



LGU-to-School Support toward Teaching-Learning Progress in Public Secondary Schools

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Abstract

The impact of Local Government Unit (LGU) support to schools on teaching-learning progress in public secondary schools in the Division of San Pablo City was investigated in this study. Through a comprehensive analysis of data collected from various indicators, including reaching out to learners, reporting and feedbacking, decreasing rates of drop-outs, and adapting to diverse challenges, the study revealed a significant positive relationship between LGU support and teaching-learning progress. The average scores obtained from several factors consistently showed that LGU support is moderately to strongly effective. The results highlighted the importance of parents, children, teachers, school administrators, and government agencies working together to provide a supportive learning environment and improve student outcomes. Recommendations were provided to enhance collaboration, capacity building, community engagement, tailored interventions, and continuous monitoring and evaluation to maximize the impact of LGU-to-school support initiatives in the Philippine educational context. This study utilized a descriptive and correlational type of research where a survey questionnaire was distributed and retrieved through random sampling from 175 public secondary teachers in Deped-San Pablo.

Keywords

LGU-to-School Support, Teaching-Learning Progress, Instructional Support, Mental Health Support, Support for School's Safe Environment

INTRODUCTION

The Department of Education's Basic Education Learning Recovery and Continuity Plan (BE-LRCP) entails taking a calculated approach to problems like natural calamities or other situations that could interfere with regular instruction. The plan's objectives are to guarantee that learning may proceed in spite of these interruptions and to aid in the subsequent healing process. Thus, BE-LRCP is the school's major response and commitment for the well-being of learners, teachers, and personnel as described by Villareal (2022).

The Study of Macalos (2022) focused on school leaders' qualities for the effective implementation of BE-LRCP. These leadership qualities include transparency, collaboration, mobilization, resilience, and management of technology and data, where collaboration is fostered by excellent camaraderie.

Stakeholders' participation is one of the terms significantly correlated to the implementation of BE-LRCP as Ordinario (2022) specified in his study. This aim is supported by DepEd Order No. 032, s. 2020 where the complementary and broader roles of members of the community to support the learning process of the students are emphasized as necessary.

Taking few steps back before the pandemic, schools were already seeking support from stakeholders. They were parents and guardians who shared the responsibility of learning continuity, private sectors and individuals who provided the necessity for learning materials, and the community specifically the Local Government Units (LGUs) who were assisting the school with basic services and facilities that include school buildings and other facilities for public

elementary and secondary schools (LGC, Sec. 17). Torres (2021) cited how external supports were helping public schools to withstand the challenges brought by the pandemic, especially on the parts of teachers and learners.

Upon the release of DO 034 s.2022, whereas the resumption of 5 days in-person classes will start in the academic year 2022-2023, schools were already preparing to welcome learners in a safe and child-friendly environment. LGU-to-School support was necessary to meet the educational needs of learners who had returned to school following two years of home study.

Bisnar (2013) cited three ways how to support a more improved basic education including the adoption of a recovery response plan, implementation of remedial learning and provision of support to teachers. These ways may be realized by the school with the help of LGUs.

Schools are good in sorting out all the resources. According to Legaspi (2013), it is this expertise that can contribute to the capacity building of institutions most especially local government units that are continuously managing to find ways to assist the school in providing a learning environment best suited the lifestyle of the students, parents, and teachers in their communities. Thus, continues support from LGUs to school can bring about significant benefits for both parties, as well as the community they serve. Schools can benefit from the support and resources provided by the LGUs, such as funding, infrastructure, and expertise. On the other hand, LGUs can benefit from the knowledge and skills of educators, as well as the potential for a more educated and productive population.

Furthermore, strengthening the relationship between schools and LGUs can lead to improved educational outcomes for students, as well as better community development. By working together, schools and LGUs can develop programs and initiatives that address the specific needs of their community, such as improving access to education and promoting health and wellness.

