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School Barangay Collaboration in Promoting Democratic Participation and Ordinance Implementation in the Municipality of Lagawe: Basis for a Community-Based Civic Education Program

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Abstract

This study examined school–barangay collaboration and the implementation of education-related barangay ordinances in Lagawe, Ifugao, Philippines, focusing on stakeholder perceptions, implementation levels, and differences across respondent characteristics. A quantitative descriptive-correlational design was employed involving 20 school and barangay stakeholders selected through purposive and simple random sampling. Data were collected using a researcher-made, 25-item questionnaire and analyzed through descriptive statistics, Pearson correlation, t-tests, and analysis of variance. Findings indicated that enforcement mechanisms (M = 3.01) and monitoring and feedback systems (M = 3.00) were strongly implemented, while stakeholder participation (M = 2.97), sustainability (M = 2.94), and ordinance awareness (M = 2.89) were implemented. School–barangay coordination received the highest individual assessment (M = 3.65), whereas orientation accessibility, community enforcement, monitoring standardization, and continuity planning required improvement. The study reported weak positive correlations between respondent characteristics and implementation assessments (r = 0.25–0.45), alongside statistically significant differences across demographic and professional groups. Overall, collaborative governance mechanisms were established but required strengthening to ensure consistent implementation and sustainability. Developing a Barangay Education and Civic Engagement Program emphasizing awareness, participation, monitoring, and institutional continuity is recommended. The small, geographically restricted sample and reliance on self-reported perceptions limit generalizability. The study provides localized evidence to inform participatory educational governance, institutional coordination, and sustainable community-based civic education initiatives.

Keywords: Barangay Ordinances; Civic Education; Collaborative Governance; Educational Governance; Policy Implementation; School-Barangay Collaboration; Stakeholder Participation

1. Introduction

Education extends beyond classroom instruction and requires collaboration among schools, families, communities, and local government units to develop responsible, informed, and socially engaged citizens. School barangay partnerships provide opportunities to connect academic learning with practical civic experiences, strengthen democratic participation, and promote community development. In the Philippines, education-related barangay ordinances serve as local governance mechanisms that support these partnerships by encouraging shared responsibility, stakeholder involvement, and coordinated educational initiatives. However, their effectiveness depends on the extent to which stakeholders understand, implement, monitor, and sustain these ordinances. Examining school barangay collaboration is therefore essential to identifying opportunities for strengthening civic education and participatory governance.

The implementation of education-related barangay ordinances is supported by national legislation promoting collaboration and community participation. Republic Act No. 7160, or the Local Government Code of 1991, establishes mechanisms for participatory governance, including Local School Boards under Section 99 and the responsibilities of the Punong Barangay under Section 389. Similarly, Republic Act No. 8525, or the Adopt-a-School Act of 1998, encourages partnerships among educational institutions, communities, and other stakeholders to improve educational opportunities. These legal frameworks emphasize that educational development requires coordinated institutional efforts. Effective ordinance implementation involves five interconnected dimensions: awareness of ordinance provisions, enforcement mechanisms, stakeholder participation, monitoring and feedback, and sustainability. Collectively, these dimensions influence the continuity, effectiveness, and community acceptance of education-related initiatives.

Recent literature emphasizes the importance of school community collaboration in strengthening civic engagement and educational governance. Ormilla and Tenorio (2025) observed increasing recognition of children and youth as stakeholders in barangay governance, although their integration into formal educational programs remains limited. Mandolado and Ancho (2023) highlighted the contribution of initiatives such as Brigada Eskwela to educational support and shared responsibility while identifying persistent challenges involving participation, communication, and sustainability. Similarly, Pacatan et al. (2025) found that community-immersive and inquiry-based learning experiences enhance students' civic awareness and participation. Pichon and Baguio (2025) further established that teachers with strong civic engagement demonstrate behavioral competencies that support community leadership and involvement. These findings demonstrate the importance of institutional collaboration and active stakeholder engagement in promoting meaningful civic learning.

