

Demographic Perspective of Public Elementary Schools in the Province of Sorsogon

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ABSTRACT

This study described the condition of public elementary schools (PES) in Sorsogon. It utilized descriptive research design through survey, interview, and documentary analysis. Findings revealed that Sorsogon City had the largest number of enrollees while Donsol and Castilla had the least. Sixty-eight percent (68%) of the PES enjoyed a 1:31 classroom-pupil ratio, while 32% had 1:32-1:64. Only 39% of PES had laboratory facilities. Meanwhile, a projected increase in enrolment of 15.6% by 2025 may result in more shortage of classrooms and laboratory facilities. At present, PES school heads are mostly middle-aged males and new leaders. Their teachers are generally young females, new in the profession but pursuing advance education. This study recommends that improvement of physical facilities and laboratories in PES be prioritized. Moreover, the significant roles of school heads and teachers should also be considered in recommending solutions and actions to address problems confronting the PES in the province.

Introduction

The K-12 program seeks to produce highly competitive graduates with literacy, numeracy, and problem-solving skills (Department of Education, 2011), which are crucial to the formation of education among schoolchildren. Giving schoolchildren life-changing experiences forms their impression of an education that comes from the best and high-grade learning environment, teachers, physical facilities, and effective leadership strategies.

Government reforms and investments in education have led to substantial advancements in standard indicators of learning conditions, such as student-classroom ratio, which improved significantly from 2010 to 2013 (from 64:1 to 47:1). Elementary school enrolment and completion rates also surged in 2015 to 83% from below 70% in 2005 (Macha, Mackie, & Magaziner, 2018). Massive school infrastructure improvements and nationwide teacher recruitment have also improved school conditions (The World Bank, 2016). The

Department of Education computerization program also paved the way to providing public schools with appropriate information and communication technologies (ICT) that would improve the teaching-learning process (DepEd Order No. 78, series 2010). As regards teaching standards, DepEd has initiated measures to attract the best teachers by raising compensation and making the selection process more competitive (The Report, 2017).

The government's educational reforms and initiatives have also influenced the countryside. It has brought similar conditions across all schools in the provinces. With reference to these reforms, this paper primarily documents the conditions of the elementary schools in Sorsogon at the time the study was conducted.

Sorsogon province is situated at the southernmost section of Luzon. It is bounded to the north by Albay, the Pacific Ocean to the east, the San Bernardino Strait to the south, and the Ticao and Burias Pass to the west. It has a land area of 2,119.01 square kilometers and a population of 792,949 in 2015. It has 14 municipalities and a capital City, Sorsogon (PhilAtlas, 2020). The province has 517 public elementary schools whose governance is divided into the Division of the Province of Sorsogon and City Schools Division.

To complement the national government's educational reforms and initiatives for quality education, LGU Sorsogon initiated the Support to Education Project under the Sorsogon Provincial Baseline Data Information System (SPBDIS) that funded including this research. The program was commissioned to the Sorsogon State College to collect baseline information on the various education programs, projects, and services undertaken in the province. Hence, through this study, a reference may be provided for the formulation of educational policies and programs as well as

improvement or enhancement plans on the existing conditions of the PES in the province.

Demographic Studies and Demographic Transition Theory

Demography is the mathematical and statistical study of the size, composition, and spatial distribution of human populations and how these elements change over time (More, 2019). In schools, demography is significant because it informs the school leaders about its manpower not only in terms of number but also on the expertise they possess. Knowledge on the pool of workers may serve as reference to educational leaders in formulating decisions to improve the services of the school and meet the demands of the community.

Studies are conducted to analyze and to compare the current demographic situations of different countries. For instance, the UNESCO (2016) conducted a survey on the profile of school leaders across six regions in the world. They found out that school leadership is composed of an ageing workforce that is close to retirement and predominantly composed of males with uncertain qualifications, and appointed mainly based on teaching experience. The study also revealed that many countries lack appropriate policy framework on recruitment, training, working conditions, and remuneration of school leaders.

