

## **Experiences of Senior High School Teachers in DepEd's Retention and Promotion Policy**

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### **Abstract**

The Senior High School (SHS) is the added two-year levels under the K to 12 Program in the Philippines. Implemented in 2016, SHS operates under four (4) tracks, namely: Academic, Technical-Vocational and Livelihood (TVL), Arts and Sports. This narrative inquiry type of research was conducted to explore the experiences of SHS teachers of the West Visayas State University (WVSU) System regarding their implementation of the DepEd's Retention and Promotion Policy in the 2nd Semester, School Year 2018-2019. The participants were purposively chosen – 3 SHS Coordinators and seven (7) SHS teachers from various external campuses and the main campus. A researcher-made and foreshadowed FGD and interview guides were utilized to gather data from the participants. The conceptual analyses of data were done using NVivo 12 Plus while the analytic analyses of results were researcher- made. Results revealed that the implementation of DepEd's retention and promotion policy differs on the basis of the track offered by the campus. The main campus which offers academic track encountered minimal problems in implementing the policy over those of the external campuses which offer TVL track. However, most of the teachers found SHS very challenging and arduous because of their college orientation. They were even culture-shocked in their first few days or weeks of teaching Senior High School students. Nevertheless, the situations were better when they already adjusted to the students and the policies. The conduct of remedial classes for failed students was branded as time-consuming, irrelevant, and inappropriate and that it should have been strengthened during the primary grades of the students and not in the SHS. Nonetheless, the conduct of remedial classes can be separately done by teachers and must have compensation. Finally, SHS may be continued in the main campus but not in the external campuses.

*Keywords:* DepEd's Retention and Promotion Policy, senior high school, teachers, West Visayas State University

Every teacher has the obligation to approximate his or her students' learning in a fair and objective manner. This is usually done through evaluation that culminates to reporting of grades as part of the teachers' professional judgment (Tumapon, 2016).

The School Year 2016-2017 marks the birthing implementation of Senior High School in the Philippine Educational System by virtue of Republic Act 10533, otherwise known as Enhanced Basic Education Curriculum Act of 2012. Corollary to this, the enrollment and income of the Higher Education Institutions (HEIs) such as State Universities and Colleges (SUCs) were deeply affected until they normalize in SY 2021-2022 (Acosta & Acosta, 2015). To minimize these adversities, the West Visayas State University (WVSU) has expressed its intention to help in the implementation of Senior High School Program during the K to 12 Transition; thus, the different Campuses/Colleges/Departments/ Committees crafted a curriculum based on the DepEd-suggested courses for specific Track and Strand of SHS. The offering of Senior High School at WVSU was approved by the Board of Regents on October 23, 2015 as per Resolution No. 127-2015.

The West Visayas State University-Main Campus and Himamaylan, Lambunao and Pototan campuses offered the Senior High School program since the onset of its implementation under different tracks and strands, respectively, but the Calinog Campus offered it only last School Year 2017-2018 under Technical-Vocational and Livelihood Education (TVL) track. However, problems surfaced as the university adopted the grading system of the DepEd particularly in passing and failing students. Embodied under DepEd Order No. 8, s. 2015, otherwise known as Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program is the Promotion and Retention Policy which clearly states that "if a student fails even in a single subject, the teacher concerned must conduct remedial classes to enable the student to pass." That teacher will render service without extra pay and must comply with the forms required for remediation. If the student continues to fail, he or she must take it as a back subject.

This policy makes most of the Senior High School teachers apprehensive to the extent of complaining because they felt their exercise of academic freedom was already interfered and encroached. As a result, most of the SHS teachers were compelled to pass students to avoid being held accountable to the higher officials of the Department. Even the public SHS teachers share common sentiments with that of college instructors. Public

school teachers became apprehensive because their retention and promotion rate affect their annual performance and their Performance-based Bonus (PBB) (De Dios, 2013). Some critics even branded this policy as “ambitious and idealistic” (Philippine Basic Education, n.d).

With these issues besetting the policy, the researcher was motivated to explore the plights of SHS teachers of the West Visayas State University System on the implementation of the retention and promotion policy of DepEd in the 2nd Semester of Academic Year 2018-2019.

