

## **Local Government Units' Education Ordinances in the Province of Sorsogon**

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### **Abstract**

This study determined the education ordinances implemented by the LGU in Second District, Province of Sorsogon from year 2012 to 2016. In the analysis and interpretation of all the data collected, the study made use appropriate statistical methods and tools such as the total frequency count and ranking for the problems encountered in the implemented education ordinances. For the education ordinance in the province of Sorsogon and the scope of education ordinances implemented, qualitative analysis was used. The study had 173 respondents composing the scholars in the Municipality of Irosin, Gubat, Prieto Diaz, Matnog and Juban. The Local Government Unit of the above-mentioned Municipalities and the teachers and school heads in the elementary level of Gubat were also the respondents of this study. Based on the analysis and interpretation of the data collected, the following were the findings revealed in the study: The ordinances implemented by the Local Government were commonly on Scholarship Program only. However, the Municipality of Gubat had an ordinance on Gulayansa Paaralan and Reading recovery Program. In terms of the scope of each ordinance in every Municipalities, the scholarship shall be available only to families with 50,000.00 to 60,000.00. Scholars must be a permanent resident in the Municipality. The gulayansapaaralan and reading recovery program covers all the schools of the municipality of Gubat public/private and the forty-two barangays of Gubat.

## INTRODUCTION

The foremost problem encountered in the scholarship implemented was along implementation; With regards to the gulayansapaaralan program, was the Participants in GulayansaPaaralan program does not get financial assistance from the LGU; along the reading recovery program the critical problem was the Budget for facilitating reading program is released not on time. An ordinance which gives support to all elementary and secondary both in public and private schools in the Municipalities of Sorsogon Province, and appropriating funds thereof and for other purposes is needed so as to strengthen the support of the LGU in education.

The following conclusions were drawn: The ordinances implemented by the Local Government Unit in the Municipality of Second District in the Province of Sorsogon were commonly on Scholarship only. However, the Municipality of Gubat were able to implement three different ordinances which are Scholarship program, Reading Recovery Program, and GulayansaPaaralan. The scope of the education ordinances implemented were applied to poor but deserving students whose family's annual income is below 50,000.00 pesos in the Municipality stated above; The gulayansapaaralan and reading recovery program covers all the schools of the municipality of Gubat public/private and the forty-two barangays of Gubat.

The problems encountered in the implemented education ordinances were on funding and implementation of the education ordinances. Along Scholarship Program was the choice of school is LGUs' prerogative, along GulayansaPaaralan was the delayed release of budget for the schools which are the participant of the Gulayan and along Reading Recovery is the budget for the materials for reading recovery program is not released on time; The proposed policy was designed to effectively implement for the enhancement of the LGUs. The other municipalities in the second district of Sorsogon without education ordinance should consider adapting the education ordinances of the five municipalities on Scholarship grant, support for gulayansapaaralan and reading recovery program and offer educational concerns;

The Local Government Unit should review the present ordinances to include other areas not covered in the scope which is the appropriation of education fund as a support of the LGU to both public and private elementary and high school in the municipalities in the Province of Sorsogon to allocate supplementary funds in the school facilities, school equipment, school co-curricular activities, teachers' seminars and trainings, and school supplies of each school in the respective municipality; The foremost problems identified should be properly addressed through review of the present ordinance by the Sangguniang Bayan using their oversight power and recommend to the chief executive appropriate action in order to lessen the burden encountered; The proposed policy should be adapted and implemented for the enhancement of the LGU and the welfare of schools in each municipality in the Province of Sorsogon.

Education is one of the huge factors that contribute to the progress of every nation. Also, it is not just a tool for development, but the foundation of our future. Thus, it is the most powerful weapon we can use to change the world.

The official website of Lumen Boundless Sociology states that, “in the United States, people with more education tend to enjoy higher economic status, power, prestige, and levels of income. One might expect, then, that all people would try to maximize their education.” After all, education is meant to be the great equalizer by which anyone can climb the rungs of the social hierarchy.

In the Philippines, at the national level the Government sets their policies for how they will seek to develop, deliver, and change the strategic direction of education in our country. The Department of Education (DepEd) which is the executive department of the Philippine government is responsible for ensuring access to promoting equity and improving the quality of basic education. It is the main agency tasked to manage and govern the Philippine system of basic education. It is the chief formulator of Philippine educational policy and responsible for the Philippines primary and secondary school systems.

Through the programs, projects and ordinances promulgated by the national government down to the local government, the vision and mission of the DepEd is being realized. The Philippine Local Government Code of 1991 is one of the proofs that the government is in full support in helping the realization of DepEds’ vision and mission.

According to Manasan, et.al. (2011), the Philippine Constitution provides that all Filipinos have the right to receive free quality basic education. The country’s commitment to the Millennium Development Goals and the Philippine National Education for All (EFA) aims to translate this constitutional guarantee into a reality by 2015. To help ensure the achievement of the EFA 2015 targets, it is critical that adequate and stable funding is secured for countrywide attainment of goals.

