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Internal determinants and their relative influence on effective educational directive implementation at the school level

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Abstract

Schools are provided with a structured framework to translate educational directives into practical school-based activities. The effectiveness of these directives depends largely on how well they are implemented at the school level. This study examined the internal determinants influencing the implementation of educational directives in public schools in the Alegria District, Cebu Province, Philippines. A descriptive-correlational research design was employed, involving teachers from seven public schools, with an 87.5% response rate. Standardized survey instruments measured three internal determinants: leadership, organizational culture, and teacher competence as independent variables, and the level of directive implementation as the dependent variable. Data were analyzed using descriptive statistics, Pearson's correlation, and multiple regression analysis to determine the strength and nature of relationships among variables. Findings revealed that leadership, organizational culture, and teacher competence each significantly influenced the effective implementation of educational directives. Among these determinants, leadership emerged as the strongest predictor. The combined influence of these internal factors plays a crucial role in ensuring that school policies are properly executed and aligned with classroom practices. The results emphasize the importance of strengthening internal school mechanisms to improve directive implementation and enhance overall educational performance.

Contents

Contribution of this paper to the literature
The study contributes to educational practice by demonstrating how leadership, organizational culture, and teacher competence collectively and comparatively shape directive implementation, identifying the most impactful determinant. Its findings guide school administrators in prioritizing interventions, improving policy adherence, fostering a collaborative culture, and ensuring classroom instruction aligns effectively with DepEd goals.

1. Introduction

Educational directives serve as vital instruments for ensuring alignment and quality in school operations. These directives translate the Department of Education (DepEd) national goals into concrete school-based actions, guiding teachers and administrators toward shared objectives (DepEd, 2022). The directives are intended to enhance instructional quality, accountability, and educational equity. However, their success largely depends on how effectively they are implemented within schools, where leadership, individual teachers' behavior that affects school culture, play critical roles in shaping compliance and sustainability as mentioned by Leithwood and Sun (2012).

Despite DepEd's continued initiatives to enhance basic education through various policies, schools encounter challenges in implementing them due to differing internal conditions (Philippine Institute for Development Studies, 2023). Variations in leadership approaches, organizational culture, and teacher competence influence how directives are interpreted and practiced in school settings. While earlier studies have examined external determinants such as policy frameworks and resource support, limited attention has been given to how internal determinants function within school organizations. Furthermore, there remains limited empirical evidence on how these internal determinants work both individually and collectively, and which among them extends the highest influence, particularly in the Philippine context, where the implementation of educational directives is largely contextualized at the school level.

Leadership is an important factor in the implementation of educational directives. Competent school leaders establish clear direction, articulate a shared vision, and inspire teachers to align their actions with DepEd's policies. Strong leadership fosters collaboration, facilitates communication, and ensures that directives are translated into actionable school programs. In the study of Leithwood and Sun (2012), it is highlighted that transformational and instructional leadership are positively associated with effective policy and implementation. They enhance teacher commitment and organizational coherence. Hence, leadership functions as both a guiding and enabling force that influences how educational directives are practiced within schools.

Organizational culture encompasses the shared values, norms, and beliefs that influence how individuals of the school interact and perform their roles. A positive school culture fosters trust, collaboration, and openness to innovation, key elements necessary for the consistent and effective implementation of educational directives. When collaboration and accountability are embedded in a school's culture, teachers are more likely to internalize directives and incorporate them into their everyday routine. Research revealed that schools with well-established and cohesive cultures exhibit higher sustainability of reforms and teacher involvement (Al-Mahdy, Emam, & Al-Kiyumi, 2022). Thus, organizational culture serves as the foundation that binds collective efforts in converting the policy into practice.

Teacher competence is another key internal determinant that significantly influences how educational directives are carried out in classroom settings. Competent teachers most likely are equipped with the expertise, pedagogical skills, and flexibility necessary to transform policy directives into meaningful learning experiences (Nguyen, Pham, & Tran, 2023). Teacher competence not only shapes the quality of instruction but also determines how well directives are contextualized to address the different needs of learners. As noted by Mestry (2017), continuous professional growth and reflective practice enhanced teachers' capability to implement directives effectively. Hence, teacher competence functions as the essential connection between policy intentions and practical classroom application.

Directive implementation refers to the process by which educational policies, guidelines, and official directives are translated into actual practices within schools. Effective directive implementation ensures that national and local educational goals are operationalized in classroom instruction, administrative processes, and overall school management (Fullan, 2020; Hallinger & Heck, 2020). It involves not only compliance with formal regulations but also the adaptation of these directives to the unique context of each school, requiring support systems, monitoring mechanisms, and teacher engagement (Leithwood, Harris, & Hopkins, 2020). In the context of public elementary schools, the extent of directive implementation is influenced by internal determinants such as leadership, organizational culture, and teacher competence, which collectively shape how policies are interpreted and applied in daily practice (Bush, 2022; Darling-Hammond, Hyler, & Gardner, 2021). Assessing the level of directive implementation provides insight into how effectively schools are able to align with DepEd's objectives and ensure consistent delivery of quality education.

Understanding the relative influence of these internal determinants is essential in identifying areas for organizational improvement. Leadership, organizational culture, and teacher competence function interdependently (Bush, 2022), yet their degree of influence may vary and depend on the school's unique context and capacity. Identifying which determinant exerts the strongest influence can provide evidence-based guidance for interventions such as leadership training, culture-building initiatives, and teacher professional development. Such understanding aligns with DepEd's commitment to fostering evidence-informed decision-making and continuous improvement in the implementation of directives at the grassroots level (DepEd, 2022).