DepEd Undersecretary Mario Deriquito, in an interview during the 2014 Bohol Education Convergence Summit held in Panglao, Bohol said, “For us, supports are important because, first, it generates more resources. It also creates a community of supporters or constituency”

In the end, the support from LGUs to schools is a critical component of building a stronger, more resilient community. By working together, they can create a more supportive and conducive environment for learning and development, which can ultimately benefit everyone.

The main objective of this study was to determine the LGU-to-school support toward teaching-learning progress in public secondary schools. Specifically, it sought to describe the perception of the teacher-respondents to the instructional availability when there is LGU-to-School support in terms of learning resources, funding to learning activities, and equipment for LMs production. Second was to describe the extent of the mental health support when there is LGU-to-school support in terms of Psychosocial First Aid, Mental Health and Psychosocial Support, and trainings on stress management. Third, was to describe the extent of LGU support on safe environment in terms of establishment of wash areas, disinfection of the school premises, planning and policy making, and construction and repair of school building. Fourth, was to describe the extent of the teaching-learning progress of schools when it comes to reaching out learners, reporting and feedbacking, decreasing rate of failing and dropouts, and adapting to diverse challenges. Lastly, to determine whether the LGU-to-school support significantly affect the teaching-learning progress in public secondary schools in DepEd San Pablo.

MATERIALS AND METHODS

The study used the descriptive and correlational method of research in determining the relationship between the LGU-to-school support and teaching learning progress in public secondary schools of Deped-San Pablo City. According to Shuttleworth (2008), descriptive research often used as a pre-cursor to quantitative research designs, the general overview giving some valuable pointers as to what variables are worth testing quantitatively. Furthermore, the correlation method was used to find related variables where adjustment in one causes a modification in the other. The descriptive and correlational designs were employed in the study as it emphasizes the existing condition, in which events have been documented, depicted, examined, and compared.

This study was conducted in public secondary schools of Deped-San Pablo City, Laguna. The respondents were one hundred seventy-five teachers (175), who are presently involved in 10 public secondary schools in San Pablo City. Majority of the respondents were teachers from two big schools-San Pablo City Integrated High School and San Jose Integrated High School.

This study applied random sampling technique in meeting the expected number of respondents. It used the samples from the 200 teachers from 10 public secondary high schools of Deped-San Pablo City.

This study used a researcher-made instrument in collecting data. The questionnaire is divided into five parts where the perception of the respondents on the supports from LGU are emphasized in the first three parts. In addition, the significant effect of those supports in realizing teaching-learning progress is stressed out. The instrument was composed of four (4) parts with the profile of the respondents (which included optional name, school, age, and position). Part 1 was the instructional support. This part gives the perception of the teacher respondents to the instructional support when there is LGU-to-school support in terms of learning resources, funding to learning activities, and equipment for LMs production.

Part 2 was mental health support. This portion tells the extent mental health support is observed when there is a LGU-to-school support in terms of Psychosocial First Aid, Mental Health and Psychosocial Support (MHPSS) and

Trainings on Stress Management. Part 3 was support for safe environment. This describes the extent of support on safe environment when there is a LGU-to-school support in terms of establishment of wash areas, disinfection of school the premise, planning and policy making, and construction and repair of school building. Part 4 was teaching-learning progress. This part cites the areas being affected by the supports given by LGU-to-school support in the teaching - learning progress of the school specifically on areas such as reaching out learners, reporting and feedbacking, decreasing rate of failing and dropouts, adapting to the new setup. All parts featured a 4-point Likert-scale ranging from strongly agree (4), agree (3), disagree (2), strongly disagree (1). The respondents were asked to assign a rating to each statement based on how they perceived it. Both internal and external experts validated the research instrument. Furthermore, a pilot test of the study's instrument was conducted at San Pablo City Integrated High School with 30 secondary teachers. Moreover, based on the reliability test, the instructional support as the first independent variable obtained a Cronbach Alpha rating of 0.955 which denotes an excellent rating. Similarly, the second independent variable (mental health support) had a Cronbach Alpha rating of 0.964 which denotes an excellent rating, the third independent variable (support for school's safe environment) had a Cronbach Alpha rating of 0.947 964 which denotes an excellent rating, while the dependent variable (teaching and learning progress) had a Cronbach Alpha rating of 0.941 which denotes an excellent rating.

