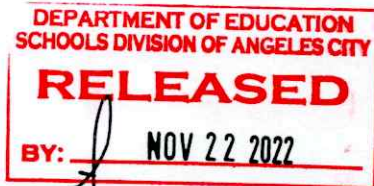




Republic of the Philippines  
**Department of Education**  
Region III  
Schools Division of Angeles City



21 Nov 2022

**DIVISION MEMORANDUM**  
No. 428, S. 2022

**DIVISION LOCALIZED RESEARCH AGENDA AND PRIORITIES**

TO: Assistant Schools Division Superintendent  
Chief, School Governance Operations and Division  
OIC Chief, Curriculum Implementation Division  
Heads of Public Elementary and Secondary Schools

1. The Schools Division Office Angeles City through the School Governance and Operations Division (SGOD) issues the enclosed Division Unified Research Agenda and Priorities which contain the priority research areas of SDO Angeles City.
2. This Division Localized Research Agenda and Priorities will serve as guide and direction for the Division Personnel, School Heads, Teaching, and Non-Teaching in the conduct of basic education research to ensure its alignment in the DepEd vision, mission, and goals within the Division.
3. Enclosed is the Division Localized Research Agenda and Priorities.
4. Wide dissemination and strict compliance to the contents of this memorandum is highly enjoined.

  
**MA. IRELYN P. TAMAYO PhD, CESO V**  
Schools Division Superintendent

Encl.: As stated  
Reference: RM 446 s. 2022  
To be indicated in the Perpetual Index  
under the following subjects:

RESEARCH  
LOCALIZED POLICY

*EPS/SGOD/SEPS/RESEARCH/21/11/2022*



Republic of the Philippines  
**Department of Education**  
Region III  
Schools Division of Angeles City

Enclosure No. 1 to Division Memorandum No. 428, s.2022

## **DIVISION LOCALIZED RESEARCH AGENDA AND PRIORITIES**

### **I. Rationale**

The Governance of Basic Education Act of 2001 (RA 9155) mandates the Department of Education to formulate policy and principle for the governance of basic education shall be translated into programs, projects and services developed, adapted, and offered to fit local needs. Chapter 1 Section 7 (5) includes the undertaking of research projects and developing and managing regionwide projects which may be funded through official development assistance and/or other funding agencies.

Education research has facilitated important advancements in curriculum development and reform, teaching students who have learning challenges, comprehending individual variations and learning preferences, and customizing teaching strategies to meet the requirements of specific students.

DepEd Order No. 39, s. 2022 titled "Adoption of the Basic Education Research Agenda" states that the Department of Education shall build on gains from existing research, generate new knowledge on priority research areas, focus on DepEd's attention on relevant education issues, and maximize available resources within and outside the Department.

All educational research initiatives and activities to be undertaken by all teaching and non-teaching personnel must explicitly adhere to the Division's unified research agenda and priorities to promote the culture of research and to address the issues and challenges in their respective workstations.

### **II. Scope**

The Division Localized Research Agenda and Priorities will guide all educational researchers in the division or schools. In the same way, the localized research agenda will also be shared for consideration of external partners, such as research institutions, other government agencies, higher education institutions, teacher education institutions, and non-government organizations, among others. However, this document will not limit research inquiries. Rather, it will encourage researchers to go beyond, especially for pressing and emerging education issues not covered by the Agenda.

### **III. Definition of Terms**

1. **Research** – a systematic process of collecting and analyzing data to increase the understanding of a topic





Republic of the Philippines  
**Department of Education**  
Region III  
Schools Division of Angeles City

2. **Research Agenda** – a document containing a list of priority education research areas to guide DepEd and its stakeholders in the conduct of research

#### IV. **Policy Statement**

The division localized research agenda and priorities is a localized policy of the Schools Division Office Angeles City aims to provide a clear direction on promoting educational research and ensure its alignment with DepEd's vision, mission, and goals, maximize existing resources, and set up platforms for the sharing and use of results. The division research agenda is crafted to echo local concerns that fit seamlessly into the national agenda.

#### V. **The Division Localized Research Agenda and Priorities**

The Division Localized Research Agenda and Priorities is based on the results of the conducted researches, M&E results, current condition/solution, priority improvement areas under the School Based Management System (SBM) research reports, research agenda, and evaluation results within the context of the Schools Division of Angeles City. The identified themes are anchored with the Department's Basic Education Research Agenda namely: Teaching and Learning, Child Protection Policy, Human Resource Development, and Governance.

**Theme 1 Teaching and Learning:** DepEd tries to guarantee that learning outcomes are reached by maximizing the capabilities of teachers and the potential of all types of learners. DepEd is the national institution authorized to offer quality basic education to all Filipinos. Thus, this theme covers the key players, activities, and fundamental aspects of teaching and learning in various contexts. Specifically, the research agenda investigates the strategies, best practices, and facilitating and hindering factors relative to five sub-themes, namely: instruction, curriculum, learners, assessment, and learning outcomes.

