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Educational Initiatives and Governance Practices of the Local Government Unit of Hingyon

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Abstract

This study examined the educational initiatives and governance practices of the Local Government Unit (LGU) of Hingyon and determined how these contributed to the improvement of local education services. Using a quantitative descriptive-correlational research design, the study involved school administrators, teachers, and selected community stakeholders who were directly involved in or beneficiaries of LGU-led educational programs. Data were gathered through a validated survey questionnaire assessing educational initiatives in terms of access, quality of programs, learner and teacher support, and community involvement, as well as governance practices in terms of leadership, transparency, accountability, participatory decision-making, and policy implementation. Descriptive statistics and Pearson's product-moment correlation coefficient were used to analyze the data. Findings revealed that the educational initiatives of the LGU of Hingyon were rated very high, particularly in improving access to education and strengthening community involvement. Governance practices were also rated very high, with leadership and accountability emerging as the strongest dimensions. The perceived effectiveness of educational initiatives was similarly rated very high, especially in enhancing school resources, learner welfare, and school-community partnerships, although program sustainability received relatively lower ratings. Correlation analysis indicated a significant positive relationship between governance practices and the effectiveness of educational initiatives, suggesting that stronger governance practices were associated with more effective education programs. The study concludes that sound governance practices play a critical role in ensuring the success of LGU-led educational initiatives, particularly in rural and mountainous contexts such as Hingyon. Strengthening participatory decision-making, monitoring mechanisms, and long-term planning is recommended to sustain and further enhance the impact of local education initiatives. The findings provide context-specific evidence that can inform policymakers, educators, and local leaders in improving educational governance and service delivery.

Keywords: *educational initiatives, governance practices, local government unit, rural education, descriptive-correlational study*

Introduction

Local government units (LGUs) play a critical role in the delivery and improvement of educational services, particularly in decentralized education systems. In the Philippines, the Local Government Code of 1991 mandates LGUs to support education through policy formulation, resource allocation, infrastructure development, and community-based initiatives. Educational initiatives implemented by LGUs, such as scholarship programs, school infrastructure support, teacher assistance, and learner welfare programs, are essential in addressing access, equity, and quality in education, especially in rural and geographically isolated areas.

Governance practices within LGUs characterized by leadership, transparency, accountability, participation, and effective policy implementation significantly influence the success of educational initiatives. Sound governance ensures that educational programs are responsive to community needs, efficiently implemented, and sustainably managed. Studies have emphasized that good governance strengthens public trust, enhances service delivery, and improves educational outcomes (UNESCO, 2017; World Bank, 2018).

In municipalities such as Hingyon, where geographical, economic, and social challenges affect educational access and quality, examining LGU-led educational initiatives and governance practices becomes particularly important. Understanding how governance practices shape the effectiveness of educational programs provides valuable insights for policymakers, educators, and local leaders. This study therefore aims to examine the educational initiatives and governance practices of the Local Government Unit of Hingyon and determine how these contribute to the improvement of local education services.

Related Studies

Educational Initiatives of Local Government Units

Educational initiatives at the local level have been recognized as vital mechanisms for improving educational access and quality. According to Brillantes and Fernandez (2011), LGUs contribute to education by providing financial assistance, school facilities, and learner support programs. Similarly, Manasan (2015) emphasized that LGU investments in education help address regional disparities and improve learning conditions.

Studies have shown that scholarship programs, school feeding initiatives, and infrastructure development positively influence learner participation and retention (Cuenca, 2018). In rural settings, LGU support is especially crucial in supplementing national education programs and responding to localized needs (UNICEF, 2019).

Governance Practices and Educational Effectiveness

Good governance practices are widely associated with effective public service delivery. The World Bank (2018) identified transparency, accountability, and participation as key governance principles that enhance program effectiveness. In the education sector, governance practices influence policy implementation, stakeholder engagement, and resource management (OECD, 2016).

In the Philippine context, Tapales, Padilla, and Joaquin (2017) noted that strong local leadership and participatory governance contribute to more responsive and inclusive educational initiatives. Likewise, Alampay (2014) found that citizen participation in local governance improves accountability and program sustainability.

Relationship Between Governance Practices and Educational Initiatives

Empirical studies suggest a strong relationship between governance practices and the success of educational initiatives. Lewis and Pettersson (2009) argued that decentralization and effective local governance enhance educational service delivery when supported by capable institutions. Furthermore, UNESCO (2017) emphasized that education reforms are more effective when governance structures promote coordination between local governments, schools, and communities.

Although several studies have examined LGU governance and educational initiatives in the Philippines, most focus on urban municipalities or provincial-level governance. There is limited empirical research that specifically investigates the educational initiatives and governance practices of municipal LGUs in rural and mountainous areas such as Hingyon. Moreover, existing studies often examine governance or education initiatives independently, rather than analyzing the relationship between governance practices and the perceived effectiveness of educational initiatives. This study addresses these gaps by providing a localized and integrated examination of educational initiatives and governance practices of the Local Government Unit of Hingyon, thereby contributing context-specific evidence to the literature on local educational governance.

Research Objectives

This study aims to examine the educational initiatives and governance practices of the Local Government Unit of Hingyon and determine their contribution to the improvement of local education services. Specifically, it seeks to describe the educational initiatives implemented by the LGU in terms of access to education, quality of programs, learner and teacher support, and community involvement. It also aims to assess the governance practices of the LGU in terms of leadership, transparency, accountability, participatory decision-making, and policy implementation. Furthermore, the study intends to determine the perceived effectiveness of these educational initiatives and examine the relationship between governance practices and their effectiveness. Finally, the study seeks to propose recommendations that may help strengthen the educational initiatives and governance practices of the Local Government Unit of Hingyon based on the findings of the study.