Similarly, UNESCO (2016) also conducted a survey on teachers whom it recognizes as influential and powerful forces for equity, access, and quality in education. It found out that well-trained teachers are wanting all over the world. In addition, the UNESCO Institute for Statistics revealed that 69 million teachers must be recruited to achieve universal primary and secondary education by 2030.

In the Philippines, DepEd released basic education statistics for school year

2019-2020 (Llego, 2019) that revealed figures on enrolment and teaching personnel. Records show that 90% of the enrolment in the elementary comes from public schools. Of the regular personnel of DepEd, 89% consists of the teaching positions, while only 11% is shared by teaching-related and non-teaching positions.

Aside from undertaking demographic studies as reference for decision-making, this approach has also been found useful in predicting relationships in quantitative research. For instance, demographics of school heads were utilized as reference to determine school performance (Clark, Martorell, & Rockoff, 2009) and school leadership (UNESCO, 2016). For teachers, their profiles were gathered and related to their performance (Junio-Sabio & Manalo, 2020), work attitude (Bello, 2009), and student performance (Malacapay, 2018). Common to these studies are the inclusion of basic personal information and employment profile like sex, age, educational attainment, civil status, income, teaching experience, and position among others. In other countries, the majority of demographic studies involve race or ethnicity of teachers aside from language (Miron, Urschel, Mathis, & Tornquist 2010; Terrill & Mark, 2000), gender (Llamas, 2012; Zumwait & Craig, 2005), and teaching experience (Frankenberg, 2009; Llamas, 2012).

This study is theoretically connected to demographic transition theory which refers to the interpretation of past population movements and one's expectations about future trends that rest primarily on a body of observations and explanations (Caldwell, 1976). Relating this theory to the study implies that the current and future conditions of the PES in the province are rooted in the various phenomena that had happened in the past which school leaders interpreted differently owing to differences in

leadership, beliefs, practices, indigenous knowledge, and school culture. It means that what the leaders are doing now are reflections of their predecessors. This idea denotes that even in the future, PES may experience the same condition unless a new breed of leaders introduces a different style of leadership.

Purposes of Research

The study described the PES in the participating municipalities in Sorsogon. Results of the study may serve as basis in prioritizing the needs of the PES according to pupil enrolment and identifying support strategies for school heads and teachers according to their profiles. Hence, this study specifically tackles the [1] profile of public elementary schools along enrolment, laboratory facilities, and classroom-pupil ratio; [2] profile of school heads; [3] profile of elementary school teachers; and [4] policy recommendations.

Methodology

Research Design

This study used descriptive research design, which aims to gather information about present existing conditions (Creswell, 1994). Similarly, this paper generally describes the conditions of the PES in Sorsogon in order to establish baseline data for which the local government unit may employ for decision-making and crafting future educational programs and projects.

Instrument

This study utilized a survey questionnaire critiqued by the members of the SPBDIS research program. The questionnaire was validated by 10 experts from other schools. This satisfied the minimum of nine experts

(Lynn, 1986) and scored an index of .79, indicating that the instrument was content-valid. Moreover, the Cronbach alpha of .80 verified the acceptable reliability index of the instrument.

The final form of the instrument consisted of three parts: the first part was concerned with the profile of school heads, the second was on the school profile, while the final part tackled the profile of teachers.

Participant, Sampling Procedures, and Ethical Consideration

Through a written request, the researchers sought assistance from DepEd Division Office to access DepEd records to determine the number of PES in the province. Records show 517 PES in the province. By proportional allocation, the study considered 158 respondent schools from Bulan, Casiguran, Castilla, Donsol, Irosin, Juban, Magallanes, Matnog, and Sorsogon City, constituting a 70% response rate.

The schools that comprised the sample are the results of the non-probability sampling technique (Battaglia, 2008) given that only schools with complete data were considered as respondents. The school heads or their assigned alternate represented the respondent schools.

As part of research ethics, responses of the school heads were kept confidential. Non-submission of the survey questionnaire was also interpreted as refusal to participate because they did not tender the questionnaire despite efforts.