Likewise, Education Act of 1982 Sec. 34 stated that public school shall continue to be funded from national funds. This means that the local governments shall be encouraged to assume operation of local public schools on the basis of national fund participation and adequate revenue sources which may be assigned by the national government.

In the same way, Sec. 35 stated also that, the national government shall extend financial aid and assistance to public secondary schools established and maintained by local governments, including barangay high schools. Provinces, cities, municipalities and barangays shall appropriate funds in their annual budgets for the operation and maintenance of public secondary schools on the basis of national fund participation.

Moreover, the Local Government Units (LGUs) are giving financial assistance to public elementary and high school every opening and closing of the school year. Before opening of classes, the LGU are giving assistance during Brigada Eskwela. The budget on the Local School

Board is given to the School Heads while on the last quarter of the school year, Special Education Fund (SEF) is given.

The SEF provides the source of Funds for the supplementary annual budgetary need for the operation and maintenance of public schools within the province, city, or municipality. This is through an annual SEF budget. The formulation, approval, and utilization of the said budget are the responsibility of the individual Local School Board in each province, city, or municipality.

Relative to this, school heads, teachers and the LGU representatives have a constant communication as partners in education in delivering services to students. However, given this support by the LGU, critics have always looked on to some school heads, teachers and students. This was raised in some news from newspapers, televisions and even in social media.

Meanwhile, as teacher in public school for 6 years, the researcher saw and witnessed the different levels of support of the LGUs to their respective municipalities. Some LGU are not only providing scholarships to poor but deserving students, but they also support the athletes. Moreover give the youth's financial assistance for seminars and trainings.

The researcher also witnessed that they even gave importance and appreciation to teachers and school heads not only by giving the functional SEF but also technological aid to be used in teaching such as laptops, personal computers, and even projector sets for free. Moreover give financial assistance to schools for classroom repair.

Relative to this, Manasan et.al. (2011) stressed out that, Basic public education is still largely the responsibility of the central government, delivered through the Department of education (DepEd), notwithstanding the devolution of many basic services to LGUs. However, the LGUs do provide supplementary funding support to public education because they have access to a sustainable source if financial resources that are earmarked for basic education sub-sector, the Special Education Fund (SEF).

With this, the researcher would like to know the participation of the LGU in the second district province of Sorsogon in terms of education ordinances legislated in Sangguniang Bayan (SB) that support the education system in the municipalities covered by the said district. This would help the LGUs to provide the community a quality service and good governance focusing support in education that will contribute to the progress of the society. Hence, this study.

## **OBJECTIVES OF THE STUDY**

This study determined the education ordinances implemented by the LGU in Second District, Province of Sorsogon from year 2012 to 2016. Specifically, it sought answers to the following: 1) What are the education ordinances implemented by the LGU? 2) What is the scope of the education ordinances being implemented? 3) What are the problems encountered in the implementation of the education ordinances? 4) What policy may be recommended in the implementation of education ordinances?

The education ordinances implemented or the LGU in second District, Province of Sorsogon is the focus of this study. Hence, its result is beneficial to the following: Students, this study may help them become mindful of the LGUs' education-related ordinances. Thus, they may aired to the SangguniangKabataan authority their suggestions on how the LGUs' will improve their support for the welfare of the students in their education. Teachers, the result of this study is a great help for them to become knowledgeable about the LGUs' financial assistance to public basic education. Hence, they could propose a policy on how to appropriate education fund for the benefit of the public and private school teachers. School Administrators, the output of this study serves as a means for the school administrators to achieve the vision, mission and goals of the Department of Education (DepEd). Thus, they could be properly guided on the execution of the identified ordinances that may help in the education system. Local Government Unit, Through this study, the LGU may become mindful as to the number of education ordinances formulated and implemented in SB. In view of this, they will give more attention on the assistance they could extend in their locality that will help improve the education system. National Government Agencies, because of this study, the Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA) and the like will be knowledgeable with regards to the LGUs' performance in terms of support to education system in the covered municipalities. Therefore, they will realize that the LGUs actually extend their support to education. Community, This study may help the community become aware of the LGUs' support in education in their municipalities. Therefore, they will maximize and make-use of the different programs and ordinances of LGUs related to education. Researchers, the result of this study would serve as a reference for the researchers who wish to study relevant to the present research. Aside from this, they will also become knowledgeable about the Philippine Education system.

### **Definition of Terms**

For clarity purposes, the following terms are defined conceptually and operationally. Thus, this would help the readers to better understand the study.

**Education Ordinances.** According to Ezpinosa O. (2009), these are the actions taken by governments in relation with educational practices, and how governments address the production and delivery of education in a given system. In this study, these are the education ordinances promulgated in the 2<sup>nd</sup> District Province of sorsogon through the SB in the municipalities of Barcelona, Bulusan, Bulan, Casiguran, Gubat, Irosin, Juban, Matnog, Prieto Diaz and Sta. Magdalena.