Political literacy, community involvement, and leadership also contribute to democratic participation. Landig and Landig (2024) reported that students with stronger political knowledge demonstrate greater participation in community affairs, while service-learning activities promote empathy, leadership, social awareness, and civic responsibility (Celaje, 2025). Bastida Jr. (2025) similarly found that participation in community action initiatives strengthens civic knowledge and social responsibility. Traditional and digital platforms also provide opportunities for Filipino youth to engage in civic activities (Asian Institute of Research, 2023). Regarding institutional leadership, De Jesus (2025) emphasized the contribution of transformational school leadership to productive relationships with local government officials and community stakeholders. Domingo, Gravino, and Baluyos (2025) found that collaborative learning approaches improve educational outcomes and stakeholder participation, while Priyadi et al. (2025) underscored the importance of supportive policies, effective leadership, and community involvement in democratic governance. Collectively, these studies indicate that civic competence and sustainable educational partnerships depend on coordinated institutional support and meaningful participation.

At the local level, school barangay collaboration provides an important mechanism for translating national educational policies into community-based initiatives. Although Philippine legislation establishes institutional responsibilities and opportunities for cooperation, ordinance implementation depends on local awareness, enforcement, participation, monitoring, and sustained commitment. In the Municipality of Lagawe, Ifugao, schools and barangays interact in addressing educational and civic concerns. Understanding stakeholders' perceptions of ordinance implementation is therefore important for identifying existing strengths, operational challenges, and opportunities to improve coordination. The reviewed national and international literature supports the role of civic education and participatory governance in community development, but provides limited evidence concerning the implementation of education-related barangay ordinances specifically within Lagawe.

The study is anchored in three complementary theoretical perspectives. Epstein's Theory of Overlapping Spheres of Influence emphasizes the shared responsibility of schools, families, and communities in supporting educational development (Epstein, 2011). Arnstein's Ladder of Citizen Participation highlights the importance of meaningful stakeholder involvement in planning and decision-making (Arnstein, 1969). Pressman and Wildavsky's Policy Implementation Theory explains that effective policy implementation requires clearly defined responsibilities, institutional coordination, monitoring, and sustained commitment (Pressman & Wildavsky, 1973). Together, these

perspectives provide a conceptual basis for examining school barangay collaboration and assessing ordinance implementation through awareness, enforcement mechanisms, stakeholder participation, monitoring and feedback, and sustainability. The framework also considers whether respondents' demographic and professional characteristics are associated with their perceptions of ordinance implementation.

Despite increasing research on civic education, democratic participation, and school community partnerships, limited studies have specifically examined the implementation of education-related barangay ordinances in Lagawe, Ifugao. Existing literature primarily emphasizes civic learning, community engagement, and institutional collaboration, leaving a contextual gap concerning how local stakeholders perceive ordinance implementation across its essential dimensions. Addressing this gap, the present quantitative descriptive-correlational study examined school barangay collaboration and the implementation of selected education-related barangay ordinances during School Year 2025-2026. It involved 20 school and barangay stakeholders and employed a researcher-made, 25-item questionnaire to assess implementation. Specifically, the study described respondents' demographic and professional profiles, determined perceived implementation levels, examined significant relationships and differences according to respondent characteristics, and developed a proposed community-based civic education program based on the findings. The investigation was limited to selected stakeholders and ordinances within the study setting, and the proposed program was not implemented or evaluated.

The study aligns with Sustainable Development Goal (SDG) 4: Quality Education, particularly Target 4.7, by supporting civic knowledge, responsible citizenship, and inclusive learning opportunities. It also contributes to SDG 11: Sustainable Cities and Communities by encouraging community participation and cooperation in addressing local educational concerns. Furthermore, SDG 16: Peace, Justice, and Strong Institutions is relevant to the study's emphasis on participatory governance, ordinance implementation, accountability, and stakeholder involvement, while SDG 17: Partnerships for the Goals reflects the importance of collaboration among schools, barangays, families, and community stakeholders. These connections demonstrate how education-related local governance initiatives can support broader sustainable development objectives.

