

# Implications of DepEd Order No.49 s.2022 on Teachers and Students in the Accountancy and Business Management Strand at Balayan Senior High School

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## RESEARCH BACKGROUND

The Department of Education (DepEd) is the administrative agency entrusted with overseeing and managing the Philippine Basic Education System. Implementing Educational Policies, such as the DepEd Order, is crucial for shaping the direction and quality of education in our country. By implementing these Policies, students and young adults will be equipped with the essential skills, knowledge, and principles required to become educated, attentive, and responsible members of society. DepEd Order No.49, s.2022 is an Educational Policy issued by the Department of Education. Its objective is to enhance professionalism in the execution and provision of fundamental instructional programs and services. The objective of this policy is to promote the formulation of impactful and streamlined policies and initiatives.

Each form of relationship is inherently constrained by its own set of limits. According to Vice President Sara Duterte (2022), it is crucial to maintain a distinct demarcation between schoolteachers and their students. Moreover, she asserted that the friendly relationship between teachers and their students beyond the formal school setting is deeply discouraged. Reducing unnecessary involvement and communication, such as following on social media, can eliminate the development of any biases or favoritism.

However, this does not prevent the educational institution from cultivating a positive teacher-student ratio that promotes the academic success of the students and encourages their engagement in the curriculum. The absence of adequate engagement between students and instructors will lead to a dearth of significant educational advancement. An exceptional teacher-learning relationship has several benefits, such as increased self-esteem and greater engagement. Cultivating trust and respect by establishing a productive rapport between the teacher and the student. Through cultivating a positive relationship with the pupils, the instructors are showing respect by acknowledging their individuality and displaying politeness.

In accordance with the research conducted by Boyton and Boyton (2016), the benefits include the use of tactics such as proficiently communicating positive expectations, demonstrating empathy, and cultivating a feeling of school pride. Establishing a meaningful rapport between students and teachers would improve the academic performance of the learners and provide a safe and inclusive classroom environment. Moreover, the long-lasting effects not only benefit the children and teachers, but also parents and administrators. This instruction is essential to maintain respect and restrict any personal involvement of the staff in the lives of students, and vice versa, unless such involvement is familial.

Implementation is conventionally defined as the process of carrying out a plan, decision, proposal, idea, or policy that has been agreed upon by all parties involved. Thus, curriculum implementation entails offering organized assistance to staff members (teachers) to ensure the successful delivery of the recently developed curriculum and the most efficient teaching techniques in the classroom setting. Moreover, a memorandum is executed only when the learner acquires the necessary experiences, knowledge, skills, concepts, and attitudes that are intended to empower the learner to function efficiently in society. There has been a significant shift in attitude since the beginning of the 21st century towards recognizing education as a means of cultivating a highly skilled young population and fulfilling the needs of modern society (Lessard and Carpentier, 2015). This transition has led to increased scrutiny of school performance by political officials and other stakeholders, as well as higher expectations for the quality and range of services provided in schools.

The implementation stage is a vital component of curriculum development and will lead to anticipated alterations. Swarnakar, Singh, & Tiwari (2019) contend that when contemplating professional development, it is crucial to scrutinize the content of the experiences, the framework of professional advancement, and the context in which it will take place. Curriculum implementation is seen to have occurred when teachers proficiently deliver both the curriculum materials and instructional approaches as purposefully planned. However, the way an educator implements their curriculum is significantly influenced by various factors like the qualifications and skills of teachers, the accessibility of resources, and difficulties associated with the motivation of students.

Establishing an appropriate interaction between learners and instructors is emphasized by DepEd Order no.49 s.2022. While these platforms indeed offer valuable tools, there is a potential for misinterpretation and inappropriate behavior or interactions. An essential factor is prioritizing the safety and well-being of the learners by limiting their direct contact with instructors through social media or personal meetings, unless they are relatives. Moreover, students who gain knowledge from an improved curriculum have seen a significant increase in their degree of interest and engagement in the learning process. Moreover, it demonstrated positive student development, resulting in improved academic performance (Yu & Mocan, 2019).