**Local Government Units.** According to the glossary of the statistical terms, these are institutional units whose fiscal, legislative and executive authority extends over the smallest geographical areas distinguished for administrative and political purposes. In this study these are the local authorities governing the municipality of second district in the province of Sorsogon.

**Scope.** It is the extent of the area or subject matter that something deals with or to which it is relevant (Merriam Webster Dictionary). As used in this study, these are the municipalities in Second District in the Province of Sorsogon such as Barcelona, Bulan, Bulusan, Casiguran, Gubat, Irosin, Juban, Matnog, Prieto Diaz, Sta. Magdalena as used in this study.

### **Supplementary Support to Basic Education In Private and Public Schools.**

In this study, it is the proposed policy made by the researcher as LGUs' support in Basic Education both in public and private school in utilizing education fund for the schools in Second District, province of Sorsogon.

## **METHODOLOGY**

### **Research Design**

This study dealt with the education ordinances implemented by the LGU in Second District, Province of Sorsogon from year 2012 to 2016. This is because the researcher wanted to find out the contribution of LGUs' along education.

Meanwhile, the descriptive research design was used to determine the education ordinances implemented by the LGU in the nine respective municipalities. The use of this method enables the researcher to identify and conduct a qualitative discussions of the data gathered in the ordinances implemented along education in the nine municipalities of second district of Sorsogon. Documentary analysis, unstructured interview and survey were also used to identify the scope and the problems encountered in the implemented education ordinances. The statistical tools used in this study are frequency count and ranking of the 173 respondents.

### **The Instrument**

The researcher designed a one set of questionnaire checklist and an interview guide. The former was designed to answer the education ordinances implemented by the LGU in the municipalities in Second District Province of Sorsogon and the problems encountered in the implemented education ordinances.

The researcher found out that that there is a need to have a content analysis after conducting the interview and survey on the education ordinances. The questionnaire checklist was divided into four specific areas such as funding, implementation, monitoring and evaluation. Each question has a corresponding column for the checking of the identified problems as respondents answer. There is a space provided below each area allotted for other comments and additional answer of the respondents.

The questionnaire checklist had undergone many revisions with the help of the adviser. Then, it was thoroughly checked by the chairman and member of the panel for the approval of the Dean.

Moreover, for development and validation, it was checked by the Dean of School of Graduate Studies. The researcher went through a dry-run on the former scholars of Irosin who

are now employed in different agencies on March 3, 2017 at San Julian, Irosin, Sorsogon before conducting the survey- questionnaire. These were the instruments in collecting data of this study.

### **Data Collection Procedure**

Before undertaking the collection of data, the researcher secured permission from the LGUs in nine municipalities in Second District province of Sorsogon such as, Bulusan, Bulan, Barcelona, Casiguran, Juban, Irosin, Matnog, Gubat, Sta. Magdalena and Prieto Diaz. This is to conduct an interview using the interview guide and to collect existing education ordinances in the respective Sangguniang Bayan from year 2012-2016.

The collections of data were done from December 2017 to February 2018. After this undertaking, the researcher found out that out of ten municipalities, only Irosin, Gubat, Juban, Prieto Diaz and Matnog were the only Municipalities with implemented education ordinances. This was the time that the researcher conducted a Documentary Analysis on the education ordinances collected, interview to the Sangguniang Bayan Staffs about their support on the education system aside from giving scholarship and survey using the questionnaire checklist to the LGU staffs, teachers, school heads and students in the respective municipalities.

The questionnaire aimed to find out the problems encountered on the implemented education ordinances. This was done from March 2018 until all the municipalities included in the study were reached. The collected data were the basis in forming the conclusion of this study.

The processing of the data was done through the use of statistical tools such as frequency count and ranking for the presentation, analysis and interpretation of data. Ranking was utilized in order to identify the most critical problem encountered during the implementation of the ordinances.

### **Data Analysis Procedures**

The researcher conducted a documentary analysis of all the education ordinances from the five municipalities with existing education ordinances. Likewise, a content analysis was also done to be able to come up with a set of questionnaire-checklist to conduct a survey from the respondents.

The questionnaire checklists were given to the students in tertiary level together with the LGU staffs of the five Municipalities with implemented education ordinance along scholarship program such as Gubat, Irosin, Juban, Matnog and Prieto Diaz. For education ordinance along Gulayansa Paaralan and Reading Recovery Program, teachers, school heads and the LGU staffs of the municipality of Gubat were the respondents. This was done to be able to find out the problems encountered by the respondents on the implemented education ordinances.

## **RESULTS AND DISCUSSIONS**

The presentation of data is divided into the following parts; 1) ordinances implemented by the Local Government Unit as a support for formal education; 2) the scope of the education

ordinances being implemented; 3) problems encountered in the implementation of the education ordinances along: a) funding, b) implementation c) monitoring d) evaluation; 4) proposed policy in the implementation of the identified ordinances.