Building on this rationale, the purpose of this study is to examine how leadership, organizational culture, and teacher competence influence the effective implementation of educational directives at the school level. Specifically, it seeks to determine the influence of each determinant individually, their combined effect collectively, and identify which among the determinants exerts the highest degree of influence. The study is delimited to public elementary and secondary schools within the district and focuses solely on internal determinants, excluding external factors such as policy formulation or resource provision. Results are anticipated to provide a basis for developing leadership programs, strengthening organizational culture, and enhancing teacher competence to support effective implementation of the directives and policies in alignment with DepEd's priorities.

To address this concern, this study was designed to answer the following research questions.

1. To what extent are the internal determinants influential in the implementation of educational directives, specifically in terms of:
    1.1. Leadership
    1.2. Organizational culture
    1.3. Teacher competence
2. What is the extent of directive implementation among teachers in public elementary schools?
3. Is there a significant difference in the level of influence among leadership, organizational culture, and teacher competence on the implementation of educational directives?
4. Which internal determinant is highly influential in the implementation of educational directives at the school level?
5. To what extent do the combined internal determinants predict the effectiveness of educational directive implementation?
6. What implications can be drawn from the relative influence of internal determinants on the implementation of educational directives?

1.1. Review of Related Literature
1.1.1. Leadership as a Determinant of Directive Implementation
Leadership is guiding, influencing, and inspiring individuals to achieve shared organizational goals. In education, it encompasses the ability of school heads and administrators to establish a vision, motivate teachers, and ensure that institutional priorities are effectively pursued. According to Leithwood et al. (2020) and Bush (2022), leadership involves both strategic direction and human connection; it unites policy, people, and purpose. Effective leaders possess not only management skills but also the emotional intelligence and ethical grounding to promote collaboration and trust within the school community.

Within the educational system, leadership is the cornerstone of school improvement and instructional success. School leaders are responsible for shaping the learning environment, promoting teacher growth, and aligning school programs with national goals. Hallinger (2021) emphasized that effective leadership empowers teachers, fosters innovation, and builds a culture of accountability and shared responsibility. Leaders also serve as instructional coaches to ensure that teaching practices are evidence-based and responsive to learners' needs. Through visionary and participative leadership, schools can sustain reforms and drive continuous improvement in teaching quality.

Leadership plays an important role in translating educational directives into school-level practices. It ensures that policies are not merely received but actively enacted through planning, supervision, and motivation. Studies have shown that transformational, instructional, and distributed leadership styles positively influence teachers' commitment and compliance with directives (Hallinger & Kovačević, 2019; Torres et al., 2024). In the Philippine context, DepEd Order No. 24, s. 2020 and the Philippine Professional Standards for School Heads (DepEd, 2022) underscore the principal's role as a participative and instructional leader who bridges national directives and local implementation. Effective leaders create conditions that encourage collaboration, data-informed decision-making, and fidelity to policy goals.

Enhancing leadership effectiveness requires continuous professional development, mentoring, and reflective practice. School heads should be trained in instructional and transformational leadership to build stronger teacher engagement and accountability. According to Fullan (2020) and Cheng (2022), effective leaders thrive in environments that promote shared decision-making, open communication, and capacity-building. Establishing leadership development programs, peer-learning networks, and data-driven monitoring systems can further strengthen leaders' ability to implement directives effectively. Educational institutions can ensure that leadership remains a driving force for sustained directive implementation effectiveness by fostering a culture of collaboration and continuous improvement.

1.1.2. Organizational Culture as a Determinant of Directive Implementation
Organizational culture refers to the shared beliefs, norms, values, and practices that define how individuals within a school interact and work toward common goals. It represents the collective mindset that shapes the school's identity and influences how decisions are made and implemented. According to Schein and Schein (2021), culture functions as the invisible force that guides behavior and establishes expectations for how work is performed. In educational institutions, organizational culture determines how teachers, administrators, and staff respond to change, collaborate, and uphold institutional values in pursuit of quality education.

In the educational setting, organizational culture serves as the foundation for collaboration, professional growth, and shared accountability. A positive school culture fosters mutual trust, respect, and openness to innovation, which are essential for sustaining effective teaching and learning environments. Cameron and Quinn (2011) emphasized that schools with strong, cohesive cultures tend to demonstrate higher teacher morale, student engagement, and institutional stability. In the Philippine context, where schools often operate within close-knit communities, a collaborative culture enhances teacher cooperation and ensures alignment with the DepEd's mission and values.

Organizational culture affects how educational directives are perceived, interpreted, and enacted at the school level. A culture that promotes teamwork, shared vision, and accountability supports smooth policy implementation, while fragmented or resistant cultures can hinder reform efforts. Research by Al-Mahdy et al. (2022) indicates that schools with a culture of collaboration and collective efficacy are more likely to sustain directive execution and innovation. The Philippines study presents that a participative and transparent school culture strengthens compliance with DepEd directives and improves communication among stakeholders (DepEd, 2022; Reyes & Dizon, 2020).

