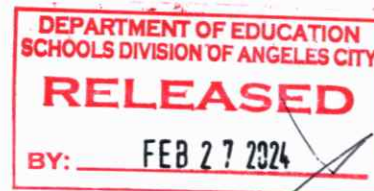




Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF ANGELES CITY



February 27, 2024

DIVISION MEMORANDUM

No. 094, s. 2024

RESEARCH AGENDA AND PRIORITIES FOR 2024 CALL FOR RESEARCH PROPOSALS

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
Assistant Principals
Unit Heads

1. In accordance with Regional Memorandum No. 133, s. 2024, Call for FY 2024 Research Proposals, all research proposals must be anchored on the Harmonized Regional Basic Education Research Agenda with the following themes: a) Teaching and Learning; b) Child Protection; c) Human Resource Development; d) Governance and e) Instructional Supervision

2. DepEd Order 39, s. 2016, Adoption of the Basic Education Research Agenda, provides the definition of the research themes:

Theme A) 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



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- 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
- 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
- 21st 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 on 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 in school activities and initiatives
- Integration of Socio-Emotional Learning
- Impact of Guidance and Counselling Programs on Students and Teachers Amidst Pandemic
- Impact of feeding programs on learner's achievement
- Impact of piecemeal interventions on learners
- Impact of Leadership Training among Pupil / Student Leaders and learners



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- Effect of Programs, Projects, and Activities on teachers and learners
- Feasibility Study on the Track Offerings to IPED learners
- Impact of Arabic Classrooms on Madrasah Education
- Assessment of learners with special needs
- Mapping of ALS learners

Theme B) 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:

Child Protection

- Anti-Cyber-Bullying
- Digital Well-Being
- Youth Engagement
- Health and Wellness Concepts of Teeners
- Potential Threats of Social Media / Digital Technologies
- Child Welfare and Protection
- Online Counselling
- Resiliency and Well-being
- Mental and Psychosocial Wellbeing
- Prevalence
- Student Manual Policy Implementation

Theme C) 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



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Teaching and Non-Teaching Qualifications and Hiring include, but are not limited to, the following:

Human Resource Development

- Financial Literacy
- Teachers' Literacy Instruction
- Teaching Strategy and Content Pedagogy
- Career Pathing and Professional Development of Teachers
- Teachers' Attitude and Performance
- Research Skills and Competencies
- Skills Performance of Teachers
- Teachers' Needs Assessment
- Adversity Quotient of Public School Teachers
- Development Needs vs. Development Plans: Towards Achieving Employees' Outstanding Work Performance
- Impact of Training on Teachers' Proficiency
- Research Engagement of Teaching and Non-Teaching Personnel
- The capability of designated program coordinators
- Teacher Development Plan as Basis for Training
- Conducting Research vs. Teaching Research
- Impact of GAD on the teaching and non-teaching welfare and well-being

Theme D) Governance: Managing the largest bureaucracy toward 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 toward full face modality
- Teachers' Burnout
- Alternative Work Arrangement



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- School Management Practices
- Inventory Management Systems
- Partnership Building
- Teachers' Needs
- Supply and Demand of Teachers
- Impact of Technical Assistance on School Improvement
- Level of Satisfaction of Teachers / School Heads in the Provision of Technical Assistance
- Effect of Instructional Supervision on Improved Teachers' Proficiency
- Impact of Classroom Observations on the 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 on 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 on 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 on 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



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- The Impact of Supply Market Pricing Movements on Efficient Procurement
- Data Management: Leading to Accurate Basic Education Information System and Report Generation
- 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?

Theme E) Instructional Supervision: Instructional Supervision is a professional continuous and cooperative process for the improvement of instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve the learning situation and quality of learning in the schools.

3. In addition, research that will be conducted must convey information on raising the quality of education in Region III and shall be anchored on the MATATAG Agenda:

MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens,

TAke steps to accelerate delivery of basic education facilities and services,

TAke good care of learners by promoting learner's well-being, inclusive education, and a positive learning environment, and

GIve support to teachers to teach better.

4. Proposals to follow the format below:

Bond Paper Size	:	Letter Size 8.5" x 11'
Font Style	:	Times New Roman
Font Size	:	12
Running head	:	Title Page and Subsequent pages
Text Spacing	:	Double Space
References	:	The American Psychological Association (APA) 6th Edition style must be used in citing references

5. All public elementary and secondary school teachers, head teachers, assistant principals, school heads, Education Program Supervisors, Public Schools District Supervisors, personnel from division functional units, and non-teaching personnel are called for the submission of research proposals.

6. The deadline for the submission of Basic Research, Action Research and Innovation proposals is March 22, 2024.



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7. For any query or clarification, please coordinate with Mr. Alberto M. Otchengco Jr, Senior Education Program Specialist, through his email at alberto.otchengcojr@deped.gov.ph.

8. Immediate and wide dissemination of and strict compliance with this Memorandum are earnestly desired

ENGR. EDGARD C. DOMINGO PhD, CESO V
Schools Division Superintendent

Encl: As stated
Reference: As indicated
To be indicated in the perpetual index
under the following subjects:

POLICY RESEARCH
PROGRAMS

AMOjr/PAR/February, 2024



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