The study was implemented in a systematic and phased manner, starting with the careful design and development of research tools and methods. To uphold the integrity and validity of the research findings, the study's overall execution was continuously supervised, and data collecting was conducted in accordance with ethical rules, ensuring consistency and reliability.

Data analysis utilized a descriptive research design to present a detailed summary of key variables, employing measures such as means and standard deviation. Additionally, correlational analysis was employed to examine relationships between variables, employing statistical techniques to determine the extent and direction of associations, thereby contributing to a nuanced interpretation of the research outcomes.

Obtaining a permit to conduct the study from validators, panel experts, school authorities, district supervisor, schools division superintendent and the respondents was given importance to ensure that they were willing participants, fully aware of the research's purpose and potential impact. Transparency in the research process, including clear communication of objectives and potential risks, was essential to uphold ethical standards and foster a collaborative and respectful relationship with the those individuals.

RESULTS AND DISCUSSION

Table 1 Summary Table for Instructional Support

Subscales	Mean	SD	Verbal Interpretation
Learning Resources	3.27	0.57	Observed
Funding to Learning Activities	3.24	0.54	Observed
Equipment for LMS Production	3.29	0.52	Observed
Overall	3.27	0.54	Observed

Table 1 shows the summary of respondents' perception on LGUs' instructional support. The first row gives data on learning resources. The total assessment has a weighted mean of 3.27, with a verbal interpretation of observed in respective schools. It suggests that teachers are effectively utilizing available instructional materials to ensure learning. Amadioha (2009) highlighted in his study that while teachers are presenting various learning theories, one has to be sure that s/he is guided by expert ideas during his production and utilization of instructional materials. This means that with the right resources, a teacher can successfully adapt the curriculum to fit the requirements of a wide range of learners, increasing student engagement and comprehension. With the use of resources like multimedia tools, textbooks, and practical materials, teachers may create engaging classes that accommodate a range of learning styles and skill levels, thereby improving the quality of the learning process.

Respondents' perception on LGUs' instructional support in terms of funding to learning activities was shown in the second row . It is indicated that the overall mean score is 3.24 interpreted as observed. It means that current school programs and activities are partially supported by LGUs thus fully implemented by the school. In their study, Penker & Elston (2003) mentioned acquiring the funding to incorporate safety related material can be difficult. However, they present some innovative ways to gain the necessary funding. It is also indicated in the table that LGU funding plays a crucial role in facilitating the progress of teaching and learning activities by providing resources, materials, and support systems necessary for the continuous improvement and advancement of educational outcomes indicator gained the highest mean score of 3.30. It implies that adequate funding is essential for supporting teaching and learning activities, enabling schools to provide quality education and resources for students and educators alike. However, the least average mean score of 3.20, both given by the respondents is on indicators LGU funding is dedicated to enhancing the professional development of teachers, encompassing initiatives such as training workshops, educational conferences, and opportunities for further education and LGU funding is strategically channeled into school programs and projects designed to provide assistance and support to learners facing socio-economic challenges or special educational needs, ensuring inclusivity and equitable access to education.

The overall mean of 3.29 interpreted as observed was given by the respondents to the instructional support in terms of equipment for LMS production as shown in the third row. It suggests that teacher respondents believe that they were able to produce learning materials utilizing the equipment that are partly provided by the LGUs. The highest mean score was 3.34 which was given to the statement the equipment utilized in LM production serves as a vital resource for educators, facilitating the creation and dissemination of tailored learning materials essential for effective classroom instruction. On the other hand, the lowest mean score given was 3.25 on the statement adequacy of the equipment is paramount, ensuring that it can accommodate the demands of all teachers utilizing them, thereby promoting seamless integration into educational practices.