##### ***Teaching and Learning***

- Learning Loss and Learning Gains
- Analysis of Learners' Performance during Covid-19 Pandemic
- Individualized Intervention addressing non-reading difficulties
- Numeracy
- Trend Analysis in the Reading and Numeracy Performance of the Elementary Graders
- Learning Retention
- Quality Learning Outcomes
- Revisitation on Most Essential Learning Competencies
- Content-Based Integration (CBI) implementation: A Solution to ease the heavy workload of students?
- Effectiveness of MTB-MLE to learner's level of understanding
- Implementation of Special Programs Towards Achieving Inclusive Education
- School Education Innovation





Republic of the Philippines  
**Department of Education**  
Region III  
Schools Division of Angeles City

- Educational Resource Portal
- Self-Learning Modules and Learning Activity Sheets
- Video Exemplars
- Digital Modules
- Interactive Teacher-Made Video Lessons
- Quality of Learning Resources
- Multimedia Instructional Materials
- Technology and Online Education
- Impact of OTG and LAS in the learning delivery of instruction
- 21<sup>st</sup> Century skills vis-à-vis Poor Internet Connectivity
- Digital Learning Scale-Up
- Distance Learning Modalities
- Blended Learning
- Performance Tests and Assessment
- Classroom Observation vis-a-vis Instructional Supervision:  
Leading to Increase Students Achievement
- Tracer Study
- Analysis of SHS Tracks
- Senior High School Track Preferences
- SHS students' marketability as future employees or  
entrepreneurs in the TVL industry
- Impact of Career Guidance Programs to Learners' track /  
course preference
- Work Immersion Scheme
- Communication Arts
- Self-Care Capabilities of High School Students
- Students' Engagement and Motivation
- Students' Interest
- Students' Attitude
- Zero-Waste Management Practices in School
- Environmental Preservation Awareness
- Gulayan sa Paaralan Program: a Competition for School  
Beautification or Contribution to Students' Participation?
- DRRM Integration
- Parental Involvement to school activities and initiatives
- Integration of Socio-Emotional Learning
- Impact of Guidance and Counselling Programs to Students  
and Teachers Amidst Pandemic
- Impact of feeding programs on learner's achievement
- Impact of piecemeal interventions to learners
- Impact of Leadership Trainings among Pupil / Student  
Leaders and learners
- Effect of Programs, Projects and Activities to teachers and  
learners
- Feasibility Study on the Track Offerings to IPED learners
- Impact of Arabic Classrooms to Madrasah Education
- Assessment of learners with special needs
- Mapping of ALS learners





Republic of the Philippines  
**Department of Education**  
Region III  
Schools Division of Angeles City

**Theme 2 Child Protection:** DepEd's learner-centered approach recognizes that a child's condition can significantly affect the achievement of learning outcomes. While the Department may not have the direct mandate and resources to address many of the social, economic, and personal issues of learners, it is committed to ensuring their well-being, particularly in situations where harm can occur in school or disrupt their studies. The Department's commitment warrants a separate section on child protection, particularly to address reported incidents of bullying, teen pregnancy, addictive behaviors, and child labor. While laws and policies are in place to address these, there is a need for in-depth studies on their prevalence and effects. There is also a need to assess the effectiveness of previous interventions and the potential of new approaches to better protect learners in schools. Main topics under "Child Protection" include, but are not limited to, the following:

<b><i>Child Protection</i></b>
<ul style="list-style-type: none"><li>▪ Anti-Cyber-Bullying</li><li>▪ Digital Well-Being</li><li>▪ Youth Engagement</li><li>▪ Health and Wellness Concepts of Teeners</li><li>▪ Potential Threats of Social Media / Digital Technologies</li><li>▪ Child Welfare and Protection</li><li>▪ Online Counselling</li><li>▪ Resiliency and Well-being</li><li>▪ Mental and Psychosocial Wellbeing</li><li>▪ Prevalence</li><li>▪ Student Manual Policy Implementation</li></ul>

**Theme 3 Human Resource Development:** As DepEd is the nation's largest bureaucracy, it is imperative that various strategies are developed to nurture the vast human capital involved in delivering basic education. Research questions will delve into three subthemes: (1) teaching and non-teaching qualifications and hiring; (2) career development; and (3) employee welfare. A primary focus is given to teachers due to their frontline role in reaching out to learners. Research questions probe into the teachers' existing qualifications and competency requirements vis-à-vis the needs of grades K-12 and special education programs such as ALS. The topics extend to teacher education institutions, particularly on ways to upgrade pre-service preparation and DepEd's role in providing continuous quality training. Similarly, developing the support structure of DEP through its nonteaching personnel is an important area of inquiry. Key topics under Teaching and Non-Teaching Qualifications and Hiring include, but are not limited to, the following:

<b><i>Human Resource Development</i></b>
<ul style="list-style-type: none"><li>▪ Financial Literacy</li><li>▪ Teachers' Literacy Instruction</li><li>▪ Teaching Strategy and Content Pedagogy</li><li>▪ Career Pathing and Professional Development of Teachers</li><li>▪ Teachers' Attitude and Performance</li><li>▪ Research Skills and Competencies</li><li>▪ Skills Performance of Teachers</li></ul>