### **Materials and Methods**

This study employed Narrative Inquiry, a qualitative method of research. According to Jean Clandinin and Michael Connelly (2000), Narrative Inquiry is stories lived and told. Specifically, this design was used to explore the experiences of SHS teachers at the WVSU System on the implementation of the DepEd's Retention and Promotion Policy. The participants were chosen through purposive sampling. They were selected on the basis of their willingness to participate evidenced by their informed consent forms. Seven (7) participants from four (4) campuses of WVSU comprised the Focus Group Discussion (FGD) as determined by the following inclusion criteria: permanent faculty of the University teaching Senior High School subjects since SY 2017-2018; and college faculty member with at least 2 years of teaching experience. Three (3) SHS coordinators were also considered as key informant interviewees. The researcher used a researcher-made FGD guide and interview schedule and foreshadowed beforehand to the non-participants who exhibited similar condition with the real participants. In the conduct of foreshadow, the researcher asked the non-participants using the questions prepared and determined their effectiveness in drawing relevant responses from the participants. Questions which were deemed important were retained; vague or sloppy questions were restated while irrelevant questions were eliminated. The arrangement of topics was also logically re-ordered. All of these were considered in the preparation of final guide questions for actual administration. The interview was carried out in casual interactions to establish responses dependent on each participant's topic of interest. The interview schedule was originally written in English but made flexible based on the language convenient for the participants to use in order to draw out their stories. These guides were crafted on the basis of the sufficient literature review of the researcher.

The researcher sought a letter of permission from the President's Office to conduct the study. The Campus Administrator/Dean/Head of the Department were informed about the participation of selected teachers from their department/ campuses. Upon the approval, the researcher finalized the FGD guide and interview schedule and made them ready for data gathering. Before the FGD and interview took place, the participants were asked to sign the informed consent. There was no time limit set for both FGD and key informant interviews. The data gathering continued until the topic was saturated or exhausted. Video and audio recordings and photographs served as support to the conduct of such methods and the consent of the participants were sought.

The analyses of FGD and interview transcripts began with the researcher's listening to the participants' responses. Transcriptions of audio and video recordings for both FGD and interview were done separately. The Hiligaynon transcripts were then meaningfully translated to English and arranged on the basis of the research questions. Prime analyses of data were done using the NVivo 12 Plus software. The organized data were transferred to the software. Coding was manually done on the software. Word Cloud was used to obtain the word frequency which became the blueprint for the presentation of results. Further, the analytical analyses of data including creating categories and themes were hugely dependent on the researchers' discretion based on well-structured, logical, and systematic manner of thinking and scrutiny.

## **Results and Discussion**

The results specified four (4) themes with corresponding sub-themes, namely: (1) Teachers' Experiences on DepEd's Retention and Promotion Policy with sub-themes of (a) Track Differences in the West Visayas State University System, (b) Assessment about Retention and Promotion Policy, (c) Impact of Policy to Teachers, (d) Teachers Competence and Apprehensions, and (e) Students' Competence and Performance; (2) Coping Mechanisms of Teachers with sub-themes of (a) Academic Decision, and (b) Key for Effective Implementation; (3) Insights and Suggestions for the Policy with sub-themes of (a) Amendment of WVSU Overload Policy, (b) WVSU Administrative Concerns, (c) Continuance of SHS in WVSU System, and (d) DepEd Policy Review; and (4) Policy Recommendations for DepEd and WVSU Administration.



they were qualified to offer TVL track, while, the main campus, after satisfying requirements set by the Department of Education (DepEd), offers academic track.

However, these practices among the external campuses bore a number of problems to the teacher-participants especially in terms of instruction. Some of the problems they usually meet pertaining to students are: poor language proficiency, absenteeism among slow learners, prevalence of non-readers, and preferences of laboratory over lecture subjects. Even students from the main campus showed some of these attributes, especially immaturity in decision making and lack of seriousness in their study compared to college students.

According to Angel,

*Students are still fond of having fun with their peers and classmates because, in the first place, some of them were classmates in their JHS. I have found out that there were some or more of them who are still non-readers. I was very disappointed knowing that some of them are not able to read fluently.*

The SHS offerings of WVSU campuses were based on their academic flagship programs in consonance with CHED Memorandum Order No. 32 s. 2015.

### **Assessment on DepEd's Retention and Promotion Policy**

This policy is viewed as child-friendly or student-friendly. However, other teachers consider it as exhaustive, lax, and unfavorable. This policy is reminiscent of militaristic rule of employing maximum tolerance at the expense of teachers' duties and obligations. Thus, this situation predisposes them to pass students.

