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**POLICY IMPLEMENTATION ON TEACHERS' PERCEPTIONS OF  
GOVERNANCE IN EDUCATION**

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**ABSTRACT**

This study examined the level of policy implementation among teachers and its relationship to their perceptions of governance effectiveness in education. Specifically, it assessed teachers' views on policy effectiveness, its impact on morale and retention, and clarity and communication, as well as perceptions of governance in terms of framework assessment, influence on teacher well-being, and transparency of communication. Using a descriptive–correlational research design, the study was conducted in the Claveria West District, Misamis Oriental, Philippines, covering 14 elementary schools and utilizing total enumeration. Data were gathered through adapted questionnaires from Helen F. Ladd (2023) with a Cronbach's alpha of 0.720. Descriptive statistics revealed high levels of policy implementation across all dimensions and very high perceptions of governance in teacher well-being and transparency. Correlation analysis indicated a significant positive relationship between overall policy implementation and governance effectiveness with policy effectiveness showing a significant individual relationship, while impact on morale and retention and clarity and communication alone were not significant. The findings suggest that strong and effective policy implementation as a whole contributes to more favorable perceptions of governance. The study recommends targeted professional development for teachers, leadership strategies that foster transparent and collaborative governance, and integrated policy frameworks that address both teacher needs and governance structures to enhance overall educational outcomes.

**KEYWORDS:** Teachers' Perception, Governance in Education, Teacher well-being, Policy Effectiveness, Policy Implementation.

## INTRODUCTION

Research has shown that effective governance structures, characterized by clear communication and participatory decision-making, are essential for enhancing teachers' job satisfaction and engagement (OECD, 2020). When teachers feel involved in the policy-making process, their perceptions of governance effectiveness improve, leading to more successful implementation of educational reforms (World Bank, 2023). However, many educators report feeling disconnected from these processes, which can result in skepticism about the effectiveness of policies designed to support their work (UNESCO, 2024).

In the Philippines, the situation mirrors these global trends. The country's educational reforms aim to address various challenges, including low learner performance and teacher retention issues. Studies indicate that teachers often feel excluded from decision-making processes related to policy implementation, which can lead to frustration and a lack of commitment to new initiatives (Dempsey et al., 2024). Moreover, the lack of adequate training and support for teachers regarding new policies further exacerbates feelings of disconnection and skepticism about governance effectiveness (Zhao et al., 2023). This highlights the need for educational leaders in Claveria West District to prioritize transparency and collaboration in governance practices and in the School-Based Management Implementations (SBMI).

Furthermore, the literature suggests that ongoing professional development is critical for helping teachers adapt to new policies. Research by Hu et al. (2024) indicates that when teachers receive adequate training and support related to policy implementation, they are more likely to embrace changes positively. This finding underscores the need for educational leaders in Claveria West District to prioritize professional development initiatives that equip teachers with the skills and knowledge necessary for effective policy implementation.

Baseline data suggest that teachers' perceptions of governance effectiveness are significantly influenced by their experiences with policy implementation. For instance, a recent survey revealed that many educators believe their insights and expertise are not adequately considered during policy development (Teacher Task Force, 2023). This disconnect between policymakers and educators can hinder effective school communication and collaboration. Furthermore, research indicates that when teachers perceive a lack of support from school leaders regarding policy implementation, it can diminish their trust in governance structures (Hu et al., 2024).

Understanding this relationship is particularly relevant in Claveria West District, where educational reforms are being introduced to enhance teaching practices and learners' learning outcomes. The study aims to uncover how teachers perceive the effectiveness of governance structures in light of recent policy changes. By exploring these perceptions, the research seeks to identify potential barriers to effective policy implementation and provide insights that can help improve governance practices within schools.

### ***Framework of the Study***

The study *The Impact of Policy Implementation on Teachers' Perceptions of Governance Effectiveness in Education* can be supported by several theoretical frameworks that highlight the importance of governance, communication, and stakeholder engagement in educational settings. One relevant theory is the Theory of Action, which discussed that the assumptions and beliefs held by stakeholders influence their behaviors and decisions regarding policy implementation (Argyris & Schön, 1974). This theory suggests that when teachers are involved in the governance process and their insights are considered, they are more likely to perceive the governance as effective. Spillane et al. (2022) further elaborate on this by indicating that the cognitive maps or frameworks used by educators can shape how they interpret and respond to educational policies.

