

Citizen Satisfaction with Local Government Support to Education in Uson, Masbate: Basis for Improved Public Service Delivery

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Abstract

This study assessed citizen satisfaction with local government support to education in Uson, Masbate, focusing on citizens' awareness, availment, and satisfaction with educational services and identifying areas requiring improvement. It was anchored on Expectancy-Disconfirmation Theory, the SERVQUAL Model of Service Quality, and Public Value Theory. A descriptive-quantitative research design was employed using a structured questionnaire administered to 300 citizens from Poblacion, Crossing, Buenavista, Buenasuerte, and Quezon through convenience sampling. Data were analyzed using frequency, percentage, weighted mean, and One-Way Analysis of Variance (ANOVA). Findings showed that awareness was highest for support for public schools (89.00%), while scholarship or educational assistance was the most widely availed service (81.67%). Respondents were very satisfied with scholarship or educational assistance ($M = 3.33$), school supplies and learning materials ($M = 3.38$), and support for public schools ($M = 3.41$). Nevertheless, respondents identified the need for more public-school support, improved availability and timely delivery of educational assistance, easier access to services, and improved processes for receiving assistance. ANOVA indicated a statistically significant difference among the groups in terms of the variable assessed. The study recommends strengthening information dissemination, accessibility, timeliness, resource provision, and the use of citizen assessments in monitoring and improving educational programs. The study supports SDG 4 (Quality Education), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals) by promoting accessible educational support, responsive local governance, and stakeholder coordination. Its sustainability impact lies in providing locally grounded evidence that can strengthen educational service delivery, institutional responsiveness, resource provision, and coordination in Uson, Masbate.

Keywords: Satisfaction; Educational Assistance; Educational Support; Local Government; Public Schools; Service Delivery; Uson Masbate

1. Introduction

Education is an essential public service supported by both national and local governments. Local government units (LGUs) contribute through scholarships and educational assistance, school supplies and learning materials, and support for public schools. However, the effectiveness of these services also depends on whether citizens are aware of available programs, actually avail themselves of them, and are satisfied with the support received. Citizen assessment therefore provides useful evidence for identifying service strengths, gaps, and areas requiring improvement. This study examines citizen satisfaction with local government support to education in Uson, Masbate, focusing on citizens' awareness, availment, and satisfaction with specific educational services. It also identifies areas requiring action or improvement and examines differences in satisfaction to provide a basis for improved service delivery.

Citizen satisfaction reflects how people perceive and experience government services. Metwally and Samir (2024) and Taher (2024) showed that satisfaction varies across public services and can reveal areas requiring improvements in responsiveness, participation, transparency, and accountability. Piyasunthornsakul et al. (2022) similarly associated assurance, empathy, tangibles, and responsiveness with citizen satisfaction. In education, Estoria-Maquiling (2023) found a significant positive relationship between citizen service quality standards and satisfaction, while Barangai (2024) emphasized the importance of citizens' awareness of government services. International studies further show that satisfaction is influenced by responsiveness, accessibility, reliability, service quality, accountability, and citizens' actual service experiences (Masuku et al., 2022; Reddick et al., 2022; Lamsal & Gupta, 2022; Llana et al., 2023; Chien & Thanh, 2022). Kim et al. (2024) also identified citizen satisfaction as an important measure for assessing public service delivery. Philippine studies support the need to examine awareness, availment, and satisfaction together. Gabinete et al. (2022) found that high awareness did not always translate into service availment, while Sayson et al. (2023) demonstrated the usefulness of these dimensions in assessing community services. Reyes et al. (2021) found general satisfaction with LGU educational programs but limited awareness and availment of some scholarships and educational services. Yecla et al. (2022) similarly identified the need to improve awareness and access to educational assistance. These findings indicate that the existence of educational programs alone does not ensure that citizens know about, access, or benefit from them.