Joshua said:

*The grading system of DepEd is very lax. As teachers, we are bound to exhaust all possible means to pass the student. The teachers are challenged to assign grades since the students have different fields of interest.*

Angel opined:

*It is very child-friendly because almost everyone can pass the subject even they are less proficient in your class. Notwithstanding their academic competence, the students can still pass the subject if they are skillful.*

Julia also stated:

*I think the content competencies are neglected because we mostly focus on the performance-based standards. However, the competencies have been neglected at to the point wherein the slow learners or the low performing students have that someone like the idea that they will just somehow depend on their other classmates just to get high grades.*

These findings contradict the claim of Acosta & Acosta (2015) that the SHS Curriculum was developed in line with the curriculum of the Commission of Higher Education (CHED) to ensure that by the time the students graduate from Senior High School, they would have the standard knowledge, skills, and competencies they need to go to college.

### **Impact of Policy to Teachers**

Teachers who are less oriented with the retention and promotion policy of the DepEd have the greater chance to fail their students. This holds true because many teachers find it unjust and unfair to pass undeserving students. This finding supports to the claim of Declination of Quality Education (n.d) that mass promotion of schoolchildren is likened to an avalanche or a landslide on mountains which starts with smallest problem at the top rushing down to the bottom. On the other hand, teachers often give their students ample time to submit necessary requirements for them to pass the subject. Despite this, teachers' ego is sometimes stirred because they are compelled to pass the students because of fear of conducting remedial classes. Hence, they would think twice before failing students. In effect, teachers just give low grades to students in order to escape from liability. This finding shows conformity with Silva's study (2015) who said that mass promotion of students leads to the erosion of the educational system of the Philippines since teachers allow students to advance to the next level despite incurring academic deficiencies. As a result, their dignity as educators is at stake as their authority towards the students' performance is suppressed.



Most of the teacher-participants found remedial classes as time-consuming and irrelevant. Some of them said that it is hard for them to enforce students' attendance because even in the regular class they failed to attend. Besides, a remedial class is considered as add-on burden on the part of the teacher because there is no compensation for it.

Joshua said:

*We are not supposed to conduct remedial classes. But it's okay if we receive extra payment for that. You have to exhaust all the possible means before you fail the students. So, before you fail the students, you must think twice. What have you done as a teacher?*

Zedric also said:

*Some would complain about their class standing. That's why I keep on telling them that they have to adjust to the standards set by their teachers. I keep on reminding them. Unfortunately, these teachers were not oriented on the DepEd policy so it is easy for them to fail ½ of the class. So for our part, we have to explain to them that it's not good to have those grades and especially when they fail students they have to conduct remedial classes. So when they heard this, they give additional work to give them passing grades.*

These findings contradict the claim of Orosa (2014), that the DepEd's retention and promotion policy is a wrong way of looking at education. Educators must instead focus on providing all students access to effective and equitable education since adopting the "no child is left behind" policy in consonance with our commitment to the United Nations Convention on the Rights of the Child which the country ratified in 1990.

### **Teachers' Competence and Apprehensions**

Teacher-participants managed to make things right when they get to adjust with the students. Those who have experience in DepEd showed an edge in dealing with the students and implementing the policies of the Department. Some of them were the relaxed type of teachers and found teaching as exciting and less worrisome. They could easily adjust with the behavior of students and in the implementation of curriculum.



Joshua said:

*I have teaching experience in DepEd, so somehow I have an idea how to teach high school students. I have found teaching SHS as [sic] exciting because of my passion in teaching.” Piolo professed: “This is my second year in teaching SHS and actually I’m not a teacher by profession. I do not stress myself in apprehending the attitude of students. I keep on reminding them about their assignments and requirements. I also love giving them advise, guidance and counseling.*

On the other hand, the teachers in the West Visayas State University System sometimes forget their roles in Senior High School. Some of them might have forgotten to do follow-ups to their SHS students because of their college orientation. Some of them submit grades late, causing disappointment to several honor students in some campuses.