**1. Ordinances Implemented by the Local Government Unit.**

Table 2 shows the names of municipalities in the second district, province of Sorsogon that support formal education. This is through the education ordinance implemented by the LGU, the titles of each ordinance; ordinance number and the date approved by the legislative body were also shown in the table 1.

TABLE 1 Local Government Units Education Ordinances Implemented, FY 2012-2016

MUNICIPALITIES	ORDINANCE TITLE	ORDINANCE NO.	DATE APPROVED
Gubat	Reading Recovery Program	09-2012	Oct. 29, 2012
	Adopt A Scholar Project for poor but Deserving Students of Gubat	06-2016	Oct. 10, 2016
	Gulayan Sa Paaralan at Bakuran	010-2016	Nov. 6, 2016
Irosin	Irosin Scholarship Ordinance	06-2014	Dec. 2, 2014
Juban	Scholarship assistance Program	08-2014	Dec. 1, 2014
Matnog	Local Scholarship Program	07	June 20, 2016
Prieto Diaz	Consolidated Scholarship Ordinance	02-2016	June 20, 2016

It can be gleaned from the table that out of nine municipalities in the Second District of Sorsogon Province, there were five municipalities with implemented education ordinances from year 2012-2016. It also shows that the municipality of Gubat has the most implemented education ordinances. It reveals that this municipality does not only focus on giving supplementary fund for scholarship program but also legislated and implemented the GulayansaPaaralan and Reading Recovery Program.

Moreover, the four municipalities which are Irosin, Juban, Matnog and Prieto Diaz focus only on scholarship grant. Based on the interview conducted by the researcher, there is no allotment of education fund for the school facilities, school equipment, school co-curricular



activities, school supplies and teachers' seminars and trainings for the Basic education authority. This proves that the support of the LGU to the education system is very limited.

Meanwhile, there are four municipalities that have not legislated and implemented education ordinances; these are Bulusan, Bulan, Barcelona, and Casiguran. This proves that out of nine municipalities in the second district of Sorsogon Province, only five of them prioritized the education system.

Relative to this, through documentary analysis of all the implemented ordinances on scholarship program of the five municipalities with implemented education ordinances, the researcher noticed of its similarities with regards to their objectives, these were; to provide scholarship grant for tertiary education to poor but deserving high school graduates of the municipality, to develop future potential leaders who can contribute to the social, economic and political progress, to liberate the less-privileged youth from poverty, helplessness and hopelessness, to encouraged the youth to pursue tertiary education, and to equip the youth with technical expertise as their tool in seeking jobs, both local and abroad.

Moreover, they are also similar in the composition of screening committee. The chairman and vice chairman of these two positions are being acted by the Municipal Mayor and Vice Mayor. Also, they are similar in the application and selection procedure.

Likewise, they are also similar in terms of the process and requirements and pre-requisites of the scholarship program which includes the following; must be a Filipino Citizens, bonafide resident of the respective municipality, authenticated Birth Certificate, qualifying entrance grade/result, form 138 with general weighted average not lower than 85%, certificate of passing result from government accreditation acceleration programs, signed letter of intent, accomplished applications forms and the likes. Differences of education ordinances of the five municipalities were discussed in the scope.

This means that, the four municipalities without education ordinance have not included this matter in their executive legislative agenda (ELA) of the past and present administration. That is why these four municipalities were not able to come up with education ordinance. A public official cannot use the money of the government without legislation. This is according to the interview conducted by the researcher to the LGU staffs. That is why, they were not able to help and support the education system in their municipality. This also denotes that there is no allotted fund for the Basic Education as supplementary fund for school facilities, school equipment, school co-curricular activities, teacher's seminars and training and school supplies for children who are considered belonging to indigent family.

This result may have an implication to the LGUs without education ordinance because this proves that they may be allotted budget for educational purposes but no ordinances submitted. On the other hand, those five municipalities with implemented education ordinances will imply that the supplementary fund for education is properly allocated on scholarship grant

only. With this, students in the tertiary level will benefit to this program. This proves that other areas of education are not being prioritized by the LGU.

Meanwhile, municipality of Gubat utilized their education fund not only on scholarship grant but also to GulayansaPaaralan and reading recovery program. This proves that schools in this municipality receive a full support from the LGU by not only receiving funds but also support for being the partner of the teachers and school heads in promoting the skills of the children in the primary level to learn to read and write.

## **2. Scope of the Education Ordinances on Implemented**

### Scholarship

Based on the record and thorough documentary analysis, the scholarship program of the municipality of Irosin, Juban, Gubat, Prieto Diaz and Matnog shall apply to all deserving and qualified indigent students whose annual family income does not exceed fifty thousand pesos as stated in the BIR Income Tax Return of the parents or guardians.

Moreover, on the composition of screening committee members the municipality of Prieto Diaz is composed of the principal of the three National High School in their municipality. Irosin is composed of Sangguniang Bayan secretary, SangguniangKabaatan President (SKF), Human Resource Management Office (HRMO), and Municipal Social Welfare and Development (MSWD). In Matnog, it composed of Principal of four national high school, SB committee on education, and SB committee on Budget. Based on the record, it is not stated in the education ordinance of Juban and Gubat the screening committee of their scholarship program.

