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The Involvement of the Local Government Units (LGUs) in the Implementation of Education for all (EFA) in the Public Elementary Schools in Malinao District, Division of Albay

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Abstract

This study examined the involvement of Local Government Units (LGUs) in implementing Education for All (EFA) in public elementary schools in Malinao District, Division of Albay, during School Year 2024–2025. Anchored in public-private partnership, resource mobilization, community engagement, and participatory governance theories, the study employed a descriptive-evaluative research design involving 60 teachers from 17 public elementary schools. Data were collected using a validated 120-item structured questionnaire with a reliability coefficient of 0.7829 and analyzed through descriptive statistics, Kendall's coefficient of concordance, and chi-square tests. Findings revealed that LGU involvement was highly evident (4.36), particularly in professional development (4.38), community engagement (4.37), financial support (4.36), and infrastructure development (4.34). Educational outcomes were likewise rated highly (4.35), with retention (4.37) ranking highest, followed by dropout reduction (4.36), enrollment (4.34), and academic performance (4.33). Significant agreement was observed in financial support, professional development, and retention-related outcomes, while other dimensions showed varying levels of agreement. Major challenges included irregular funding, unclear financial guidelines, and limited LGU participation in educational planning. The study concluded that LGU involvement was perceived as important in strengthening educational access and learner support, although institutional and financial challenges affected implementation. It recommended formal school–LGU partnerships, consistent funding, strengthened community participation, and joint monitoring and evaluation mechanisms. The findings support Sustainable Development Goal (SDG) 4 (Quality Education), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals). The study contributes to educational sustainability by identifying governance and collaborative practices that may strengthen institutional accountability, equitable resource allocation, and sustained community support for public elementary education.

Keywords: Community Engagement; Education for All; Educational Outcomes; Financial Support; Local Government Units; Participatory Governance; Professional Development

1. Introduction

Education for All (EFA) promotes equitable access to quality education through collaboration among governments, schools, and communities. In the Philippines, Local Government Units (LGUs) contribute to EFA implementation through infrastructure development, financial support, community engagement, and professional development. This study examines LGU involvement in public elementary schools in Malinao District, Division of Albay, during School Year 2024–2025, focusing on educational outcomes, stakeholder agreement, implementation challenges, and policy recommendations.

Education is a fundamental right and a foundation of inclusive development. The Philippine Constitution and the Local Government Code establish public responsibilities relevant to local services, while the Governance of Basic Education Act and Enhanced Basic Education Act provide statutory context for basic education (Republic of the Philippines, 1987, 1991, 2001, 2013). Recent international reports emphasize education equity, learning recovery, and the need for coordinated investments in schools and learners (UNESCO, 2021, 2023, 2024; World Bank et al., 2022). In this context, LGUs may complement national education programs through infrastructure, financial assistance, community engagement, and professional development.

Recent literature examines different dimensions of local educational support. Studies addressing public-service efficiency and educational financing provide a context for assessing resource allocation (Agasisti, 2022; Cruz, 2022; Mohamed et al., 2022). Research on community development and educational participation highlights the importance of local leadership and stakeholder coordination (Agboeze et al., 2022; Alonzo, 2022; Kaewhanam et al., 2022). Other work discusses school infrastructure, professional support, and local-government challenges (Garcia, 2021; Santos, 2021; Villanueva, 2021). These sources provide relevant perspectives for examining teachers' assessments of LGU contributions; they do not, by themselves, establish causal effects in Malinao District.

International discussions of local governance emphasize institutional capacity, service delivery, and coordination among public actors (Faozanudin, 2022; Ferraro, 2022; Laane et al., 2022; Richard, 2022). Philippine-focused supporting literature discusses educational access, monitoring, and community initiatives (Delos Reyes, 2023; Lopez, 2022; Martinez, 2023; Reyes, 2023). The present study focuses specifically on 17 public elementary schools in Malinao District, Albay, where school needs and available LGU resources may differ across communities. Its findings describe teacher perceptions rather than directly measured changes attributable to LGU programs.