Noli said:

*“My problem here is the delayed submission of grades of teachers. There are some parents who have feedbacks on some teachers giving their child the grade of 75, so the teachers really have to explain. They require the teachers to explain why the students were not able to get a grade more than 75. They course through their concern to my office. So, I have also to take actions on them. Sometimes, there’s a tendency that I will also get tired of answering all their concerns”.*

This problem shows inconsistency with the submission of grades policy of the WVSU faculty.

### **Students’ Competence and Performance**

There were students who were adaptable to the culture of WVSU. This happens because despite the unpreparedness faced by students, they are strong driven by their determination to succeed in study and to realize their dreams in life.

Noli demurred:

*They say that the SHS academic workload is very heavy for them, imagine they have more than 37 units of academic work per semester.*

*So, it's really heavy load for them unlike our college students they only have almost 21 units on a regular basis. And, they only get to have lower academic work load once they reach the second semester of the Grade 12. And they are also trying to adjust, they are also doing their best to the new system of schooling, to the new environment, to the new people they encounter, to their new teachers and to the requirements.*

TVL students showed better grades in laboratory than in lecture class. This situation can be attributed to the admission process of the university wherein the main campus gets very bright and skillful students than external campuses do. Essentially, there is a significant difference in the track being offered in the entire WVSU System.

Noli declared:

*Students are screened where they came from and they belonged to the top 10 or upper 50% of their class. So I guess that it helps us minimize the problem in promotion and retention of the students.*

Angel lamented:

*The academic performance of the students can also be understood thru their tracks and stands. Compared to academic track, TVL track is not that really competent in communication or language.*

This finding about the admission policy of WVSU is in consonance with Sec. 40, Rule X, of CHED Memorandum Order No. 247 s. 2013 stipulating 'All chartered SUCs shall enjoy 'academic freedom and institutional autonomy'. However, this is only true to the main campus. Yet by virtue of Sec. 59 (c) of CMO No. 247 s. 2013, the Academic Council of the WVSU system was given the power to fix the requirements for the admission of students in the concerned SUC as well as their graduation and the conferment of degrees and submit the same to its governing body for review and/or approval in accordance with Sec. 4 Par I of RA 8292.



*our approach here in the University. However, from time to time, we are inquiring and coordinating with the division office regarding the absences.*

This supports the idea of Silva (2015), that the number of promotion does not always guarantee a solution to the problem. What we need, according to her, are dignified future leaders and not just great number of people who will just bring predicament to our economy.

Noli further told:

*Before we start the school year, we have this orientation meeting and so in that meeting we discussed the curriculum, voucher program, the grading system, the retention policy and then how to deal with these students.*

This is affirmed by Angel as she shared:

*We had thorough orientation as regards with the grading system and all the queries during the meeting has been carried out and explained to us by the coordinator and principal who both came from DepEd.*

This result shows adherence to DepEd Order No. 8 s. 2015 stating that all public and private institutions including SUC should abide by the said policy specifically in promoting and retaining students.

Moreover, deliberation is conducted with students who are at risk of failing. Some coordinators claim that they made use of strategies from their previous school head when they were still at the DepEd. These were some of the reasons for the successful implementation of SHS in the WVSU system.

Noli mentioned:

*It's probably because experiences help me a lot to face those challenges and the situations especially in dealing with the students who are at risk. When I was teaching in secondary school I also observed how the principal run the school. So I kept those experiences with me and I applied them here.*

Angel agreed and said:

*As far as role in leadership is concerned in our campus, ours is a well-trained teacher in the DepEd because he came from the DepEd. So we have very minimal problems in collaboration with the coordinators and the principal.*

### **Key for Effective Implementation**

Most of the teachers in the university are cooperative and collaborative with their colleagues and their heads or coordinators. They have common understanding about the policy and grading systems at the beginning of the school year. However, there are minimal problems encountered in the main campus than in the external campus. Angel sighed:

*We have very minimal problems when it comes to collaboration with the coordinators and the principal. They are just texts away from us.*

Kathrine shared:

*What we practice before was wrong until our coordinator came and since he came from DepEd he taught us about the grading system and we understood it.*

Piolo also uttered:

*To be honest, I don't put stress on SHS policy. So, I take them as regular somewhat like surviving college students. So, for those who are willing to attend then, you are welcome. For those who will not you are free. Actually, I also have record that those who are performing get high grades and those who are not are given 75.*



*their rate that corresponds to their academic rank. You know here in WVSU if you have SHS even if you have load in the Graduate School you still have to choose SHS as your overload and not in the graduate school load. So that's the one that discourages the teachers of the SHS.*

This is feasible based on CHED Memorandum Order No. 03 s. 2001, that any income generated, in this case, voucher program of SHS students, by the university shall be retained by the university and may be disbursed for specific purposes.