Methodology

The study employed a **quantitative descriptive-correlational research design** to examine the educational initiatives and governance practices of the Local Government Unit (LGU) of Hingyon and determine their contribution to the improvement of local education services. This design was appropriate because it allowed the researchers to describe existing educational initiatives and governance practices and analyze the relationship between governance practices and the perceived effectiveness of educational initiatives without manipulating variables.

The locale of the study was the Municipality of Hingyon, a rural and mountainous area where the LGU actively implements education-related programs. The respondents of the study included school administrators, teachers, and selected community stakeholders who were directly involved in or beneficiaries of the LGU's educational initiatives. These respondents were chosen because of their firsthand knowledge and experience with LGU-led education programs and governance processes. A purposive sampling technique was used to ensure that participants were knowledgeable about the subject of the study.

Data were gathered using a structured survey questionnaire adapted from validated instruments on governance practices and public education initiatives. The questionnaire consisted of four parts: (1) profile of the respondents, (2) educational initiatives of the LGU in terms of access, quality, learner and teacher support, and community involvement, (3) governance practices in terms of leadership, transparency, accountability, participation, and policy implementation, and (4) perceived effectiveness of the educational initiatives. Responses were measured using a five-point Likert scale. The instrument was subjected to content validation by experts and reliability testing prior to administration.

The data collection process followed ethical research protocols, including informed consent and confidentiality of responses. Collected data were encoded and analyzed using appropriate statistical tools. Frequency, percentage, weighted mean, and standard deviation were used to describe educational initiatives, governance practices, and perceived effectiveness, while Pearson's product-moment correlation coefficient was employed to determine the relationship between governance practices and the effectiveness of educational initiatives at a 0.05 level of significance.

Results/Findings

Table 1
Educational Initiatives of the LGU of Hingyon

Indicators	Mean	Verbal Interpretation
Access to Education (scholarships, school supplies, transportation support)	4.32	Very High
Quality of Programs (infrastructure, learning materials)	4.21	High
Learner and Teacher Support	4.18	High
Community Involvement	4.25	Very High
Overall Mean	4.24	Very High

Table 1 shows that the educational initiatives of the LGU of Hingyon were rated **Very High** overall. Access to education and community involvement obtained the highest ratings, indicating that scholarship programs, school assistance, and community participation significantly contributed to improving educational access in the municipality. These findings support Cuenca (2018), who emphasized that LGU-led scholarships and infrastructure

programs enhance learner participation and retention, particularly in rural areas. The slightly lower rating in learner and teacher support suggests the need for more sustained professional assistance for educators, as noted by UNICEF (2019), which highlighted challenges in maintaining long-term teacher support in geographically isolated areas.

Table 2
Governance Practices of the LGU of Hingyon

Governance Practices	Mean	Verbal Interpretation
Leadership	4.40	Very High
Transparency	4.28	Very High
Accountability	4.36	Very High
Participatory Decision-Making	4.19	High
Policy Implementation	4.31	Very High
Overall Mean	4.31	Very High

Explanation and Interpretation:

As reflected in Table 2, governance practices of the LGU of Hingyon were rated **Very High** across all dimensions. Leadership and accountability registered the highest mean scores, suggesting that LGU officials demonstrated commitment and responsibility in managing educational initiatives. This finding aligns with the World Bank (2018), which identified leadership and accountability as core components of effective public governance. Participatory decision-making, while still rated high, received the lowest mean, indicating the need for broader stakeholder engagement. Tapales et al. (2017) similarly found that increased citizen participation strengthens policy ownership and sustainability.

Table 3
Perceived Effectiveness of Educational Initiatives

Areas of Effectiveness	Mean	Verbal Interpretation
Improvement in School Resources	4.34	Very High
Support to Learners' Welfare	4.29	Very High
Strengthening School-Community Partnership	4.27	Very High
Sustainability of Programs	4.10	High
Overall Mean	4.25	Very High

Table 3 indicates that the educational initiatives of the LGU were perceived as **Very Highly Effective**, particularly in improving school resources and learner welfare. These findings support Brillantes and Fernandez (2011), who emphasized that LGU investments in education enhance service delivery at the grassroots level. The lower rating for program sustainability suggests challenges in long-term planning and monitoring, echoing Manasan's (2015) observation that sustained funding and evaluation are critical for local education programs.

Table 4
Relationship Between Governance Practices and Effectiveness of Educational Initiatives

Variables	r-value	p-value	Interpretation
Governance Practices and Effectiveness of Educational Initiatives	0.71	0.002	Significant

Table 4 reveals a **significant positive relationship** between governance practices and the effectiveness of educational initiatives. This indicates that stronger governance practices were associated with higher effectiveness of LGU-led education programs. The finding supports Lewis and Pettersson (2009), who argued that effective governance mechanisms enhance service delivery in decentralized education systems. Similarly, UNESCO (2017) emphasized that education reforms are more successful when governance structures promote transparency, accountability, and coordination among stakeholders.

The results demonstrate that the LGU of Hingyon effectively implemented educational initiatives supported by strong governance practices. Leadership, accountability, and transparency played a crucial role in enhancing program effectiveness, while community involvement strengthened program acceptance and implementation. The significant relationship between governance practices and educational effectiveness confirms that good governance

is a key determinant of successful education initiatives, particularly in rural and mountainous municipalities. These findings contribute localized empirical evidence to the discourse on local educational governance and support calls for strengthening participatory and sustainable governance practices in LGU-led education programs.

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