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Strategic Human Resource Management Practices and Organizational Performance in The Department of Education Leyte Division: Basis for An Enhanced Employee Development and Workforce Sustainability 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 Schools Division of Leyte, particularly in the Burauen North, Burauen South, and Burauen East Districts. Specifically, the study determined the respondents' demographic profile, assessed the levels of the three major constructs, examined the significant relationships among the variables, investigated 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 utilizing Structural Equation Modeling (SEM) as the primary statistical technique. Data were collected from 65 public elementary school leaders using a validated researcher-made questionnaire.

The findings revealed that Administrative Governance Capability (Composite Mean = 4.68), Digital Organizational Transformation (Composite Mean = 4.67), and Institutional Operational Sustainability (Composite Mean = 4.72) were all assessed as Very High. Correlation analysis established a very strong positive significant relationship between Administrative Governance Capability and Institutional Operational Sustainability ($r = 0.842$, $p = 0.000$) and between Digital Organizational Transformation and Institutional Operational Sustainability ($r = 0.817$, $p = 0.000$). Structural Equation Modeling demonstrated that Administrative Governance Capability significantly influenced Digital Organizational Transformation ($\beta = 0.821$, $p = 0.000$) and Institutional Operational Sustainability ($\beta = 0.468$, $p = 0.000$), while Digital Organizational Transformation significantly influenced Institutional Operational Sustainability ($\beta = 0.419$, $p = 0.000$). Mediation analysis confirmed that Digital Organizational Transformation partially mediated the relationship between Administrative Governance Capability and Institutional Operational Sustainability through a significant indirect effect ($\beta = 0.344$, $p = 0.000$). Furthermore, the structural model exhibited satisfactory goodness-of-fit indices (SRMR = 0.052; NFI = 0.927; $R^2 = 0.731$). Based on these findings, the Multi-Dimensional Educational Governance

Optimization Framework was developed to strengthen governance capability, accelerate digital transformation, and sustain institutional operational excellence among public elementary schools.

Keywords: Administrative Governance Capability, Digital Organizational Transformation, Institutional Operational Sustainability, Structural Equation Modeling, Public Elementary School Leaders, Educational Governance, Department of Education, Philippines.

1. Introduction

THE PROBLEM AND ITS SCOPE

Rationale of the Study

The global education sector is undergoing a profound transformation driven by rapid technological advancement, digital governance, artificial intelligence, data-driven decision-making, and sustainable institutional development. Educational systems worldwide are transitioning from conventional administrative structures toward digitally enabled governance models that promote transparency, organizational resilience, accountability, and continuous innovation. This transformation is strongly aligned with the **United Nations Sustainable Development Goals (SDGs)**, particularly **SDG 4 (Quality Education)**, which promotes inclusive and equitable quality education through effective educational governance; **SDG 9 (Industry, Innovation, and Infrastructure)**, which emphasizes digital innovation and resilient institutional infrastructure; and **SDG 16 (Peace, Justice, and Strong Institutions)**, which advocates accountable, transparent, and effective public institutions. These global frameworks recognize that educational institutions can only achieve sustainable development when governance systems are capable of adapting to technological changes while ensuring institutional effectiveness and public accountability (Hashim et al., 2022; Timotheou et al., 2023; Mollah et al., 2023; Nguyen & Hong, 2025).

Globally, researchers have increasingly emphasized that educational leadership extends beyond administrative supervision and now encompasses strategic governance, digital transformation, institutional sustainability, and innovation management. Studies have shown that digital leadership enhances organizational learning, institutional agility, knowledge management, and sustainable organizational performance, enabling educational institutions to respond effectively to rapidly changing educational demands (Mollah et al., 2023; Liu, 2025). Likewise, leadership capable of integrating digital technologies into governance systems strengthens institutional competitiveness, organizational resilience, and operational sustainability (Sacavém et al., 2025). International studies likewise highlighted that institutions possessing strong governance structures and digital capabilities demonstrate higher levels of organizational innovation, operational efficiency, and long-term sustainability compared to institutions that continue to rely on traditional management systems (Quaicoe et al., 2023; Veseli et al., 2025). These findings reinforce the growing importance of strengthening governance capability and digital organizational transformation as essential mechanisms for sustaining educational institutions in the twenty-first century.

Within the Asian and regional educational context, governments have intensified digital transformation initiatives to modernize educational administration and improve institutional effectiveness. Educational reforms across Asia have focused on strengthening digital governance systems, enhancing leadership competencies, improving organizational collaboration, and promoting evidence-based decision-making. Studies conducted within the region revealed that organizational agility significantly

mediates the relationship between digital capability and institutional performance, indicating that educational institutions with adaptive governance systems are better positioned to sustain organizational effectiveness during periods of technological transformation (Atobishi et al., 2024). Similarly, research emphasized that digital innovation ecosystems, institutional collaboration, and technology-enabled governance contribute significantly to educational sustainability, organizational adaptability, and long-term institutional success (Niu et al., 2022; Habeeb & Eyupoglu, 2024). These regional developments demonstrate that educational organizations must continuously strengthen administrative governance while embracing digital transformation to ensure operational sustainability amidst increasingly dynamic educational environments.

In the Philippine educational system, the Department of Education (DepEd) continues to implement reforms aimed at improving governance, accountability, educational quality, and digital transformation consistent with the goals of the Basic Education Development Plan and Education 4.0 initiatives. Schools are increasingly expected to utilize digital technologies for instructional supervision, administrative management, school monitoring, financial accountability, communication, data management, and stakeholder engagement. However, the transition toward digitally enabled governance remains uneven across many public schools due to differences in technological infrastructure, ICT capability, leadership readiness, and organizational support mechanisms (Del Rosario et al., 2025; Delos Reyes-Urmanita & Moreno, 2024). Studies conducted in the Philippine context revealed that digital leadership, instructional leadership, and transformational leadership positively influence organizational collaboration, school innovation, teacher performance, and institutional effectiveness (Arcadio et al., 2025a; Arcadio et al., 2025b; Viador, 2024). Nevertheless, these studies also suggest that successful digital transformation depends largely on the governance capability of school leaders, organizational readiness, and sustainable institutional management practices.