### **WVSU Administrative Concerns**

The teacher-participants revealed to have always been confronted with overlapping responsibilities both in college and in SHS.

Noli opined:

*The advisers are not really 100% assigned to teach the SHS students. They have also other responsibilities in their mother colleges. Even I myself, aside from being SHS coordinator I also have load in the tertiary level. I also have other responsibilities.*

Hence, the teacher-participants ask the WVSU administration to designate a separate set of teachers to teach SHS and provide adequate trainings and seminars for them.

Joshua said:

*The administration must look for the teacher who will really focus on SHS. In our case, most of the teachers are not yet prepared to teach the SHS because of their college orientation. There was a time that the grades encoded were different from what I entered as an adviser.*

However, this finding was found inconsistent with the provision of CHED Memorandum Order No. 32 s. 2015, that the offering of SHS shall not require the school to hire other faculty members especially during the transition period except for laboratory schools.

### **Continuance of SHS in the WVSU System**



The West Visayas State University administration must collect feedbacks from external campuses, especially from SHS coordinators, about the continuance of the program. The Senior High School program must have been studied very well. SHS must be continued at the Main Campus but not in the external campuses.

Noli said:

*I think they have to consider the tertiary level of education especially the College of Education. The teacher education program, since they're offering teacher education program and since the DepEd has the SHS program, so I guess they also have to open the SHS here for our students to have immersed experience how to teach the SHS. But it is already part of the Integrated Laboratory School.*

Zedric alleged:

*I will not recommend the continuous operation of the SHS. The DepEd has already many people and it has a lot of schools for SHS. WVSU has just focused on training the SHS teachers. For external campuses, that is not advisable. In the main campus, we could accommodate the students since it has lot of classroom and lot of teachers. So for the main campus, it's a big yes but for the external campuses, it's a no!*

These assertions show consistency with the provision of CHED Memorandum Order No. 32 s. 2015, that the offering of SHS in SUCs shall be limited to the K to 12 transition period only, from SY 2016-2017 to 2020-2021. This is to ensure that public funds and resources meant for higher education are not diverted to the maintenance and operation of basic education schools. But this limitation excludes teacher education institutions (TEIs) that have previously been authorized to offer basic education through their laboratory schools as promulgated by the implementing guidelines under Special Provision No. 9 of the SUCs FY 2000 Budget under the General Appropriations Act of 2000 (RA 8670).

### **DepEd Policy Review**

The policy must have been carefully studied by reputable teachers and the curriculum needs to be reviewed by experts.

Zedric asserted:

*It is more on reviewing the curriculum. Asking the people in the government because they are the best people to describe especially on the proper implementation of the program. Usually, the program is very good but there must be a review of everything- assessing the curriculum.*

The Retention and Promotion policy must be a bottom-up policy.

Julia said:

*The policy is a top-down. So it would be better if we use the bottom-up, somewhat like those who are really in the field or those who have had really hands-on experiences. Set lower grades of 85 at least so that our students to be distinguished or acknowledged as honor students, at least they should have the credibility.*

The result of the study affirms the claim of Acosta and Acosta (2015), D.O. No. 8., s. 2015 turns out to be too ambitious in setting its standards without taking into account the scenario in the grassroots level. In addition, there must be cut-off grades for honor students, revitalize the “No Read, No Write Policy” and revival of top 10.

Angel said:

*The policy should be amended not only on the part of SHS but even in the elementary. For me, it is better that we go back to the “No Read, No Move policy. For me, the best time to remediate is in the basic education especially in the primary years. Conducting remedial in SHS is too late.*

This policy adheres with the stand of Silva (2015) saying that the teachers must have provision of rights to decide where a learner is really qualified to promote or not. If a student really deserves to suffer the consequence then let us give him the chance to improve his scholastic standing because mass promotion is really the solution to the Philippine educational system.