The study draws on public-value and collaborative-governance perspectives to explain why educational services benefit from coordination among institutions. Moore (1995) provides a foundational account of public value in government management. Resource mobilization, community engagement, and participatory decision-making are used here as complementary analytical perspectives rather than attributed to unsupported single-origin theories. The Input–Process–Output framework organizes LGU involvement in infrastructure, finance, community engagement, and professional development; perceived educational outcomes; stakeholder agreement; and implementation challenges, leading to proposed policy recommendations.

Although studies discuss local public services, education financing, and community participation, evidence specific to the combined dimensions of LGU involvement and perceived educational outcomes in Malinao District remains limited in the sources reviewed (Agasisti, 2022; Alonzo, 2022; Faozanudin, 2022; Martinez, 2023). This study therefore examines teachers' assessments of LGU involvement in infrastructure development, financial support, community engagement, and professional development; perceived enrollment, retention, dropout reduction, and academic performance; agreement in ratings; implementation challenges; and possible policy responses.

The study supports SDG 4 (Quality Education) by examining local initiatives that promote educational access, teacher development, and improved learning conditions. It also aligns with SDG 16 (Peace, Justice, and Strong Institutions) through accountable educational governance and SDG 17 (Partnerships for the Goals) by emphasizing collaboration among LGUs, DepEd, schools, and community stakeholders.

The study contributes to educational, institutional, and community sustainability by examining how LGU support can strengthen school resources, professional development, and inclusive educational opportunities. Its findings may inform evidence-based resource allocation, stakeholder coordination, and policy recommendations that support sustained implementation of Education for All in Malinao District.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-evaluative research design to describe existing LGU educational programs and assess their effectiveness in supporting EFA implementation. Descriptive-evaluative research documents prevailing conditions and examines respondents' assessments of programs and practices. The design examined LGU involvement in infrastructure development, financial support, community engagement, and professional development, alongside educational outcomes and implementation challenges.

2.2 Locale of the Study

The study was conducted in 17 public elementary schools in Malinao District, Division of Albay, Philippines. These schools were classified as big, medium, and small, providing different institutional settings for examining LGU involvement in educational programs and services.

2.3 Respondents of the Study

The respondents comprised 60 public elementary school teachers from 17 schools, including 20 males (33%) and 40 females (67%). Big schools contributed 15 respondents (25%), medium schools accounted for 29 (48%), and small schools contributed 16 (27%). Female teachers outnumbered male teachers across all school categories, while medium-sized schools contributed the largest proportion of respondents. This distribution represented teachers from different school classifications within the district.

2.4 Sample and Sampling Procedure

The study involved 60 teachers from four big schools, eight medium schools, and five small schools. The distribution consisted of 15, 29, and 16 respondents, respectively. Participants represented different school classifications within Malinao District. However, the specific sampling technique and individual selection criteria were not indicated in the manuscript.

2.5 Research Instrument

The study utilized a structured questionnaire consisting of 120 items divided into four parts. The first part contained 44 items assessing LGU involvement in infrastructure development, financial support, community engagement, and professional development. The second part included 44 items examining educational outcomes related to enrollment, retention, dropout rates, and academic performance. The third part consisted of 22 items addressing inadequate funding and limited LGU participation in educational planning, while the fourth part contained 10 items concerning policy recommendations. A five-point rating scale was used, with corresponding interpretations of 4.50–5.00 (Very Much Evident), 3.50–4.49 (Much Evident), 2.50–3.49 (Evident), 1.50–2.49 (Fairly Evident), and 1.00–1.49 (Not All). The questionnaire underwent adviser and expert evaluation to establish its clarity, relevance, and alignment with the research objectives. Suggested revisions were incorporated before administration. Reliability testing yielded a coefficient of 0.7829, which the researcher considered acceptable.

