

ANAK KA NG TATAY AT NANAY MO: CHILDREN OF DEPARTMENT OF EDUCATION EMPLOYEES

(THE PERQUISITES AND DRAWBACKS OF BEING CHILDREN OF DEPARTMENT OF EDUCATION EMPLOYEES)

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ABSTRACT

Teaching is one of those careers that brings a great impact to the society. Moreover, teachers who are the prime movers of the academic institutions prioritize all which concerns their students' learning as future performers of the country. This scenario obviously leaves their children behind in their domestic domains. This same scenario brings their children to be conscious of the perception of people around them since they are children of Department of Education (DepEd) employees. In the research locale, this qualitative research aimed to determine the children's view about their DepEd employee parents with regard to the nature of the profession, schedule, duties and responsibilities. As the research maximized discourse analysis with thematic scheme, the study lets the researchers to divulge the advantages and disadvantages of being children of DepEd employees and how they cope up with both inside and outside school campus; analyze their own perceptions toward self in terms of social behavior, attitude, and academic performance. Significantly, the study reflected that even the children experienced the challenges and difficulty of their parents' work which demands outstanding patience and love for work with other significant professional and work virtues. On the contrary, the study also revealed the behaviors and attitudes set by the parents and the society to the children of the said public school teachers leading to positive and negative notions. Yet, more significantly, the study revealed the coping mechanisms needed by the parents and children amidst the work setup and trials between them. The respondents see themselves conscious, careful, motivated and inspired because of their parents' work. In the end, the study proposed an annual culminating activity which got an overwhelming evaluation rate.

Keywords: Department of Education, culminating activity, behaviors, attitudes, perceptions, academic performance, discourse analysis, coding, thematic scheme

INTRODUCTION

The Department of Education (DepEd) is a Philippine Government sector that is responsible for the supervision of the system of basic education in the country. It ensures that the

students get the quality of learning they should have, help them to fit in their dream careers and be globally competitive without neglecting to teach good manners and right conduct. It is divided into two kinds of works; teaching and non-teaching related which both have a significant role in the succession and promotion

of the quality of education. This proves that DepEd offers work with different levels of qualifications.

Meanwhile, teaching staff refers to professional employees involved in educating students. They are those who can be classroom educators, special education teachers, and other teachers who work with students as a whole class in a schoolroom, in small groups in a resource room, or in one-on-one lecture inside or outside a regular classroom (Hotaman, 2010). While for the non-teaching staff, they are those people who are employed by a school system that doesn't work as a classroom teacher. This involves administrative head teachers, principals and other administrators of schools, supervisors, counsellors, school psychologists, school health personnel, librarians, curriculum developers, inspectors, administrators at the local, regional, and national level, clerical personnel, building operations and maintenance staff, security personnel, transportation workers and catering staff (Ilagan, 2018). They have to be recognized because they variously play a vital role in the educational system. Furthermore, these two kinds of work both experience challenges and difficulties in performing their obligations as parents of their children. They are too busy and yet diligent in their works that they sometimes or unintentionally miss spending quality time with their families.

To motivate their learners to develop their ability and aspiration to learn is one of the main roles of a teacher. They may read about providing training and facilitating learning, but they do much more than that. The Magna Carta for Public School Teachers specifies that any public-school teacher has a daily full-time teaching load and should dedicate a maximum of six hours of actual teaching in the classroom a day; this only means that they must stay in school for a whole day to complete that. However, this may prove not to be a burden for those DepEd personnel if their children attend their schooling in the same school they were in. They can fill their duties and obligations, not only as their educators but as a parent as well. Yet, those staff who are not with their family or loved ones are indeed having a hard time to come up

with them for having a hectic schedule (David, 2019). Making their children aware of the kind of commitment they have for work, could help them compromise with the time and things they have to sacrifice because of it. It also makes the children aware of the perception of people around them since they are children of DepEd employees.