Local governments contribute to education through financial assistance, learning resources, facilities, technology, and institutional support. Adao and Ching (2024) found a significant positive relationship between local government support and teaching-learning progress, while Gomez and Galicia (2022) showed that Special Education Fund support helped provide technological resources but identified concerns involving funding, equitable allocation, training, and collaboration. Duque (2023) likewise identified LGU contributions to school operations, facilities, equipment, and educational continuity. Research on educational services further associates satisfaction with accessibility, facilities, reliability, responsiveness, empathy, and service quality (Al Hubaishi & Ali, 2022; Magasi et al., 2022; Hadiwidjaja et al., 2023; Endrawan et al., 2024). In the Philippine context, Aure and Suayan (2024), Evans and Nisperos (2024), Azur and Ricafort (2023), and Castillo and Cay (2024) highlighted the importance of LGU educational resources, Special Education Fund utilization, coordination, monitoring, and proper resource allocation. Collectively, these studies indicate that LGU educational support should be assessed not only according to the availability of programs but also according to citizens' access to and experiences with them.

Effective educational support is influenced by local governance, administrative capacity, citizen participation, and coordination. Twinomujuni et al. (2022) and Kaewhanam et al. (2022) emphasized the importance of citizen and community participation in local education services. Ibrahim (2024) similarly noted that decentralization can improve responsiveness, participation, accountability, and transparency, although limited capacity and coordination may affect implementation. Philippine studies also emphasize institutional capacity and good governance in local service delivery. Distor and Khaltar (2022) identified institutional capacity and public service experience as important to LGU efficiency, while Garcia et al. (2023) highlighted transparency, accountability, participation, responsiveness, effectiveness, and efficiency. Cruz (2024) further identified institutional, fiscal, human-resource, coordination, and accountability challenges in decentralized public services. These findings demonstrate that responsive educational assistance requires both adequate resources and effective local governance.

The study is anchored on Expectancy-Disconfirmation Theory (Oliver, 1980), the SERVQUAL Model of Service Quality (Parasuraman, Zeithaml, & Berry, 1988), and Public Value Theory (Moore, 1995). Expectancy-Disconfirmation Theory explains satisfaction through the comparison between citizens' expectations and actual service experiences. SERVQUAL emphasizes reliability, responsiveness, assurance, empathy, and tangibles in evaluating service quality, while Public Value Theory emphasizes the value created when government programs effectively respond to community needs. Applied to the study, these perspectives support examining whether citizens know about LGU educational programs, avail themselves of available services, and are satisfied with scholarship or educational assistance, school supplies and learning materials, and support for public schools. The resulting citizen assessments provide the basis for identifying areas where local educational service delivery can be strengthened.

Existing studies have examined citizen satisfaction, public service quality, LGU educational support, governance, and specific educational programs across different localities. However, these findings do not directly establish how citizens in Uson, Masbate experience local government educational support. The original literature identifies the need for local evidence concerning citizens' awareness, availment, and satisfaction with specific forms of educational assistance in Uson. The present study addresses this need by assessing citizens' awareness and availment of LGU education services and their satisfaction with scholarship or educational assistance, school supplies and learning materials, and support for public schools. It further identifies areas requiring action or

improvement and examines differences in citizen satisfaction. These findings are intended to provide a localized basis for improving educational service delivery in Uson, Masbate.

The study primarily supports SDG 4 – Quality Education by examining local government assistance intended to improve access to educational resources and support. It also relates to SDG 16 – Peace, Justice and Strong Institutions because citizen assessment can support responsive, accountable, and participatory local service delivery. SDG 17 – Partnerships for the Goals is also relevant through coordination among LGUs, schools, barangays, citizens, parents, learners, and other education stakeholders.

The study contributes to educational, community, and institutional sustainability by providing evidence on whether citizens are aware of, access, and are satisfied with LGU educational support. Identifying gaps in scholarships or educational assistance, learning materials, and support for public schools can help local stakeholders strengthen service accessibility, responsiveness, resource provision, and coordination. Most importantly, the study gives the Municipal Government of Uson and education stakeholders locally grounded citizen feedback that may guide improvements in educational assistance and public service delivery. This preserves the central purpose of the original study: using citizens' assessment as a basis for improving LGU support to education in Uson, Masbate.

2. Material and methods

2.1 Research Design

The study employed a descriptive-quantitative research design to assess citizen satisfaction with local government support to education in Uson, Masbate. A structured questionnaire was used to obtain numerical data on respondents' age, sex, educational attainment, length of residency, presence of a child or dependent currently attending school, and barangay. The study also measured citizens' awareness of LGU educational support, extent of service availment, and satisfaction with scholarship or educational assistance, school supplies and learning materials, and support for public schools. It further identified areas requiring action or improvement and determined whether significant differences existed in citizen satisfaction. The quantitative approach enabled the systematic measurement and statistical analysis of these variables.

