schools maintained sustainable organizational

			systems and effective institutional performance.
Administrative Governance Capability × Institutional Operational Sustainability	**r = 0.842; p = 0.000**	Very Strong Positive Significant Relationship	Better governance capability significantly improved institutional sustainability.
Digital Organizational Transformation × Institutional Operational Sustainability	**r = 0.817; p = 0.000**	Very Strong Positive Significant Relationship	Higher levels of digital transformation significantly enhanced institutional sustainability.
Mediation Analysis	**Indirect Effect = 0.344; p = 0.000**	Significant Partial Mediation	Digital Organizational Transformation partially mediated the relationship between governance capability and institutional sustainability.
Structural Model	SRMR = 0.052; NFI = 0.927; R^2 = 0.731	Good Model Fit	The structural model adequately explained the relationships among the study variables.

Findings

The study revealed that the respondents were primarily experienced public elementary school leaders who possessed the educational qualifications and administrative experience necessary to perform school leadership functions effectively. The majority of the respondents were 36–40 years old, female, married, Master's Degree graduates, school principals, and had six to ten years of educational leadership experience. Most respondents had also participated in several leadership trainings and seminars, indicating continuous professional development among school administrators.

The findings further revealed that Administrative Governance Capability was assessed as Very High, with an overall composite mean of 4.68. Among its six dimensions, Accountability, Transparency, and Ethical Governance obtained the highest composite mean (4.77), followed by Instructional Supervision and Performance Monitoring (4.71), Organizational Communication and Stakeholder Engagement (4.69), Strategic Leadership and Decision-Making (4.68), Resource and Financial Management (4.67), and Policy Implementation and Compliance Management (4.58). These findings indicate that school leaders consistently demonstrated effective governance practices characterized by accountability, ethical leadership, strategic planning, sound financial management, instructional excellence, and collaborative stakeholder engagement.

Similarly, Digital Organizational Transformation was evaluated as Very High, obtaining an overall composite mean of 4.67. Among its dimensions, Technology-Based Decision-Making and Data Management, Digital Learning and Administrative Support Systems, and Organizational Adaptability to Digital Transformation each obtained composite means of 4.68, while Digital Communication and Collaboration Systems obtained 4.67, ICT Integration and Utilization obtained 4.66, and Digital Leadership and Innovation obtained 4.65. The findings demonstrate that school leaders effectively integrated digital technologies into administrative processes, communication systems, instructional management, and organizational decision-making, thereby strengthening institutional innovation and adaptability.

The study likewise found that Institutional Operational Sustainability was perceived at a Very High level, with an overall composite mean of 4.72. The highest-rated dimensions were Sustainability of Governance Practices, Stakeholder Satisfaction and Institutional Support, and Long-Term Organizational Effectiveness, each obtaining a composite mean of 4.73. These were followed by Operational Efficiency and Service Delivery and Organizational Resilience and Adaptability, both with composite means of 4.71, while Institutional Innovation and Continuous Improvement obtained 4.70. These results suggest that public elementary schools maintain sustainable organizational systems capable of supporting continuous improvement, resilience, and effective educational service delivery.

Correlation analysis further established a very strong positive significant relationship between Administrative Governance Capability and Institutional Operational Sustainability ($r = 0.842$, $p = 0.000$). This finding indicates that school leaders who exhibit stronger governance competencies are more likely to achieve higher levels of institutional sustainability through improved leadership practices, effective governance systems, and sound organizational management.

Likewise, a very strong positive significant relationship was identified between Digital Organizational Transformation and Institutional Operational Sustainability ($r = 0.817$, $p = 0.000$). The results suggest that schools demonstrating greater digital maturity and technological integration also exhibit stronger organizational resilience, improved operational efficiency, and enhanced long-term institutional effectiveness.