In the realm of the living, people are subjected to assumptions and perception. Perception could be about an individual self, or the people who and who are not part of his life. Most of the perceptions are from the family background. It is a perennial connotation that career paths, education, inclination among others are influences from the family. Children are assumed that will be like their parents. As such, many children grow up idealizing the careers of their parents. Parents may also purposely or indirectly pressure a child into a specific career path, particularly in the case of family-owned businesses where parents expect their children to take over the company. Some parents also exert pressure on their offspring to follow unique high-profile occupations, believing that they support their children to soar high (McQuerrey, 2019).

These situations bring curiosity to people on how these children act up in the society; how children of doctors perceived and act in the hospitals, how children of engineers be like in the field, so as the children whose parents are in the academe. In this study, the researchers' curiosity to see someone related to someone they look up to stirs questions that people may wanted to ask especially about their relationship inside and outside the campus grounds. With or without a chance of asking them, there is a possibility that co-teachers or students formed opinions with regard to it based on their perspective. Children of DepEd employees probably have faced a lot of these questions and assumptions as long as the other students see small or great interactions between them. On this account, might as well, some people observe their attitude, social behavior and academic performances. On the other hand, students whose parents are DepEd employees may have felt something about how people see

them or they just got used to it and do not really mind hearing opinions at all. With this in mind, this research aimed to determine the perception of children toward the profession of their parents as DepEd employees and their experiences dealing with other people's assumptions. Also, this study will recognize the effects on the participants' attitude and behavior towards the people around them and vice versa. Meanwhile, the scope of this study were the Grade 12 students of Bauan Technical High School whose parents were DepEd employees. Their experiences, opinions, points-of-view, and feelings that were possibly not heard before. Yet, this research was only for children of DepEd employees in the said school. Resources that were not essential and needed for this study were omitted. This was to guarantee the readers that the information that were shown would not cause any confusion, instead lead to clarifications and expansion of viewpoints with regard to the study. Furthermore, this research aimed bring a great benefit to the community. The parents, teachers and other stakeholders would be able to understand more about the perception of children of DepEd Employees. On the other hand, students would be able to understand what the respondents feel with other people's assumptions involving their relationship with their parents and other people inside and outside the campus. For the future researchers, this study would help the society with regard to social interaction for it will provide insights and various concepts to the next researchers for the development and further considerations in regards to this matter. More so, this study wished to open the eyes of the society regarding the respondents' insights and experiences that could help people understand each other more. Through interactions and sharing, this study would be a help in altering some negative view points into positive outlook regarding the children of DepEd employees.

OBJECTIVES OF THE STUDY

This research aimed 1) to determine the children's perception about their DepEd

Employee parents in terms of: nature of the profession, schedule and duties and responsibilities; 2) to distinguish the advantages and disadvantages of children of DepEd employees; 3) to describe the perceptions of children toward self in terms of: social behavior, attitude, and academic performance; 4) to determine the coping strategies of the participants in people's assumptions about their relationship with their parents inside and outside the campus; 5) to propose an annual culminating activity as a plan of action for this study; and 6) to evaluate the result of the culminating activity through determining the feelings and perceptions of the participants and their DepEd employee-parents.

METHODOLOGY

This study is a phenomenological kind of research, wherein the researchers focused on the lived experience of 29 Grade 12 Senior High students of Bauan Technical High School with DepEd employee-parents, inside and outside the campus. The researchers asked the respondents to answer the open-ended questionnaire which they constructed and requested them to send some messages for their parents that will be used in the culminating activity where they could share what happened with this study to their parents.

On the other hand, the researchers also used a questionnaire for the evaluation of the culminating activity where the respondents and their DepEd employee-parents participated. It was mainly about the objectives of the program and its program proper and the participants' overall recommendation. The activity served as a way for the students to open themselves and have a deeper understanding of their relationship with their parents and the people around them regarding this matter. Furthermore, all the data collected were coded and analyzed using discourse analysis and the conversations were recorded and analyzed to extract the finest sense of information. Moreover, the researchers honored certain procedures and protocols upon the execution of the data gathering methods and

managed to communicate to the said respondents that the confidentiality of their answers was given with utmost objectivity.