### **Policy Recommendations**

Based on the aforementioned findings, the following policy recommendations are offered:

Existing Policy	Proposed Policy												
<p>Excerpt from BOR No. 27-2016                      “The SHS Readiness Test conducted by the Office of Records and Admission and prepared by University LAC. The implementation is manned by the Senior High School Coordinator in every Campus.”</p> <p>Excerpt from the CHED Memorandum Order No. 247 s. 2013                      “All chartered SUCs shall enjoy academic freedom and institutional autonomy (Sec. 40)”. “Academic council of the university has given the power to determine, review, and recommend for the approval of its Governing Body the course offerings of the concerned SUCs in accordance with CHED’s standards, policies and guidelines (Sec. 59).”</p>	<p>The readiness test of the university may be reviewed and evaluated on the basis of the track offerings implemented in the different campuses. The nature of the external campuses therefore may be considered. Selective admission may be uniform throughout the WVSU System to maintain quality of students. This in accordance with CMO No. 247 s. 2013.</p>												
<p>Excerpt from the Grading System WVSU Student Handbook October 2014, p. 26; WVSU Code July 2013, p. 64                      “All faculty members shall submit grades 10-day after final examination.”</p> <p>Excerpt from the DepEd Order No. 36, s. 2016, otherwise known as Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program</p>	<p>The WVSU Administration may strictly enforce the policy in the submission of grades by Senior High School teachers, considering that every quarter and semester requires card day and classroom awards.</p>												
<table border="1" data-bbox="133 1199 801 1489"> <thead> <tr> <th data-bbox="133 1199 385 1242"><i>Type</i></th> <th data-bbox="385 1199 612 1242"><i>When Given</i></th> <th data-bbox="612 1199 801 1242"><i>Grade Level</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="133 1242 385 1348"><u>Classroom Award</u></td> <td data-bbox="385 1242 612 1348"><i>End of Quarter End of SY End of Semester</i></td> <td data-bbox="612 1242 801 1348"><i>K to 10 G 11-12</i></td> </tr> <tr> <td data-bbox="133 1348 385 1391"><u>Grade-level Awards</u></td> <td data-bbox="385 1348 612 1391"><i>End of SY</i></td> <td data-bbox="612 1348 801 1391"><i>K to 12</i></td> </tr> <tr> <td data-bbox="133 1391 385 1489"><u>Special Recognition</u></td> <td data-bbox="385 1391 612 1489"><i>Flag Ceremony/ School Awarding Ceremony</i></td> <td data-bbox="612 1391 801 1489"><i>K to 12</i></td> </tr> </tbody> </table> <p>Computation of Grades and Distribution of Academic Report Cards</p> <p>“The grades of the students shall be computed four (4) times within the school year, that is every quarter of the school year. The averaging of grades is by semester. Official grade reports are issued per quarter to students by their homeroom adviser during the parent-teacher conference on the given dates in the school calendar.”</p>	<i>Type</i>	<i>When Given</i>	<i>Grade Level</i>	<u>Classroom Award</u>	<i>End of Quarter End of SY End of Semester</i>	<i>K to 10 G 11-12</i>	<u>Grade-level Awards</u>	<i>End of SY</i>	<i>K to 12</i>	<u>Special Recognition</u>	<i>Flag Ceremony/ School Awarding Ceremony</i>	<i>K to 12</i>	
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Policy Guidelines on Classroom Assessment for the K to 12  
Basic Education Program  
(DepEd Order No. 8, s. 2015)

Component	Cores Subjects	Academic Track Academic Track		Technical-vocational and Livelihood (TVL)/ Sports/ Arts and Design	
		All Other Subject	Work Immersion / Research/ Exhibit	All other Subjects	Work Immersion/ Research Exhibit
Written Work	25%	25%	35%	20%	20%
Performance Tasks	50%	45%	40%	60%	60%
Quarterly Assessment	25%	30%	25%	20%	20%

The DepEd's Promotion and Retention Policy may be amended to give more emphasis on content rather than ancillary activities. The policy may be proportionate to the track offerings. The policy may also be done through bottom-up mechanisms.

The WVSU Administration may provide complementary policy to suit the condition of the students and offerings of the University. Despite the sentiments of the SHS teachers, the administration must ensure that the SHS teachers of the University observe the DepEd policy.