Furthermore, instructors must prioritize the maintenance of a professional and respectful learning environment, especially for the learners. This involves abstaining from forming online or personal relationships between students and teachers. Moreover, with the use of social media platforms such as Facebook and Messenger, children will have the opportunity to articulate their queries and request further explanation on particular topics that are being taught to them in educational institutions. Faculty members can use social media platforms to participate in more in-depth debates or offer more comprehensive explanations on topics that they are unable to cover during their classroom sessions. Both educators and learners should maintain a clear demarcation between their social and intellectual spheres. This particular form of implementation promotes a diligent and cautious mindset towards the children and instructors within the community. Moreover, this will allow the professors to focus on their obligations towards their students, namely on the essential syllabus to be instructed.

## Research Questions

The primary aim of the study is to assess the perceptions and challenges encountered by students and teachers in the implementation of the DepEd order No.40 s.2022 at Balayan Senior High School.

The main issues to be addressed in this study are as follows:

1. What is the respondent's perspective of DepEd Order No. 49, s. 2022?
2. In what manner does DepEd Order No. 49, s.2022 impact the dynamic between students and teachers?
3. Following the execution of DepEd Order No. 49, s. 2022, what difficulties did the respondents encounter?
4. Considering the research, what valuable input might be used to enhance the implementation?

## METHODS

The investigators employed a phenomenological research design for their study. The researchers employed questionnaires and Google Document Form to assess the interpretations of the selected participants on the DepEd Order. To enhance the specificity and focus of the study, the researchers employed Purposive Sampling to choose teachers and students specializing in Accountancy and Business Management from Balayan Senior High School.

## RESULTS AND DISCUSSION

The results and discussion of findings from the analyzed qualitative data. It provides an overview of the respondents' experiences and perceptions about the DepEd Order No.49, s.2022.

What is the respondent's perspective of DepEd Order No. 49, s. 2022?

DepEd Order No.49, s.2022 is a policy directive that establishes explicit boundaries, restrictions, or limitations on the interaction between a student and a teacher. Furthermore, this policy functions as a reminder to all DepEd professionals to maintain the utmost levels of professionalism in their respective positions.

Divergent viewpoints exist among students and instructors at Balayan Senior High School on DepEd Order No.49, s.2022. Among the 10 respondents surveyed, just two (2) expressed satisfaction with the execution of the DepEd Order. The DepEd Order No.49, s.2022 is a policy directive that establishes explicit boundaries, restrictions, or limitations on the interaction between a student and a teacher. Furthermore, this policy functions as a reminder to all DepEd professionals to maintain the utmost levels of professionalism in their respective positions.

Responses:

“Has shown a beneficial influence on my academic teaching performance and contributed to the preservation of integrity among my pupils and the adherence to professional conduct”.

-Respondent 4

“Upon discovering this DepEd directive, I was delighted to observe it garnering public interest through official media outlets. The matter at hand is a critical concern that has caused significant pain among teachers who adhere to the rules, as we operate as a cohesive group”.

-Respondent 8

One ABM student responder expressed ambivalence towards the implementation of the DepEd Order, falling between agreement and disagreement. Another respondent indicated a lack of concern for the DepEd Order.

“On the whole, it was a balanced success. Nevertheless, given the prevailing conditions and constraints, the experience of school will never be quite equivalent to teachers assuming the role of our second parents”.

- Respondent 1

“Nothing, I was indifferent to it when I initially received this directive from DepEd”.

-Respondent 7

The remaining six (6) respondents expressed their dissatisfaction with the execution of DepEd Order No.49, s. 2022, citing an observed impact on their academic teaching/learning performance as both teachers and students. Their assessment is that the alterations are not significant, but they are nevertheless discernible.

“Indeed, it had no substantial impact on me. Whether formal or informal, I possess thorough understanding and active involvement regardless of the situation”.

–Respondent 2

“It diminishes my level of involvement with teachers, particularly when they seek clarification on academic matters”.

–Respondent 3

“While the impact on my academic performance is little, the relationship between me and my lecturers has become severed”.

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–Respondent 5

“I am unable to effectively interact with my kids, particularly due to the current causes that are compelling the schools to adopt a modular approach”.

–Respondent 6

“Upon learning about it, I promptly to the conclusion that I am not fond of this policy since it is ending a means of communication between a student and a teacher”.