Data Collection and Data Analysis

Prior to data gathering, the researchers sought permission from the Schools Division Superintendent to conduct the study among the identified PES. The data collection methods involved the use of documentary analysis of DepEd reports

on enrolment and school facilities. The survey was utilized to obtain the profile and other related responses of the school heads and teachers. To supplement data in the absence of secondary sources, some respondent school heads and teachers were interviewed through face-to-face method or mobile calls, texts, and/or online calls and chat. The data gathered were organized and presented in tables and pie charts. Frequency and percentage were used to analyze the data.

Results and Discussion

Profile of the Public Elementary Schools

This section includes the data on enrolment, classroom-pupil ratio, and laboratory facilities as derived from the reports and records of the Schools Division of Sorsogon and City Division for SY 2014-2018.

Enrolment

Figure 1 illustrates the PES' enrolment from SY 2014-2015 to SY 2017-2018 that includes Kindergarten to Grade VI of the 158 schools covered by the study.

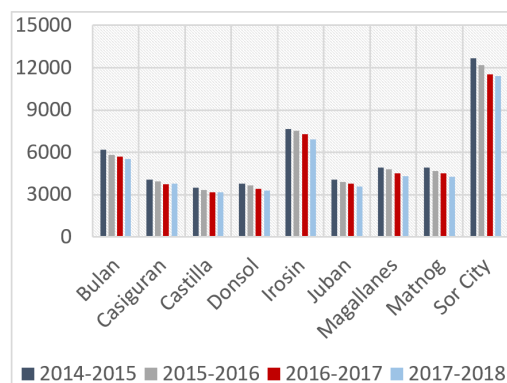


Figure. 1. Enrolment in the elementary level

Sorsogon City recorded the largest number of enrolment in each school year. This is understandable because its population is

bigger than any municipality being the capital of the province. The student population of City Schools Division comprised 24% of the entire elementary pupil population in the province in the last four school years. With 19 schools, Irosin was second with 15%, while Bulan's 16 schools shared 12% to the enrolment. Seventeen schools from Magallanes and 22 from Matnog provided 9%, while Juban and Casiguran with 15 and 12 schools, respectively, had a share of 8% each. Finally, the least number of enrollees was from the 25 schools from Donsol and Castilla, with a contribution of 7% each. Schools in the First Congressional District represented 56%, while the Second Congressional District had 44% of total elementary enrollees in the province.

The findings denote a connection with the percentage contributed by each municipality to the provincial population. Being the capital, Sorsogon City constituted 21.2% of the whole province according to the 2015 census of population. Moreover, there are some families who send their children to schools in Sorsogon City despite the availability and accessibility of municipal schools in their places, with parents thinking that their children are under the care of teachers who are more exposed to instructional technology. The teachers in the City schools also have greater opportunities to attend training, seminars, and similar activities.

On the other hand, Donsol and Castilla showed a slight contribution to the enrolment among the elementary schools in the province. Aside from attributing this to the minimal share of these municipalities to the provincial population (7% to 8%, respectively), low enrolment rate in these towns could be due to their geographical location. Donsol and Castilla are interior towns with small schools in either agricultural or coastal areas.

In terms of trend, Figure 1 also illustrates a consistent decrease in the

enrolment in every school year. An interview with school heads revealed that change in residence, sickness, family orientation, and socioeconomic status caused the decrease. Epstein and Yuthas (2012) opined that the difficulty of getting to school and the cost of schooling are factors why some children quit schooling. They further stated that although the tuition is free, expenses for meals, uniforms, and other fees require budget.