From a multidisciplinary sustainability perspective, the study contributes to educational, institutional, governance, and community sustainability by examining mechanisms that strengthen cooperation between educational institutions and barangay governments. Improved ordinance awareness, stakeholder participation, enforcement, monitoring, and feedback may support more consistent educational governance and sustained civic engagement. The proposed community-based civic education program may provide school administrators, teachers, barangay officials, students, parents, and community members with a framework for strengthening collaborative initiatives and shared accountability. By connecting educational development with democratic participation and local governance, the study offers context-specific insights that may inform sustainable school barangay partnerships and community-based civic education in Lagawe, Ifugao.

2. Material and methods

2.1 Research Design

The study utilized a quantitative descriptive-correlational research design to describe respondents' demographic and professional characteristics and assess their perceptions of the implementation of selected education-related barangay ordinances. The descriptive component determined implementation levels across the identified dimensions, while the correlational component examined relationships between respondents' profiles and their assessments. Differences in perceptions across demographic and professional groupings were also investigated. This design enabled the examination of existing conditions and associations among variables without manipulating the research environment. The findings served as the basis for proposing a community-based civic education program to strengthen school barangay collaboration and democratic participation.

2.2 Locale of the Study

The study was conducted in the Municipality of Lagawe, Ifugao, the provincial capital of Ifugao in the Cordillera Administrative Region, Philippines, during School Year 2025-2026. Data gathering took place from June 2025 to March 2026, following approval of the research proposal and authorization from the concerned school and barangay authorities. The research covered selected public elementary and secondary schools and their partner barangays within the municipality. Lagawe was selected because of existing school barangay interactions involving educational programs, community initiatives, and local ordinance implementation. As a center of provincial governance and education, the municipality provided an appropriate setting for examining stakeholder awareness, enforcement practices, participation, monitoring mechanisms, and sustainability efforts related to education-related ordinances.

2.3 Respondents of the Study

The respondents comprised school administrators, teachers, and barangay officials directly involved in school barangay programs and the implementation of selected education-related ordinances in Lagawe, Ifugao. School heads represented institutional leadership and coordination, teachers provided perspectives on educational and community activities, and barangay officials contributed insights into local governance, youth programs, and ordinance enforcement. Respondents were characterized according to age, sex, civil status, position or designation, and length of service or experience to examine potential relationships and differences in their perceptions of ordinance implementation.

2.4 Sample and Sampling Procedure

The study employed purposive sampling to identify school and barangay stakeholders with relevant knowledge and experience in educational programs, community collaboration, and ordinance implementation. All school heads from the selected public elementary and secondary schools were included because of their administrative responsibilities and coordination with barangay authorities. Teachers were selected through simple random sampling to represent varying professional roles and experiences, while barangay officials responsible for education, youth development, and community engagement were purposively included. The sample size depended on the number of eligible stakeholders within the selected schools and barangays, ensuring the inclusion of participants directly involved in school barangay collaboration and local ordinance implementation.

2.5 Research Instrument

Data were collected using a researcher-made questionnaire consisting of two parts. The first gathered respondents' demographic and professional information, including age, sex, civil status, position or designation, and length of service or experience. The second assessed the implementation of selected education-related barangay ordinances across five dimensions: awareness of ordinance provisions, enforcement mechanisms, stakeholder participation, monitoring and feedback systems, and sustainability of implemented programs. Responses were measured using a four-point Likert scale: 4 for Strongly Implemented, 3 for Implemented, 2 for Partially Implemented, and 1 for Not Implemented. Instrument reliability was assessed using Cronbach's alpha, which yielded an overall coefficient of 0.898, indicating good internal consistency and supporting its suitability for data collection.

2.6 Data Gathering Procedure

Data collection commenced after obtaining formal authorization from the Schools Division Office of Ifugao and the concerned barangay offices. The researchers explained the study's objectives, questionnaire structure, and completion procedures to the respondents, who were instructed to provide accurate responses based on their knowledge and experiences. Questionnaires were distributed personally or electronically according to participant accessibility, with sufficient time provided for completion. After retrieval, responses were organized, encoded, and compiled for statistical analysis. The collected data were used to determine perceived implementation levels, examine relationships and differences among respondent groups, and inform the development of the proposed community-based civic education program.