Another important framework is provided by the OECD's Education Policy Implementation Framework, which emphasizes the significance of smart policy design and inclusive stakeholder engagement (OECD, 2017). The framework outlines that effective policy implementation requires clear objectives, adequate resources, and the active involvement of teachers in decision-making processes. When teachers feel included and informed about the policies affecting their work, their perceptions of governance effectiveness improve significantly. This aligns with findings from UNESCO (2020), which state that good governance in education promotes accountability and transparency, ultimately leading to enhanced educational outcomes.

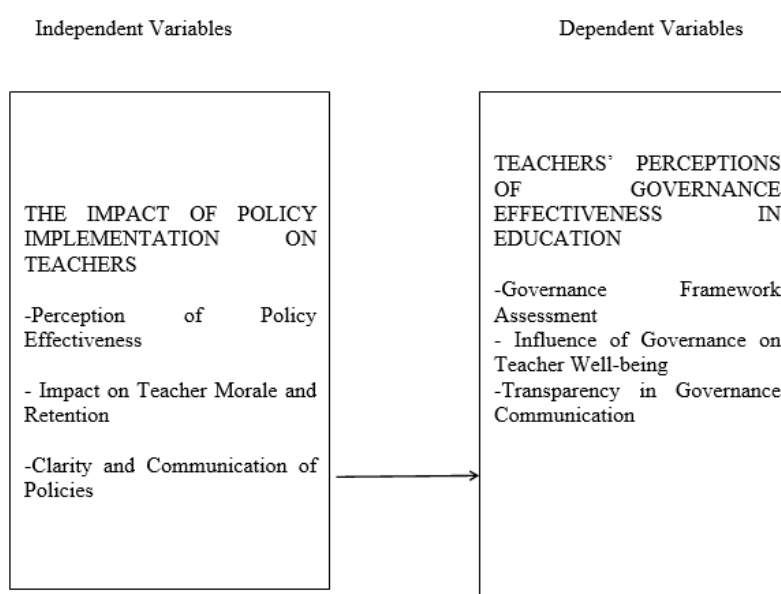
Furthermore, Good Governance Theory in education emphasizes traits such as responsiveness, accountability, transparency, and engagement as essential components for effective governance (Dempsey et al., 2021). This theory supports the idea that when educational leaders prioritize these traits in their interactions with teachers, it fosters a positive environment that enhances teachers' perceptions of governance effectiveness. The research indicates that schools with transparent communication practices and supportive

leadership are more likely to have teachers who feel valued and engaged in policy implementation (Zhao et al., 2023).

Additionally, Capacity Building Theory highlights the importance of developing the skills and competencies of educators to ensure successful policy implementation (OECD, 2016). By providing ongoing professional development opportunities related to new policies, schools can empower teachers and enhance their confidence in implementing changes. This theory connects with findings from Hu et al. (2024), which suggest that adequate training leads to better teacher engagement and satisfaction with governance processes.

These theoretical frameworks collectively underscore the critical relationship between policy implementation and teachers' perceptions of governance effectiveness. By integrating theories of action, good governance principles, and capacity building into educational practices, school leaders can create an environment that supports effective policy implementation while fostering positive perceptions among teachers. This holistic approach is essential for improving educational outcomes in Claveria West District and beyond.

As shown in the schematic diagram, the independent variables on the left side contain the impact of policy implementation on teachers in terms of perception of policy effectiveness, impact on teacher morale and retention, and clarity and communication of policies. On the right side of the diagram is teachers' perceptions of governance effectiveness in education in terms of governance framework assessment, influence of governance on teacher well-being, and transparency in governance communication.



**Figure 1. A schematic diagram showing the relationships of variables of the study.**

### ***Significance of the Study***

The result of the study provided helpful information to the following persons involved in the educational system.

To the Learners. This study helps learners by highlighting how effective governance and policies can create a better learning environment. When teachers feel supported and valued, they are more likely to provide high-quality education, which benefits learners directly.

To the Teachers. This research offers insights into how their perceptions of governance can influence their job satisfaction and effectiveness. Understanding the impact of policy implementation can help teachers advocate for changes that improve their working conditions and teaching practices.

To the Parents. This study can provide valuable information from this study about how school governance affects their children's education. When policies are implemented effectively, it leads to better teaching and learning outcomes, which ultimately benefit learners' academic success.

To the School Administrators: These undertakings can use the findings to assess and improve governance practices within their institutions. By understanding teachers' perceptions, they can implement policies that foster a supportive environment, enhancing teacher morale and retention.

To the Future Researchers. This study provides a foundation for future research on governance in education. It opens up new areas for exploration regarding the relationship between policy implementation and various stakeholders' perceptions, encouraging further investigation into effective educational practices.