Despite ongoing reforms, several operational challenges continue to affect public elementary schools throughout the country. Many school administrators encounter difficulties in integrating digital technologies into governance processes due to limited technological infrastructure, insufficient professional development opportunities, varying ICT competencies, inconsistent implementation of digital systems, and increasing administrative responsibilities. These challenges often affect organizational coordination, decision-making efficiency, institutional transparency, service delivery, and overall school performance (Del Rosario et al., 2025; Karim et al., 2025; Veseli et al., 2025). As educational institutions become increasingly dependent on digital platforms for governance and instructional management, strengthening administrative governance capability becomes essential in ensuring that school leaders can effectively respond to organizational demands while maintaining institutional sustainability.

More specifically, within the **Department of Education Schools Division of Leyte**, particularly in the **Municipality of Burauen, Leyte**, public elementary school administrators continue to experience increasing responsibilities associated with instructional leadership, digital reporting systems, school-based management, financial accountability, data-driven decision-making, stakeholder engagement, human resource supervision, and compliance with various national educational policies. School heads are expected to efficiently manage multiple digital platforms, monitor school performance indicators, coordinate institutional operations, and sustain educational quality despite varying levels of technological readiness and organizational capacity. Differences in digital competencies, governance capability, organizational adaptability, and institutional support may influence how effectively schools implement

digital transformation initiatives while maintaining sustainable operational performance. These observed conditions indicate the need to examine how governance capability and digital organizational transformation collectively influence institutional operational sustainability within the local educational setting.

Institutional operational sustainability, which serves as the dependent variable of this study, has become one of the most critical indicators of educational success in the digital era. Institutional operational sustainability refers to the capacity of educational institutions to continuously maintain effective governance, efficient organizational processes, quality educational services, financial accountability, stakeholder collaboration, innovation, and organizational resilience despite changing internal and external conditions. Sustainable school operations ensure that educational institutions remain capable of achieving their instructional goals while adapting to technological advancement, policy reforms, and evolving societal expectations. Previous studies demonstrated that strategic leadership, digital capability, organizational learning, innovation management, and collaborative institutional culture significantly contribute to long-term institutional sustainability and operational effectiveness (Mollah et al., 2023; Habeeb & Eyupoglu, 2024; Lopez et al., 2026; Vičič Krabonja et al., 2024). Similarly, digital organizational transformation enhances institutional resilience by improving administrative efficiency, resource utilization, communication systems, organizational learning, and decision-making processes (Gabato, 2025; Liu, 2025). Consequently, institutional operational sustainability is not merely an organizational outcome but represents the ability of schools to consistently deliver quality education while effectively responding to continuous educational reforms and technological changes.

Furthermore, existing empirical evidence indicates that administrative governance capability strengthens institutional decision-making, accountability, policy implementation, stakeholder participation, and organizational performance, while digital organizational transformation enhances technological integration, organizational innovation, communication efficiency, and institutional adaptability (Arcadio et al., 2025a; Arcadio et al., 2025b; Gabato, 2025; Karim et al., 2025). However, institutional operational sustainability can only be achieved when governance capability and digital transformation function synergistically within educational organizations. Without effective governance systems, digital transformation initiatives may fail to produce sustainable organizational outcomes, whereas strong governance without technological adaptability may limit institutional responsiveness to emerging educational challenges.

Although previous studies have separately examined leadership capability, instructional leadership, digital transformation, organizational innovation, institutional effectiveness, and educational sustainability, there remains a significant research gap in the existing literature. Most investigations focused on direct relationships between leadership and organizational performance or digital transformation and educational outcomes without simultaneously examining the structural interactions among **administrative governance capability, digital organizational transformation, and institutional operational sustainability** within a unified theoretical framework. Moreover, limited empirical evidence exists regarding these variables among public elementary school administrators in the Philippine basic education sector, particularly within the Department of Education Schools Division of Leyte. Likewise, few studies have attempted to develop a governance optimization framework capable of integrating leadership capability, digital transformation readiness, and institutional sustainability into a comprehensive organizational model that can guide educational leaders in strengthening long-term institutional performance.

Given these existing conditions, the present study is both timely and necessary. The continuing digital transformation of educational governance, the increasing operational demands placed upon school administrators, and the growing emphasis on institutional sustainability require empirical evidence that explains how governance capability and digital organizational transformation contribute to sustainable school operations. Examining these structural relationships will provide valuable insights into the governance practices, digital competencies, and organizational mechanisms that support long-term institutional effectiveness among public elementary schools in Burauen, Leyte.

The findings of this study are expected to contribute to educational leadership literature by addressing the identified research gap and expanding current knowledge regarding governance capability, digital organizational transformation, and institutional operational sustainability within the Philippine basic education context. Furthermore, the study will provide evidence-based recommendations for the Department of Education, school administrators, policymakers, and educational stakeholders in designing strategies that strengthen governance systems, improve digital transformation initiatives, and promote sustainable institutional management. Ultimately, the results will serve as the foundation for developing a **Multi-Dimensional Educational Governance Optimization Framework** that may enhance leadership effectiveness, accelerate digital organizational transformation, strengthen institutional operational sustainability, and support the attainment of **SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure), and SDG 16 (Peace, Justice and Strong Institutions)** within public elementary schools under the Department of Education Schools Division of Leyte.

Theoretical Background

The present study is anchored on the premise that educational governance in the digital era requires school leaders to possess multidimensional competencies that extend beyond traditional school administration and instructional supervision. Contemporary educational institutions operate within increasingly complex environments characterized by digital transformation, technological innovation, organizational accountability, policy reforms, and sustainability imperatives. Consequently, public elementary school leaders are expected to develop administrative governance capability that enables them to effectively manage institutional resources, implement digital initiatives, strengthen stakeholder collaboration, and sustain operational performance. These perspectives are particularly relevant among public elementary schools in the Department of Education Schools Division of Leyte, specifically in the Municipality of Burauen, where school leaders continuously respond to increasing administrative responsibilities, digital governance requirements, and institutional accountability. Previous studies established that transformational, instructional, and distributed leadership positively influence teacher performance, school climate, curriculum implementation, and institutional effectiveness, thereby highlighting governance capability as a critical foundation of educational quality and sustainable school management (Arcadio et al., 2025a; Arcadio et al., 2025b).