2.7 Data Analysis Techniques

The study employed descriptive and inferential statistical techniques to analyze the collected data. Frequency counts, percentages, means, and standard deviations were used to describe respondents' demographic and professional characteristics. Weighted means and standard deviations determined the perceived implementation levels of education-related barangay ordinances across the assessed dimensions. Pearson's correlation coefficient (r) was employed to examine the strength and direction of relationships between respondents' profile characteristics and their assessments of school barangay collaboration and ordinance implementation. Independent samples t-tests and One-Way Analysis of Variance (ANOVA) were used to determine significant differences in perceptions across respondent groupings. Additionally, open-ended responses and qualitative comments were subjected to thematic analysis to identify recurring patterns, implementation challenges, effective practices, and recommendations. The combined findings provided the basis for developing a community-based civic education program responsive to the identified needs of school and barangay stakeholders.

2.8 Ethical Considerations

The study adhered to ethical research principles by ensuring voluntary participation, informed consent, confidentiality, and protection of respondents' rights. Before data collection, participants were informed of the research objectives, procedures, and intended use of the findings. They were assured of their right to withdraw at any stage without consequences. Personal information was encoded to maintain anonymity, and collected data were securely stored and accessed only by authorized individuals for academic research purposes. The researchers avoided coercion, manipulation, and misrepresentation while ensuring accurate reporting of findings. The proposed community-based civic education program was developed with consideration for the rights, welfare, and interests of participating school and barangay stakeholders.

3. Results and Discussion

3.1 Demographic and Professional Profile of Respondents

3.1.1 Sex of Respondents

Of the 20 respondents, 14 (70%) were female and six (30%) were male, indicating greater female representation among the participating school and barangay stakeholders. This distribution reflects the substantial involvement of women in educational and community-based initiatives. Lim and Canonizado (2025) emphasized that female teachers frequently participate in collaborative community projects, while Duma (2022) associated female representation with stronger institutional participation. These findings highlight the importance of maintaining inclusive participation and diverse perspectives in school barangay programs.

3.1.2 Civil Status of Respondents

Most respondents were married (95%, n = 19), while one respondent (5%) was widowed. No respondents were single or separated, indicating that married individuals constituted nearly the entire sample. The predominance of married stakeholders may reflect established family and community connections that support participation in educational initiatives. Mangondato and Taganas (2025) emphasized that strong familial and community relationships encourage involvement in school programs and policy implementation. Nevertheless, inclusive participation remains important regardless of civil status.

3.1.3 Present Position or Designation

The respondents comprised nine Teacher I III personnel (45%), eight barangay officials (40%), two individuals classified under other positions (10%), and one master teacher (5%). No principals or assistant principals were represented. The distribution demonstrates the involvement of both educational personnel and local government representatives in ordinance implementation. Colonia et al. (2024) highlighted the effectiveness of collaborative planning between teachers and community leaders, while Gecolea et al. (2023) emphasized that shared institutional responsibilities strengthen accountability and program sustainability. These findings reinforce the importance of coordinated school barangay participation.

3.1.4 Length of Service or Experience

Seven respondents (35%) had one to five years of service, another seven (35%) had more than ten years, five (25%) had six to ten years, and one (5%) had less than one year of experience. This distribution reflects a combination of relatively new and experienced stakeholders. The variation in professional experience may support collaboration through the integration of institutional knowledge and emerging practices. Experienced personnel contribute continuity and familiarity with organizational procedures, while newer members may introduce alternative approaches to implementation (Mangondato & Taganas, 2025). Mentorship and knowledge-sharing may therefore strengthen program coordination and continuity.

3.2 Level of Implementation of Education-Related Barangay Ordinances

3.2.1 Awareness of Ordinance Provisions

Awareness of ordinance provisions obtained an overall weighted mean of 2.89, interpreted as Implemented. Understanding individual roles and responsibilities received the highest mean of 3.00, followed by understanding ordinance objectives (2.95), awareness of key provisions (2.90), and information dissemination (2.85). Training and orientation accessibility received the lowest mean of 2.75. The findings indicate that stakeholders generally understand ordinance provisions and their responsibilities, although structured orientation and capacity-building require improvement. Policy awareness contributes to effective implementation when supported by professional development (Estrada & Mori, 2026), while continuous orientation and systematic information dissemination help sustain institutional knowledge (Roque, 2023). Regular training and coordinated communication may therefore strengthen ordinance awareness.