Table 2 Summary Table for Mental Health Support

Subscales	Mean	SD	Verbal Interpretation
Psychosocial First Aid	3.23	0.6	Observed
Mental Health and Psychosocial Support	3.26	0.6	Observed
Training on Stress Management	3.26	0.61	Observed
Overall	3.25	0.60	Observed

Table 2 shows the summary for mental health support. The first item in the row displays the perception of the respondents to LGUs' mental health support in terms of Psychosocial First Aid with the weighted mean of 3.23, interpreted as observed. It indicates that joint efforts by educators and Local Government Units (LGUs) significantly support the implementation of Psychosocial First Aid (PFA) in schools. The thorough analysis by Smith et al. Al (2019) presented data demonstrating the importance of psychosocial first aid training in educational environments. It emphasizes the significance of providing educators with the requisite knowledge and competencies to address students' emerging psychosocial needs in a timely and efficient manner. In line with this findings was the study of Garcia & Nguyen (2020) that emphasize the value of local government units' advocacy work and funding allotments in maintaining and advancing psychosocial first aid protocols in schools.

Second row emphasizes the need to create a supportive environment that fosters both aspects, as evidenced by an average score of 3.26. It implies the thorough and proactive approach taken to promote mental health and psychosocial support in educational settings, highlighting the importance of collaboration between stakeholders to create nurturing environments for everyone. The data presented in the study of Chen & Wong (2020) offers evidence that supports the efficacy of these initiatives in fostering the academic and emotional well-being of students. Additionally, the study highlighted the importance of equipping both learners and educators with resilience and coping strategies. In their study, Kim & Lee (2019) provided insights into the diverse approaches taken in addressing mental health at the local level and emphasized the significance of local government units (LGUs) in strengthening mental health and psychosocial support initiatives.

The trainings on stress management has an observed mean score of 3.26. This implies that trainings are aimed at addressing the specific needs of participants, thereby ensuring both relevance and impact. Collectively, the data highlighted the importance of implementing stress management initiatives in educational environments to foster well-being and improve the educational experience for teachers and students alike. The efficacy of customized stress management interventions implemented in educational environments were presented in the study of Johnson & Smith (2021). Moreover, Lee & Kim (2020) provided insights on comprehensive strategy employed by these programs, their influence on the well-being of teachers, and their role in fostering a favorable learning atmosphere.

Table 3 Summary Table for Support for School's Safe Environment

Subscales	Mean	SD	Verbal Interpretation
Establishment of Wash Areas	3.28	0.56	Observed
Disinfection of School Premise	3.34	0.55	Observed
Planning and Policy Making	3.32	0.54	Observed
Construction and Repair of School Building	3.25	0.56	Observed
Overall	3.30	0.55	Observed

Table 3 shows respondents' perception on LGUs support for school's safe environment. The data in the first row indicates that the respondents held a favorable perception of the assistance offered by Local Government Units (LGUs) in establishing wash areas in schools. This demonstrates an LGUs' dedication to fostering a sanitary and secure environment. The mean scores of 3.38 reveals praiseworthy endeavors were made in multiple facets of wash area installation and upkeep. Wong & Martinez (2020) outlined in their study the strategies for ensuring equitable access to school restrooms that emphasized inclusive design. Furthermore, the study of Macalos (2022) provided suggestions for incorporating accessibility features into the design of wash areas. In general, the data underscored the substantial assistance provided by LGUs in the establishment of school wash areas that emphasize health education, inclusivity, sustainability, and hygiene. Second row suggests that the support offered by Local Government Units (LGUs) for the disinfection of school premises was received with considerable acclaim by the respondents with weighted mean score of 3.34. This underscores the LGUs' proactive and cooperative stance in upholding a secure and sanitary environment. A comprehensive approach is demonstrated in the establishment of consistent practices, diligent planning of procedures, prioritization of resources, and

implementation of disinfection protocols on an as-needed basis. To support this claim, Garcia & Martinez (2021) examined the role of Local Government Units (LGUs) in ensuring school hygiene, including disinfection practices, and emphasized the efficacy of community engagement strategies and comprehensive disinfection protocols. Likewise, Wong & Johnson (2020) presented effective strategies for collaborative school hygiene management, drawing lessons from partnership initiatives between LGUs and schools.