Building a strong organizational culture requires intentional efforts from school leaders and teachers. Leaders should model shared values, encourage open communication, and create opportunities for team collaboration. According to Cheng (2022), continuous dialogue, trust-building activities, and participatory decision-making enhance collective ownership of school goals and policies. Establishing professional learning communities and recognizing teacher contributions can also nurture a sense of belonging and purpose. By cultivating a culture grounded in collaboration, accountability, and shared vision, schools can ensure that educational directives are adopted, not merely followed, ultimately fostering sustained improvement and innovation.

38

1.1.3. Teacher Competence as a Determinant of Directive Implementation

Teacher competence refers to the combination of professional knowledge, pedagogical skills, and attitudes that enable teachers to deliver quality instruction and effectively respond to learners' needs. It encompasses mastery of subject matter, classroom management, assessment literacy, and adaptability to change. Darling-Hammond et al. (2021) define teacher competence as the ability to support meaningful student learning by integrating best practices. In the context of the Philippines, the Department of Education (DepEd, 2017) formalized these expectations through the Philippine Professional Standards for Teachers (PPST), which outline the competencies required for teachers at different career stages.

Teacher competence is notable in the success of educational programs and reforms. Competent teachers serve as the bridge between policy and practice, transforming curriculum goals into engaging and effective classroom practice. According to Mestry (2020) and Nguyen et al. (2023), highly skilled teachers contribute to improved student outcomes and greater institutional effectiveness. In the Philippines, teacher competence directly influences the quality of instruction and learners' performance, reflecting the system's overall capacity to achieve DepEd's vision of accessible and equitable education. Competence also fosters professional confidence and autonomy, enabling teachers to make informed decisions that align with educational goals.

Teacher competence directly affects how educational directives are interpreted, adapted, and implemented in schools. Competent teachers possess the professional judgment and instructional flexibility needed to contextualize directives according to learner diversity and local conditions. Research by Darling-Hammond et al. (2021) and Torres et al. (2024) emphasized that teachers who engage in continuous practice and learning improvement are more likely to implement directives effectively and with fidelity. However, disparities in teacher preparation, professional development, and access to resources can lead to inconsistent implementation across schools. Thus, competence serves as the operational link between the intent of policy and its realization in classroom practice.

Enhancing teacher competence requires sustained investment in professional development, mentoring, and support systems. Continuous learning opportunities, such as training workshops, peer observations, and participation in learning action cells, allow teachers to refine their skills and stay updated with evolving policies and pedagogical trends. Fullan (2020) and DepEd (2022) highlighted the importance of adopting a culture of collaboration where teachers learn from one another and share best practices. School leaders also play a key role by providing guidance, feedback, and recognition for effective teaching. By strengthening teacher competence through ongoing support and reflective practice, schools can ensure the successful and consistent implementation of educational directives.

Directive implementation refers to the systematic process by which educational policies, guidelines, and directives are translated into concrete actions within schools. It involves the execution, monitoring, and evaluation of mandated programs and initiatives to achieve institutional and national goals. IIEP-UNESCO (2025) describes directive implementation as more than just compliance; it is a measure of how effectively schools operationalize government policies and reforms. It requires coordinated efforts among administrators, teachers, and stakeholders to ensure that educational directives are meaningfully integrated into everyday school practices.

1.1.4. Directive Implementation

Directive implementation plays a crucial role in bridging the issue between policy formulation and actual classroom practice. The implementation of the DepEd's directives is realized at the school level through structured planning, supervision, and accountability. According to Tezera (2019), effective implementation is the result of whether educational reforms lead to true improvements in teaching. In the Philippine context, directive implementation reflects a school's capacity to align local initiatives with DepEd standards, ensuring consistency, equity, and quality across the education system. It serves as a key indicator of school effectiveness and governance.

The success of directive implementation depends on several interrelated factors: leadership, organizational culture, and teacher competence. Leithwood et al. (2020) emphasize that strong leadership ensures proper guidance and coordination, while a positive school culture promotes teamwork and shared accountability. Meanwhile, teacher competence directly influences how directives are interpreted and applied in classroom instruction (Bush, 2022). However, implementation often varies across schools due to differences in resources, administrative support, and local contexts (Philippine Institute for Development Studies, 2023). Understanding these internal dynamics helps explain why some schools are more effective in executing directives than others.

To enhance the implementation of school directives and policies, schools must establish systems that promote clarity, collaboration, and continuous monitoring. Regular capacity-building programs for teachers and school heads can ensure that directives are properly understood and contextualized. Fullan (2020) suggests that shared leadership, open communication, and professional learning communities are vital in sustaining implementation efforts. Moreover, data-driven evaluation and feedback mechanisms help identify gaps and support evidence-based interventions. By strengthening internal systems and fostering a culture of collective responsibility, schools can ensure that educational directives are not only implemented but also lead to lasting improvement in learning outcomes.

1.1.5. Combined Influence of Internal Determinants

The combined influence of internal determinants refers to the collective impact of leadership, organizational culture, and teacher competence on the effective implementation of educational directives. According to Bertalanffy (1950), General Systems Theory, schools function as interdependent systems where each element contributes to the whole. In this context, leadership provides direction, culture establishes shared values, and teacher competence ensures execution. When these determinants interact harmoniously, they create a coherent system that supports policy alignment, instructional consistency, and improved organizational performance (Bush, 2022; Fullan, 2020).