Transformational Leadership Theory (Burns, 1978; Bass, 1985)

The primary theoretical foundation of this study is **Transformational Leadership Theory**, originally developed by **James MacGregor Burns (1978)** and later expanded by **Bernard Bass (1985)**. The theory explains that effective leaders inspire organizational members by creating a shared vision, encouraging innovation, promoting collaboration, and motivating individuals to exceed expected performance. Rather than merely managing routine operations, transformational leaders influence organizational change through intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence.

Within the context of this study, Transformational Leadership Theory primarily supports the **Administrative Governance Capability** variable. School leaders possessing strong governance capability are expected to formulate strategic decisions, establish transparent governance systems, strengthen institutional accountability, facilitate stakeholder participation, and promote continuous organizational improvement. Likewise, transformational leadership provides the theoretical explanation for the proposed relationship between **Administrative Governance Capability and Digital Organizational Transformation**, as visionary leaders are more likely to initiate digital innovations, encourage technology adoption, and foster organizational readiness for change. Ultimately, the theory also explains how effective governance contributes to **Institutional Operational Sustainability** by creating organizational cultures that continuously improve institutional effectiveness despite changing educational environments. Previous studies confirmed that transformational leadership significantly enhances teacher performance, instructional leadership, organizational effectiveness, and sustainable educational development (Arcadio et al., 2025a; Habeeb & Eyupoglu, 2024).

Therefore, in the proposed framework, Transformational Leadership Theory provides the primary explanation that **Administrative Governance Capability serves as the driving force that strengthens Digital Organizational Transformation and ultimately contributes to Institutional Operational Sustainability.**

Digital Leadership and Digital Transformation Theory (Westerman et al., 2014; Kane et al., 2015)

The second theoretical foundation is based on **Digital Leadership and Digital Transformation Theory**, primarily discussed by **Westerman et al. (2014)** and further developed by **Kane et al. (2015)**. The theory argues that organizational transformation is achieved not simply through technology adoption but through leadership capability that integrates digital technologies into governance systems, organizational processes, communication, innovation, and decision-making.

This theory directly supports the study's second major variable, **Digital Organizational Transformation**. In educational institutions, digital transformation involves integrating information technologies into administrative management, instructional supervision, organizational communication, performance monitoring, stakeholder engagement, and evidence-based decision-making. School leaders with higher digital leadership competencies are expected to create more adaptive, innovative, and technologically responsive educational organizations.

The theory also explains the relationship between **Administrative Governance Capability and Digital Organizational Transformation**, since governance capability enables school leaders to effectively implement digital policies, allocate technological resources, develop ICT competencies, and institutionalize digital innovations. Furthermore, Digital Leadership Theory supports the relationship between **Digital Organizational Transformation and Institutional Operational Sustainability**, suggesting that digitally mature schools achieve greater efficiency, organizational innovation, institutional resilience, and long-term operational effectiveness. These theoretical assumptions are supported by studies emphasizing the significant role of digital leadership in improving institutional innovation, faculty development, organizational competitiveness, and technology-enabled governance (Gabato, 2025; Liu, 2025; Karim et al., 2025).

Accordingly, this theory explains why **Digital Organizational Transformation functions as one of the major mechanisms through which Administrative Governance Capability influences Institutional Operational Sustainability** in the proposed conceptual framework.

Systems Theory (Bertalanffy, 1968)

The study is likewise anchored on **Systems Theory**, proposed by **Ludwig von Bertalanffy (1968)**. Systems Theory views organizations as interconnected systems composed of multiple interdependent components that continuously interact to achieve organizational goals. Changes occurring in one subsystem inevitably influence other organizational subsystems.

Within this study, Systems Theory provides the overall theoretical explanation for the interaction among the three major variables. **Administrative Governance Capability**, **Digital Organizational Transformation**, and **Institutional Operational Sustainability** are not viewed as isolated constructs but as interconnected organizational systems. Governance capability influences digital transformation initiatives, while digital transformation enhances institutional operations, organizational adaptability, and sustainability outcomes.

The theory also provides the conceptual justification for employing **Structural Equation Modeling (SEM)** because SEM examines the simultaneous direct and indirect relationships among multiple interconnected constructs. Existing studies support this systems perspective by demonstrating that digital technologies, leadership practices, organizational readiness, and institutional innovation collectively influence educational effectiveness (Timotheou et al., 2023; Viador, 2024).

Therefore, Systems Theory supports the proposed framework by explaining that **the three latent variables function as integrated components of a single educational governance system rather than independent organizational factors.**

Organizational Agility Theory (Sharifi & Zhang, 1999)

Another theoretical foundation is **Organizational Agility Theory**, developed by **Sharifi and Zhang (1999)**. This theory proposes that organizations capable of rapidly adapting to technological, environmental, and organizational changes are more likely to achieve sustainable performance than organizations with rigid administrative systems.

This theory primarily strengthens the relationship between **Digital Organizational Transformation** and **Institutional Operational Sustainability**. Digital technologies alone cannot guarantee organizational success unless school leaders possess adaptive governance systems capable of responding to changing educational policies, technological developments, and stakeholder expectations.

In public elementary schools, organizational agility enables school leaders to address challenges involving digital infrastructure, ICT capability, resource limitations, administrative complexity, and instructional innovation. Studies likewise indicate that organizational agility mediates the influence of digital capabilities on organizational performance and sustainability (Atobishi et al., 2024; Del Rosario et al., 2025).

Consequently, Organizational Agility Theory explains that **Institutional Operational Sustainability depends not only on digital transformation itself but also on the organization's ability to continuously adapt to changing educational conditions.**

Institutional Theory (Meyer & Rowan, 1977; DiMaggio & Powell, 1983)

The study is further supported by **Institutional Theory**, introduced by **Meyer and Rowan (1977)** and later expanded by **DiMaggio and Powell (1983)**. Institutional Theory argues that organizations shape their structures, policies, and practices according to legal requirements, governmental regulations, social expectations, and institutional norms to achieve legitimacy and organizational stability.