RESULTS AND DISCUSSION

1. Perception of the Participant about the Work of his/her Department of Education Employee-Parent(s)

Regarding the nature of the profession of the participants' DepEd employee parents, most of them found it challenging and difficult. Others responded that it required a lot of dedication, patience, hard work, and love for the work. Their work was also underrated and which made the participants very proud of their parents. On the contrary, others said that when it comes to the work of their parents, they became strict, setting a high standard or expectations from them and somehow stressful.

Meanwhile, the perception of the participants in terms of the schedule of their DepEd employee- parents resulted in neutral status. Half of them answered that the schedule is fine, they explained that their parents know to balance and manage time appropriately in schooling and parenting. However, others refused. They told that their parents go home late, work during weekends, and go to school early that becomes a burden because they weren't able to manage their time resulting to having no time for school or family events. On this regard, it seemed that these DepEd employee-parents are expected to stay and complete the eight hours of work to comply with what was promulgated under DepEd Memorandum No. 291, s. 2008 as cited in (Llego, 2019), which states to wit that the general guidelines for the implementation of the six hours of actual classroom teaching of public elementary and secondary teachers and the specific guidelines to be formulated in the school level for the remaining two hours to complete the eight hours of work.

In terms of duties and responsibilities, the participants answered that their parents were doing their best and very responsible when it comes to their work. The result of the survey

shows that most of the DepEd employee-parents are doing their best to perform their duties and responsibilities as a teacher and a parent. They are very honored by having a parent that cares for other students and fulfills their needs as their children. On the other hand, some said that their parents have tons of work and lots of responsibility, that is why they were not able to have appropriate rest. They were also having a hard time fulfilling their role as a parent because they first tend to do their obligations as a teacher. They appended that their parents were too busy meeting their obligations as a teacher that they overlooked to give their holistic support and assistance to their child.

2. Highlights and Challenges of Being a Child of Department of Education Employee

When it comes to the highlights and challenges of being a child of the DepEd employee, the participants shared different opinions. According to the respondents, there were numerous advantages to having a DepEd employee-parent. One of these is that they become updated about school activities, rules, and regulations. It had also become easier for them to communicate with other teachers. They were able to see the beauty of teaching through their parents' hard work; and they got to appreciate the gifts from the students of their parents. According to (Thakkar, 2018), excessive levels of academic stress can result in an increased prevalence of psychological and physical problems like depression, anxiety, nervousness and stress-related disorders, which in turn can affect their academic results. However, the respondents' responses differed from one another. The pressure that they felt from having high expectations from them resulted positively and negatively.

One thought it to be a challenge that made them feel motivated to soar high and achieve more things, while another treated it as a pressure that made them stress out dramatically. They also limited themselves in giving their opinions involving DepEd management, for they were afraid to be judged by the people around them. However, some

participants asserted that having a DepEd employee-parent had become a little burden to them, but only at a certain moment. It happens when they were busy doing their school works and suddenly being requested to help their parents to do their stuff such as creating power points, dictating random names or grades, and many more.

On the other hand, other participants claimed that they did not experience being at a disadvantage in having their parents for they are only proud and grateful. Instead they live their lives as normal students. As for the perception of the respondents to themselves when it comes to social behavior, attitude, and academic performances, the respondents claimed that being a child of the DepEd employees affects their social behavior imperatively. It helped them to develop skills, interaction, and interpersonal communication. It had also become a way for them to be better and responsible persons that served them as a good model. They were careful in their actions and words to maintain their parents' reputations. However, others mentioned that it had become hard for them to socialize for they were living with so much standard and expectations from other people, especially from their teachers. While half of the participants claimed that being a child of DepEd employees had nothing to do with their behavior, they only behave as a normal student.