Classroom-Pupil Ratio

The classroom-pupil ratio (CPR) is determined by dividing the total number of enrollees by the number of classrooms per municipality. House Bill 473 provides that the standard CPR for the elementary level is 1:31. Figure 2 reveals the number of compliant schools in each municipality and those that were non-compliant to the standard ratio. It shows that 108 schools (or 68%) were compliant with the prescribed ratio, hence indicating that each classroom in these schools was occupied by 31 pupils or less. The documentary analysis of records from both Sorsogon province and City Schools shows that compliant schools were usually small schools or barangay schools with 1000 enrollees or less. This result indicates that the number of classrooms in these schools was sufficient to accommodate the pupils. As

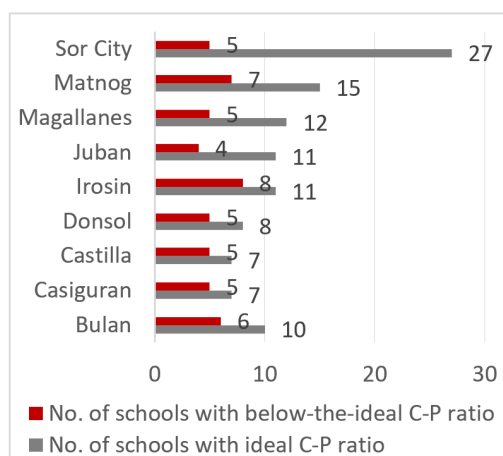


Figure 2. Classroom-pupil ratio

a result, the pupils were provided adequate learning space and mobility, thereby giving them a more comfortable accommodation in the classroom.

On the contrary, 50 schools (32%) had a ratio of more than 1:31, denoting that more than 31 pupils occupied each classroom in these schools. DepEd records revealed that central schools and integrated schools, with enrollees of more than 1000, had a ratio ranging from 1:32 to 1:64. This means that the pupils in these schools occupied a classroom space that was smaller than 1m² area, which is the allocated space for each pupil (DepEd Order No. 64, s. 2017). With limited space, the pupils' mobility is affected resulting in anxiety, talkativeness, restlessness, discomfort, inactive participation, and other kinds of misbehavior.

In general, results suggest that the number of classrooms in big schools was waning. In addition, since the classroom houses the schoolchildren, prior attention is essential to ensure their comfort and security. Giving them a comfortable experience in school will motivate them to attend classes daily and be more active in class. To make all these happen, strict implementation of House Bill 473 is necessary.

Laboratory Facilities

Figure 3 shows the number of schools in each municipality that are equipped with laboratory facilities. This study operationally defines laboratory facilities as those pertaining to science laboratory and/or computer laboratory facilities of the schools covered by the study. The graph says that out of 158 schools, 61 (39%) had laboratory facilities while 97 (61%) did not have any. Furthermore, it shows that, Castilla, Matnog, and Irosin had several schools with laboratory facilities: 75% (f=9), 64% (14), and 58% (f=11), respectively. These schools had either a science laboratory or computer

laboratory or both. Only eight schools or 5% had both a science laboratory and a computer laboratory.

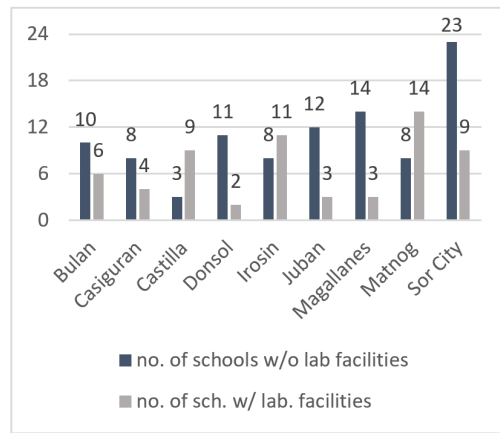


Figure 3. Schools with laboratory facilities

Conversely, several schools in Donsol (f=11, 85%), Magallanes (f=14, 82%), and Juban (f=12, 80%) did not have any laboratory facility. Most of these schools are in far-flung areas, if not in coastal areas. However, regardless of the location, the DepEd computerization program (DCP) (DepEd Order No.78, s. 2010) and the provision for science laboratory (DepEd Order No. 48, s. 2006) are inclusive to all public schools in the country. The DCP intends to establish an e-classroom package to public schools on the condition that there be a room to serve as computer laboratory that is spacious enough to accommodate and store computer units. Similarly, putting up a science laboratory requires that the school allocate a space or classroom for said purpose.