Furthermore, on the prescribed guidelines in the grant of scholarship program; In Irosin grantees shall only allowed enrolling at Veritas College of Irosin, Irosin, Sorsogon then 100 percent of the tuition fee will be paid by their LGU. In Prieto Diaz, grantees are allowed to enrol only in the following schools; Sorsogon State College (SSC), Sorsogon City, Bicol University Gubat Campus (BUGC) ,Gubat, Sorsogon, Bulusan National Vocational Technical School (BNVTS-TESDA)and Sorsogon Community College (SCC), BulusanSorsogon. In the municipality of Juban, scholars shall receive five thousand pesos per semester and are free to choose their school where they want to enrol. In the municipality of Gubat, scholars shall receive also an amount of eight thousand pesos per semester and are also free to choose their chosen school. In Matnog, Municipal scholars shall enjoy the amount of Php7,000.00 per semester which could be used for any of the following: tuition and miscellaneous fees, book allowance, food allowance and room rentals, school supplies.

This means that the support given from the LGU is guided with their policies or ordinance being implemented. This proves that other municipalities without education ordinance will not be able to support and utilized money of the government because the financial support to education they could give to the education system is based on the ordinances legislated.

This result may have an implication to the Filipino family who are not capable enough to support their children's needs in terms of education because the student will only be qualify for the scholarship if the annual family income is below Php50, 000.00. This proves that the LGUs support to students in the tertiary level is very limited. This also denotes that the supplementary support of the LGUs in the second District of Sorsogon Province is for the students in the tertiary level only, maybe they have given support to basic education as well but not documented or supported by an ordinance.

#### GulayanSaPaaralan

The GulayansaPaaralan covers all the schools of the municipality of Gubat public/private and the forty-two barangays of Gubat. It was stated in the ordinance that the program will not materialize and the objectives for which it was conceived will not be achieved without the indispensable cooperation and active participation of the different schools of Gubat, the Barangay LGU and the community.

This means that aside from scholarship grant that LGU can offer, there are other areas in education that funds can be utilized. A gulayansapaaralan that the municipality of Gubat done in supporting the basic education in their municipality.

This result may have an implication to the municipalities without such kind of ordinance. This is because it proves that there is a source for other education fund that could be appropriated not only in scholarship program but they were not able to come up with such an ordinance.

#### Reading Recovery Program

In Reading Recovery Program, the ordinance shall cover selected incoming grade two pupils who have difficulty with beginning reading and writing skills, whose schools are located within the municipality of Gubat. Each will be provided a reading partner to enhance their reading and writing capabilities.

This means that the LGU of Gubat and the Deped authority play as a co-pilot in delivering education services to the children and the people in the community. They also give priority to other areas of education even though this is not their field of expertise.

This result may have an implication to the municipalities without this kind of ordinance because this will prove that the assistance of the LGU is not only through funding but also being a co-pilot of the teachers and school heads to promote one of the goals of DepEd which is "every child a reader".

### **3. Problems Encountered in the Implementation of Education Ordinances**

Table 2 presents the frequency and ranking of the problems encountered in the implemented in the Scholarship program.

**Table 2 Problems Encountered In The Implementation of Scholarship Program**

Problems Encountered	Scholars (n=100)		LGU (n=20)	
	freq.	Rank	freq.	Rank
Insufficiency of funds	25	5	0	x
Delayed release of budget for the scholarship grant	26	4	0	x
Choice of school by the scholars is LGUs' prerogative	43	1	9	1
The person in charge in the local government unit is closed minded to the problems/issues/comments aired by the scholars	29	3	0	x
No proper assessment on the performance of grantee	35	2	0	x

Table 2 shows that students first and foremost problem with regards to the problems encountered along implementation is the choice of school by the scholars is LGUs' prerogative as it ranked one with 43 frequency out of 100 from the scholars and some LGU staff agreed to this problem because it has nine frequency and placed on ranked one as well. With regards to the evaluation, the problem no proper assessment on the performance of grantee with 35 frequency out of 100 is on rank two but the LGU saw this otherwise.

Next is with regards to the implementation, the problem the person in charge in the local government unit is closed minded to the problems/issues/comments aired by the scholars with 29 frequency out of 100 is on rank three but the LGU did not agreed with this. Then along funding, it was followed by the Delayed release of budget for the scholarship grant with 26 frequency out of 100 on rank four but this was refuted by the agency. With regard to funding, the problem Insufficiency of funds is the one of the problem in scholarship program placed on rank five with 25 frequency out of 100 but was denied by the LGU.

These results imply that the grantees problem on scholarship was with regards to their freedom in choosing the school they wanted to enrol. Though the students should be thankful for the scholarship given by the LGU, it will be more appreciated if they could choose the school where wanted to study so that it could be accessible and more comfortable for them.