The Structural Equation Modeling (SEM) analysis revealed that Administrative Governance Capability significantly influenced Digital Organizational Transformation ($\beta = 0.821$, $p = 0.000$) and Institutional Operational Sustainability ($\beta = 0.468$, $p = 0.000$). Likewise, Digital Organizational Transformation exerted a significant positive effect on Institutional Operational Sustainability ($\beta = 0.419$, $p = 0.000$). Furthermore, mediation analysis confirmed that Digital Organizational Transformation partially mediated the relationship between Administrative Governance Capability and Institutional Operational Sustainability through a significant indirect effect ($\beta = 0.344$, $p = 0.000$) and a Variance Accounted For (VAF) value of 42.36%.

Finally, the Structural Equation Model demonstrated satisfactory goodness-of-fit indices, including SRMR = 0.052, NFI = 0.927, $R^2 = 0.731$, and $Q^2 = 0.547$, confirming that the proposed model adequately explains the relationships among Administrative Governance Capability, Digital Organizational Transformation, and Institutional Operational Sustainability. Based on these findings, the Multi-Dimensional Educational Governance Optimization Framework was developed as the best-fit model for strengthening governance capability, accelerating digital transformation, and enhancing long-term institutional sustainability among public elementary schools.

Conclusions

Based on the findings of the study, it can be concluded that public elementary school leaders in the Department of Education Schools Division of Leyte possess a very high level of Administrative Governance Capability, enabling them to effectively perform strategic leadership, ensure policy compliance, promote accountability, manage organizational resources efficiently, supervise instructional processes, and maintain ethical governance practices. These governance competencies provide a solid foundation for achieving sustainable school management and organizational excellence.

The study further concludes that public elementary schools have successfully embraced Digital Organizational Transformation by integrating information and communication technologies into governance, instructional supervision, communication systems, organizational decision-making, and administrative operations. Such digital transformation has strengthened organizational adaptability, improved operational efficiency, and enhanced the schools' capacity to respond to rapidly changing educational environments.

Likewise, the study concludes that public elementary schools demonstrate a very high level of Institutional Operational Sustainability, characterized by efficient service delivery, organizational resilience, continuous innovation, sustainable governance practices, stakeholder satisfaction, and long-term organizational effectiveness. These organizational strengths indicate that schools are capable of sustaining quality educational services while continuously improving institutional performance.

Moreover, the significant positive relationships identified among the variables confirm that improvements in Administrative Governance Capability and Digital Organizational Transformation contribute directly to higher levels of Institutional Operational Sustainability. The findings affirm that effective governance practices and digital innovation function as complementary organizational mechanisms that collectively strengthen sustainable educational leadership.

Finally, the study concludes that Digital Organizational Transformation partially mediates the relationship between Administrative Governance Capability and Institutional Operational Sustainability. This implies that while governance capability directly influences institutional sustainability, its impact is significantly enhanced when supported by digital transformation initiatives. Consequently, the proposed Multi-Dimensional Educational Governance Optimization Framework provides a comprehensive strategic model that may guide school leaders, educational managers, and policymakers in improving governance effectiveness, accelerating digital innovation, and sustaining institutional excellence in public elementary schools.

Recommendations

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

1. **Strengthen Strategic Governance Capacity.** The Department of Education Schools Division Office should continue implementing comprehensive leadership development programs focusing on strategic leadership, policy implementation, instructional supervision, ethical governance, and evidence-based decision-making. Regular executive leadership training, mentoring programs, and competency enhancement initiatives should be institutionalized to further strengthen the administrative governance capability of public elementary school leaders.
2. **Accelerate Digital Organizational Transformation.** School administrators should continuously expand the integration of digital technologies into governance and school management processes by adopting advanced digital platforms for communication, instructional supervision, records

management, financial monitoring, and organizational decision-making. Investment in modern educational technologies and digital infrastructure will further improve organizational efficiency and responsiveness.