### ***Definition of Terms***

The study would define the following terms in the context of the study to establish a standard frame of reference:

*Clarity and Communication of Policies.* Clarity and Communication of Policies refers to how clearly educational policies are articulated and conveyed to teachers. It encompasses the effectiveness of communication strategies used by school administrators to ensure that teachers understand the policies, their implications, and the expectations associated with them. Clear communication is essential for fostering trust and alignment within the educational environment.

*Impact on Teacher Morale and Retention.* Impact on Teacher Morale and Retention. This phrase describes the influence that policy implementation and governance practices have on

teachers' job satisfaction and their decision to remain in the profession. High morale among teachers is crucial for a positive school climate, while effective governance can enhance retention rates by addressing teachers' needs and concerns.

*Influence of Governance on Teacher Well-being.* Influence of Governance on Teacher Well-being examines how governance structures and policies affect teachers' overall well-being, including their mental, emotional, and professional health. Effective governance can create a supportive environment that promotes teacher well-being, leading to improved performance and job satisfaction.

*Governance Framework Assessment.* Governance Framework Assessment refers to the evaluation of the structures, processes, and policies that govern educational institutions. It involves analyzing how these frameworks support or hinder effective teaching and learning, as well as how they align with the needs of teachers and learners.

*Perception of Policy Effectiveness.* Perception of Policy Effectiveness relates to how teachers view the success and impact of implemented policies within their schools. It includes their beliefs about whether policies achieve intended outcomes, improve educational practices, and address the challenges faced in the classroom.

*Policy Implementation.* Policy Implementation refers to the process of putting educational policies into action within schools. It includes the steps taken by administrators to ensure that policies are effectively executed, monitored, and evaluated for their impact on teaching and learning.

*Teachers.* Teachers refers to individuals who are responsible for delivering instruction and facilitating learning in educational settings. This includes classroom teachers at various levels within elementary schools who are directly affected by policy implementation.

*Teachers' Perceptions of Governance.* Teachers' Perceptions of Governance encompasses how teachers view and interpret governance practices within their schools. It includes their opinions on the effectiveness of leadership, decision-making processes, and overall governance structures that impact their teaching environment.

*Transparency in Governance Communication.* Transparency in Governance Communication refers to the openness and clarity with which school administrators communicate governance-related information to teachers. Transparent communication fosters trust among stakeholders and ensures that teachers are informed about decisions affecting their work.

## **The Methodology**

### ***Research Design***

The current research employs a mixed-methods approach, integrating both descriptive and correlational research designs to explore the anticipated impact of policy implementation on teachers' perceptions of governance effectiveness in education in the future.

In the initial phase, a descriptive research design utilized to provide a comprehensive overview of how teachers are expected to perceive governance structures as new policies are implemented. This phase would involve collecting quantitative data through surveys that assess various dimensions of governance effectiveness, including transparency, communication, and teacher involvement in decision-making processes. Statistical analyses, such as calculating averages and standard deviations, was conducted to summarize the data and identify key characteristics of the teacher population. This descriptive phase aims to forecast how teachers might respond to evolving governance frameworks and their implications for educational practices.

Following this, a correlational research design was employed to examine the relationships between policy implementation and teachers' perceptions across diverse groups or populations in future educational settings. This aspect of the research is crucial for investigating specific questions about how variations in policy implementation could shape teachers' views on governance effectiveness. By analyzing correlations between factors such as the extent of teacher involvement in policy development and their anticipated perceptions of governance effectiveness, the study aims to identify trends that could inform future policy decisions.

### ***Research Locale***

Misamis Oriental, Philippines. Claveria is unique as it is the only landlocked municipality in the province and is known for its rich agricultural landscape. According to the 2020 census, Claveria has a population of approximately 52,478 people and covers a total land area of about 579.63 square kilometers (PhilAtlas, 2024). The municipality consists of fourteen elementary schools, which serve as the primary focus for examining how policy implementation affects teachers' perceptions of governance effectiveness.

Claveria is characterized by its diverse topography, ranging from flat lands to steep hills, making it an agricultural hub known for producing various crops, particularly vegetables (World Agroforestry Centre, 2023). The area's elevation, which ranges from 450 to 1200 meters above sea level, contributes to its suitability for farming and influences the local

climate (PhilAtlas, 2024). The presence of these elementary schools within this agricultural context provides a unique opportunity to explore how educational policies are perceived by teachers who are deeply integrated into their communities.

The fourteen elementary schools in Claveria West District are vital institutions that reflect the broader educational landscape of the municipality. These schools are not only centers for learning but also play a significant role in community development. As such, understanding teachers' perceptions regarding governance effectiveness in these schools can provide insights into how educational policies are implemented and received at the local level. This research aims to highlight the importance of effective governance structures that support teachers and enhance their professional experiences.