This theory primarily supports the **Administrative Governance Capability** variable because governance practices among school leaders are strongly influenced by educational laws, DepEd policies,

accountability standards, and national educational reforms. Likewise, Institutional Theory supports the implementation of **Digital Organizational Transformation**, since educational institutions increasingly comply with national digital governance initiatives, data privacy requirements, and Education 4.0 reforms.

Furthermore, Institutional Theory explains why achieving **Institutional Operational Sustainability** requires alignment with policy frameworks such as **Republic Act No. 9155**, **Republic Act No. 11032**, **Republic Act No. 10173**, the **Basic Education Development Plan (BEDP) 2030**, and the **Sustainable Development Goals**. International literature likewise emphasizes that institutional readiness, governance alignment, and policy implementation significantly influence successful digital transformation within educational organizations (Nguyen & Hong, 2025; Veseli et al., 2025).

Therefore, Institutional Theory provides the policy and governance foundation of the proposed framework by explaining that **educational governance capability and digital transformation are influenced by institutional regulations that ultimately shape sustainable school operations.**

Sustainable Organizational Performance Theory (Molla & Pittayachawan, 2013)

The study is likewise informed by **Sustainable Organizational Performance Theory**, discussed by **Molla and Pittayachawan (2013)**, which emphasizes that sustainable organizational success is achieved through continuous innovation, organizational learning, leadership capability, and effective resource management.

This theory directly supports the dependent variable, **Institutional Operational Sustainability**. Sustainable school operations involve maintaining effective governance, efficient organizational processes, continuous innovation, stakeholder collaboration, organizational resilience, and quality educational service delivery despite rapidly changing educational environments.

The theory further explains that **Administrative Governance Capability** and **Digital Organizational Transformation** jointly contribute to sustainable institutional performance by improving organizational learning, technological capability, operational efficiency, and strategic decision-making. Recent empirical evidence likewise demonstrates that digital leadership enhances organizational learning, innovation capability, IT competence, and sustainable organizational performance (Mollah et al., 2023; Niu et al., 2022; Sacavém et al., 2025; Lopez et al., 2026; Vičič Krabonja et al., 2024).

Accordingly, Sustainable Organizational Performance Theory serves as the ultimate theoretical basis for the proposed framework by explaining why the integration of governance capability and digital organizational transformation leads to **Institutional Operational Sustainability**, which represents the final organizational outcome of the study.

Overall, the integration of these six theories provides a comprehensive theoretical foundation for the proposed **Multi-Dimensional Educational Governance Optimization Framework**. Transformational Leadership Theory explains how **Administrative Governance Capability** influences organizational direction and leadership effectiveness. Digital Leadership and Digital Transformation Theory explain the development of **Digital Organizational Transformation**. Systems Theory clarifies the interrelationships among the study variables. Organizational Agility Theory explains institutional adaptability during digital transformation. Institutional Theory provides the governance and policy context that shapes educational organizations. Finally, Sustainable Organizational Performance Theory explains why governance capability and digital transformation collectively contribute to **Institutional Operational Sustainability**. Together, these theories establish the theoretical justification for the hypothesized structural relationships among the study variables and support the development of the proposed framework.