In education, the interplay among leadership, culture, and teacher competence determines the overall capacity of schools to translate directives into sustainable practices. Studies by Thapa and Ojha (2024) and Hallinger (2021) highlight that leadership shapes the school's culture, which in turn influences teacher motivation and instructional quality. A supportive culture amplifies teacher competence, while effective leadership ensures alignment between individual and institutional goals. This synergy fosters a conducive environment for policy implementation and organizational improvement, emphasizing that no single determinant can function effectively in isolation.

The combined action of internal determinants has been shown to improve educational outcomes. Research by Reyes and Dizon (2020) found that schools with strong leadership, collaborative culture, and competent teachers exhibit higher compliance rates and stronger program sustainability. The combined influence enables schools to adapt directives to local needs without compromising their integrity. Through collaborative leadership and shared accountability, schools become more responsive to educational reforms, leading to improved teacher engagement and learner achievement (Leithwood et al., 2020; Rahman, 2024).

Maximizing the combined influence of internal determinants requires integrated capacity-building approaches. Educational systems should align leadership training, cultural development, and teacher professional growth programs to work in synergy. Fullan (2020) suggests fostering professional learning communities and distributed leadership models to enhance collaboration and coherence. When schools invest in holistic development, strengthening leadership vision, cultivating a positive culture, and empowering teachers, they create a unified system capable of implementing directives effectively and sustaining educational reforms over time.

1.1.6. Relative Influence of Internal Determinants

The relative influence of internal determinants refers to the degree to which leadership, organizational culture, and teacher competence individually and collectively contribute to directive implementation. This approach identifies which factor exerts the strongest impact on implementation effectiveness, guiding strategic focus for improvement (Kanya, 2021; Rahman, 2024). This understanding of the hierarchy of influence of determinants is rooted in the educational hierarchy, which allows educational leaders to design targeted interventions that strengthen weak areas without neglecting others.

Assessing the relative influence plays a critical role in evidence-based decision-making within schools. Administrators can allocate resources and training efforts more efficiently (Thapa & Ojha, 2024) once it is determined which of the internal determinants needs more consideration. For instance, if leadership proves most influential, leadership development initiatives, such as culture and competence-building programs, should be supported and aligned. This approach ensures that school improvement strategies are not random but anchored in data-driven insights that promote balanced and sustainable growth.

Empirical studies show mixed results, with the determinant having the highest extent of influence. International results often determine leadership (Hallinger & Kovačević, 2019), while others relate to organizational culture and teacher competencies (Reyes & Dizon, 2020; Torres et al., 2024). These variations highlight that context matters; variables such as school size, location, and teacher experience influence how determinants interact. Limited studies in the Philippine setting have examined their relative influence, creating an opportunity for localized research to fill this gap.

Understanding the relative influence of internal determinants provides practical insights for policymakers and school administrators. Identifying which determinant has the most influential role enables leaders to implement targeted interventions that strengthen weaker components and enhance overall directive implementation. This knowledge is based on a strategic and systematic approach to school improvement (Fullan, 2020). Ultimately, determining relative influence supports the development of coherent, data-informed programs that enhance leadership ability, reinforce positive school culture, and continuously elevate teacher competence for sustained educational reform.

2. Materials and Methods

2.1. Respondents

The respondents were public-school teachers, both elementary and secondary, from seven selected schools within the Alegria District, Cebu Province, Philippines. The total teacher population across these schools was 112. Using a 95% confidence level and a 5% margin of error, the required sample size was determined; however, all 112 teachers were invited to participate to ensure adequate representation. Of these, 98 teachers completed and returned the survey questionnaires, resulting in a high response rate of 87.5%. The selection of participants adhered to the simple random sampling procedure recommended by Creswell and Creswell (2018), ensuring that every teacher had an equal opportunity to be included in the study and that the final sample accurately represented the target population.

Before the research instruments were administered, respondents were fully informed about the voluntary nature of their participation and assured that all collected data would stay confidential and be used solely for academic purposes. Among the respondents, 60% were elementary teachers and 40% were secondary teachers. The demographic profile presented that 22% were male and 78% were female. In terms of age, 47% were under 30 years old, 46% were between 30 and 49 years old, and 7% were 50 years old and above. About the marital status, it was revealed that there were 25% single and 75% married.

This distribution provided a well-balanced representation across demographic and professional categories, thereby enhancing the validity of the study's findings on how leadership, organizational culture, and teacher competence (independent variables) influence the extent of directive implementation (dependent variable) in public elementary and secondary schools.

2.2. Instrument

A structured questionnaire is the main data collection tool in this study. It aimed to collect quantitative data on the internal determinants that influence the implementation of educational guidelines at the school level: leadership, organizational culture, and teacher competence. The instrument began with a Profile Section, which collected demographic and contextual information from respondents: age, gender, years of teaching experience, educational background, and school assignment. This provided a clear description of the sample, allowing for subgroup analysis where relevant.

The first main section measured leadership practices and their influence on directive implementation (dependent variable), using items adapted from the Transformational and Instructional Leadership Inventory and the Principal Instructional Management Rating Scale (PIMRS), which focused on vision setting, participatory decision-making, and directive alignment. The second section assessed organizational culture, based on the Organizational Culture Assessment Instrument (OCAI) (Cameron & Quinn, 2011) and the School Culture Survey (Gruenert & Whitaker, 2020), which emphasized collaboration, shared norms, and adaptability within the school environment. The third

section examined teacher competence, drawing on the frameworks of Darling-Hammond et al. (2021), which highlighted professional knowledge, pedagogical expertise, and instructional adaptability in implementing educational reforms. The fourth section evaluated the extent and effectiveness of directive implementation, adapted from Department of Education (DepEd, 2022) guidelines and Torres et al. (2024), which focused on school compliance and performance in executing educational directives.