Republic of the Philippines  
**Department of Education**  
Region III  
Schools Division of Angeles City

- Teachers' Needs Assessment
- Adversity Quotient of Public School Teachers
- Development Needs vs Development Plans: Towards Achieving Employees' Outstanding Work Performance
- Impact of Trainings to Teachers' Proficiency
- Research Engagement of Teaching and Non-Teaching Personnel
- Capability of designated program coordinators
- Teacher Development Plan as Basis for Trainings
- Conducting Research vs. Teaching Research
- Impact of GAD to the teaching and non-teaching welfare and well-being

**Theme 4 Governance:** Managing the largest bureaucracy towards educating the nation's future requires efficient and effective operations. The Governance theme of the Research Agenda, which covers planning, finance, program management, transparency and accountability, and evaluation, underscores DepEd's commitment to ensure that its structure, systems, and processes contribute to the achievement of basic education outcomes. The Department has already provided internal guidance (DepEd Order 13, s. 2015) for the development of effective and efficient policies. With this in place, DepEd's next concern is to ensure that these policies are implemented and translated into appropriate programs. Because it governs a very large sector with complex interrelationships, the Department often encounters challenges in its Planning process. This section deals with standards and policies that ensure the achievement of the Department's goals. Key topics under Planning include, but are not limited to, the following:

**Governance**

- Coaching and Mentoring Support Scheme
- Principal and Peer Evaluation
- Work Productivity of Teachers in the New Normal Setting
- Parental Engagement Assessment
- Research Dissemination Practices
- Customer's Delight
- Parents and Learners' Readiness towards full face modality
- Teachers' Burnout
- Alternative Work Arrangement
- School Management Practices
- Inventory Management Systems
- Partnership Building
- Teachers' Needs
- Supply and Demand of Teachers
- Impact of Technical Assistance to School Improvement
- Level of Satisfaction of Teachers / School Heads in the Provision of Technical Assistance
- Effect of Instructional Supervision to Improved Teachers' Proficiency





Republic of the Philippines  
**Department of Education**  
Region III  
Schools Division of Angeles City

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- Impact of Classroom Observations to Teaching-Learning Process
- Quality Assurance of Varied Learning Resources
- Utilization of Feedback Mechanism in the Improvement of Basic Education Services
- DRRM Safety Procedures
- The Impact of School Improvement Plans in the community and other key stakeholders
- Impact of SBM in the Quality of School Performance
- Public Expenditure Review
- Education System's Resilience
- Community Involvement in DepEd programs
- Research and Innovation Towards the Quality of School Performance
- Research Management of Schools towards research productivity of teachers
- Dissemination and Utilization of Research Results
- Role of SIP addressing identified school gaps
- School Data Management System
- Resource Management System
- Scalability of school innovation practices
- Programmatic approaches addressing the nationwide dilemma in reading and numeracy
- Increasing local government spending in basic education
- Expanding the scope of LGU spending in Division Research Initiatives
- Cost Effectiveness of Basic Education Service Purchasing
- Improving SDO's internal efficiency
- Improvement of existing systems and procedures of DepEd Programs and other operations
- Automation of SDO processes and operations
- Stakeholders' Significant Participation and Contribution
- Gains and Benefits of DepEd and Industry Partnerships
- Program Evaluation of PPAs
- Impact of SMEA in monitoring the implementation of PPAs
- Work-Life Balance of Teaching and Non-Teaching Personnel
- Delegation of Ancillary Services: An Advantage or Additional Workload?
- Potential Threats of Digital Technology in the Mental and Emotional Wellbeing of Teachers and Learners
- Use of Technology in the Efficiency of Work Performance
- Document Tracking System: Towards Achieving Client Satisfaction
- The Impact of Supply Market Pricing Movements on Efficient Procurement
- Data Management: Leading to Accurate Basic Education Information System and Report Generation



Republic of the Philippines  
**Department of Education**  
Region III  
Schools Division of Angeles City

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- The Level of Satisfaction of the Teaching and Non-Teaching Personnel in the Monitoring and Health Services Provided by the Internal and External Medical Support Groups
- Textbooks: How Useful Are They in This Time of Pandemic?
- Accessibility of library facility for students' research undertakings
- Data Management of Schools and Division
- Presence and Accessibility of Division Data Archives
- Data Collection: Basis for Decision-Making or Additional Task?

**VI. Monitoring and Evaluation**

Overall, the Planning and Research unit (PAR) under the School Governance and Operations Division shall provide recommendations for the review of the Division Localized Research Agenda and Priorities, the formulation of its next iteration. In this light, the agenda will be reviewed periodically against the consolidated research results, new education trends, and emerging education issues.

**VII. References:**

- DepEd Order No. 39, s. 2019
- Regional Memorandum No. 185, s. 2020

**VIII. Effectivity:**

Immediate dissemination and compliance to this localized policy is directed.