Regarding the support offered by Local Government Units (LGUs) for school safety environments considering policy making and planning, the data reveals a consistent and optimistic perspective among respondents. A discernible consensus exists among the participants, as evidenced by the mean score of 3.32. Based on the obtained score, it can be inferred that local government units (LGUs) are sufficiently engaged in the following areas: proactive risk management, empowerment of educational institutions, facilitation of comprehensive safety guidelines, and establishment of frameworks for continuous evaluation. Insisting on the significance of collaborative efforts between government entities and educational institutions to ensure the safety and well-being of students, this generally favorable perception reflects an acknowledgment of the contributions made by LGUs towards the establishment of safe and conducive learning environments in schools. Same findings as Johnson & Brown (2019) evaluated the support provided by LGUs for school safety initiatives while Martinez & Nguyen (2018) discussed strategies and lessons learned from successful initiatives, supporting the positive perception of LGUs' support for school safety policies.

The findings displayed in fourth row demonstrate that the respondents held a favorable opinion of the assistance rendered by Local Government Units (LGUs) in relation to the development and maintenance of educational structures. This underscored the significance attributed to careful strategizing and the proactive engagement of LGU representatives. The weighted mean score of 3.25 indicates the effectiveness of the measures across different indicators is consistent. The results emphasize the significant function of LGUs in promoting the construction and repair procedures, guaranteeing effectiveness, compliance with regulations, and an emphasis on establishing favorable educational settings. In general, the data indicates that local government units (LGUs) are acknowledged for their dedication to assisting educational institutions with infrastructure requirements as evidence in the study of Griffith (1997). Same was found by Xaba (2006) in his study. However, it is also important to ensure long-term utilization of the physical structure that's why he recommended the proper maintenance of the school structure including surveillance systems. He, then, advised educational institutions to prioritize the fundamental security and safety of their physical surroundings. This, in turn, positively impacts the teaching-learning process and the welfare of students.

Table 4 Summary Table for Teaching and Learning Progress

Subscales	Mean	SD	Verbal Interpretation
Reaching out to Learners	3.16	0.63	Moderate Extent
Reporting and Feedbacking	3.23	0.61	Moderate Extent
Decreasing Rate of Failing and Dropouts	3.20	0.61	Moderate Extent
Adapting to the School's Diverse Challenges	3.30	0.54	Moderate Extent
Overall	3.22	0.60	Moderate Extent

The comprehensive summary of teaching and learning progress across multiple subscales is illustrated in Table 4. The insights into the level of progress made in teaching and learning with regard to engaging learners are evident in the first row. The weighted mean score of 3.16 indicates a collective endeavor to guarantee equitable educational opportunities for all students is exemplified through the provision of nourishing meals, free textbooks, school supplies, transportation services, digital resource access, and medical check-ups, among other initiatives. The aforementioned initiatives are designed with the purpose of eliminating obstacles to education, promoting inclusiveness, and otherwise improving the scholastic setting. Allan et. al. (2009) revealed how local authorities across Scotland were invited to bid for funding to support projects to generate sustainable ways of working which support children, their families and community to achieve their full potential. The significance of continuous outreach and support programs in addressing the varied academic and socioeconomic requirements of students is highlighted by the moderate scope of these endeavors. Furthermore, study of Mckeown (2000) exposed how Irish families are supported by government with a substantial allocation of funds to childcare, community and family support, and youth services that include education. In general, the information underscores the proactive stance taken by academic establishments and relevant parties in their efforts to advance student well-being and progress in education.