All items were measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), to facilitate the quantification and comparison of teachers' perceptions. To ensure validity and reliability, the instrument underwent expert validation by specialists in educational leadership, management, and research methodology, which enhanced clarity, contextual appropriateness, and alignment with DepEd standards. A pilot test involving 20 teachers from neighboring schools not included in the main study produced a Cronbach's alpha coefficient of 0.91, indicating high internal consistency (Creswell & Creswell, 2018; Tavakol & Dennick, 2011). Overall, the validated instrument provided reliable and comprehensive measures of leadership, organizational culture, and teacher competencies, as well as the extent of directive implementation (dependent variable), in public schools.

2.3. Data Analysis

Survey data were systematically analyzed using descriptive and narrative methods to answer the study's research questions. Descriptive statistics, including frequencies, percentages, weighted means, and standard deviations, were used to describe respondents' demographic characteristics, leadership practices, organizational culture, teacher competencies, and the extent of educational directive implementation.

To test the relationships among the key variables, the Pearson Product-Moment Correlation Coefficient (r) was applied to measure the strength and direction of associations between leadership, organizational culture, teacher competence, and the extent of directive implementation. This analysis specifically addressed the issue of researching the relationships between these internal determinants. Furthermore, multiple regression analysis was conducted to determine the collective influence and predictive power of leadership, organizational culture, and teacher competence on the effective implementation of educational directives. The results of this regression analysis provided empirical evidence to support the development of an intervention framework aimed at strengthening implementation of the guidelines at the school level.

All statistical analyses were performed using SPSS version 26.0, and the significance level was set at 0.05 to ensure the accuracy and validity of the results. This analytical approach allowed the study to generate insights into how internal determinants, both individually and collectively, impact the effective implementation of educational directives in public schools.

3. Results

3.1. Extent of Internal Determinant Influence on the Directive Implementation

3.1.1. Leadership

Table 1 shows the extent of leadership influence on the implementation of educational directives. The total weight for leadership was 4.32 (SD=0.47), which was interpreted as very high, indicating that teachers had a strong awareness of the influence of leadership. Among the specific indicators, "Provides clear direction in implementing directives" received a mean of 4.38 (SD = 0.46), interpreted as Very High, suggesting that school leaders clearly set expectations and priorities. "Encourages participatory decision-making" had a mean of 4.29 (SD = 0.49), also Very High, indicating that teachers recognized opportunities to be involved in decisions related to directive implementation. The item "Aligns school goals with educational directives" received a mean of 4.33 (SD = 0.51), interpreted as Very High, reflecting respondents' agreement that school leaders ensure consistency between institutional objectives and DepEd policies. "Motivates teachers to implement directives effectively" obtained the highest mean of 4.45 (SD = 0.48), "Very High", showing that teachers perceive strong motivational efforts by school heads. Meanwhile, "Delegates tasks fairly among staff" had the lowest mean of 4.19 (SD = 0.54), interpreted as High, indicating that although delegation is generally effective, it was slightly less emphasized compared to other leadership practices.

Table 1. Extent of leadership influence on directive implementation.

Leadership indicators	Mean	SD	Interpretation
Provides clear direction in implementing directives	4.38	0.46	Very high
Encourages participatory decision-making	4.29	0.49	Very high
Aligns school goals with educational directives	4.33	0.51	Very high
Motivates teachers to implement directives effectively	4.45	0.48	Very high
Delegates tasks fairly among staff	4.19	0.54	High
Overall weighted mean	**4.32**	**0.47**	**Very high**

The table provides a complete view of each leadership indicator's contribution to the overall extent of leadership influence, illustrating both the relative differences among practices and the collective extent of influence as reflected in the overall weighted mean. The high scores in leadership are consistent with studies that highlight the central role of school leadership in influencing policy implementation and teacher performance (Bush, 2022; Hallinger & Kovačević, 2019; Leithwood et al., 2020; Northouse, 2022).

3.1.2. Organizational Culture

Table 2 shows the extent of organizational culture influence in the implementation of educational directives. The overall weighted mean was 4.25 (SD = 0.51), interpreted as Very High, indicating that teachers perceived a strong organizational culture in their schools. The highest-rated indicator was "Teachers collaborate in implementing programs," with a mean of 4.41 (SD = 0.50), "Very High". This suggests that teachers experience substantial cooperation in program planning and execution. "Shared goals and vision guide school activities" obtained a mean of 4.27 (SD = 0.53), "Very High" in alignment of school activities with common objectives. The item "Teachers and leaders maintain mutual trust" had a mean of 4.22 (SD = 0.49), interpreted as Very High, indicating that

41

relationships between staff and leadership are generally built on trust. The lowest-rated item was "Staff show openness to innovation" (M = 4.18, SD = 0.52), interpreted as High, suggesting that while innovation is practiced, it is slightly less prominent than collaboration and trust.

Table 2. Extent of organizational culture influence on directive implementation.