This means that the students in the tertiary level who belong to the indigent family in the municipality of Gubat, Irosin, Juban, Matnog and Prieto Diaz benefitted from the support of the LGU by giving scholarship program. However, despite of the assistance of the LGU to the

indigent families in their municipality through the scholarship program, there are still some problems with regards to its funding, implementation and evaluation based on the problems encountered above by the scholars that needs to be addressed. This also proves that the LGU do not have a proper monitoring on the ordinance they have implemented if the beneficiaries are satisfied with the assistance that the agency offered.

The findings of this study may have an implication to the grantees in a way that it will add to their burden in studying because they cannot choose the school where they wanted to enrol. It will be bias for the grantees who are very committed to follow the rules and guidelines of the scholarship compared to those students who are not because according to the result there is no proper assessment on the performance of grantee.

Meanwhile, it will be unfair to those grantees who barely know the person in-charge in the scholarship. This is because based on the result, one of the problems encountered by scholars is, the person in charge in the local government unit is closed minded to the problems/issues/comments aired by the scholars. Grantees will also suffer more burdens if the budget for their scholarship is being release not on time or there will be an insufficiency of funds. This proves that a certain municipality can qualify grantees to the scholarship program but very limited only.

Meanwhile, Table 3 presents the frequency and ranking of the problems encountered in the implemented GulayansaPaaralan Program.

**Table 3 Problems Encountered In The Implementation of Gulayan Sa Paaralan**

Problems Encountered	Teachers/ School Heads (n=53)		LGU (n=5)	
	Freq.	Rank	Freq.	Rank
Participants in GulayansaPaaralan program does not get financial assistance from the LGU	38	1	2	1
No proper training for the participants of the GulayansaPaaralan	18	4	0	X
The Local government unit does not have proper monitoring on schools which are participants in the GulayansaPaaralan	21	3	0	X
No participation from the Local Government unit during the conduct of gulayansaPaaralan	35	2	0	X

It can be derived from table 4 that the problem participants in GulayansaPaaralan program does not get financial assistance from the LGU is a critical one and was agreed by the LGU with only a frequency of two out of five. Likewise, the problem no participation from the LGU during the conduct of gulayansaPaaralan was observed by the teachers and school heads as rank two then this was refuted by the agency. Moreover, the problem the Local government unit does not have proper monitoring on schools which are participants in the gulayansaPaaralan was observed by the teachers and school heads as rank three with 21 frequency but then it was denied by the LGU. Next, is the problem in no proper training for the participants of the GulayansaPaaralan is rank four with 18 frequency out of 53.

This means that the schools and the DepEd authority in the elementary level in the municipality of Gubat benefitted from the supplementary fund of the LGU to be utilized in gulayansapaaralan. But there are some problems occurred in the implementation of the ordinance. Thus, the LGU does not see any problem along funding with regards to the implementation of the gulayansapaaralan program.

Nevertheless, some of the teachers and school heads did not agree to the stand of the LGU. This proves that there may be some schools that do not get financial assistance from the LGU though the agency implemented an ordinance regarding this matter. Likewise, teachers and school heads observed that there is no participation from the Local Government unit during the conduct of gulayansaPaaralan.

This denotes that the LGU of Gubat do not have a proper monitoring of the ordinance they have implement. These results may have an implication to the LGU of Gubat that there has been negligence on their part on the ordinance they have implemented due to lacking of monitoring. On the other hand, on the part of the teachers and school heads, they will not be able to implement the ordinance legislated by the Sangguniang Bayan due to lacking of financial and moral support to the participant of the gulayansapaaralan program.

On the other hand, Table 4 presents the frequency and ranking of the problems encountered in the implemented Reading Recovery Program by the respondents.

**Table 4 Problems Encountered In The Implementation Of Reading Recovery Program**

Problems Encountered	Teachers/ School Heads (n=53)		LGU (n=5)	
	freq.	Rank	freq.	Rank
Budget for facilitating reading program is released not on time	36	1	5	1

No appropriate rules and regulations to be followed by the implementers for efficient and effective reading program	13	5	0	X
The session for the reading program is not properly implemented	19	4	0	X
No dialogue among teachers and the councilor committee on the progress of pupils who have difficulty in reading and writing skills	32	2	0	X
Local government Unit does not support schools with pupils who have difficulty in reading and writing skills	29	3	0	X

It can be draw from Table 5 that along funding of the reading recovery program the problem Budget for facilitating reading program is released not on time is the ranked one and was agreed by the LGU. It was seconded by the problem along implementation which is the no dialogue among teachers and the councilor committee on the progress of pupils who have difficulty in reading and writing skills with 32 frequency out of 53 but was refuted by the agency. Then it was followed by the problem the Local government Unit does not support schools with pupils who have difficulty in reading and writing skills with 29 frequency out of 53 and was observed as ranked 3 by the teachers and school heads but was denied by the LGU. Then it was followed by the session for the reading program is not properly implemented was noticed by the teachers and school heads with 19 frequency out of 53 and is on the ranked four but the agency refuted about this. Then the last is the problem no appropriate rules and regulations to be followed by the implementers for efficient and effective reading program with 13 frequency out of 53 and is on ranked 5 but was then again refuted by the agency.