The data provided in the second row illuminates the degree of advancement in teaching and learning with respect to mechanisms for reporting and receiving feedback. The statistics reveal a moderate level of effort across multiple indicators, as evidenced by the mean score of 3.23. A proactive approach to feedback and reporting systems is exemplified by the provision of technical assistance, periodic evaluations, promotion of technology-enabled platforms, encouragement of active participation, and recognition of exemplary performance. These initiatives are designed to promote a culture of accountability and transparency in the education sector, as certain areas that require improvement, and ensure the collection of accurate data as one of the four purposes of the qualitative study of McArthur (2008) which is to identify implications for Scottish education policy and practice. In general, the data indicates a dedication to improving the standard of education by means of efficient mechanisms for reporting and receiving feedback which is very important especially in decision-making where learners' voice has to be heard as Percy-Smith (2010) emphasized in her study that children's participation as a more diverse set of social processes because they are the ones to be affected by this decision.

Third row exhibits an evaluation of the degree of advancement in teaching and learning, as evidenced by the reduction in failing and dropout rates. Based on the statistical data, with the mean score of 3.20, the level of effort across multiple indicators is assessed as moderate. Various initiatives are implemented with the intention of addressing the factors that contribute to high student attrition rates and fostering student retention. These programs include accommodations for students with disabilities, prevention programs for absenteeism, awareness campaigns for parental engagement (Blondal et. al, 2014), and financial aid programs. These endeavors demonstrate a dedication to delivering individualized assistance, cultivating inclusiveness that is one among the subjects of Davis (2013). These findings highlighted the significance of employing comprehensive strategies to tackle failing grades and dropout rates; in doing so, they ultimately contribute to the enhancement of teaching and learning outcomes in academic establishments.

Fourth row provides an evaluation of the degree of advancement in teaching and learning with regard to the ability to adjust to a variety of challenges. The statistics reveal a moderate level of effort across multiple indicators, as evidenced by the mean scores ranging from 3.27 to 3.31 and the overall mean of 3.30. Proactive measures to tackle a range of challenges include initiatives such as infrastructure improvements in the vicinity of educational institutions (Kies& Kies, 2024) disaster risk reduction drills, cooperation with law enforcement agencies, and provision of emergency aid during natural disasters. These endeavors demonstrate a dedication to safeguarding the welfare, academic achievement, and security of every student, all the while fostering community fortitude. The moderate magnitude of these endeavors highlights the significance of comprehensive strategies in tackling various obstacles in the field of education, ultimately cultivating an environment that is favorable for instruction and learning in the face of uncertainties, just as Buchan (2015) mentioned in her study that a matter of survival is the need to educate current and future generations to live sustainably, ensuring that future generations have access to quality environmental education.

Table 5 Test of Relationship between LGU-to-School Support on Instruction and the Teaching and Learning Progress

Instructional Support	Teaching and Learning Progress			
	Reaching out to Learners	Reporting and feedbacking	Decreasing Rates of Drop-Outs	Adapting to the School's Diverse Challenges and Perspective
Learning Resources	.559**	.587**	.585**	.569**
Funding to Learning Activities	.596**	.607**	.631**	.618**
Equipment for LMS Production	.584**	.611**	.650**	.697**

Table 5 reveals a correlation between LGU-to-school support on instruction and teaching-learning progress across multiple dimensions is statistically significant ($p < .01$).

Instructional support, particularly in terms of providing learning resources, funding for learning activities, and equipment for learning management system (LMS) production, shows a significant positive correlation with reaching out to learners (.559** to .596**). This suggests that instructional support enables educational institutions to deploy resources, funding, and equipment that facilitate effective engagement with students, leading to improved communication and interaction within and outside the learning environment. Instructional support enhances the schools' capacity to tailor teaching methods and materials to meet the diverse needs of students, fostering a more inclusive and impactful learning experience.

The same with engaging with students, instructional support exhibits a positive correlation with the provision of reports and feedback to students (.587** to .611**). This indicates that educators are more capable of delivering timely and constructive feedback to students, thereby improving their learning experience and progress, when they receive sufficient funding, resources, and equipment.