According to a school head, "... all elementary schools must have computer laboratory, but in the case of small schools, they can't afford to provide or allot one classroom for ICT because they will lack academic classrooms." This is not surprising because the academic classrooms in small schools are only enough to billet the pupil population. Converting one of these

classrooms into ICT laboratory will result in classroom shortage, hence ICT laboratory facilities have remained a far cry in some elementary schools.

Equipping schools with a science laboratory also requires a classroom. The problem on the limited number of classrooms being a commonplace among public schools shortchanges them of laboratory facilities. Even big schools do not have a science laboratory either, let alone small schools. A lady school head has this to say, “...we have no science laboratory due to the insufficient number of classrooms, but we have a supply of equipment, limited though, which are stored in a classroom and the teachers may borrow them.”

As regards the issue on existence of a laboratory, two school heads both responded that the classroom that stores the computer units cannot be called as a computer laboratory. Furthermore, academic classrooms with science equipment are not science laboratories. Hence, laboratories, technically, are nonexistent.

Therefore, schools with laboratory facilities were able to comply with the prerequisites stipulated by DepEd Orders: the allocation of a room intended for either ICT laboratory, science laboratory, or both. Likewise, it implies that these schools either had excess academic classrooms transformed into ICT or science laboratory or were fortunate enough to request budget utilized for a laboratory.

Profile of the School Heads

Table 1 shows the profile of school heads. Operationally, school head refers to one of the following: principal, assistant principal, head teacher, and teacher in-charge.

The findings reveal that there are more males who become school heads in the PES than females. Over time, elementary school

Table 1.
Profile of School Heads

Categories	f	%
1. Sex	100	63
Male	58	37
Female		
Total	158	100
2. Age		
29 and below	9	6
30 – 39	56	35
40 – 49	51	32
50 – 59	39	25
60 and above	3	2
Total	158	100
3. Learning Experience		
10 and below	96	61
11 – 20	45	28
21 and above	17	11
Total	158	100

teachers may tend to get unchallenged teaching elementary pupils and seek for a change in role. Males veer to pursue a position that entails a leadership role, which, according to Sanchez and Thornton (2010), is often seen as masculine-oriented and manifested by behaviors of authority and discipline. This could be true because an administrative function is critical and it holds the leader accountable to the school and to the community it serves. Males prefer taking the lead to push the operations of the school, managing fiscal and human resources, resolving problems, and decision-making.

Females, conversely (though equally capable to become school administrators), content themselves with being classroom teachers hence limiting their responsibilities while managing their homes and children. These are teachers who prioritize their role as homemakers and take responsibility

to keep family ties intact. Giudice (2015) points out that females' social roles are, but not limited, to interpersonal and family relationships, which are entirely different from males who manifest themes like power, dominance, and aggression.

Meanwhile, the World Health Organization (2019) said that the life expectancy rate of both sexes combined is 72.0 years. In this regard, most of school administrators in PES were beyond their middle age since their average age is 42.67.

As a side note, managing an elementary school can be handled by older and younger leaders provided that they pass the examination for principals. However, figures in the table depict a generation of school heads who were either in their middle-age or are approaching the optional and mandatory retirement age. These findings imply an aging school management workforce in the PES in Sorsogon. Hedge and Borman (2012) assert that issues surrounding the management of an aging workforce are beginning to take center-stage in many areas of organizational research. This is why Boerrigter (2015) emphasizes that studying leadership in relation to age is of practical importance for organizations. Though interesting, this study did not explore the relationship between leadership and age.

Meanwhile, few young school leaders suggested that they were dynamic and trainable, meaning that the government's investment on seminars, training, scholarship grants, and fellowship for school heads will not go futile. This is because the dynamism of these young leaders tends to kindle their interest to explore their professional goals while enjoying the opportunity to travel and establish network with fellow school administrators. Moreover, dealings with fellow leaders allow them to share practices, exchange ideas, and gain new insights into

school management. Consequently, leaders who are socially exposed to peers will likely further develop their interpersonal skills, which are necessary in interacting with the stakeholders of the school.

Leadership experience is operationally defined as the number of years the school head has served as educational leader. Table 1 presents the leadership experience of school heads and it only shows an average of 10.5 years.