3. **Enhance ICT Infrastructure and Technical Support.** The Schools Division Office, in collaboration with the Department of Education and local government units, should prioritize the provision of reliable internet connectivity, updated computer equipment, cloud-based information systems, cybersecurity measures, and technical support personnel. Strengthening ICT infrastructure will enable schools to sustain digital transformation initiatives and improve administrative effectiveness.
4. **Institutionalize Continuous Professional Development Programs.** Continuous learning opportunities should be provided for school leaders, teachers, and non-teaching personnel through regular seminars, workshops, certification programs, and capacity-building activities on educational leadership, digital innovation, organizational change management, data analytics, and emerging educational technologies. These initiatives will ensure that educational personnel remain competent in addressing evolving institutional demands.
5. **Strengthen Stakeholder Collaboration and Community Partnerships.** School leaders should intensify collaboration with parents, local government units, private organizations, higher education institutions, non-government organizations, and other community stakeholders. Strong partnerships can provide additional technical expertise, financial assistance, technological resources, and collaborative opportunities that support sustainable educational governance and institutional development.
6. **Promote Data-Driven Decision-Making and Digital Governance.** Educational institutions should institutionalize the use of digital dashboards, management information systems, performance analytics, and electronic monitoring tools to facilitate evidence-based planning, policy formulation, performance evaluation, and resource allocation. Strengthening data governance practices will improve transparency, accountability, and organizational responsiveness.
7. **Sustain Institutional Operational Excellence.** School leaders should continuously strengthen governance systems that promote operational efficiency, organizational resilience, innovation, stakeholder satisfaction, and long-term institutional effectiveness. Regular organizational performance assessments, quality assurance mechanisms, strategic planning sessions, and continuous improvement programs should be integrated into annual school management plans to sustain organizational excellence.
8. **Develop Policies Supporting Sustainable Digital Governance.** The Department of Education may formulate and strengthen policies that institutionalize digital governance practices across public elementary schools. These policies should establish standards for digital leadership, information management, cybersecurity, digital learning systems, organizational innovation, and technology-supported governance to ensure consistency and sustainability across schools.
9. **Adopt the Multi-Dimensional Educational Governance Optimization Framework.** The proposed **Multi-Dimensional Educational Governance Optimization Framework** developed in this study may be adopted by the Department of Education Schools Division of Leyte as a strategic guide for enhancing administrative governance capability, accelerating digital organizational transformation, and strengthening institutional operational sustainability. The framework may also serve as a

reference for leadership development programs, policy formulation, strategic planning, and organizational improvement initiatives among public elementary schools.

10. **Conduct Future Research.** Future researchers are encouraged to replicate the study in other Schools Division Offices, secondary schools, private educational institutions, colleges, and universities using larger and more diverse samples. Future studies may also incorporate additional variables such as organizational culture, transformational leadership, innovation capability, employee engagement, digital readiness, artificial intelligence adoption, organizational resilience, and educational performance. Employing longitudinal research designs, mixed-methods approaches, or multi-group Structural Equation Modeling (SEM) may further validate and extend the proposed **Multi-Dimensional Educational Governance Optimization Framework**, providing deeper insights into sustainable educational governance in various educational contexts.

3. Output of The Study

Multi-Dimensional Educational Governance Optimization Framework Implementation Plan Rationale

The findings of the study revealed that Administrative Governance Capability, Digital Organizational Transformation, and Institutional Operational Sustainability were all assessed at a Very High level among public elementary school leaders in the Department of Education Schools Division of Leyte. Furthermore, the Structural Equation Modeling (SEM) analysis confirmed that Administrative Governance Capability significantly influences Institutional Operational Sustainability both directly and indirectly through Digital Organizational Transformation. The proposed Multi-Dimensional Educational Governance Optimization Framework demonstrated that strengthening governance competencies while accelerating digital transformation significantly contributes to sustainable institutional performance, improved service delivery, organizational resilience, and long-term educational excellence.

Despite the favorable findings, continuous improvement remains necessary to sustain organizational effectiveness and address emerging educational challenges brought about by technological advancements, increasing administrative demands, resource constraints, cybersecurity concerns, and rapidly changing educational policies. Consequently, a comprehensive implementation plan is proposed to institutionalize effective governance practices, strengthen digital transformation initiatives, improve stakeholder collaboration, and ensure long-term institutional sustainability across public elementary schools.