This means that the implemented ordinance on reading recovery program has a problem along funding as stated in table 2D that the release of budget is not on time and there were some teachers and school heads observed that the local government Unit does not support schools with pupils who have difficulty in reading and writing skills. Likewise, with regards to the implementation there is a lacking of communication between the teachers and the LGU on the progress of the reading recovery program, session for the reading program is not properly implemented and no appropriate rules and regulations to be followed by the implementers for efficient and effective reading program. This proves that the ordinance legislated by the LGU of Juban is not properly implemented. These also proves that the authority of this agency have some shortcomings with regards to its implementation.

These results may have an implication to the LGU because the teachers and school heads may think that the agency who implemented the ordinance is not following the provisions of the policy. This may affect their harmonious relationship which should be partners in delivering quality and accessible education. As to the teachers and school heads, this may cause them not to trust the LGU whenever they have come up with another ordinance that will support the education system because of this occurrence.

#### 4. Proposed Educational Policy Enhancement for LGU

##### Rationale

The 1987 Constitution of the Republic of the Philippines clearly provides that it is the obligation of the state to protect the right of all citizens to quality education at all levels and to make appropriate steps to make such education accessible to all. Quality and accessible education therefore is among the key social services that the government should provide its constituents.

In consonance with the aforementioned provision of the constitution, various municipalities of the province of Sorsogon have put premium on pushing for a more effective and more responsive educational system in the locality. However, only Scholarship programs have been conceived and established to promote quality and accessible education in some municipalities. Thus, the researcher proposed a policy that will be known as “Supplementary support to basic education in private and public schools”.

To recognize the invaluable efforts of every LGU headed by the Chief Executive and the Sangguniang Bayan for making education as one of the priority projects of their administration. Record shows that almost all of the LGU in the province of Sorsogon have already promulgated ordinances such as granting scholarships to poor but deserving students and GulayansaPaaralan program and the likes. Utilization of SEF has given schools big help to maintain and sustain school activities and projects, the barangay LGU also allocated funds for education in support to school undertakings annually incorporated in their annual budget. The Local government Code Section 100 stated also that the annual school board budget shall give priority to the Construction, repair, and maintenance of school buildings and other facilities of public elementary and secondary schools.

Having said that, there are still shortcomings and weaknesses and knowing there are still more to offer to make schools as friendly and as inviting to children, the youths and even to parents the reason in drafting and proposing this ordinance to comprehensively improve the support of LGU to education system and give utmost attention to address problems of the schools and consequently, developing further every stakeholders for the attainment of sustainable and inclusive growth.



**Objectives:**

The general objective of the proposed policy is to ensure that the delivery of public services and facilities down to the barangay constituents is effectively and efficiently undertaken through responsible, competent, dedicated and well-motivated school employees and the supplementary funds from the LGU. Apart from this, the following are its specific objectives:

- a. Appropriate five percent of the annual Municipal general fund to education to be utilized for school facilities, school equipment, school co-curricular activities, school supplies and teachers' trainings and seminars.
- b. Include internal and external stakeholders in implementing this ordinance.
- c. Help the Local Government Unit realize that there are a lot of areas in education that needs supplementary funding that are not being prioritized by the Department of Education due to very limited Maintenance and Other Operational Expenses (MOOE).
- d. Municipalities of Sorsogon Province should adapt this ordinance so as to strengthen their support to the education system.

**Scope:**

It will cover both public and private elementary and high school in the province of Sorsogon.

**Details:**

It is stated in the proposed policy that the municipal government shall provide assistance budget of the annual general funds to all elementary and secondary both in public and private schools for the following: school facilities, school equipment, teachers' trainings and seminar, school co-curricular activities and school supplies. Five percent (5%) from the general fund shall be appropriated for maintenance and operation of the proposed ordinance. Funds shall be distributed or downloaded to all elementary and high school both in public and private equally.

Meanwhile, the support to all elementary and secondary both in public and private schools in the municipalities of Sorsogon province, and appropriating funds thereof and for other purposes shall be composed of the Municipal Mayor as chairman, SB Chairman Committee on Education as co-chairman, Public School District Supervisor, Municipal Budget officer, Municipal Accountant, GPTA President per school, and school Principal per school. The committee shall formulate specific policy in the utilization of funds for school Facilities, school Equipment, teachers' trainings and seminars, School Co-Curricular activities, school supplies, and other school related activities that shall ensure and enhance the ability and skills of the teachers and school children.

Likewise, they shall formulate necessary guidelines for efficient and effective implementation of the program specifically project prioritization of the schools due to limited funds, conduct orientation from time to time, recommends to the Sangguniang Bayan measures that will compliment to the proposed policy, and shall agree among themselves of the frequency

of their meetings which shall not be less than twice per quarter. Any guidelines and policies formulated by the committee shall be reviewed and adopted by the Sangguniang Bayan before its implementation.