Conducting this study in Claveria West District allows for an examination of local educational policies within the context of a rural setting. It provides an opportunity to assess how specific challenges faced by teachers in this area—such as resource availability and community involvement—impact their perceptions of governance effectiveness. By focusing on this locale, the study seeks to contribute valuable findings that can inform policy improvements not only in Claveria but also in similar rural settings throughout the Philippines.

The following schools were to be conducted were;

Patrocenio Central Elementary School, Minsacuba Elementary School, Hinaplanan Elementary School, Lambagohon Elementary School, Plaridel Elementary School, Gumaod Elementary School, Cabacungan Elementary School, Kalawitan Elementary School, Anei-I Elementary School, Kanangkaan Elementary School, Punong Elementary School, Bangon-Bangon Elementary School, Madaging Elementary School, and Rizal Elementary School.

### ***Respondents of the Study***

The respondents of the study consist of teachers from fourteen elementary schools located in Claveria West District, Misamis Oriental. This group includes a diverse range of educators, encompassing both newly hired teachers and those with several years of experience. The varied backgrounds and teaching experiences of these respondents would provide a comprehensive perspective on how policy implementation affects their perceptions of governance effectiveness. Additionally, the teachers work in different school settings within the municipality, which may influence their views based on the unique challenges and resources available in each context.

These educators are not only responsible for delivering quality education but also play a crucial role in shaping the learning environment for their learners. Many of them are deeply integrated into the community, reflecting the local culture and values in their teaching practices.

### ***Sampling Procedure***

A total enumeration was employed to select respondents from the fourteen elementary schools in Claveria West District, Claveria, Misamis Oriental. This method is chosen to ensure that the sample includes teachers who are directly involved in implementing educational policies and can provide relevant insights into their perceptions of governance effectiveness. The selection focused on teachers across various grade levels and subjects, ensuring a diverse representation of experiences and perspectives. By including teachers with different lengths of service, from newly hired educators to those with extensive experience, the study aimed to capture a wide range of views regarding the impact of policy implementation on their professional practices.

To facilitate data collection, school administrators was consulted to identify potential respondents who meet the criteria for inclusion in the study. A total of approximately 136 teachers was targeted to participate in surveys, providing a sufficient sample size for meaningful analysis while allowing for in-depth exploration of individual experiences. Informed consent was obtained from all respondents, ensuring that they understand the purpose of the study and their rights as respondents. This sampling procedure is designed to yield rich quantitative data that enhanced the understanding of how policy implementation influences teachers' perceptions of governance effectiveness within their educational context.

### ***Rresearch Instrument***

The study was utilized questionnaires that are both adopted from Helen F. Ladd (2023). The first questionnaire focuses on the impact of policy implementation on teachers, employing a 5-point Likert scale for scoring. Respondents can indicate their level of agreement with various statements, allowing for a clear and quantifiable analysis of their perceptions. This scoring system is designed to facilitate a nuanced understanding of how teachers view the effects of policy changes on their professional environment.

Additionally, to assess teachers' perceptions of governance effectiveness in education, another questionnaire also adopted from Helen F. Ladd (2023) was employed. This instrument similarly utilizes a 5-point Likert scale, enabling respondents to express their

agreement with statements concerning governance practices and their effectiveness in the educational context. Both questionnaires have been selected for their established reliability and validity, ensuring that the data collected was robust and relevant for the research study. By employing these validated tools, the study aimed to provide valuable insights into the factors influencing teachers' perceptions regarding policy implementation and governance effectiveness in education.

### ***Scoring Procedure***

The data gathered from the sample to answer the problems posed in chapter 1. The questionnaires are validated by the panel of experts. It obtained a Cronbach's alpha of 0.897 above indicating high reliability of the test items. The data collected from the survey instruments are summarized and tabulated according to the following forced-choice Likert-type scale responses, qualitative description, and qualifying statements influencing teachers' perceptions regarding policy implementation and governance effectiveness in education.

