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# **IMPLEMENTATION OF SENIOR HIGH SCHOOL IN MSU SULU: ISSUES AND CHALLENGES**

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## **I. INTRODUCTION**

Right after the 1974 Jolo conflagration, the Mindanao State University-Sulu was established in order to help Tausug attain development and quality of life. The growth of the university however has been affected by insurgency especially in the first ten years of its operation which coincided with the height of the armed conflict between the Manila government and the Moro National Liberation Front. Fifteen years after the university grew into a vibrant institution although accompanied with poor quality instruction, lack of facilities and the training of the faculty members. This poor academic condition is also true to the Department of Education in Sulu whose student performance was described as very poor. The government actually introduced the Enhanced Basic Education Act of 2013 which calls for the adoption of the K-12 program while the schools across the country are not prepared in human, material and financial resources.

This paper proceeds with the view that quality education should be comprehensive right from the elementary all the way to secondary making the students prepared to enter senior high school for skill development and knowledge application in order to realize the vision of K-12 program to produce globally competitive graduates to compete in the professional and technical jobs. The objective of this study is to assess the implementation and management of the MSU-Sulu Senior High School. Methodology of the study is based on descriptive study. The principal research instruments used in this study include interview schedule, key informants, focus group discussion (FGD), and personal observation. Library work was also undertaken.

## **II. IMPLEMENTATION OF THE MSU-SULU SENIOR HIGH SCHOOL**

The College of Education was the led college in carrying out the planning process in conceiving the establishment of the MSU-Sulu Senior High School. Dr. Nagder J. Abdurahman the former dean facilitated the necessary requirements and laid down the steps leading to the establishment of the Senior High School such as the creation of organizational structure, information dissemination and recruitment of faculty members.

### **Organizational Structure**

The Mindanao State University-Sulu Senior High School is under the supervision of the College of Education. Under the structure of the university, the status of the Senior High School exists only as one department of the university. Its structure is composed of the director, the registrar, secretary, 2 clerks, utility workers and the faculty members. The director is in charge of the overall operation of the department. He directly supervises the faculty and staff. He is responsible in the academic planning and implementation. Every academic year, the director spearheads in the formulation of academic plan and writes academic report.

The department's secretary helps and assists the director in all the department's endeavor. Each strand of the senior high school has coordinator. The coordinator is in charge in updating the LIS and monitoring student's academic performance in collaboration with the advisers. The Senior High School is composed of five departments such as math, social science, science, and language. Each department is headed by chairperson who is responsible for the teacher's references, modules and workbooks used in instruction. Furthermore, each section per strand has an adviser. His responsibility is directly monitoring student's performance and behavior inside and outside the classroom.

The registrar is in charge of the student's record. The SSC adviser and guidance counsellor work together in assuring that the established policies are abided by the students. They supervise the school publication known as IQRA' Publication which provides an avenue for the students to express their opinions, suggestions and problems of the school affecting the students.

### **Program of Action**

The director of the Senior High School and his management team formulate the program of action and submitted to the Academic Planning Council for deliberation and approval. The program of action outlines the priorities and target goals to be achieved for the academic year. It consists of enrolment process, conduct of career guidance to different schools in the municipalities of Sulu, preparation of teaching modules, collation of reading materials, conduct of student orientation and different academic activities to be carried for the year.

All programs are implemented in accordance with the Republic Act Number 10533 and the ARMM permit number SHS-016, series of 2016.

### **Policy Formulation**

General policies are established by the Department of Education. The MSU-Sulu Senior High School formulates only internal policies pertaining to the implementation of K-12 Program but subject to the monitoring by the higher up.

### **Areas of Strand Programs**

The Mindanao State University-Sulu Senior High School has established three strands such as the Science Technology Engineering Mathematics (STEM), General Academic Strand (GAS) and Humanities Social Sciences (HUMMS).

### **Implementation Stage**

#### **a. Recruitment of faculty members**

In terms of recruitment, the management has strictly adheres with the policy-screening the qualified teachers. The screening committee was given the authority to make their own decision and being supervised and supported by the MSU-Sulu school administration. In 2017, fifteen new faculty members were hired with different specialization. Most of them were products of the MSU-Sulu College of Education and graduated with flying colors.

#### **b. Student admission**

The Mindanao State University-Sulu Senior High school conducts a yearly entrance examination. The said passers of the examination undergo interview

process. Students who passed both the entrance exam and interview will be admitted in the said department.

MSU SHEE entrance examination consists of 140 items covering English, science and math. The passing rate is median.

c. Instruction

The teachers are motivated to do their part as one of the distributors of knowledge, skills and improve the performance according to required objective. Instruction is done skillfully with passion and patience. Teachers set specific rules for student's discipline and implement activities and exams in line with the DEPED curriculum.

Load distribution is done by the school secretary. Each teacher has to carry seven subjects.