There is a strong positive correlation between instructional support and declining dropout rates, according to the data (.585** to .650**). This implies that educational institutions can establish a more favorable learning environment and subsequently decrease the probability of student attrition by allocating funds, resources, and equipment towards instructional support.

Schools' capacity to accommodate a wide range of challenges is additionally correlated in a positive way with instructional support (.569** to .697**). This implies that educational establishments are more capable of dealing with the varied needs of their student body as well as the needs of the school itself, resulting in more inclusive and academic progress, when they possess the essential funding, resources, and equipment required for instructional support.

The results of this study highlight the significant importance of local government unit (LGU) assistance in improving multiple facets of the educational process, which ultimately results in enhanced student achievements and better-executed teaching. The observed positive significant relationship between Local Government Unit (LGU)-to-School support on instruction and teaching and learning progress underscores the crucial role of external support systems in enhancing educational outcomes. When local governments actively invest resources and support into school instruction, it creates an environment conducive to effective teaching and learning. As a result, teachers are better equipped to deliver high-quality instruction, leading to improved learning outcomes and academic progress among students. This has been proved by De Guzman et. al (2016) that there was, in fact, a statistically significant correlation between local government funding support and the performance of basic education in the districts of Lambayong.

Table 6 Test of Relationship between LGU-to-School Support on Mental Health and the Teaching and Learning Progress

Mental Health Support	Teaching and Learning Progress			
	Reaching out to Learners	Reporting and Feedbacking	Decreasing Rates of Drop-Outs	Adapting to the School's Diverse Challenges and Perspective
Psychosocial First Aid	.593**	.563**	.587**	.595**
Mental Health and Psychosocial Support	.615**	.623**	.650**	.660**
Trainings on Stress Management	.640**	.660**	.652**	.660**

Table 6 suggests that there is a significant correlation between LGU-to-school support on mental health and teaching-learning progress across multiple dimensions. There are consistent positive and statistically significant correlations ($p < .01$) between teaching and learning progress indicators (reaching out to learners, reporting and providing feedback, reducing dropout rates, and adapting to the diverse challenges and perspectives of the school) and mental health support variables (including Psychosocial First Aid, Mental Health and Psychosocial Support, and Trainings on Stress Management). In particular, correlation coefficients between 0.563 and 0.660 suggest a robust positive correlation between local government unit (LGU) funding for mental health initiatives and the overall advancement of instruction and learning in academic establishments.

The observed positive significant relationship between mental health support on instruction and teaching and learning progress highlights the intricate connection between mental well-being and educational outcomes. When schools prioritize mental health support for both students and educators, it creates a conducive environment for effective teaching and learning. Mental health support can encompass various interventions, including counseling services, mindfulness programs, and initiatives to reduce stigma surrounding mental health issues. By addressing the psychological well-being of individuals within the educational community, schools can enhance resilience, reduce stress, and promote a positive learning atmosphere, ultimately leading to improved academic progress and overall well-being.

Furthermore, this positive relationship underscores the importance of holistic approaches to education that recognize the interplay between mental health and academic success. By integrating mental health support into instructional practices, schools acknowledge the diverse needs of students and educators, fostering a culture of empathy, understanding, and support within the learning environment. This holistic approach not only benefits individual students and teachers but also contributes to the overall health and vitality of the educational community, emphasizing the integral role of mental health in achieving meaningful teaching and learning progress.

The aforementioned results underscore the critical significance of local government unit (LGU) assistance in fostering consciousness regarding mental health, delivering psychosocial support, and conducting stress management workshops; In conclusion, these efforts answered the question, "Are schools the best places to provide mental health services?" by Hellmuth (2018) indicating that mental health support to school contribute to enhanced student welfare and scholastic achievement.