3. Perception of the Participant toward Self

Social Cognitive Theory (STC) as defined by (Glanz, 2016) is the cognitive formulation of social learning theory that has been articulated by Bandura. This theory explains human behavior in three-way, dynamic, reciprocal model in which personal factors, environmental influences, and behavior constantly interact. The respondents answered that their social behavior had been affected in a way that developed their skills, interaction, and interpersonal communication. It also improved their personality and attitude to be a better person and served as a good example because of the personal factors that respondents have. Their DepEd employee-parents affected them

personally and so as their behavior towards other people. They grew up and molded to be the person that their parents wanted them to be.

However, others said that they were very careful in every action they made because they were afraid that they might tarnish their parent's reputations. They tended to act out as expected of them by people who know their parents, being DepEd employees. Nevertheless, some affirmed that being a child of DepEd employees has nothing to do with their social behavior because they believe that they are normal individuals that can act on what their heart desires to do and what other normal student does. When it comes to academic performance, the participants responded that being a child of DepEd employees affects their academic performance in various ways. Positively, they become inspired, motivated, competitive, and academically competent because they were inspired by their parents. They adopted their parents' profession as a motivation for them to do well in school. While others said that it had no effects for they studied on their best capacity and not based from the expectations of those people around them. For them, they are only students who ought to study; they do not set high expectations from themselves even if other people do. Others said that nothing seemed different; they still have acted normally as they were supported by their parents.

On the other hand, negatively, they felt pressured because their teachers expected more from them. They demanded that when someone is a child of DepEd employees, he/she is supposed to act appropriately, intelligently, and kindly. Living with high expectations for them proved to be quite challenging and difficult. It was challenging because they set those expectations as a situation that they have to surpass to achieve the best while it was difficult because they felt much pressure that they have to please their teachers and classmates in a way that they should be academically excellent. They were students and were supposed to study, they did not set high expectations for themselves even if other people did.

4. Coping Strategies of the Participants upon Knowing People's Assumptions about their Relationship with their DepEd Employee-Parents

People make assumptions because it is an efficient way to process the world. Upon knowing the people's assumptions about their relationship with their parents inside the campus, the respondents' coping strategies served as their ability to accept things, act like a normal student, and treat everyone equally. While others affirmed that people's assumptions did not matter to them. They were not worried about what people are thinking about them because it is their life to handle and not theirs.

Knowing how to manage those people's assumption is something that people should possess. Based on the respondents, the key to living their life without hesitation is acceptance. Acceptance of what they had and what they can. Furthermore, they also asserted that to live like a normal student, they should not care about people's assumptions for it will just result to something that will surely change a certain situation. For them, living in someone else's assumptions will just create pressure so they prepare to relax and stop minding about it. They believe that they go to school to study and not to brag anything just because they are DepEd employee children. In school, they are students and their parents are their teachers. They called their parents "Ma'am/Sir" as a sign of respect. They also treated everyone equally, no bias, and completely impartial. In addition, upon knowing the people's assumptions about the participant's relationship with their parents inside the campus, few of them became more conscious of their actions.

However, most of them said that they did not have to cope up with this thing because they were already outside the campus and they can act as a family but still, the respect is there. Others asserted that they have not encountered a problem regarding their relationship outside the campus. Few answered that they conscious of their actions because they were afraid to be judged and assumed wrong. As quoted by William, "we assume that everyone sees life the

way we do. We assume that others think the way we think, feel the way we feel, judge the way we judge, and abuse the way we abuse. This is the biggest assumption that humans make. And this is why we have a fear of being ourselves around others. Because we think everyone else will judge us, victimize us, abuse us, and blame us as we do ourselves." People should not live on someone else's, just how other respondents answered the question, they should not fear to be themselves for if they do, they will not able to live happily. Humans love to create assumptions toward other people. However, people are accountable for their actions and not for people's assumptions