Organizational culture indicators	Mean	SD	Interpretation
Teachers collaborate in implementing programs	4.41	0.50	Very high
Shared goals and vision guide school activities	4.27	0.53	Very high
Teachers and leaders maintain mutual trust	4.22	0.49	Very high
Staff show openness to innovation	4.18	0.52	High
Overall weighted mean	**4.25**	**0.51**	**Very high**

These values reflected the relative extent of each aspect of the organizational culture of how collaboration, shared vision, trust, and openness are perceived by teachers in the Alegria District. The observed high levels of organizational culture align with previous research of Jabonillo (2022), which highlighted the School culture and its implications to leadership practices and school effectiveness.

3.1.3. Teacher Competence
Table 3 presents the influential effect of the teacher's competence on the implementation of educational directives. The overall weighted mean for teacher competence was **4.18** (SD = 0.49), with a description of "High". Among the indicators, the highest-rated item was "Participates in professional development" (M = 4.30, SD = 0.46), interpreted as Very High, reflecting teachers' engagement in continuous learning. "Adapts to changing directives" received a mean of **4.21** (SD = 0.52), "Very High", indicating a strong extent of instructional adaptability in response to evolving policies. The indicators "Demonstrates professional expertise" (M = 4.11, SD = 0.50) and "Performs instructional duties efficiently" (M = 4.10, SD = 0.48) were both interpreted as High, showing that teachers possess professional knowledge and can carry out instructional tasks effectively.

Table 3. Extent of teacher competence influence on directive implementation.

Teacher competence indicators	Mean	SD	Interpretation
Demonstrates professional expertise	4.11	0.50	High
Participates in professional development	4.30	0.46	Very high
Adapts to changing directives	4.21	0.52	Very high
Performs instructional duties efficiently	4.10	0.48	High
Overall weighted mean	**4.18**	**0.49**	**High**

The table provided a comprehensive dataset of each aspect of teacher competence, showing the relative scores for professional expertise, participation in professional development, adaptability to changing directives, and efficiency in performing instructional duties, as well as the overall extent of teacher competence in directive implementation. The high teacher competence scores are supported by research (Darling-Hammond et al., 2021; DepEd, 2017; Nguyen et al., 2023), which demonstrates that professional knowledge, continuous development, and instructional adaptability are critical for translating educational directives into classroom practice.

3.1.4. Directive Implementation
Table 4 presents the extent of directive implementation as perceived by teachers. The overall weighted mean was 4.07 (SD = 0.66), interpreted as High, indicating that teachers generally comply with and apply educational directives. "School heads provide clear instructions and support for implementing directives" scored the highest (4.35, SD = 0.55), followed by "Teachers strictly follow official school policies and guidelines" (4.25, SD = 0.62), both showing strong adherence to policies. "School personnel regularly attend meetings and orientations on new directives" and "Teachers apply directives consistently in their daily teaching practices" scored 4.10 (SD = 0.70) and 4.05 (SD = 0.68), respectively, interpreted as High, reflecting active participation. Indicators related to monitoring and addressing challenges were slightly lower: "Feedback mechanisms exist to monitor and improve directive implementation" (3.85, SD = 0.72) and "Challenges in implementing directives are effectively addressed by school administration" (3.80, SD = 0.74), interpreted as Moderate, suggesting potential areas for improvement.

Table 4. Extent of directive implementation (Dependent variable).

Directive Implementation Indicators	Mean	SD	Interpretation
Teachers strictly follow official school policies and guidelines	4.25	0.62	High
School personnel regularly attend meetings and orientations on new directives	4.10	0.70	High
School heads provide clear instructions and support for implementing directives	4.35	0.55	High
Teachers apply directives consistently in their daily teaching practices	4.05	0.68	High
Feedback mechanisms exist to monitor and improve directive implementation	3.85	0.72	Moderate
School staff promptly comply with deadlines associated with directives	4.00	0.65	High
Challenges in implementing directives are effectively addressed by school administration	3.80	0.74	Moderate
Overall weighted mean	4.07	0.66	High

The results indicate that teachers largely follow, apply, and implement directives, with the strongest perceptions associated with leadership guidance and adherence to policies, and slightly lower perceptions in areas related to monitoring and support mechanisms. These findings are consistent with prior research emphasizing that effective leadership and structured support systems are critical for the successful implementation of educational policies (Hallinger & Heck, 2020; Leithwood et al., 2020).

3.1.5. Differences in the Influence of Internal Determinants on Directive Implementation

Table 5 shows the mean scores and standard deviations of the three internal determinants: leadership, organizational culture, and teacher competence, reflecting their extent of influence on the implementation of educational directives in schools. Among the determinants, leadership received the highest mean score of 4.32 with a standard deviation of 0.47, interpreted as "Very High", indicating that respondents consistently perceived leadership as exerting a strong influence in guiding, motivating, and directing teachers toward the effective implementation of educational directives. The finding that leadership is the most influential determinant aligned with studies emphasizing its primary role in guiding teachers and shaping school effectiveness (Harris & Jones, 2020; Leithwood & Jantzi, 2021). The Organizational Culture determinant had a mean of 4.25 (SD = 0.51), also interpreted as "Very High", indicating that respondents recognized collaboration, shared vision, mutual trust, and collective participation as important factors that influence the implementation of directives. Teacher competence obtained the lowest mean score of 4.18 (SD = 0.49) among the three determinants, interpreted as "High", suggesting that respondents still considered professional knowledge, pedagogical expertise, and instructional adaptability to be influential, although slightly less than leadership and organizational culture.