Table 7 Test of Relationship between LGU-to-School Support for School's Safe Environment and the Teaching and Learning Progress

Support for School's Safe Environment	Teaching and Learning Progress			
	Reaching out to Learners	Reporting and Feedbacking	Decreasing Rates of Drop-Outs	Adapting to the School's Diverse Challenges and Perspective
Establishment of Wash Areas	.659**	.622**	.619**	.603**
Disinfection of school premise	.671**	.714**	.719**	.684**
Planning and Policy Making	.671**	.690**	.650**	.705**
Construction and Repair of School Building	.705**	.726**	.632**	.669**

Table 7 shows a significant correlation exists between LGU-to-school support for ensuring a safe school environment and teaching-learning progress across multiple dimensions, as evidenced by the data. There is a high positive association (.659** to .603**) between the establishment of wash areas and the advancement of teaching and learning. This shows that there is a definite indicator of better teaching and learning experiences for both students and educators having wash areas in the school premises. As such, giving priority to the construction of these facilities is necessary in order to create an environment that is favorable for learning and to advance academic achievement in educational establishments.

Likewise, there is a high positive association (.671** to .684**) between teaching-learning progress and school premises disinfection. The results indicate having a maintained cleanliness and hygiene in the school environment has a direct impact on educational achievements. This suggests that schools foster an environment that improves student learning and teaching effectiveness by making routine cleaning procedures a priority maximizing the support given by LGUs.

The range of correlations between teaching-learning success and policy and planning decisions is .671** to .705**. This suggests that effective planning enables schools to address challenges proactively, allocate resources efficiently, and tailor educational initiatives to meet students' diverse needs, ultimately leading to improved teaching effectiveness and enhanced learning experiences. Therefore, planning and policy-making processes within the school with the presence of LGU representatives, emerges as a key driver for achieving positive teaching and learning outcomes.

Construction and repair of school buildings also show a strong positive correlation with teaching-learning progress (.705** to .669**). The data indicates a direct association between infrastructure investment and educational outcomes, as seen by the correlation between building maintenance and construction and teaching-learning advancement. Through the provision of secure, efficient, and comfortable learning spaces, educational institutions can enhance student engagement, concentration, and general health and wellbeing. Thus, support for construction and repair of school building is essential to improving the efficacy of instruction and encouraging successful learning outcomes.

The identified positive significant relationship between support for a school's safe environment and teaching and learning progress underscores the fundamental importance of a conducive and secure learning environment in facilitating educational advancement. When schools receive adequate support to maintain safety and security measures, such as implementing protocols for emergency preparedness, ensuring physical safety in school facilities, and fostering a positive school climate, it creates an atmosphere where both teachers and students can thrive. A safe environment allows educators to focus on teaching effectively, while students feel secure and empowered to engage fully in their learning experiences, leading to improved academic progress and overall well-being.

The aforementioned discoveries emphasize the vital significance of local government unit (LGU) assistance in furnishing necessary infrastructure, policies, and practices that foster an optimal educational setting, thereby augmenting the welfare of students and their scholastic performance. This was supported by Kaso et.al (2021) in their study that revealed the enhancement of educational standards at State Junior High School 4 Walenrang is bolstered by the professionalism of instructors, a high-quality learning environment, and support from local government and community. The conclusion of Balbido (2023) in her study emphasized the critical nature of IC-DRRM and resilience building, as well as the prerequisites for 'disaster risk proofing development' that contributes to sustainable development and safer, more resilient communities and schools.

CONCLUSIONS

The findings of this study refute the hypothesis that there is no significant impact of LGU-to-school support on teaching-learning progress. A significant positive correlation is consistently observed between LGU-to-school support and a range of teaching and learning outcomes, such as reaching out to learners, reporting and feedbacking, decreasing rates of drop-outs, and adapting to diverse challenges, according to the data presented. There is consistent evidence from the mean scores of various indicators that LGU support for teaching-learning progress in educational institutions is moderate to strong extent in effectiveness. As a result, it can be concluded that support from local government units to schools have substantial impact on the progress of teaching and learning. This emphasizes the government entities and educational institutions working in tandem to create an environment that is conducive to learning and to improve student achievements.

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DECLARATION OF CONFLICT

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