Objectives

This implementation plan aims to:

1. Strengthen Administrative Governance Capability among public elementary school leaders through continuous leadership development and governance enhancement programs.
2. Accelerate Digital Organizational Transformation by expanding the use of digital technologies, information systems, and data-driven decision-making in school management.
3. Improve Institutional Operational Sustainability by strengthening operational efficiency, organizational resilience, innovation, and long-term institutional effectiveness.
4. Enhance stakeholder collaboration among schools, parents, local government units, community organizations, and other educational partners.

5. Promote evidence-based governance through digital monitoring, organizational performance evaluation, and strategic planning.
6. Improve ICT infrastructure and digital learning support systems to sustain technology-enabled educational management.
7. Institutionalize the Multi-Dimensional Educational Governance Optimization Framework as a strategic management model for public elementary schools.

Scheme of Implementation

Table

Multi-Dimensional Educational Governance Optimization Framework Implementation Plan

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
Leadership Development and Governance Enhancement	Strengthen governance capability of school leaders	Conduct executive leadership training, governance seminars, mentoring, coaching, and policy implementation workshops	120,000	DepEd Training Fund / MOOE	One Year	Schools Division Office, School Heads	Number of trainings conducted, leadership competency assessment, participant evaluation	N/A	N/A
Digital Transformation Program	Accelerate digital organizational transformation	Implement digital governance systems, cloud-based records management, digital	250,000	DepEd ICT Fund / LGU Support	One Year	ICT Coordinators, School Heads	Digital utilization rate, system implementation reports, user satisfaction	N/A	N/A

		communication platforms, and automation of administrative processes							
ICT Infrastructure Improvement	Improve technology facilities and internet connectivity	Upgrade computers, internet facilities, multimedia equipment, networking devices, and cybersecurity systems	400,000	DepEd ICT Fund / Special Education Fund	One Year	ICT Unit, School Administrators	Percentage of schools upgraded, internet availability, equipment inventory	N/A	N/A
Data-Driven Decision-Making Program	Promote evidence-based governance	Develop digital dashboards, school performance monitoring systems, electronic reporting, and data analytics	150,000	DepEd Innovation Fund	One Year	School Heads, Planning Officers	Accuracy of reports, decision turnaround time, dashboard utilization	N/A	N/A

Stakeholder Partnership and Community Engagement	Strengthen collaboration among stakeholders	Conduct partnership forums, parent engagement programs, LGU collaboration, NGO partnerships, and community outreach	100,000	LGU Assistance / Community Partnership Fund	One Year	School Heads, PTA Officers, LGU Representatives	Number of partnerships, stakeholder satisfaction, participation rate	N/A	N/A
Professional Development on Digital Leadership	Enhance digital competencies of school leaders and teachers	Conduct ICT certification, AI literacy training, digital leadership workshops, and technology integration seminars	180,000	DepEd Training Fund / External Grants	One Year	HR Development Office, ICT Trainers	Number of certified personnel, competency assessment, post-training evaluation	N/A	N/A
Institutional Sustainability and Quality Assurance Program	Sustain organizational effectiveness and continuous improvement	Conduct annual strategic planning, organizational assessment, quality	140,000	School MOOE / DepEd Quality Assurance Fund	One Year	School Heads, Quality Assurance Team	Annual performance indicators, sustainability assessment,	N/A	N/A

		assurance monitoring, and institutional benchmarking					quality assurance reports		
Policy Review and Governance Innovation	Institutionalize the Educational Governance Optimization Framework	Develop governance manuals, review institutional policies, formulate digital governance guidelines, and integrate the framework into School Improvement Plans (SIP)	90,000	DepEd Operational Fund	One Year	Schools Division Office, Planning Office	Approved policies, governance manual, implementation compliance rate	N/A	N/A

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