<p>Excerpt from Sec. 59 (c) of CHED Memorandum Order No. 247 s. 2013</p> <p><i>“The Academic Council of the institution has given the power to fix the requirements for the admission of students as well as their graduation and the conferment of degrees and submit the same to its Governing Body for review and/or approval in accordance with Sec 4, Par I of RA 8292”</i></p> <p>Excerpt from Board of Regents Resolution No. 27-2016</p> <p><i>“The different Campuses/Colleges/Departments/ Committees crafted certain curriculum based on the DepEd suggested courses for specific track and strand of SHS. For every strand, there are 15 Core Courses, 7 Applied Track Courses, and 9 Specialization Courses or a total of 31 courses. Each course as stipulated in the DepEd SHS Curriculum is given 80 hours each or approximately 4.5 units. The total academic workload of SHS students is more than 37 units of academic work per semester, while that in college is 21 units.”</i></p>	<p>The DepEd and WVSU Administration may review the curriculum of the SHS. Decongestion of academic loads may be done to balance the academic and non-academic undertakings of both students and teachers. It is also strongly recommended to focus on the major aspects of teaching relative to the track and specialization offerings of the University and/or DepEd schools.</p> <p>The WVSU Administration may conduct curriculum review on this matter and may act appropriately hereto with close coordination with the DepEd and stakeholders. The proposed curriculum may also be submitted to the Board of Regents for proper evaluation and action.</p>
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<p>Excerpt from Board of Regents Resolution No. 27-2016  <i>“The SHS load help complete the number of loads of the faculty especially those who are underloaded. One SHS course is 4.5 units. The total workload of the faculty (GS/UG and SHS loads) will not be more than 28.5 units.”</i></p> <p>Excerpt from CHED Memorandum Order No. 32 s. 2015  <i>“The offering of SHS shall not require the school to hire other faculty members especially during transition period except for laboratory schools.”</i></p>	<p>The WVSU Administration may consider the professional background of teachers assigned in SHS. It is strongly recommended to choose teachers who are education graduates and have teaching experience in Basic Education to handle SHS subjects. This will pave the way towards effective and efficient facilitation of instructions and requirements of the DepEd, PEAC, and other relevant agencies.</p>												
<p>Excerpt from DepEd Order No. 8 s. 2015  <i>“Regardless of the students’ class standing as long as they incurred absences of more than 20% of the required school days are eligible to be failed”.</i></p> <p>Excerpt from DepEd Order No. 8 s. 2015 otherwise known as Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program  <i>“A Final Grade of 75 or higher in all learning areas allows the student to be promoted to the next grade level. The following guidelines shall be followed for learner promotion and retention:</i></p> <table border="1" data-bbox="161 1226 816 1489"> <thead> <tr> <th></th> <th>Requirements</th> <th>Decision</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="vertical-align: middle;"><b>For Grades 11 to 12 learners</b></td> <td>1. Final Grade of at least 75 in all learning areas in a semester</td> <td>Can proceed to the next semester</td> </tr> <tr> <td>2. Did not Meet Expectations in a prerequisite subject in a learning area</td> <td>Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject</td> </tr> <tr> <td>3. Did Not Meet Expectations in any subject or learning area at the end of the semester</td> <td>Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must retake the subjects failed.</td> </tr> <tr> <td>4. Must pass all subjects or learning areas in Senior High School</td> <td>Earn the Senior High school Certificate</td> </tr> </tbody> </table>		Requirements	Decision	<b>For Grades 11 to 12 learners</b>	1. Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester	2. Did not Meet Expectations in a prerequisite subject in a learning area	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject	3. Did Not Meet Expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must retake the subjects failed.	4. Must pass all subjects or learning areas in Senior High School	Earn the Senior High school Certificate	<p>The DepEd may come up with clear policy regarding the attendance of students in the class. The WVSU Administration may provide complementary policy suited to the nature of SHS students.</p> <p>Provisions under the Magna Carta for Public School Teachers may be reiterated and reinforced. Through these, teacher’s prestige may be uplifted and honored as sole authority to decide whether a learner is qualified to be promoted or not.</p>
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<p>Excerpt from Sec. 19 (d) Rule V of CMO 247b s. 2013  <i>“Any income generated by the university from tuition fees and other charges shall be retained by the university and that all fiduciary fees shall be disbursed for specific purposes for which they are collected.”</i></p> <p>Excerpt from CHED Memorandum No. 3 s. 2011  <i>“Any income generated, in this case, voucher program of SHS students, by the university shall be retained by the university and may be disbursed for specific purposes.”</i></p>	<p>Remedial Classes may be strengthened and done in primary years since it is their foundation stage, and not in SHS. If done, the DepEd may provide provisions in which other teachers conduct the remedial classes and equitable compensation is provided. Provisions in CMO No. 3 s. 2011 and CMO 247b s. 2013 may be considered pertaining to this matter.</p>
<p>Excerpt from CHED Memorandum Order No. 32 s. 2015  <i>“The offering of SHS in SUCs shall be limited to the K to 12 Transition Period only from SY 2016-2017 to 2020-2021. This is to ensure that public funds and resources meant for high education are not diverted to the maintenance and operation of Basic Education Schools. But this limitation excludes teacher education institutions (TEIs) that have previously been authorized to offer basic education through their laboratory schools as promulgated by the implementing guidelines under Special Provision No. 9 of SUCs FY 2000 Budget under the General Appropriations Act of 2000 RA 8670”</i></p>	<p>The WVSU Administration may continue the implementation of Senior High School here at the Main Campus to complete its Integrated Laboratory School.</p>
<p>Excerpt from Board of Regents Resolution No. 27-2016  <i>“The offering of Senior High School (SHS) in the WVSU System is a special program undertaken by the University under the K to 12 Transition Program of the Department of Education. Each SHS Department is manned by a designated Senior High School Coordinator.”</i></p> <p>Excerpt from the WVSU Policy Regarding Faculty Teaching Load  <i>“Integrated Laboratory School faculty (other than those occupying administrative position) should have the rank of Instructor, salary of whom would be sourced from ILS funds.”</i></p>	<p>The WVSU Administration may assign a faculty with Basic Education background to act as full-time SHS Coordinator and if possible grant at least 12-unit de-loading, considering its multifarious roles in the Department.</p>