**Table 2. Impact of Policy Implementation on Teachers are interpreted as follows:**

<b>Range</b>	<b>Qualitative Description</b>	<b>Qualitative Interpretation</b>
5 - 4.20 - 5.00	Strongly Agree	Very High Impact
4 - 3.40 - 4.19	Agree	High Impact
3 - 2.60 - 3.39	Neutral	Moderate Impact
2 - 1.80 - 2.59	Disagree	Low Impact
1 - 1.00 - 1.79	Strongly Disagree	Very Low Impact

**Table 3. Learners' engagement inside the classroom are interpreted as follows:**

<b>Range</b>	<b>Qualitative Description</b>	<b>Qualitative Interpretation</b>
5 - 4.20 - 5.00	Strongly Agree	Very High Impact
4 - 3.40 - 4.19	Agree	High Impact
3 - 2.60 - 3.39	Neutral	Moderate Impact
2 - 1.80 - 2.59	Disagree	Low Impact
1 - 1.00 - 1.79	Strongly Disagree	Very Low Impact

### ***Data Gathering Procedure***

Data collection for this study was conducted using survey instruments. The researcher will collaborate with contact persons from academic organizations to distribute the questionnaires directly to the respondents. To ensure that the research follows ethical standards and protocols, several important steps will be taken. First, the researcher has adopted validated

and reliable questionnaires specifically designed to assess the impact of policy implementation on teachers.

Before starting the data collection, permission was requested from the Department of Education (DepEd) since the respondents are teachers from Claveria West District, Claveria, Misamis Oriental. A formal request outlining the study's objectives, methodology, and significance submitted to DepEd. Once approval is obtained, the researcher sought permission from school heads or principals within each institution to comply with their protocols. The researcher will then work with designated contact persons in each school to help schedule appropriate times and locations for administering the surveys.

To address ethical considerations, each survey instrument will be accompanied by a cover letter explaining the study's goals, potential risks and benefits, and assurances of confidentiality for participants. The researcher is committed to conducting the study with integrity and following ethical principles throughout the process. All necessary approvals will be secured before conducting the surveys, and documentation of permissions obtained will be carefully maintained. By following these procedures, the researcher aims to collect data in an ethical and organized manner, ultimately contributing valuable insights into the impact of policy implementation on teachers' perceptions of governance effectiveness in education within Claveria West District, Claveria, Misamis Oriental.

### ***FINDINGS***

The results turned out that the levels of policy implementation among teachers in terms of perceptions of policy effectiveness was high, its impact on teacher morale and retention was high and perceptions of clarity and communication of policies was high. The teachers' perceptions regarding governance effectiveness in education in terms of the assessment of governance frameworks was also high, influence of governance on teacher well-being was very high, transparency of governance communication was very high.

The test of significant relationship between policy implementation and teachers' perceptions of governance effectiveness was significant in Perception of Policy Effectiveness. Is not significant in the variables: Impact on Teacher Morale and Retention and Clarity and Communication of Policies. However, the test of relationship is significant in the overall results. So, the null hypothesis is rejected. The results mean that effective policy implementation as a whole contributes to stronger perceptions of governance effectiveness among teachers. Therefore, the null hypothesis is rejected.

## ***CONCLUSIONS***

Teachers generally perceive the level of policy implementation as high across multiple dimensions, including policy effectiveness, impact on morale and retention, clarity, and communication. This means that teachers recognize and appreciate the efforts made in policy enactment and governance frameworks designed to support their roles.

The high perception of governance effectiveness in terms of governance framework assessment, influence on teacher well-being, and transparency in governance communication means that teachers feel that governance structures are well designed, supportive, and transparent. Such positive perceptions are important to fostering trust, collaboration, and commitment within educational institutions.

The statistically significant positive relationship found between perception of policy effectiveness and governance effectiveness demonstrates that when teachers believe policies are effective, they are more likely to view school governance as effective. This supports the notion that tangible policy outcomes may influence overall attitudes toward governance. The lack of significant relationships between impact on teacher morale and retention or clarity and communication, along with governance effectiveness, implies that these factors may not independently shape governance perceptions. The overall significant positive relationship between policy implementation as a whole and perceptions of governance effectiveness supports rejecting the null hypothesis. This means that collectively, the components of effective policy implementation contribute to more favorable perceptions of governance among teachers.

## ***RECOMMENDATIONS***

For Teacher Organizations and Professional Development Providers. Explore effective professional development and support programs that strengthen teachers' understanding and engagement with policy changes. They may evaluate how these programs influence teacher perceptions of policy and governance effectiveness, retention, and morale, helping teacher organizations to advocate for targeted interventions that empower educators in governance processes.

For School Administrators and Principals. Investigate the role of school leadership in facilitating effective policy implementation, focusing on fostering transparent communication and supporting teacher morale. They may explore strategies for enhancing collaborative governance practices at the school level, emphasizing how administrators can build trust and commitment to governance initiatives among teachers.

For Policymakers and Education Leaders. Conduct further research on integrated policy frameworks that align policy effectiveness, communication clarity, and teacher well-being dimensions. This research may focus on identifying best practices for designing and implementing holistic policies that comprehensively address teachers' needs and governance structures to improve governance effectiveness perceptions and educational outcomes.

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