2.2 Locale of the Study

The study was conducted in selected barangays of the Municipality of Uson, Masbate, specifically Poblacion, Crossing, Buenavista, Buenasuerte, and Quezon. These barangays served as the locations from which citizens were selected to provide information regarding their awareness, availment, and satisfaction with local government support to education.

2.3 Respondents of the Study

The respondents were citizens of Uson, Masbate from the selected barangays of Poblacion, Crossing, Buenavista, Buenasuerte, and Quezon. They were included to provide information about their awareness of educational programs and services provided or supported by the LGU, their experience in accessing these services, and their satisfaction with the educational support received. Only citizens who voluntarily agreed to participate and could provide relevant information about local government education services were included.

2.4 Sample and Sampling Procedure

The study employed convenience sampling, in which respondents were selected according to their accessibility, availability, and willingness to participate. This approach enabled the researcher to obtain data from citizens who were readily accessible within the selected barangays. A total of 300 copies of the survey questionnaire were reproduced and distributed to respondents who agreed to participate in the study.

2.5 Research Instrument

The primary data-gathering instrument was a structured questionnaire developed to assess citizen satisfaction with local government support to education. The instrument gathered information on respondents' demographic profiles, awareness of LGU educational support, extent of availment of educational services, satisfaction with educational assistance, and areas requiring action or improvement. The questionnaire consisted of five parts. The first obtained information on age, sex, educational attainment, length of residency, presence of a child or dependent currently attending school, and barangay. The second measured awareness of local government support to education, while the third assessed the extent of citizens' availment of educational services. The fourth measured satisfaction with scholarship or educational assistance, school supplies and learning materials, and support for public schools. The fifth identified areas requiring action or improvement based on citizens' assessments. Appropriate response scales were used to quantify and interpret the responses. The initial questionnaire was submitted to a panel of experts that included a language teacher, a local government official, and an education research adviser. The instrument was evaluated for clarity, relevance, appropriateness, and alignment with the study objectives and research questions, after which the researchers incorporated the

reviewers' comments and suggestions. A pilot test was also conducted among citizens who were not part of the actual respondents to evaluate item interpretation and internal consistency. The pilot-test responses were analyzed using Cronbach's Alpha, and the results of expert validation and reliability testing were used as the basis for finalizing the questionnaire.

2.6 Data Gathering Procedure

Following approval of the thesis proposal by the school thesis committee, the researcher secured permission to conduct the study. The permit, noted by the research adviser, was submitted to the LGU and concerned Barangay Captains for approval before the questionnaires were distributed to citizens. The questionnaire was initially prepared with the thesis adviser and subsequently validated, revised, and finalized before administration. A total of 300 questionnaires were reproduced and distributed to consenting respondents. Retrieval extended beyond the intended one-month period, which delayed data processing. After retrieval, responses were organized and tallied and then subjected to statistical treatment with the assistance of an expert statistician. The findings were subsequently analyzed and interpreted to derive their implications.

2.7 Data Analysis Techniques

The collected data were organized, tabulated, analyzed, and interpreted using statistical techniques appropriate to the research questions. Frequency counts and percentages were used to summarize respondents' demographic profiles. Frequency represented the number of respondents belonging to each category, while percentage represented the proportion of respondents in each category relative to the total number of respondents. The weighted mean was used to determine the numerical representation of citizen satisfaction with local government support to education. It incorporated the frequency of respondents selecting each response and the corresponding numerical weight assigned to that response. Finally, One-Way Analysis of Variance (ANOVA) was used to determine whether significant differences existed in citizen satisfaction with local government support to education. The manuscript reports an ANOVA result with between-group and within-group variation, with $F = 864.000798$ and a reported $p\text{-value} = 0$.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

3.1.1 Age

Of the 300 respondents, the largest proportion was aged 26–30 years at 36.33%, followed by 36–40 years at 20.67%, 31–35 years at 18.00%, 25 years and below at 15.67%, and 41 years and above at 9.33%. The findings show that young adults constituted the largest group, although different age groups were represented. This age distribution provided perspectives from citizens at different stages of adulthood and with varying community experiences.