3.2.2 Enforcement Mechanisms Within Schools and Communities

Enforcement mechanisms obtained an overall weighted mean of 3.01, interpreted as Strongly Implemented. Coordination between school and community authorities received the highest mean of 3.65, followed by prompt documentation of violations (2.95), consistent disciplinary measures (2.90), and clear enforcement procedures (2.80). Community-established enforcement mechanisms received the lowest mean of 2.75. These findings suggest that enforcement benefits from strong school barangay coordination, although community-level mechanisms require greater consistency. Fisher et al. (2022) emphasized that coordinated enforcement and community engagement improve accountability, while Mandolado and Ancho (2023) associated school community partnerships with stronger policy compliance. Establishing clearer community enforcement procedures may promote more consistent ordinance implementation.

3.2.3 Stakeholder Participation in Implementation

Stakeholder participation recorded an overall weighted mean of 2.97, interpreted as Implemented. Active stakeholder involvement and opportunities to provide input both received the highest mean of 3.15. Collaborative activities obtained 2.90, understanding the contribution of participation received 2.85, and recognition of stakeholder contributions recorded the lowest mean of 2.80. The results demonstrate existing opportunities for

participation but indicate limitations in recognizing and sustaining stakeholder contributions. Thongrak et al. (2023) emphasized that meaningful participation strengthens program ownership and implementation, while Kawinzi et al. (2023) identified stakeholder engagement as an important component of strategic planning. Recognition mechanisms and participatory decision-making may therefore encourage continued involvement in school barangay initiatives.

3.2.4 Monitoring and Feedback Systems

Monitoring and feedback systems obtained an overall weighted mean of 3.00, interpreted as Strongly Implemented. Regular collection and consideration of stakeholder feedback received the highest mean of 3.50. The effective use of monitoring tools obtained 2.95, while documentation of progress and program adjustments each received 2.90. The establishment of clear monitoring systems recorded the lowest mean of 2.75. The findings indicate that stakeholder feedback contributes to program improvement, although monitoring procedures require greater standardization. Dayanghirang and Hernandez (2022) highlighted the contribution of continuous monitoring and analytical tools to evidence-based decision-making, while Derouich (2025) emphasized the importance of consistent feedback mechanisms in improving program implementation. Strengthening documentation and monitoring procedures may enhance accountability and continuous improvement.

3.2.5 Sustainability of Implemented Programs

Program sustainability obtained an overall weighted mean of 2.94, interpreted as Implemented. Strategies for institutionalizing successful programs received the highest mean of 3.10, followed by consistent program maintenance (3.00), long-term stakeholder motivation (2.95), and resource allocation (2.90). Planning for program continuity during personnel changes received the lowest mean of 2.75. The findings suggest that sustainability efforts are established but remain vulnerable to leadership transitions and resource limitations. Baba et al. (2024) emphasized that sustainable educational programs require long-term planning, stable leadership, and systematic evaluation. Similarly, Kawinzi et al. (2024) identified adequate resource allocation as essential to maintaining strategic initiatives. Strengthening succession planning and institutional support may therefore improve program continuity.

3.3 Relationship Between Respondents' Profiles and Perceived Ordinance Implementation

The analysis reported positive correlations between respondent characteristics and perceived ordinance implementation, with coefficients ranging from 0.25 to 0.45. Sex recorded a correlation of 0.45, civil status 0.25, and position or designation and length of service showed coefficients ranging from 0.35 to 0.41 across the reported groupings. These relationships were classified as low to negligible. The original analysis reported rejection of the null hypothesis across the profile variables, indicating statistically significant relationships despite their weak magnitudes. The findings suggest that demographic and professional characteristics are associated with differences in stakeholders' assessments, although the reported correlations indicate limited strength of association. Colonia et al. (2024) emphasized that individual characteristics may influence perceptions of policy implementation, while institutional coordination and collaborative processes remain important considerations. Accordingly, strengthening organizational systems and stakeholder cooperation may be more relevant to implementation improvement than relying primarily on demographic characteristics.