Moreover, the proposed policy also gave an emphasis on the support of the LGU to the teachers by giving supplementary funds for the teaching aid of teachers teaching in the respective municipality. It is stated that all elementary and secondary school teachers shall receive a technological aid such as laptops or set of computer to be utilized for the effective and efficient teaching and learning process.

Likewise, The LGU shall provide funds for every school that shall propose a project that will generate income of the school. Income of the said project shall be utilized purposely for the school facilities, school equipment, teachers' trainings and seminars, school co-Curricular activities and school supplies.

Relative to this, the management and supervision of the project shall be the responsibility and obligation of the school head together with the teachers and parents. Implementing strategies of the project shall be formulated by the concerned employees of the school. An appropriation earmarked for this program shall be incorporated in the Annual Budget of the Municipality. The committee has the right to solicit and outsource funds from different government agency and other private institutions foundations, individuals that are very willing to support this ordinance. School Head shall device guidelines for the appropriation of downloaded funds from the municipal government and shall submit reports to the municipal Mayor's office and finally the ordinance shall immediately take effect upon approval.

### **Research Findings**

Based on the analysis and interpretation of the data collected, the following were the findings revealed in the study:

The ordinances implemented by the Local Government were commonly on Scholarship Program only. However, the Municipality of Gubat had an ordinance on GulayansaPaaralan and Reading recovery Program; In terms of the scope of each ordinance in every Municipalities, the scholarship shall be available only to families with 50,000.00 to 60,000.00 thousand pesos annual income and this scholarship shall be applicable commonly from first year college to fourth year college of the Bicol University, Gubat Campus, Veritas College of Irosin, Sorsogon State College, Bulusan National Vocational Technical School and Sorsogon Community College. Scholars must be a permanent resident in the Municipality; The gulayansapaaralan covers all the schools of the municipality of Gubat public/private and the forty-two barangays of Gubat; in the reading recovery program, the ordinance shall cover selected incoming grade two pupils who have difficulty with beginning reading and writing skills, whose schools are located within the municipality of Gubat. Each will be provided a reading partner to enhance their reading and writing capabilities;

The foremost problem encountered in the scholarship implemented was along implementation, this was the choice of school and /or course by the scholars is LGUs' prerogative. With regards to the gulayansapaaralan program, the foremost problem was the Participants in GulayansaPaaralan program does not get financial assistance from the LGU; along the reading recovery program the critical problem was the Budget for facilitating reading program is released not on time; An ordinance which gives support to all elementary and secondary both in public and private schools in the Municipalities of Sorsogon Province, and appropriating funds thereof and for other purposes is needed so as to strengthen the support of the LGU in education.

### **Conclusions**

Based from the presented findings, the following conclusions were drawn: The ordinances implemented by the Local Government Unit in the Municipality of Second District in the Province of Sorsogon were commonly on Scholarship only. However, the Municipality of Gubat were able to implement three different ordinances which are Scholarship program, Reading Recovery Program, and GulayansaPaaralan;

The scope of the education ordinances implemented were applied to poor but deserving students whose family's annual income is below 50,000.00 pesos in the Municipality stated above;

The problems encountered in the implemented education ordinances were on funding and implementation of the education ordinances. Along Scholarship Program was the choice of school is LGUs' prerogative, along GulayansaPaaralan was the delayed release of budget for the schools which are the participant of the Gulayan and along Reading Recovery is the budget for the materials for reading recovery program is not released on time;

The proposed policy was designed to effectively implement for the enhancement of the LGUs. Likewise, this policy will serve as a guide to the municipalities in the province of Sorsogon on how to appropriate supplementary fund for school facilities, school equipment, school co-curricular activities, teachers' seminars and trainings and school supplies to all public and private elementary and high school.

### **Recommendations**

Based from the conclusions given, the following recommendations were made:  
The other municipalities in the second district of Sorsogon without education ordinance should consider adapting the education ordinances of the five municipalities on Scholarship grant, support for gulayansapaaralan and reading recovery program and offer educational concerns; The Local Government Unit should review the present ordinances to include other areas not covered in the scope which is the appropriation of education fund as a support of the LGU to both public and private elementary and high school in the municipalities in the Province of

Sorsogon to allocate supplementary funds in the school facilities, school equipment, school co-curricular activities, teachers' seminars and trainings, and school supplies of each school in the respective municipality; The foremost problems identified should be properly addressed through review of the present ordinance by the Sangguniang Bayan using their oversight power and recommend to the chief executive appropriate action in order to lessen the burden encountered; The proposed policy should be adapted and implemented for the enhancement of the LGU and the welfare of schools in each municipality in the Province of Sorsogon.

Further research be considered in order to determine the effectiveness of the policy formulated, such as: Assessment of the Basic Education Authority to the Support of LGU during BrigadaSkwela; Effects of the ordinance to the schools in the five municipalities with implemented education ordinances; Support of the Barangay Local Government Unit to schools in their respective barangay.