3.1.2 Sex

Male respondents comprised 58.67% of the sample, while females accounted for 41.33%. Thus, males represented more than half of the respondents, although both sexes had substantial representation. The representation of both male and female respondents allowed the assessment to incorporate perspectives from both groups regarding local government support to education.

3.1.3 Barangay

The respondents were equally distributed across Poblacion, Crossing, Buenavista, Buenasuerte, and Quezon, with 60 respondents or 20.00% coming from each barangay. The equal distribution provided balanced representation among the five selected barangays, allowing their citizens' perspectives to receive comparable consideration in the analysis.

3.1.4 Length of Residency

The largest group of respondents had lived in their respective barangays for 10 years or more at 33.33%, followed by 7–10 years at 18.33%, 5–7 years at 16.00%, 3–5 years at 14.00%, 1–3 years at 11.67%, 6 months–1 year at 4.00%, and 0–6 months at 2.67%. CITIZEN SATISFACTION WITH LOCAL...

The findings indicate that most respondents had relatively long-term residency, suggesting considerable familiarity with their communities. Only a small proportion had resided in their barangays for less than one year.

3.1.5 Educational Attainment

College graduates constituted the largest group at 30.67%, followed by high school graduates at 20.33%, college undergraduates at 19.33%, high school undergraduates at 12.67%, elementary graduates at 12.00%, and elementary undergraduates at 5.00%. The respondents therefore represented varied educational backgrounds, ranging from elementary undergraduate to college graduate. This diversity provided perspectives from citizens with different levels of educational attainment.

3.1.6 Child or Dependent Currently Attending School

Most respondents, or 81.67%, had a child or dependent currently attending school, while 18.33% had none. The predominance of respondents with school-attending children or dependents indicates that most had direct household responsibilities related to education, which may influence their experiences, priorities, and financial considerations regarding educational support.

3.2 Citizens' Awareness of Local Government Support to Education

Among the 300 respondents, awareness was highest for support for public schools at 89.00%, followed by school supplies or learning materials at 86.00%, scholarship or educational assistance at 81.67%, financial assistance for learners at 76.67%, school facilities and equipment at 72.00%, feeding or nutrition support at 66.00%, and Alternative Learning System (ALS) support at 58.33%. Other education programs had the lowest awareness at 47.67%. The findings indicate substantial awareness of major LGU educational services, particularly support directly associated with public schools and learning materials. However, awareness was comparatively limited for ALS support and other education programs, indicating a need for stronger information dissemination about less visible services. This is consistent with Gabinete et al. (2022), who found high citizen awareness of government services but observed that awareness did not necessarily result in actual service availment.

3.3 Citizens' Availment of Local Government Education Services

Scholarship or educational assistance was the most commonly availed service at 81.67%, followed by school supplies or learning materials at 76.00%, financial assistance for learners at 65.00%, feeding or nutrition support at 64.33%, other education support at 61.33%, and support for school facilities and equipment at 57.33%. The findings show that services directly benefiting learners and families, particularly scholarships and learning materials, had the highest availment. The comparatively lower availment of school facilities and equipment may reflect the institutional rather than individual nature of this support. Overall, the findings indicate that LGU educational services reached a substantial proportion of respondents, although their reach differed by type of assistance. Bulos (2021) similarly found that citizen assessments can provide local officials with information for improving policies and management decisions, while Estrada and Francisco (2022) demonstrated that levels of awareness and availment can vary among different local government services.

3.4 Citizen Satisfaction with Local Government Support to Education

3.4.1 Scholarship or Educational Assistance

Citizen satisfaction with scholarship or educational assistance obtained a composite mean of 3.33, interpreted as Very Satisfied. Availability received the highest mean of 3.40, followed by overall educational assistance at 3.35, the application process at 3.32, accessibility at 3.30, and timeliness at 3.25, which was interpreted as Satisfied. The findings indicate that respondents positively viewed scholarship and educational assistance, particularly its availability. However, the comparatively lower rating for timeliness suggests that delivery may require further attention. Reyes et al. (2021) similarly found that citizens were generally satisfied with LGU educational programs but identified limited awareness and availment of some scholarships, student assistance, ALS, and special education programs, emphasizing the need for stronger educational interventions and support.