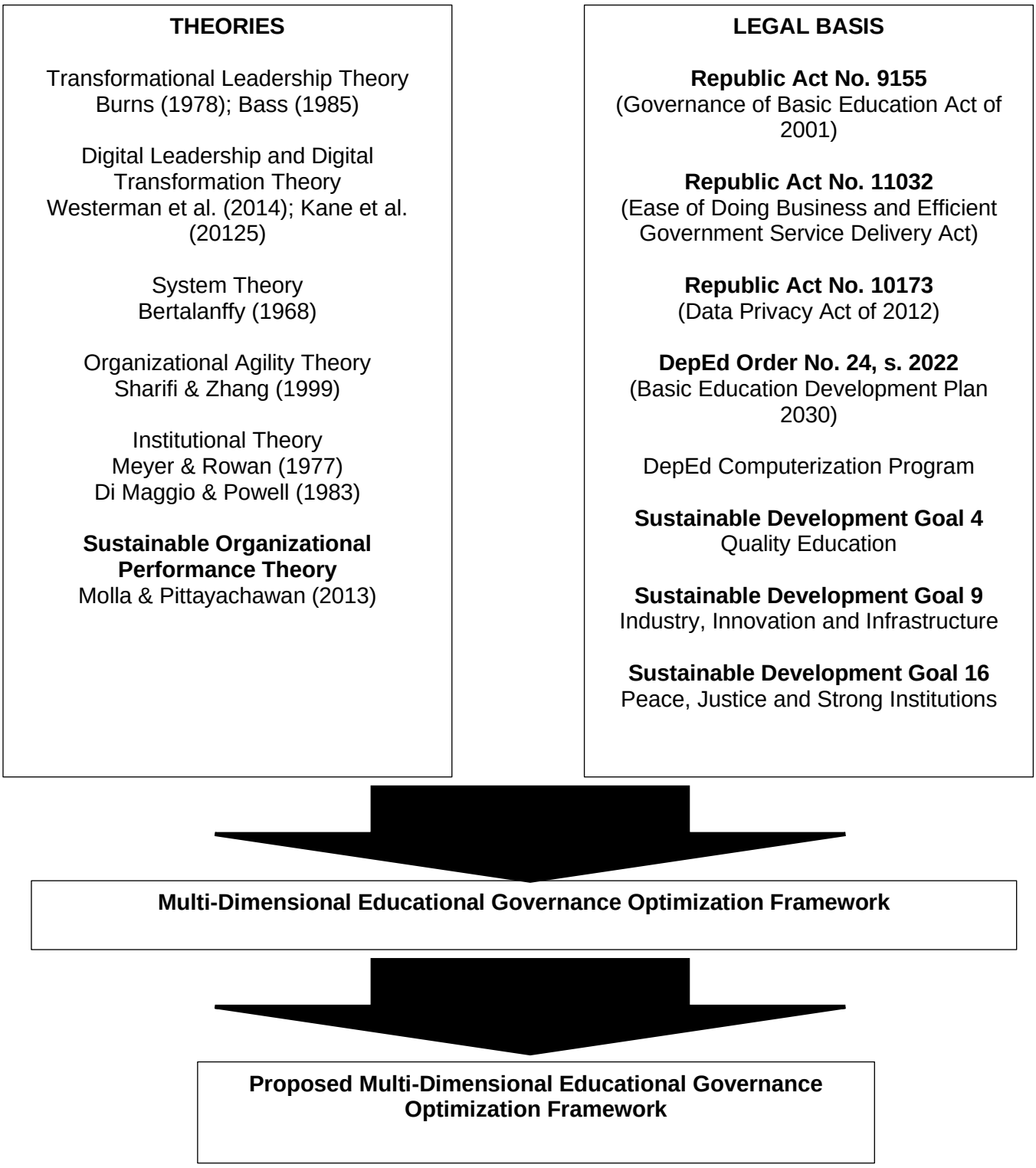


Figure 1.
Theoretical Background

THE PROBLEM

Statement of the Problem

This study aims 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 in the Municipality of Burauen. Specifically, the study seeks to examine how Administrative Governance Capability influences Institutional Operational Sustainability directly and indirectly through Digital Organizational Transformation. Ultimately, the study aims to develop a Multi-Dimensional Educational Governance Optimization Framework based on the findings.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
    - 1.1 age;
    - 1.2 gender;
    - 1.3 civil status;
    - 1.4 highest educational attainment;
    - 1.5 position/designation;
    - 1.6 length of service as a school leader;
    - 1.7 relevant training and seminars attended related to educational governance, leadership, and digital transformation; and
    - 1.8 school classification.
2. As perceived by the respondents, what is the level of Administrative Governance Capability in terms of:
    - 2.1 strategic leadership and decision-making;
    - 2.2 policy implementation and compliance management;
    - 2.3 organizational communication and stakeholder engagement;
    - 2.4 resource and financial management;
    - 2.5 instructional supervision and performance monitoring; and
    - 2.6 accountability, transparency, and ethical governance?
3. As perceived by the respondents, what is the level of Digital Organizational Transformation in terms of:
    - 3.1 digital leadership and innovation;
    - 3.2 ICT integration and utilization;
    - 3.3 digital communication and collaboration systems;
    - 3.4 technology-based decision-making and data management;
    - 3.5 digital learning and administrative support systems; and
    - 3.6 organizational adaptability to digital transformation?
4. As perceived by the respondents, what is the level of Institutional Operational Sustainability in terms of:
    - 4.1 operational efficiency and service delivery;
    - 4.2 organizational resilience and adaptability;
    - 4.3 institutional innovation and continuous improvement;
    - 4.4 sustainability of governance practices;

4.5 stakeholder satisfaction and institutional support; and
4.6 long-term organizational effectiveness?

5. 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, Municipality of Burauen?
6. 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, Municipality of Burauen?
7. 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, Municipality of Burauen?
8. What structural model best explains the 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, Municipality of Burauen?
9. Based on the findings of the study, what Multi-Dimensional Educational Governance Optimization 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 in the Burauen North, Burauen South, and Burauen East Districts of the Municipality of Burauen. Specifically, the study assessed the demographic profile of the respondents, determined the levels of Administrative Governance Capability, Digital Organizational Transformation, and Institutional Operational Sustainability, examined the significant relationships among the study variables, tested the mediating role of Digital Organizational Transformation, and identified the structural model that best explains the relationships among the variables using Structural Equation Modeling (SEM).

Summary

The study determined the level of **Administrative Governance Capability** among public elementary school leaders across six dimensions: **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.**

Similarly, **Institutional Operational Sustainability** was examined using six dimensions: **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.**

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 determine the direct and indirect effects among the variables, examine the mediating role of Digital Organizational Transformation, evaluate the goodness-of-fit of the proposed structural model, and develop the **Multi-Dimensional Educational Governance Optimization Framework**.

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 6–10 years leadership experience (29.23%).	—	Respondents were experienced educational leaders possessing graduate education and administrative leadership experience.
Administrative Governance Capability	Overall Composite Mean = **4.68**	Very High	School leaders consistently demonstrated outstanding governance competencies.
Strategic Leadership and Decision-Making	Composite Mean = **4.68**	Very High	Strategic planning and leadership practices were consistently demonstrated.
Policy Implementation and Compliance Management	Composite Mean = **4.58**	Very High	School leaders effectively ensured policy implementation and regulatory compliance.
Organizational Communication and Stakeholder Engagement	Composite Mean = **4.69**	Very High	Strong communication and stakeholder collaboration were consistently practiced.
Resource and Financial Management	Composite Mean = **4.67**	Very High	School resources were responsibly managed following government standards.
Instructional Supervision and Performance Monitoring	Composite Mean = **4.71**	Very High	Instructional leadership and performance monitoring were effectively implemented.
Accountability, Transparency, and Ethical Governance	Composite Mean = **4.77**	Very High	Ethical governance represented the strongest governance competency.
Digital Organizational Transformation	Overall Composite Mean = **4.67**	Very High	Public elementary schools exhibited a high level of digital organizational transformation.
Institutional Operational Sustainability	Overall Composite Mean = **4.72**	Very High	Schools demonstrated sustainable operational systems and organizational effectiveness.