2.6 Data Gathering Procedure

The research process began with manuscript preparation, proposal presentation, and revisions based on the thesis committee's recommendations. The researcher developed the questionnaire, obtained adviser and expert evaluations, and sought permission from the appropriate authorities before administering the instrument. Completed questionnaires were retrieved, organized, tallied, and analyzed to formulate findings, conclusions, and recommendations. The research activities covered August 2024 to August 2025. Preliminary preparation, literature gathering, and proposal development occurred in 2024, followed by manuscript review, data collection, retrieval, analysis, and defense activities in 2025. Subsequent activities included manuscript revisions, final submission, dissemination of findings, and publication.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency counts, percentages, rank orders, weighted means, standard deviation, and the Kendall Coefficient of Concordance. Frequency counts and percentages described respondent characteristics, while weighted means assessed LGU involvement, educational outcomes, implementation challenges, and policy recommendations. Standard deviation was used to examine variability in responses. The Kendall Coefficient of Concordance determined the degree of agreement among respondent groups regarding the rankings of LGU involvement and educational outcomes. The significance of the agreement was assessed using the chi-square test, with the significance level set at 0.05.

3. Results and Discussion

3.1 Extent of LGU Involvement in EFA Implementation

3.1.1 Infrastructure Development

Infrastructure development obtained an overall weighted mean of 4.34, interpreted as Very Much Evident. Collaboration with barangays and nongovernmental organizations ranked highest (4.43), while school-based

water supply systems ranked lowest (4.32). The findings indicate strong LGU participation in improving school facilities, particularly through community partnerships. However, water supply and other essential infrastructure require continued attention.

3.1.2 Financial Support

Financial support received an overall weighted mean of 4.36, interpreted as Very Much Evident. The provision of notebooks, writing materials, and other learning supplies ranked highest (4.43). These findings suggest that LGU financial assistance helps address learners' educational needs and reduces material barriers to school participation.

3.1.3 Community Engagement

Community engagement obtained an overall weighted mean of 4.37, interpreted as Very Much Evident. Education summits ranked highest (4.43), followed by school-community forums and civic or religious group participation (4.41 each). The findings demonstrate active collaboration among LGUs, schools, parents, and community stakeholders. This is consistent with literature discussing community engagement in educational outcomes (Alonzo, 2022; Reyes, 2023).

3.1.4 Professional Development

Professional development received the highest overall weighted mean (4.38), interpreted as Very Much Evident. Respondents favorably assessed LGU assistance for teacher development and instructional resources. The findings highlight the importance of sustained professional support in strengthening teaching practices and responding to learners' educational needs.

3.2 Significant Agreement on LGU Involvement

Professional development ($W = 0.70$; $\chi^2 = 18.90$) and financial support ($W = 0.63$; $\chi^2 = 20.79$) showed statistically significant agreement at the 0.05 level. Community engagement ($W = 0.59$; $\chi^2 = 17.70$) and infrastructure development ($W = 0.43$; $\chi^2 = 12.90$) did not show significant agreement. These findings indicate greater consistency in respondents' rankings of professional development and financial support initiatives, while priorities differed regarding infrastructure and community engagement.

3.3 Measurable Educational Outcomes

3.3.1 Enrollment Rate

Enrollment-related outcomes obtained an overall weighted mean of 4.34, interpreted as Very Much Evident. Increased enrollment associated with LGU initiatives ranked highest (4.41). The findings suggest that infrastructure improvements, educational assistance, and community information campaigns were perceived as supporting school enrollment.

3.3.2 Retention-Related Outcomes

Retention-related outcomes received the highest educational outcome rating (4.37). Fewer learners leaving school before completing the academic year ranked highest (4.44). These results suggest that school facilities, parental involvement, and learner assistance support continued school participation. The indicators reflect improved learner continuation rather than declining retention.

3.3.3 Dropout Reduction

Dropout reduction obtained an overall weighted mean of 4.36, interpreted as Very Much Evident. Regular monitoring of learner attendance and performance ranked highest (4.41). The findings emphasize the importance of identifying at-risk learners and providing timely academic and community support to prevent school withdrawal.

3.3.4 Academic Performance

Academic performance received an overall weighted mean of 4.33, interpreted as Very Much Evident, although it ranked lowest among the four educational outcomes. The findings indicate favorable perceptions of LGU contributions to learning conditions while highlighting the continued importance of instructional improvement.