These findings indicate that 39% or less than half of the school heads had more than a decade of leadership experience, signifying that less than 50% of PES were being managed by mature leaders with mature leadership style. Mature leaders have experience-driven perspectives, exactly what the saying "the older, the wiser" implies. Moreover, as time passes, they are likely to develop more abilities, which are tried and enriched because of the steady exercise of their functions, hence constantly challenging their management skills. This breed of leaders is capable of becoming mentors for the young school heads.

In contrast, other school heads were still in the "learning from experience" stage or in the "experimental management" process. These leaders were yet to upgrade their educational qualifications and further their social and interpersonal skills. They can also establish network with older school heads to shape or re-shape their perspectives as school administrators. All these possible undertakings equate to experience, which is an aggregate of tenure known as time in leadership (Anderson, 2014).

Profile of Public Elementary School Teachers

Table 2 reveals that the ratio of female-male elementary teachers is 5:1, denoting that more female teachers preferred

teaching in the elementary which could be due to the nature of the job, resembling the responsibilities of a mother taking care of her children or an older daughter taking care of her younger siblings. Because of this, there is an over-representation of women in people-oriented occupations and care work like teaching (Folbre, 2012). Such a situation is similar to child-care profession where the workforce in pre-primary education is predominantly female, while approximately 3% is composed of male teachers (OECD, 2012).

Table 2.
Profile of Elementary Teachers

Categories	freq	%
1. Sex		
Male	273	18
Female	1,270	82
Total	1,543	100
2. Age		
29 and below	329	21
30 – 39	554	36
40 – 49	385	25
50 – 59	235	15
60 and above	40	3
Total	1,543	100
3. Educational Attainment		
Bachelor’s Degree	536	34.7
With MA units	857	55.5
With MA units	120	7.8
Master’s Degree	23	1.5
With PhD/EdD units	7	0.5
Doctorate Degree		
Total	1,543	100
4. Learning Experience		
10 and below	701	45
11 – 20	463	30
21 and above	379	25
Total	1,543	100

Moreover, these findings also show that the mean age of elementary teachers was 38.69, indicating that most teachers in the province were in the middle age and only

very few were retiring in the next five years. Triventi and Trivellato (2012) advance that teaching quality is widely assumed to be better in institutions where most teachers are young or middle-aged. This idea is especially true now that the presence of technology has made teaching more engaging and interesting. The dynamism of young teachers and their receptiveness to change are specifically significant to the nature of their job. The 21st century skills and the emergence of various technologies in teaching are quite much more of a challenge for older teachers than for the younger ones. Kale and Goh (2012) reveal in their study that among others, age is a significant factor predicting teachers’ likelihood to find emerging web-based technologies that are appealing for teaching.

On the other side, Stonebraker and Stone (2015) stress the advantage of older teachers, saying that the older ones mirror a wealth of academic and life experience that increase their effectiveness and benefit younger colleagues. Thus, teachers pursuing optional retirement means a loss of valuable human capital and diminishes a critical resource.

Many elementary teachers had yet to pursue advance education (see Table 2). These teachers could either be fresh graduates who recently obtained their license or those who are still new in the service and in the process of preparing themselves financially to afford the high cost of advance education.

Few teachers (10%) were masters and doctorate degree holders. This indicates that the decision of teachers to upgrade themselves professionally could either be due to their changing priorities with regard to work or family. The growing competition and stringent requirements for promotion among teachers and their growing family could have motivated them to pursue advance education.

In addition, majority of teachers earned MA units. Some of these teachers were continuously pursuing their MA classes while others just settled for a complete academic requirement (CAR). The DepEd does not require a master's degree as qualification for promotion, but CAR would suffice. Hence, these teachers must have believed that to have some units in graduate studies is enough. The criteria for the appointment and promotion of teaching and related teaching positions as stipulated in DepEd Order No. 66, s. 2007 could be the reason for this belief. Based on the guidelines, the minimum educational qualification when applying for a teaching position, head teacher or principal position is only a CAR in master's degree with an equivalent point of 10 out of 25 perfect score and 6 out of 10 in doctorate degree respectively.