### **III. ISSUES AND CHALLENGES**

a. Issues on implementation

There are several issues encountered in the implementation of senior high school department. Most of the issues are the lack of facilities intended for the program, untrained faculty members and delayed salary. Basically, the MSU-Sulu Senior High School has no classroom building. It is temporarily housed at different buildings of the colleges of MSU-Sulu. Most faculty members are inexperienced. They find hardly to guide the students in the knowledge application.

b. Student concerns

Production and distribution of hand outs are the common concern of the students. The payment is actually costly and burden to them who are mostly poor. The students are also concerned with the lack of textbooks and poor academic atmosphere. There is lack of electric fans in the classrooms. There are no available computers for the senior high students for hands on training and instruction. There is no also laboratory center equipped with apparatus for science classes. There is no space suitable for the students where they can relax. They also complain about the availability of comfort rooms.

c. Faculty concerns

The concern of the faculty for few years is the delayed salary and lack of appropriate training. The delayed salary was due to the time of release, the teachers have to wait until the money arrive which is normal in the government operation.

d. Support needs

The MSU-Sulu is a partner institution of DepEd patronizing the improvement and development of the Senior High School in so doing, MSU-Sulu is committed to provide the needed services to assure quality education responsive to the needs of senior high students. Both MSU-SULU administration

and DEPED are supportive. They continuously visiting the department and giving its need with their capacity.

e. Challenges

The challenges which we encountered along the years are the lack of facility, laboratory apparatuses, reading materials and student's discipline. The lack of facility are buildings, chairs, computers and electric fan which are really needed by the department. Secondly, Laboratory apparatuses are essential in both strand because of the subjects biology and chemistry which needs hands on training and also references or reading materials are also insufficient. However, teachers are taking the initiative to buy their own books and research the needed references. The teacher's challenges in students are more in discipline. There are some students who tend to loiter around the campus and are late in their classes.

#### **IV. EVALUATION OF PERFORMANCE**

a. Administrative performance

Using the scale of one to five, the administrative performance of the MSU-Sulu Senior High School is generally between the range of three and four or somewhat closer to four. Supervision of the school is fair. Responsiveness is also fair. The administration is continuously attending to the needs of the students and faculty members. It has able to provide classrooms during its first three years operation despite the senior high school started from zero. Under the present administration, the senior high school has managed to build three storey building composed of standard nine classrooms.

Consultation is the trademark of the present administration. Faculty members are always consulted on major policies especially in the formulation of the academic plan of the school. Parliamentary procedure is highly observed in all meetings. But, there are faculty members who are not acquainted with the procedure. Tackling agenda during the meeting cannot be handled effectively without following the procedure.

Attainment of the goals of the school is the focus of the administrative performance. Long term goals have yet to be attained. There are many factors affecting the realization of the goals of the school such as financial, the teachers' performance as well as the students' performance. Ultimately, the goal of the senior high school is full institutionalization of the school capable to produce competent graduates.

b. Teachers' performance

Some teachers are not punctual in reporting to their respective classrooms. They may arrive on time to school but there is not punctuality in going to classrooms. It is easy to monitor as the students are loitering around. Absenteeism of the faculty members are also noticeable.

The faculty members of the senior high school are mostly new hired teachers; they have no yet enough teaching experience. It is likely difficult to assess the teaching capacity of the teachers. While all of them are licensed

teachers but it is not guarantee to produce good performance. If they have lack of teaching experience, the teachers would have also less experience in classroom management. Each teacher should ensure the cleanliness of the classroom by enlisting the cooperation and support of the students. There must be regular assigned monitors among the students. Classroom participation in all academic activities by the students is always a challenge. Inculcation of strong values is the key to discipline the students.

The teachers therefore should learn how to discipline themselves. Right attitude to work is the fruit of *taqwa* or God fear. *Taqwa* means the joy to fulfill school responsibilities and the commands of Allah and the joy to abstain from unlawful things. Teacher without *taqwa* cannot claim to have right attitude towards work.

#### c. Students' performance

Students' performance is measured in the achievement of the students in English, math, science and values education. Record shows that only top students have fully grasped the basic knowledge of English, math and science. They have a fair command of the English language both oral and written. The rest of the students are considered poor learners.

Top students know well the fundamental operation of mathematics. They can solve math problem and expert in simple algebra, calculus and percentage computation. They can at least explain water cycle, planetary motion and the value of environmental preservation.

### V. CONCLUSION

Producing globally competitive graduates to compete in the professional and technical jobs is the target goal of establishing the senior high school. While the idea is laudable, but the existing performance of the high school system especially in Sulu is generally poor. K-12 program as reform to promote quality education should be comprehensive to include the reform of the teaching instruction in the elementary and the secondary level.

The implementation of the Senior High School under MSU-Sulu is fraught with many discrepancies due to lack of training among the faculty members, lack of books, laboratory apparatus, classrooms, chairs and even delayed salary for months. Many critics had presumed that adding two years to educational system is a burden for the students as well as the parents. However, like any program Senior High School was implemented not at its best but it is determined to fulfill its vision of producing competent graduates.

The Senior High School has demonstrated its fair administrative performance to respond to the needs of the students and faculty members. Its capacity in supervision, responsiveness, consultation and the attainment of the goals is rated fair if not very satisfactory.