Administrative Governance Capability × Institutional Operational Sustainability	r = **0.842**; p = **0.000**	Very Strong Positive Significant Relationship	Stronger governance capability significantly improved institutional sustainability.
Digital Organizational Transformation × Institutional Operational Sustainability	r = **0.817**; p = **0.000**	Very Strong Positive Significant Relationship	Greater digital transformation significantly enhanced institutional sustainability.
Mediation Analysis	Indirect Effect = **0.344**; VAF = **42.36%**	Significant Partial Mediation	Digital Organizational Transformation partially mediated the relationship between governance capability and 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

Based on the analysis and interpretation of the data, the study yielded the following findings:

1. The respondents were predominantly 36–40 years old, female, married, Master's Degree graduates, principals, and possessed six to ten years of educational leadership experience. Most respondents had also attended three to five professional trainings related to governance, leadership, and digital transformation and were assigned to small public elementary schools.
2. Administrative Governance Capability was assessed as Very High, obtaining an overall composite mean of 4.68. Among its dimensions, Accountability, Transparency, and Ethical Governance ranked highest (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).
3. Digital Organizational Transformation likewise obtained a Very High assessment with an overall composite mean of 4.67. The highest-rated dimension was Organizational Adaptability to Digital Transformation (4.69), followed by Digital Leadership and Innovation, Digital Communication and Collaboration Systems, Technology-Based Decision-Making and Data Management, and Digital Learning and Administrative Support Systems (4.68), while ICT Integration and Utilization obtained 4.67.
4. Institutional Operational Sustainability was likewise assessed as Very High, obtaining an overall composite mean of 4.72. Long-Term Organizational Effectiveness ranked highest (4.74), followed by Sustainability of Governance Practices (4.73), Stakeholder Satisfaction and Institutional Support (4.72), Operational Efficiency and Service Delivery (4.71), Organizational Resilience and Adaptability (4.70), and Institutional Innovation and Continuous Improvement (4.69).
5. Pearson correlation analysis established a very strong positive significant relationship between Administrative Governance Capability and Institutional Operational Sustainability (r = 0.842, p = 0.000).

6. A very strong positive significant relationship was likewise found between Digital Organizational Transformation and Institutional Operational Sustainability ($r = 0.817$, $p = 0.000$).
7. Structural Equation Modeling 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 significantly influenced Institutional Operational Sustainability ($\beta = 0.419$, $p = 0.000$).
8. Mediation analysis confirmed that Digital Organizational Transformation significantly and partially mediated the relationship between Administrative Governance Capability and Institutional Operational Sustainability through an indirect effect of $\beta = 0.344$, with a Variance Accounted For (VAF) of 42.36%.
    - The Structural Equation Model demonstrated acceptable goodness-of-fit indices (SRMR = 0.052; NFI = 0.927; $R^2 = 0.731$; $Q^2 = 0.547$), confirming that the proposed model adequately explains the relationships among Administrative Governance Capability, Digital Organizational Transformation, and Institutional Operational Sustainability.
    - Based on the empirical findings, the Multi-Dimensional Educational Governance Optimization Framework was developed as the best-fit framework for strengthening governance capability, accelerating digital organizational transformation, and sustaining institutional operational excellence among public elementary schools.

Conclusions

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

1. Public elementary school leaders in the Department of Education Schools Division of Leyte, particularly in the Burauen North, Burauen South, and Burauen East Districts, possess a very high level of Administrative Governance Capability. They consistently demonstrate strategic leadership, effective policy implementation, collaborative stakeholder engagement, efficient resource and financial management, instructional supervision, and ethical governance. These competencies enable school leaders to effectively manage educational institutions and promote organizational excellence.
2. Public elementary schools have successfully embraced Digital Organizational Transformation by integrating digital technologies into school governance, communication systems, instructional supervision, administrative services, and organizational decision-making. School leaders have developed the digital competencies necessary to support innovation, improve administrative efficiency, and strengthen institutional adaptability in response to the evolving educational landscape.
3. Public elementary schools demonstrate a very high level of Institutional Operational Sustainability, characterized by effective operational efficiency, organizational resilience, continuous innovation, sustainable governance practices, stakeholder satisfaction, and long-term organizational effectiveness. These institutional capabilities enable schools to sustain quality educational services while continuously responding to changing organizational and societal demands.
4. The significant positive relationship between Administrative Governance Capability and Institutional Operational Sustainability confirms that stronger governance competencies contribute directly to more sustainable school operations. Effective governance practices strengthen organizational performance through strategic leadership, accountability, efficient resource utilization, instructional excellence, and sound policy implementation.

5. The significant positive relationship between Digital Organizational Transformation and Institutional Operational Sustainability indicates that the successful integration of digital technologies enhances organizational resilience, operational efficiency, communication effectiveness, evidence-based decision-making, and overall institutional performance. Digital transformation has become an essential organizational strategy for sustaining educational excellence in public elementary schools.
6. The Structural Equation Modeling (SEM) analysis confirms that Administrative Governance Capability significantly influences both Digital Organizational Transformation and Institutional Operational Sustainability. Likewise, Digital Organizational Transformation significantly contributes to institutional sustainability, demonstrating that governance capability and digital innovation function together in strengthening organizational effectiveness.
7. The study further concludes that Digital Organizational Transformation partially mediates the relationship between Administrative Governance Capability and Institutional Operational Sustainability. This indicates that although governance capability directly improves institutional sustainability, its impact becomes stronger when governance initiatives are supported by effective digital transformation strategies.
8. Finally, the study concludes that the proposed Multi-Dimensional Educational Governance Optimization Framework represents the best-fitting structural model for explaining the relationships among Administrative Governance Capability, Digital Organizational Transformation, and Institutional Operational Sustainability. The framework provides a comprehensive strategic guide for improving governance effectiveness, accelerating digital innovation, strengthening institutional resilience, and sustaining long-term organizational excellence among public elementary schools.

Recommendations

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

1. Strengthen Administrative Governance Competencies. The Department of Education Schools Division of Leyte should continuously implement comprehensive leadership development programs that enhance school leaders' competencies in strategic leadership, policy implementation, instructional supervision, organizational communication, financial management, accountability, transparency, and ethical governance. Leadership coaching, mentoring, succession planning, and executive development programs should be institutionalized to sustain governance excellence.
2. Intensify Digital Organizational Transformation Initiatives. School administrators should continue integrating advanced digital technologies into school governance, instructional management, communication systems, records management, financial administration, and organizational decision-making. The adoption of cloud-based platforms, digital management systems, artificial intelligence-assisted administrative tools, and educational technologies should be encouraged to improve efficiency, transparency, and organizational responsiveness.
3. Improve ICT Infrastructure and Digital Resources. The Department of Education, in partnership with local government units, private organizations, and other stakeholders, should prioritize investments in high-speed internet connectivity, updated computer equipment, cloud computing services, cybersecurity systems, digital learning platforms, and technical support personnel. Strengthening ICT infrastructure will ensure the sustainability of digital transformation initiatives across public elementary schools.