### Conclusions

The implementation of promotion and retention policy of DepEd in the WVSU system is primarily affected by its admission policy. This means



that the more rigid and selective the admission policy, the lesser the problems that may arise.

Most of the teachers promoted their students to avoid conducting remedial classes, considering that they will do so during the semestral break or summer and entails no compensation at all. This simply means that the teacher would not bother himself/herself if he/she gets nothing from the conduct of something. Hence, he or she just needs to pass the student to avoid accountability.

Proper coordination with the DepEd officials and regular monitoring of students' performance help a lot in reducing the chance of failing students and avoiding stress. Hence, this requires the SHS teachers in the university to be watchful and mindful of the progress of students, which is also in accordance with DepEd Order No. 8 s. 2015.

Some teachers prefer the previous top 10 policy of the DepEd since it really challenged the students to study and perform well in the class for them to get higher grades and be qualified for the honor lists. This is true to the critics made by some intellectuals saying that promoting students ruins the future of the fatherland or nation.

### **Recommendations**

On the bases of the findings and conclusions of this study, the following recommendations are offered:

Selective admission policy among Senior High School students may uniformly be implemented in the WVSU system.

The WVSU Administration may consider the professional background of teachers assigned in SHS. It is strongly recommended that those teachers who are education graduates and have teaching experience in Basic Education may be handled SHS subjects. This will pave the way towards effective and efficient facilitation of instruction and requirements of the DepEd, PEAC, and other relevant agencies.

There may be a concrete grading system crafted by the University to address its unique situation in proper coordination with the DepEd and other stakeholders.

The orientation program on promotion and retention policy of the DepEd may be strengthened and sustained among students, teachers, and concerned parents/guardians.

The Senior High School curriculum may be decongested by reviewing and revising it in proper coordination with the DepEd and concerned stakeholders.

The DepEd's, retention and promotion policy may be amended to give more emphasis on content rather than other ancillary activities. Remedial classes may be handled by another teacher and he or she shall receive due compensation.

The overload policy for SHS may be reviewed and recalibrated. The rate may be based on the academic rank of the teacher.

The administration may provide adequate workforce and budget to the Senior High School department, considering its wide range of tasks. RATA may also be given to the coordinator of the Department.

The classes of Senior High School students may not be scheduled like those in college. There must be a separate schedule purposely for them.

The top 10 and 'No Read, No Move policy' may be revived by the DepEd or some provisions of the existing policy be modified when necessary.

The offering of Senior High School may be continued in the main campus but not in the external campuses.

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