Table 5. One-Way ANOVA on the influence of internal determinants on directive implementation.

Internal determinant		Mean	SD
Leadership		4.32	0.47
Organizational culture		4.25	0.51
Teacher competence		4.18	0.49
ANOVA	F–value	p–value	Interpretation
Between Groups	3.24	0.043*	Significant

Note: *Significant at p < 0.05.

The standard deviations of all three determinants indicate relatively small variation in responses, reflecting a consensus among teachers regarding the extent to which each internal determinant influences directive implementation. The differences in mean scores illustrate the relative ranking of influence, highlighting that leadership is perceived as the most influential determinant, followed closely by organizational culture and teacher competence.

3.1.6. Combined Influence of Internal Determinants on Effectiveness

Table 6 shows the results of the multiple regression analysis conducted to determine the extent to which the combination effect of leadership, organizational culture, and teacher competence predicts the effectiveness of educational directive implementation. Among the predictors, leadership had a regression coefficient (B) of 0.42 with a standard error (SE) of 0.08, a standardized beta (β) of 0.38, a t-value of 5.25, and a p-value of <0.001, indicating it is a significant predictor of directive implementation. Organizational culture had a B of 0.31, SE = 0.09, β = 0.28, t = 3.44, and p = 0.001, showing a significant contribution to predicting the effectiveness of directive implementation. Teacher competence had a B of 0.27, SE = 0.10, β = 0.24, t = 2.70, and p = 0.008, also indicating a statistically significant effect.

Table 6. Multiple regression analysis of internal determinants predicting directive implementation.

Predictor	B	SE	β	t	p
Leadership	0.42	0.08	0.38	5.25	<0.001*
Organizational culture	0.31	0.09	0.28	3.44	0.001*
Teacher competence	0.27	0.10	0.24	2.70	0.008*
Model summary	R	R²	Adjusted R²	F	p
Combined determinants	0.78	0.61	0.60	45.12	<0.001*

Note: *Significant at p < 0.05.

The combined influence of internal determinants aligns with research that revealed that leadership, culture, and teacher competence together significantly impact policy implementation and school performance (Bush, 2022; Fullan, 2020; Hallinger & Heck, 2020; Leithwood et al., 2020). The regression result predicted 61% of the variance in the effectiveness of educational directive implementation. Among the predictors, leadership had the highest standardized beta (β = 0.38), followed by organizational culture (β = 0.28) and teacher competence (β = 0.24).

The model summary presents that the combined effect of the internal determinants yielded an R of 0.78, with R² = 0.61 and adjusted R² = 0.60, meaning that together, leadership, organizational culture, and teacher competence account for 61% of the variance in the effectiveness of educational directive implementation. The F-value for the model was 45.12, with a p-value of <0.001, indicating that the regression model is statistically significant.

4. Discussion

The findings of this study revealed that leadership, organizational culture, and teacher competence significantly influenced the implementation of educational directives in Alegria District. The consistently high responses across these dimensions indicate that schools with well-developed internal systems are more capable of translating the DepEd's directives and policies into effective school practices.

The effectiveness of directive implementation is most strongly affected by leadership. Teachers perceived their school heads as effective in providing direction, motivating staff, and aligning DepEd priorities. These leadership practices not only guided the implementation process but also fostered a sense of shared purpose and professional commitment among teachers. The findings affirm the arguments of Leithwood et al. (2020), Bush (2022), and Fullan (2020) that leadership served as the cornerstone of school effectiveness, shaping instructional quality and organizational performance. School heads who demonstrate transformational and instructional leadership practices such as clear communication, participatory decision-making, and trust-building create conditions that inspire collaboration and accountability. Effective leadership, therefore, acts as the driving force that translates educational directives into coordinated and meaningful actions at the school.

Organizational culture also played a crucial role in shaping the implementation of educational directives. Schools that maintained collaboration, mutual trust, and shared goals exhibited greater coherence in executing policies and programs. Teachers reported that teamwork, open communication, and inclusiveness were integral to their work environments, which enhanced their motivation to fulfill directive requirements. This finding is consistent with Schein and Schein (2021), who highlighted that organizational culture provides the framework through which members develop shared meaning and commitment to institutional goals. A positive and collaborative culture reinforces that the directives are sustained even amid changes in leadership or policy context.

Teacher competence was recognized as an important determinant of directive implementation. Teachers demonstrated high levels of professionalism, pedagogical expertise, and adaptability to changing educational demands. Participation in professional development programs and training leads to improvement. These findings are consistent with those of Darling-Hammond et al. (2021), and Harris and Jones (2020) argue that qualified teachers 2021 are essential to translate policy guidance into effective classroom practice.

The extent of directive implementation in the Alegria District was generally high, as indicated by teachers' adherence to policies, consistent application of directives, and engagement in related activities. While most indicators reflected strong compliance and integration of directives into daily practices, areas such as feedback mechanisms and addressing implementation challenges were slightly lower, indicating opportunities for improvement in monitoring and administrative support. This shows that schools with effective leadership, supportive culture, and competent teachers are more capable of translating directives into meaningful school practices.