5. Proposed Plan of Action for Culminating Activity

The proposed plan consists of the title of the activity, target and number of participants, date and venue, proponents, rationale, staff, objectives of the plan and its expected goals. Anak Ka ng Tatay at Nanay Mo: Children of Department of Education Employees or The Perquisites and Drawbacks of being Children of Department of Education Employees Culminating Activity specifically aimed to a) present research outputs through pilot testing of the proposed culminating activity, b) appreciate DepEd parents and their children on the nature of their work through an appreciation ceremony, and c) initiate pilot testing and evaluation of the activity. It consists of 29 students and DepEd employee-parents, three panelists, the administration, and the management staff. The proposed date is on March 5, 2020, at Audio Visual Room, Bauan Technical High School, Bauan, Batangas. The proponents of the said activity are the researchers. This activity will help the community, parents, teachers, and other stakeholders to understand more about the perception of children of DepEd Employees, while the students will be able to understand what the respondents feel with other people's assumptions involving their relationship with their parents and other people inside and outside the campus. The execution of the pilot testing and its evaluation are the expected outputs.



6. Culminating Activity Evaluation Report

Table 1
Culminating Activity Evaluation Report

| Indicators | Percentage Success | of |
|----------------------------------|--------------------|----|
| Objectives of the Program | | |
| Sub – Total | 100 | |
| Program Proper | | |
| Sub – Total | 96.53 | |
| Overall Recommendation | | |
| Sub – Total | 93.48 | |
| Overall Rating | 96.57 | |

Table 1 shows the evaluation report for the culminating activity done by the researchers and their participants. There were three indicators given, the objectives of the program, the program's proper and overall recommendation. Twenty-three participants made it to the activity: the respondents, their DepEd employee parents, school administrators, guests, and panelists. The first indicator, objectives of the program, gained a 100 percent success. This means that participants, guests, and panelists who participated in the activity were able to present research outputs through pilot testing of the proposed culminating activity, appreciate DepEd parents and their children on the nature of their work through an appreciation ceremony and initiated pilot testing and evaluation. On the other hand, the program proper got a 96.53 percentage of success that indicated positive results for the culminating activity. The researchers were able to present the video presentations they prepared as well as their surprise voice records, they made with the help of the participants.

One of the respondents also presented a poem for their parents. The participants saw these activities in the program complemented the objectives of the culminating activity where each part was significant to achieve the goal of the said program. Also, the researchers were able to relay the message of the culminating activity and gave importance to the participants. Furthermore, the last indicator which was the

overall recommendation got 93.48 percentage of success. Since this was a pilot testing of an annual culminating activity for students and their DepEd employee parents, through evaluation papers and surveys, they were able to find out if this activity is recommendable to be done annually. The results indicate that the pilot testing was successful and should be done by the school annually for the said purpose of this activity. Considering all these, the overall rating of this culminating activity is 96.57 percent. The percentage of success reveals the recommendation for this event to be done every year as a sign of appreciation to all DepEd employees who are doing their best as teachers and parents at home.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The nature of the profession of Department of Education employee-parents are challenging, difficult, requires a lot of dedication, patience, hard work, and love for the work. Also, it is underrated yet made the participants very proud of their parents. On the contrary, the work of their parents led them to become strict, setting a high standard or expectation which somehow is stressful.
2. The advantages of being a child of DepEd employees were acknowledging the DepEd rules and regulations and updates, appreciation of parent's work, and their students. While the disadvantages were the busy schedule of their parents, the pressure from other people's expectations, and non-opinionated regarding education.
3. Children of DepEd employees have become more conscious, careful, motivated, and inspired.
4. The respondents' coping strategies in facing different issues are the ability to accept things, acting like a normal student, treating everyone equally, and not minding at all.

5. A culminating activity is proposed and initially implemented.
6. The culminating program with its objectives is evaluated and its result is reflected as highly recommendable for annual implementation.

RECOMMENDATION

From the results of the study, the following recommendations are given:

1. The administration may include the program in the annual and school implementation plan.
2. The culminating activity resources may be subjected for improvement.
3. An actual date for the annual culminating activity may be set up to maximize the participation of the parents and students.
4. Future researchers may change or broaden the participants by including the whole senior and junior high students.
5. The proposed plan of action may be implemented annually and enhanced thereafter.

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