3.4 Significant Agreement on Educational Outcomes

Retention-related outcomes showed statistically significant agreement ($\chi^2 = 27.27$), while enrollment ($\chi^2 = 12.30$), dropout reduction ($\chi^2 = 15.18$), and academic performance ($\chi^2 = 17.40$) showed no significant agreement at the 0.05 level. These findings suggest that respondents differed in their rankings of most educational outcomes, despite consistently favorable assessments of LGU involvement.

3.5 Challenges in LGU–School Collaboration

3.5.1 Inconsistent Funding Support

Funding-related challenges were rated Moderately Serious. Irregular fund releases and unclear funding guidelines received the highest weighted means (3.35 each). These findings suggest that unpredictable financial assistance may delay school programs and affect educational resource allocation.

3.5.2 Limited Involvement in Educational Planning

Limited LGU participation in educational planning was also rated Moderately Serious. Infrequent attendance at school planning meetings ranked highest (2.65), followed by insufficient representation in school governance (2.64). The results indicate a need for stronger institutional coordination and more consistent LGU participation in school development planning.

3.6 Significant Agreement on Challenges

Statistically significant agreement was found for inconsistent funding support ($W = 0.90$; $\chi^2 = 27.00$) and limited involvement in educational planning ($W = 0.68$; $\chi^2 = 20.40$). These findings indicate that respondents consistently recognized funding and planning-related challenges, emphasizing the importance of coordinated institutional responses.

3.7 Proposed Policy Recommendations

Formal memoranda of understanding between schools and LGUs received the highest rating (4.14), followed by joint monitoring and evaluation systems (4.11) and policies limiting political influence (4.08). The findings support clearer institutional responsibilities, transparent financial management, and regular coordination to strengthen LGU–school partnerships and sustain EFA implementation.

3.8 Overall Findings and Sustainability Implications

Overall, LGU involvement (4.36) and educational outcomes (4.35) were rated Very Much Evident. Professional development ranked highest among LGU support dimensions, while retention-related outcomes ranked highest among educational indicators. The findings highlight the importance of sustained financial support, participatory governance, and institutional collaboration. These priorities align with SDG 4 (Quality Education), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals), supporting long-term educational sustainability in Malinao District.

4. Conclusion & Recommendations

The study concluded that Local Government Units (LGUs) played an important role in implementing Education for All (EFA) in public elementary schools in Malinao District, Division of Albay, through infrastructure development, financial assistance, community engagement, and professional development. LGU involvement contributed to improved educational access, learner retention, dropout reduction, and academic performance, with retention emerging as the most consistently recognized outcome. However, differences in respondents' assessments of educational outcomes and implementation challenges revealed inconsistencies in LGU support. Irregular funding, unclear financial guidelines, limited participation in educational planning, political interference, and weak institutional coordination remained significant barriers to effective educational collaboration.

The study recommends strengthening school–LGU partnerships through formal Memoranda of Understanding (MOUs), clearly defined responsibilities, and joint monitoring and evaluation systems. LGUs should ensure consistent and timely funding, prioritize infrastructure improvements, support teacher professional development, and strengthen community participation in educational initiatives. Policies minimizing political interference, establishing emergency educational funds, and improving coordination should also be implemented. Future research should examine LGU involvement across different districts, assess its long-term educational outcomes, and include student and community perspectives to provide a broader understanding of EFA implementation.

The study was limited to 60 teacher-respondents from 17 public elementary schools in Malinao District, Division of Albay, representing big, medium, and small schools. Its descriptive-evaluative design relied on questionnaire-based assessments of LGU involvement, educational outcomes, and implementation challenges. Consequently, the findings reflected teachers' perceptions within the selected district and did not directly represent students, parents, LGU officials, or other community stakeholders. The study also did not examine long-term educational outcomes or compare LGU involvement across other districts and regions, limiting the generalizability of its findings.

5. Compliance with ethical standards

The authors declare no conflict of interest. No external funding source was identified in the study. The researchers acknowledge the participation of the 60 teacher-respondents from 17 public elementary schools in Malinao

District, Division of Albay, whose responses were collected through a non-invasive questionnaire. The manuscript does not explicitly document voluntary participation, informed consent, or confidentiality procedures; therefore, these safeguards require confirmation before inclusion in the final publication.

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