When comparing the three internal determinants, leadership emerged as the highest influential, followed closely by organizational culture, with teacher competence slightly lower but still highly significant. This hierarchy of influence underscores the central role of leadership as the catalyst for effective directive implementation. Strong leaders create the vision, structure, and support necessary for fostering a healthy organizational culture and empowering competent teachers. In turn, culture and competence reinforce leadership effectiveness by ensuring that policies are implemented meaningfully.

When analyzed collectively, leadership, organizational culture, and teacher competence were found to interact dynamically in predicting the effectiveness of directive implementation. Their combined effect highlights the interconnectedness of school systems, where leadership shapes strategic direction, organizational culture, and teacher qualifications ensure quality delivery. These internal determinants work synergistically. They reinforce each other and are created in a holistic environment, leading to successful policies.

While internal conditions form the core of effective implementation, the findings also suggest that supportive external factors such as adequate resources, stakeholder engagement, and clear policy guidance can further enhance these internal dynamics (Bush, 2022; Hallinger & Heck, 2020).

Overall, the study underscores the critical importance of strengthening internal determinants to ensure that educational directives are effectively implemented and sustained. Leadership development, cultural enhancement, and teacher capacity-building should be pursued in an integrated manner, as improvements in one area are likely to reinforce the others. Schools that invest in these interrelated domains are better equipped to align with DepEd's priorities, maintain organizational coherence, and continuously improve instructional quality across the district.

5. Conclusion

As revealed in this study, the effective implementation of educational directives at the school level is strongly supported by the strength of internal determinants: leadership, organizational culture, and teacher competence. Among these, leadership emerged as the most influential, reflecting the crucial role of school heads in setting direction, inspiring teachers, and aligning school practices with DepEd priorities. When leaders communicate clearly, model commitment, and create a culture of shared purpose, teachers are more likely to implement directives with fidelity and enthusiasm.

Likewise, this study also found that organizational culture and teacher competence play a significant role in educational implementation. A culture with shared vision, built on trust, fosters consistency and cooperation, while teachers with competence, well-trained, adaptable, and professionally grounded, translate directives into meaningful classroom practices. These determinants do not work in isolation; rather, they operate interdependently, where effective leadership cultivates a positive culture and empowers teachers to perform at their best.

The results of this study are useful to school principals, leaders, administrators, and instructional developers in the field of education. Strengthening leadership capacity, nurturing a supportive organizational culture, and investing in continuous professional development for teachers are essential strategies to enhance directive implementation. School leaders must not only monitor compliance but also provide guidance, motivation, and recognition that build confidence and collaboration among teachers.

It is therefore hoped that the Department of Education and school administrators will design programs that develop these internal determinants in an integrated manner, training leaders to be transformative, promoting teamwork and trust among staff, and providing consistent opportunities for teacher growth. By doing so, schools can create environments where directives are not merely followed but meaningfully practiced, sustained, and internalized.

The insights of this study may also serve as a reference for other educational contexts, both within and beyond the Philippine setting. Regardless of culture or system, effective directive implementation ultimately depends on the people who lead, the culture they cultivate, and the competence they demonstrate. The identification of leadership as the determinant with the highest extent of influence provides schools with a clear direction for improvement, allowing administrators to focus their efforts on strengthening leadership practices, which, in turn, enhance organizational culture and teacher competence. When these internal forces are harmonized and guided by strong leadership, schools are empowered to achieve excellence, promote innovation, and deliver quality education that meets the evolving needs of learners and society.

5.1. Recommendations

Based on what the study found and concluded, the following recommendations are proposed to strengthen the effective implementation of educational directives at the school level.

Strengthen leadership development programs. Considering leadership as the most powerful determinant, the Department of Education and school divisions may consider investing in constant leadership development programs. Such programs should focus on transformational and instructional leadership approaches, promoting clear communication, participative decision-making, mentorship, and responsibility for outcomes. The empowerment of school heads with such competencies will help them motivate teachers, maintain education reform, and ensure the continuous and consistent compliance with directives.

Promote a Positive and Collaborative Organizational Culture. School leaders should intentionally cultivate a culture of trust, shared vision, and collaboration among teachers and staff. Regular team-building activities, open communication channels, and participatory planning can enhance collective responsibility and strengthen policy execution. A strong and positive culture enables educational directives to be not just complied with, but genuinely adopted as part of the school's common mission and values.

Strengthen Teacher Competence through Continuous Professional Learning. Teachers should be provided with continuous opportunities for training, mentoring, and capacity-building aligned with current DepEd directives. Programs focusing on pedagogical innovation, adaptability to changing policies, and reflective teaching practices will help sustain quality instruction and ensure that teachers can effectively translate directives into classroom practice.

Integrate Leadership, Culture, and Competence Initiatives. Rather than addressing these internal determinants separately, schools should adopt a holistic and integrated approach. Leadership programs should be anchored with initiatives that promote culture-building and teacher development, creating a unified framework for continuous improvement.

Develop Monitoring and Support Mechanisms. Schools should regularly institutionalize monitoring and evaluation mechanisms to assess the effectiveness of directive implementation. School heads and supervisors need to utilize data-driven insights to identify gaps, recognize exemplary practices, and design interventions for areas in need of improvement. Conducting collaborative reflection and feedback sessions can further enhance accountability, promote continuous learning, and strengthen collective commitment to effective implementation.

Encourage Further Research. Future studies explore additional internal and external factors influencing directive implementation, such as resource availability, policy clarity, and stakeholder engagement.

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