-Respondent 9

“Expresses disappointment at the lack of effective communication between teachers and students, recognizing its critical importance”.

-Respondent 10

In what manner does DepEd Order No. 49, s.2022 impact the dynamic between students and teachers?

The implementation of DepEd Order No. 49, S.2022, has a significant impact on the relationship between students and teachers. Teachers are required under the order to maintain professional boundaries and prevent possible conflicts of interest from their students and refrain from forming personal relationships with them, particularly on social media. Teacher-student connections are a significant component of the school's interpersonal context, which has an impact on students' academic growth, according to Martin & Collie (2019). This implementation can have positive and negative relationships between teachers and students as well as whether students' academic engagement is impacted by the proportion of negative to positive relationships.

According to the four (4) teacher respondents, after the implementation of the DepEd Order No.49, S.2022, they noticed a clearer boundary between teachers and students, leading to a more professional and focused relationship within the classroom setting.

Responses:

Indeed, on employing strategies to deter communication and interactions beyond the school premises, I observed a more distinct demarcation between myself and my students, resulting in a more professional and concentrated relationship within the classroom environment.

-Respondent 4

Before implementation, I may have exhibited a more informal approach in my engagements with my pupils beyond the confines of the educational institution. Once implemented, I rigorously follow the requirements to preserve professionalism and establish proper boundaries.

-Respondent 9

I can assert that it has a slight impact on my performance as a teacher, as I am unable to interact with my students as readily as I used to do since the implementation of the DepEd Order. However, this has not prevented me from imparting knowledge that may be beneficial in the future.

-Respondent 3

Yes, it has a significant impact. It helps maintain professional boundaries and fasters a more focused learning environment within the school setting.

-Respondent 10

One (1) of the five (5) teacher respondents states that the implementation of the DepEd Order doesn't really affect her relationship with her students as she had been utilizing this practice even before the Order is made.

I haven't observed any changes since the implementation of this DepEd Order. From the beginning, my students have been aware that I don't add them on my social media unless they're no longer my students.

-Respondent 1

While based on the five (5) student respondents, they noticed the changes after the implementation of the DepEd Order No.49, S.2022 due to a more professional way of communication between the students and teacher. Unlike before, they can have serious communication with their teacher that is not about the subject and tell some jokes without thinking about any violations.

Yes, because I notice some differences in the way how the teachers respond when I am asking a question, etc.

-Respondent 2

like before po we can joke all the time po but now napapa-tigil or pause po kami, like for example magjoke po ang other teacher namin and then they'll stop and magsasabi ng "hala baka ma-deped order ako" like that po.

-Respondent 5

Yes, it did although it's for the better. There are only minimal adjustments simply because it is what it should be.

-Respondent 6

Not immediately po but I can still feel po.

-Respondent 7

I am thinking what to say to my teachers so I can respect them and follow the order.

-Respondent 8

Following the execution of DepEd Order No. 49, s. 2022, what difficulties did the respondents encounter

The respondents' responses suggest that they encountered a variety of challenges after the implementation of DepEd Order No. 49, s.2022. Respondent 4 and Respondent 3 expressed their inability to communicate and collaborate more effectively with peers and educators outside of the school's premises. In the interim, Respondent 6 expressed the necessity of establishing new boundaries and identifying alternative methods to support students within the school. Respondent 7 anticipated that there could have been modifications to communication with instructors, such as impaired collaboration. Respondent 5 and Respondent 2 both reported that they had encountered no obstacles, which is consistent with their respective perspectives.

Responses:

The restriction. It limits my engagement to connect with our teachers in different, social norms like messenger.

-Respondent 4

The challenge I encounter as a teacher is when my students have inquiries regarding our previous lessons, but they are unable to contact me due to the Order violations.

-Respondent 3

In my experience, one of the most significant challenges was adapting to the new boundaries and identifying alternative methods to provide support to students without involving external communication.

-Respondent 6

Some students tend to have lower scores on the activities that I assign them to do.

-Respondent 7

No. I am merely communicating with my instructors regarding academic matters, and they are responding in a professional manner. I have not yet encountered any issues.