3.4.2 School Supplies and Learning Materials

School supplies and learning materials obtained a composite mean of 3.38, interpreted as Very Satisfied. Availability received the highest mean of 3.49, followed by quality at 3.45, quantity at 3.41, overall provision at 3.33, and timeliness of distribution at 3.23, which was interpreted as Satisfied. The results indicate strong satisfaction with the availability, quality, and quantity of learning materials, while timeliness of distribution emerged as the comparatively weaker aspect. Azur and Ricafort (2023) similarly identified concerns involving delayed release of the Special Education Fund, coordination between LGUs and schools, and procurement of school supplies, emphasizing the importance of strategic resource utilization.

3.4.3 Support for Public Schools

Support for public schools obtained the highest composite mean among the three satisfaction areas at 3.41, interpreted as Very Satisfied. Overall support received the highest mean of 3.47, while the availability of equipment and materials and timeliness of LGU support each received 3.41. Availability of school support and condition of supported school facilities both obtained 3.39. The findings demonstrate an overall positive assessment of LGU support for public schools. Although all indicators were interpreted as Very Satisfied, the relatively lower ratings for the availability of support and condition of facilities indicate areas that may still be strengthened. Ayson and Calvo (2023) investigated Makati City's Project FREE and demonstrated how local educational assistance connects local government programs with beneficiaries and the broader community.

3.5 Areas of Local Government Educational Support Requiring Improvement

The majority of respondents identified all assessed areas as requiring improvement. Providing more support to public schools received the highest response at 85.00%, followed by improving the availability of educational assistance at 82.67%, providing assistance on time at 80.67%, making educational services easier to access at

78.33%, and improving the process of receiving educational assistance at 75.67%. The findings indicate that high overall satisfaction does not eliminate the need for service improvements. Citizens particularly emphasized additional public-school support and greater availability and timeliness of educational assistance, while accessibility and processing also remained concerns. Almiyat et al. (2022) emphasized the importance of service quality and responsiveness to citizens' needs, indicating that improvements in public service delivery and responsiveness can contribute to greater citizen satisfaction.

3.6 Significant Difference in Citizen Satisfaction with Local Government Support to Education

The One-Way ANOVA yielded an F-value of 864.000798, which exceeded the F-critical value of 1.66847571, while the reported p-value of 0.000 was below the 0.05 level of significance. Based on these results, the null hypothesis was rejected, indicating a statistically significant difference among the groups in terms of the variable assessed.

4. Conclusion & Recommendations

The study concludes that citizens of Uson, Masbate generally have substantial awareness of and considerable access to local government education services, with support for public schools having the highest awareness and scholarship or educational assistance being the most widely availed service. Respondents were very satisfied with scholarship and educational assistance, school supplies and learning materials, and support for public schools, particularly with the availability of assistance and learning materials and the overall support provided to public schools. Despite this positive assessment, improvements remain necessary in the awareness of other education programs, accessibility and timely delivery of assistance, distribution of learning materials, availability of school support, and condition of supported facilities. The study also established a significant difference in citizen satisfaction with local government support to education.

The Municipal Government of Uson should strengthen information dissemination about education programs through barangay announcements, social media, schools, and community activities; improve the accessibility of services by providing clear application procedures, schedules, and requirements; and ensure the timely provision of scholarships, educational assistance, school supplies, and learning materials. The LGU and concerned school officials should also strengthen support for public schools by addressing needed resources and supported facilities and should use citizens' assessments to identify priorities, monitor education programs, and improve service delivery. Future researchers are encouraged to conduct similar studies using a larger sample size.

The study was limited to 300 citizens of Uson, Masbate and focused specifically on their awareness, availment, and satisfaction with local government support to education. The recommendation for future researchers to conduct similar studies using a larger sample size indicates that the sample size was a recognized limitation of the study.

5. Compliance with ethical standards

The author affirms that no conflicts of interest exist in relation to this study. The research involved citizens of Uson, Masbate, who participated voluntarily and provided informed consent before completing the survey questionnaire. Data were collected using non-invasive survey procedures, and appropriate measures were observed to maintain the confidentiality and privacy of the respondents throughout the research process, with no identifying information disclosed in the presentation of the findings. The study received no external funding, and the information obtained from the participants was used solely for the purposes of the research.

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