Table 2 also indicates that the average length of service of the teachers is 13.41 years, which is less than half of the maximum service in the government. These findings insinuate that most of the PES teachers were relatively new in government service, who were in the process of familiarizing with the nature of the teaching profession and eventually gaining mastery in it.

On the other hand, some teachers were close to retiring. Being so, these teachers may or may not opt to pursue advance education or even attend training since not all teachers are funded by the school in such activities due to insufficient MOOE. However, teachers are education service providers that need continuing education and professional development to be relevant to pupils' needs. Similarly, professional growth is a must for them to perfectly fit in education as a service-oriented economy.

Policy Recommendation

The surge in the enrolment by 2025 is unavoidable, which means protecting schoolchildren from the adverse effects

of this educational concern in Sorsogon is necessary. DepEd-Sorsogon should seek assistance from other stakeholders. For example, the Support to Education project reveals the conditions of PES, hence needing attention and prioritization. Local DepEd officials and the provincial government should convene and forge partnership in crafting a roadmap for support to education in the PES in the province. Practical plans should be directed toward addressing the shortage of classrooms and fully functional science and computer laboratories. School heads and teachers should also be tapped to monitor strategies in the implementation of the roadmap. Moreover, the plan may include a new set of skills to strengthen the primary workforce in PES for a satisfactory delivery of quality education in the province. Likewise, elective officials in Sorsogon should continue to be advocates of access to quality education.

Conclusions and Recommendations

This study sought to describe the demographics of the PES in the different municipalities in Sorsogon, particularly in enrolment, classroom facilities, laboratory facilities, and profiles of school heads and teachers.

The study provided a demography of the PES in the province, revealing that enrolment in the PES is affected by their geographical location. This explains why schools in Sorsogon City, Irosin, and Bulan had a big share of student enrolment. Conversely, schools in interior towns and or coastal areas which are less accessible recorded a lower enrolment rate.

Meanwhile, DepEd orders and similar issuances are not enough to ensure the provision of facilities in schools. The granting of facilities in the PES is dependent on the condition of the school itself. A school with adequate classrooms is likely to

acquire other facilities such as laboratories. Furthermore, information provided by the school heads on the issue of existence or nonexistence of the laboratory vis-à-vis the specifications stipulated in the DOs indicate that DepEd adheres to the policies it formulated, affirming that it does not settle for mediocre standards and that it strives to realize its mission of providing quality education to all learners.

As regards personnel, the findings posit a breed of male school heads who freshly exercise administrative functions. These school heads, though beginners, with their leadership experience and maturity combined, will make them potential mentors to new recruits in the position or would-be administrators. Furthermore, the PES in the province have qualified teaching personnel who are experts in child-care and are generally young both in age and in service.

Considering the trends in enrolment, which is expected to increase by 15.6% by 2025, the education sector will need 169 additional classrooms in the nine municipalities covered in this study. This projection portends an effect on the fiscal administration and operations of the school that would dare the administrative skills of the school heads. Since time is of the essence, leaders must urgently start expediting fund sourcing, establishing networks, and strengthening partnerships with the stakeholders. This is to manage impending setback among the PES in the province and eventually moderate transition. At this point, school heads should have already initiated a long-term strategic program in directing their efforts towards the attainment of goals five to seven years from now. This study also recommends that improvement of physical facilities and laboratories be prioritized. To further enhance the capability of school leaders and teachers, the national government may also consider allocating funds intended for training, seminars, scholarship grants, immersion, fellowship,

and other similar activities. Finally, a dynamic, empowering, persistent, and strong leadership will open doors to make things work and attain the objectives of the long-term plan.

This research has several limitations such as the exclusion of some schools that did not turn in the questionnaire. Hence, to make this study more encompassing, those schools should be included in further studies to provide educational leaders and local executives a clearer picture of the current condition of the PES in the province of Sorsogon. Correlation studies involving teachers' profile and their teaching effectiveness, and administrative or leadership skills of the school heads versus their profile, are areas that may be explored.

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