4. Institutionalize Continuous Professional Development. Continuous learning opportunities should be provided for school leaders, teachers, and non-teaching personnel through seminars, workshops, certification programs, coaching sessions, and professional learning communities focusing on educational leadership, digital governance, organizational innovation, data analytics, artificial intelligence applications, cybersecurity awareness, and educational technology integration.
5. Strengthen Stakeholder Collaboration and Community Partnerships. School leaders should further enhance collaboration with parents, local government units, higher education institutions, private organizations, non-government organizations, alumni associations, and community stakeholders. These partnerships can provide additional financial resources, technical expertise, technological support, and collaborative programs that contribute to institutional sustainability and educational innovation.
6. Promote Evidence-Based Decision-Making. Public elementary schools should institutionalize the use of digital dashboards, education management information systems (EMIS), performance monitoring systems, learning analytics, and electronic records management to support evidence-based planning, policy formulation, resource allocation, performance evaluation, and organizational improvement. Strengthening data governance practices will improve transparency, accountability, and decision-making effectiveness.
7. Sustain Institutional Operational Excellence. School leaders should continuously strengthen organizational systems that promote operational efficiency, organizational resilience, innovation, quality assurance, stakeholder satisfaction, and long-term institutional effectiveness. Regular strategic planning sessions, organizational performance assessments, risk management initiatives, and continuous quality improvement programs should be integrated into annual school improvement plans to sustain institutional excellence.
8. Develop and Institutionalize Policies on Digital Governance. The Department of Education should formulate and strengthen policies that institutionalize digital governance practices throughout public elementary schools. These policies should establish standards on digital leadership, information management, cybersecurity, digital communication, electronic records management, technology-supported governance, and organizational innovation to ensure consistency, accountability, and sustainability across schools.
9. Adopt the Multi-Dimensional Educational Governance Optimization Framework. The Department of Education Schools Division of Leyte may adopt the proposed Multi-Dimensional Educational Governance Optimization Framework as a strategic guide for strengthening administrative governance capability, accelerating digital organizational transformation, and enhancing institutional operational sustainability. The framework may serve as a reference for leadership development programs, strategic planning, policy formulation, organizational assessment, and school improvement initiatives.
10. Conduct Further Studies. Future researchers are encouraged to replicate the study in other Schools Division Offices, public secondary schools, private educational institutions, colleges, and universities using larger and more diverse samples. Future studies may incorporate additional variables such as transformational leadership, organizational culture, innovation capability, employee engagement, digital readiness, artificial intelligence adoption, organizational resilience, knowledge management, institutional performance, and educational quality outcomes. Researchers may also employ longitudinal research designs, mixed-methods approaches, multi-group Structural Equation Modeling

(SEM), or multilevel analysis to further validate and expand the proposed Multi-Dimensional Educational Governance Optimization Framework across different educational contexts.

3. OUTPUT OF THE STUDY

Multi-Dimensional Educational Governance Optimization Framework

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, particularly in the Burauen North, Burauen South, and Burauen East Districts. The respondents demonstrated strong competencies in strategic leadership and decision-making, policy implementation and compliance management, instructional supervision, stakeholder engagement, digital leadership, ICT integration, organizational adaptability, and sustainable institutional management. These findings indicate that school leaders possess the necessary governance and digital competencies to effectively manage school operations and respond to the changing demands of educational leadership in the digital era.

Moreover, the results of the Structural Equation Modeling (SEM) confirmed that Administrative Governance Capability has a significant direct effect on Institutional Operational Sustainability and a significant indirect effect through Digital Organizational Transformation. The mediation analysis established that Digital Organizational Transformation serves as a significant partial mediator, indicating that the positive influence of governance capability on institutional sustainability becomes stronger when governance practices are supported by digital technologies, technology-enabled decision-making, and innovative organizational systems. Likewise, the best-fitting structural model demonstrated that governance capability, digital transformation, and institutional sustainability function as interconnected organizational components that collectively promote effective educational management and long-term institutional performance.

The proposed Multi-Dimensional Educational Governance Optimization Framework was developed directly from these empirical findings. The framework integrates the three major variables identified in the study into a unified governance model designed to strengthen educational leadership, modernize governance systems, enhance digital transformation initiatives, and sustain institutional operations. Specifically, the framework emphasizes Administrative Governance Capability as the foundation of effective educational governance, Digital Organizational Transformation as the enabling mechanism that enhances governance effectiveness, and Institutional Operational Sustainability as the ultimate organizational outcome. These components collectively provide a strategic direction for improving governance practices, organizational innovation, operational resilience, and sustainable educational management within public elementary schools.

Although the participating schools demonstrated a high level of performance across the three major variables, the findings also suggest that continuous improvement remains necessary due to the rapidly evolving educational landscape, increasing technological advancement, emerging cybersecurity concerns, changing educational policies, growing stakeholder expectations, and the need for data-driven governance. School leaders must continuously strengthen governance competencies, improve digital leadership capabilities, modernize administrative processes, and sustain organizational innovation to ensure that schools remain responsive, resilient, and capable of delivering quality education in the context of Education 4.0 and digital governance.

Furthermore, the framework supports the Department of Education's commitment to governance modernization and institutional excellence by aligning with the goals of the Basic Education Development Plan (BEDP) 2030, School-Based Management initiatives, digital transformation programs, and the Sustainable Development Goals, particularly SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure), and SDG 16 (Peace, Justice and Strong Institutions). Through its strategic intervention programs, the framework promotes leadership development, technology integration, stakeholder collaboration, evidence-based decision-making, organizational resilience, and continuous quality improvement that contribute to sustainable educational governance.

In response to these findings, this Multi-Dimensional Educational Governance Optimization Framework Implementation Plan is proposed to translate the empirical results of the study into practical and sustainable governance interventions. The implementation plan provides comprehensive strategies aimed at strengthening administrative governance capability, accelerating digital organizational transformation, enhancing institutional operational sustainability, improving stakeholder collaboration, expanding technology-enabled governance systems, and institutionalizing continuous organizational improvement across public elementary schools in the Department of Education Schools Division of Leyte. Ultimately, the framework serves as an evidence-based guide for educational leaders, policymakers, and other stakeholders in promoting governance excellence, digital innovation, and sustainable educational development.