3.4 Differences in Perceived Ordinance Implementation According to Respondents' Profiles

The reported analysis indicated statistically significant differences in perceived ordinance implementation across sex, civil status, position or designation, and length of service, with all reported p-values below 0.05. Mean scores ranged from 3.00 to 3.30. Female respondents recorded a higher mean (3.21) than male respondents (3.05), while married respondents obtained 3.18 compared with 3.00 among widowed respondents. Across professional positions, reported means ranged from 3.10 to 3.30, while length-of-service groups recorded means ranging from 3.00 to 3.22. The original analysis rejected the null hypothesis for the examined profile categories. These findings indicate variation in stakeholder assessments across demographic and professional groups. Duma (2022) observed that differences in professional responsibilities and exposure to implementation activities may contribute to varying evaluations of program effectiveness. The findings emphasize the importance of considering stakeholder diversity when assessing ordinance implementation and developing collaborative initiatives that promote consistent understanding, communication, and participation across school and barangay groups.

4. Conclusion & Recommendations

The study concluded that school–barangay collaboration in the Municipality of Lagawe, Ifugao, supports the implementation of selected education-related barangay ordinances, with generally favorable assessments across awareness, enforcement mechanisms, stakeholder participation, monitoring and feedback, and program sustainability. Enforcement mechanisms and monitoring systems received relatively stronger evaluations, reflecting established coordination between educational institutions and barangay authorities. However, limitations were identified in structured orientation programs, community-level enforcement procedures, stakeholder recognition, standardized monitoring systems, and continuity planning during leadership transitions.

The findings also reported statistically significant relationships and differences between respondents' demographic and professional characteristics and their perceptions of ordinance implementation, although the reported correlations were generally weak. These results suggest that stakeholder experiences and institutional responsibilities are relevant considerations in evaluating implementation practices. Overall, the study highlights the importance of strengthening coordinated governance, inclusive civic participation, and institutional sustainability through a community-based civic education program responsive to local educational and governance needs.

Based on these findings, school administrators and barangay officials are encouraged to develop and implement a comprehensive Barangay Education and Civic Engagement Program involving teachers, students, parents, local officials, and community members. The program should prioritize regular ordinance awareness campaigns, stakeholder-specific orientations, and accessible information dissemination through school communications, barangay assemblies, and digital platforms. Educational institutions and barangay authorities should strengthen community-level enforcement procedures, establish standardized monitoring and reporting mechanisms, and conduct regular stakeholder consultations to support continuous program improvement. Collaborative school–community projects, civic advocacy activities, and recognition initiatives should also be promoted to encourage meaningful participation and shared responsibility. Furthermore, local authorities should strengthen resource allocation, institutional coordination, and continuity planning to sustain educational initiatives despite changes in leadership or personnel. Future researchers are encouraged to examine school–barangay collaboration across additional communities and stakeholder groups to provide broader evidence for improving ordinance implementation and community-based civic education.

The study was limited to 20 school and barangay stakeholders from selected educational institutions and barangays in Lagawe, Ifugao, during School Year 2025-2026. Its quantitative descriptive-correlational design examined relationships and differences without establishing causal effects. Data were obtained primarily through a researcher-made questionnaire, reflecting respondents' perceptions rather than independently verified implementation outcomes. The restricted geographical coverage and sample size limit the generalizability of the findings to other municipalities and educational settings. Additionally, the proposed civic education program was not implemented or evaluated. Future studies may involve larger samples, additional research settings, and program evaluation to strengthen the evidence supporting sustainable school–barangay collaboration.

5. Compliance with ethical standards

The authors affirm that no conflicts of interest exist in relation to this study. The research involved 20 school and barangay stakeholders from selected public elementary and secondary schools and partner barangays in the Municipality of Lagawe, Ifugao, Philippines, with formal authorization obtained from the Schools Division Office of Ifugao and the concerned barangay offices. Participation was voluntary, informed consent was obtained, and respondents were informed of their right to withdraw at any time without consequences. Data were collected through researcher-made questionnaires, with confidentiality and anonymity maintained through the encoding of personal information, secure data storage, restricted access to authorized individuals, and exclusive use of the collected information for academic research purposes.

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