-Respondent 5

It's only the filtration of words and engagement. So far, nothing else.

-Respondent 2

Considering the research, what valuable input might be used to enhance the implementation?

Analysis of the survey results for Balayan Senior High School indicates valuable input that can be considered to improve the execution of DepEd Order No. 49, s. 2022. The input received indicates that students and teachers may require additional instruction on the precise processes and protocols to be adhered to when implementing DepEd Order No. 49, s. 2022 at Balayan Senior High School.

Furthermore, it is imperative to establish efficient communication channels between teachers and students to ensure that all parties are aware of the updated information and anticipated outcomes.

Moreover, students and teachers must demonstrate flexibility and adaptation while executing DepEd Order No. 49, s. 2022, considering varied learning styles and requirements.

Therefore, addressing these issues and incorporating the provided input will enable Balayan Senior High School to enhance the efficiency of implementing DepEd Order No. 49, s. 2022 compared to its previous performance.

## CONCLUSIONS

1. At Balayan Senior High School, the majority of students and teachers voice their dissatisfaction with the implementation of DepEd Order No.49, s.2022, since it limits their capacity to interact with their pupils and teaching staff. Nevertheless, it also provides advantages: it maintains the integrity among students and reduces the probability of occurrences of violence or abuse from both sides.
2. The implementation of DepEd Order No.49, S.2022 has a substantial impact on the interaction between educators and pupils. This phenomenon exerts an impact on the way students and teachers engage in communication. Therefore, this results in a classroom atmosphere that is distinguished by orderliness, motivation, and methodical systematization.
3. The examination of the remarks provided by the participants reveals that DepEd Order No. 49, which was published in 2022, has resulted in diverse experiences among both students and teachers. A subset of persons was unable to interact with their classmates or teachers beyond the school grounds, therefore limiting communication and cooperation. In contrast, others did not encounter significant difficulties of this kind. It is imperative to acknowledge that this hierarchy has led to alterations in the interactions between students and professors, which may affect their relationship.

## RECOMMENDATIONS

In light of the derived conclusions, the researchers proposed the subsequent recommendations.

1. To maintain a positive relationship between the student and the teacher, it is crucial that both parties comply with the specified standard of professionalism that is required in a school environment, as described in DepEd Order No.49, s.2022.
2. The provision of continuing professional development to instructors is necessary to establish appropriate boundaries and promote collaboration among academics, therefore maximizing the implementation of S.2022 and Directive No 49. Furthermore, educational institutions should provide consistent feedback mechanisms for both teachers and students to assess the impact of these constraints on classroom interactions and student engagement.
3. Based on these results, it is recommended that DepEd authorities and school administrators consider the varied experiences and circumstances encountered by students and teachers while enforcing new regulations. For example, educators could get training and assistance to easily adapt to various limitations imposed on them in terms of efficacious communication through other approaches, distinct from their prior methods. Furthermore, educational institutions should implement clear and unequivocal methods to handle any issue and provide mechanisms for receiving input to ensure that the requirements of all students are fulfilled.
4. Enhanced Training on Policy Implementation: Many teachers may need more clarity on the full scope of the order. Developing training programs that break down the policy, highlight its importance, and demonstrate real-world applications will help teachers align with its mandates.
5. Incorporate Professional Ethics in Teacher Education: Schools of education should adjust their curricula to include courses focused on ethical guidelines and professional conduct. Teachers should be trained in upholding the standards outlined by the DepEd from the very beginning of their careers.
6. Clarify Specific Guidelines: DepEd Order No.49 needs more specific guidelines on teacher-student relationships, particularly in the digital age. Policymakers can create additional circulars or memoranda that clarify gray areas—such as the extent of permissible online interactions, the tone of communication, or what constitutes crossing professional lines.
7. Feedback Mechanism for Policy Improvement: Establish feedback channels through which teachers, administrators, and students can voice concerns or suggest changes to DepEd Order No.49. This feedback can be used to revise or refine the policy in ways that make its implementation smoother.
8. Consider a mixed-methods research design, which combines qualitative and quantitative approaches. This approach mixes numerical data with personal experiences from teachers and students, resulting in a more comprehensive and reliable data collection.

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