OBJECTIVES

The **Multi-Dimensional Educational Governance Optimization Framework Implementation Plan** aims to achieve the following objectives:

1. **Strengthen Administrative Governance Capability** among public elementary school leaders by enhancing strategic leadership, policy implementation, instructional supervision, stakeholder engagement, accountability, transparency, ethical governance, and evidence-based decision-making.
2. **Accelerate Digital Organizational Transformation** by expanding the utilization of digital governance platforms, educational management information systems, cloud-based technologies, artificial intelligence-assisted administrative tools, ICT integration, and technology-enabled decision-making processes.
3. **Enhance Institutional Operational Sustainability** by improving operational efficiency, organizational resilience, governance sustainability, institutional innovation, continuous improvement initiatives, stakeholder satisfaction, and long-term organizational effectiveness.
4. **Develop leadership competencies and organizational adaptability** through continuous professional development, executive coaching, mentoring programs, digital leadership certification, and governance capability enhancement activities.
5. **Strengthen collaboration among educational stakeholders** by promoting active participation among the Department of Education, Local Government Units, parents, community organizations, higher education institutions, private organizations, and other partners in support of sustainable educational governance.
6. **Promote evidence-based educational governance** through the establishment of digital dashboards, educational analytics, electronic monitoring systems, management information systems, and data-driven planning mechanisms that improve organizational decision-making and

performance monitoring.

7. **Improve ICT infrastructure and digital governance systems** by upgrading technological facilities, strengthening internet connectivity, enhancing cybersecurity measures, expanding digital learning support systems, and ensuring reliable technical assistance for school operations.
8. **Institutionalize the Multi-Dimensional Educational Governance Optimization Framework** by integrating its strategic components into School Improvement Plans (SIPs), Annual Implementation Plans (AIPs), governance manuals, and other school management policies to ensure continuous governance improvement and sustainable institutional development.

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
Administrative Governance Capability Enhancement Program	Strengthen Administrative Governance Capability among public elementary school leaders.	Conduct leadership development programs, executive coaching, governance seminars, policy implementation workshops, instructional supervision training, mentoring activities, and ethical leadership enhancement programs.	₱150,000	DepEd Training Fund / School MOOE	One Year	Schools Division Office, Public Schools District Supervisors, School Heads	Leadership competency assessment, governance performance ratings, participant evaluation, and training completion reports	N/A	N/A
Digital Organizational Transformation Program	Accelerate Digital Organizational Transformation in school	Implement digital governance platforms, electronic document	₱300,000	DepEd ICT Fund / LGU Assistance	One Year	Division ICT Unit, ICT Coordinators, School Heads	Digital utilization reports, system implementation rate, user	N/A	N/A

	governance and administration.	management systems, cloud-based administrative systems, AI-assisted reporting tools, digital communication platforms, and automated school management processes.					satisfaction survey, and ICT performance reports		
ICT Infrastructure and Cybersecurity Enhancement Program	Improve ICT infrastructure and strengthen digital security.	Upgrade computer laboratories, networking facilities, internet connectivity, cloud storage services, cybersecurity systems, and digital learning support facilities.	₱450,000	Special Education Fund (SEF), DepEd ICT Fund	One Year	ICT Unit, School Administrators, Local Government Units	Equipment inventory, internet reliability reports, cybersecurity compliance reports, and ICT utilization assessment	N/A	N/A
Data-Driven Educational Governance Program	Promote evidence-based educational governance and strategic decision-making.	Develop educational dashboards, management information systems, electronic monitoring tools, organizatio	₱180,000	DepEd Innovation Fund	One Year	Planning Office, ICT Coordinators, School Heads	Dashboard utilization reports, report accuracy, planning efficiency, and data quality assessment	N/A	N/A

		nal analytics, school performance databases, and digital reporting systems.							
Stakeholder Partnership and Community Engagement Program	Strengthen collaboration among educational stakeholders.	Conduct stakeholder consultations, parent engagement activities, LGU collaboration, partnerships with higher education institutions, private organizations, NGOs, alumni associations, and community outreach initiatives.	₱120,000	LGU Support / Community Partnership Fund	One Year	School Heads, PTA Officers, Barangay Officials, School Governance Council	Stakeholder satisfaction survey, partnership agreements, participation rate, and community engagement reports	N/A	N/A
Professional Development on Digital Leadership and Innovation	Enhance digital leadership and innovation competencies of school leaders and personnel.	Conduct certification programs on digital leadership, artificial intelligence, educational technology integration, cybersecurity awareness,	₱200,000	DepEd Training Fund / External Grants	One Year	Human Resource Development Office, ICT Trainers, Division ICT Unit	Number of certified personnel, competency assessment results, post-training evaluation, and training effectiveness reports	N/A	N/A

		ICT competency enhancement, and digital governance practices.							
Institutional Operational Sustainability and Quality Assurance Program	Enhance Institutional Operational Sustainability through continuous organizational improvement.	Conduct annual strategic planning, institutional benchmarking, quality assurance reviews, organizational resilience assessments, innovation initiatives, sustainability planning, and continuous improvement programs.	₱170,000	School MOOE / DepEd Quality Assurance Fund	One Year	School Heads, Quality Assurance Team, Planning Office	Performance indicators, quality assurance reports, sustainability assessment results, and organizational resilience reports	N/A	N/A
Governance Policy Review and Framework Institutionalization Program	Institutionalize the Multi-Dimensional Educational Governance Optimization Framework across public elementary schools.	Develop governance manuals, review existing administrative policies, formulate digital governance guidelines, integrate the framework into the	₱100,000	DepEd Operational Fund	One Year	Schools Division Office, Planning Office, School Governance Council, School Heads	Approved governance policies, framework adoption rate, implementation compliance, and policy monitoring reports	N/A	N/A

		School Improvement Plan (SIP), Annual Implementation Plan (AIP), School Governance Council initiatives, and other governance mechanisms.							

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