



Republic of the Philippines
Department of Education
REGION VIII
SCHOOLS DIVISION OF NORTHERN SAMAR

January 3, 2023

Division Memorandum
No. 0002s. 2023

DIVISION RESEARCH AGENDA

TO : Assistant Schools Division Superintendent
CID & SGOD Chiefs
EPSs, Unit Heads, PSDSs, PIC, Elem and Secondary School Heads
All Others Concerned

1. This Office is fielding the Division Research Agenda, a localized version of the DepEd Order No. 39, s.2016 otherwise known as Adopting of the Basic Education Research Agenda that provides guidance to DepEd in the conduct of Education Research and its utilization of research results to inform the Department's planning.
2. This Division Research Agenda will serve as guide to all the researchers in prioritizing topics in conducting research.
3. Attached is the Division Research Agenda.
4. Immediate dissemination of this Memorandum is desired.


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Schools Division Superintendent

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Division Research Agenda

Theme 1. Teaching and Learning

Instruction

General Research Questions	Topics
What factors affect the teacher's delivery of the curriculum?	Learning Resources
	Innovativeness of Teachers
	Teachers' Motivation
	Workload of Teachers
	School Climate/Working Environment
	Teachers Competence
	Attitude in Teaching
	Values Formation
	School Head's Leadership Style
	Financial Stability
	TA provision/coaching/mentoring
	21 st century teaching skills
	Time on task/management of activities
	Lesson Planning
	School Head's Instructional Supervision and Monitoring
	KSA on Content and Pedagogy of Assigned Learning Area/s
Mismatch of Teacher of Area of Concentration to Learning Area Assignment	
ICT-Savvy Expertise	
Data-Driven Teaching-Learning Sessions	
What teaching and learning strategies can teachers apply to ensure inclusive and learner-centered education?	Adapt or create/formulate innovations
	Retooling of teachers' KSA's
	Focus on critical content and competencies
	Positive Discipline Practices
	Multiple Intelligences, Learning Styles
	Differentiated Instruction
	Expertise on Contextualization Strategies
	Appropriate KSA on the use of Bloom's Taxonomy Applied to TOS in the Formulation of Daily Objectives in LPs and the Formative/Summative Tests

Curriculum

General Research Questions	Topics
How is the curriculum able to contribute in achieving expected learning outcomes?	Scheduling of plan and activities/time on task
	Curriculum Alignment
	Integration of curriculum/lessons
	Evaluation of the Spiral Progression Curriculum
	Impact of Contextualized LRs

	MTBLME Implementation
	Thematic teaching
	Data-Driven Teaching-Learning Processes/Engagements
How is the curriculum responsive and relevant to learners?	Holistic development and productive/competent
	Readiness of Learners to specific disciplines/grades
	Contextualization of Curriculum
	Relevance and responsiveness of Curriculum
	Appropriateness of Learning Materials Used
	Application of Learnings to Real Life Situations

Learners

General Research Questions	Topics
What factors affect the learning behaviors of learners?	Learning Styles
	Motivation
	Social Media Influence
	Gaming
	Parenting
	Learning Environment/Climate
	Attitude towards Learning
	Teacher Factor
	Implementation of Child Protection Policy
	Discipline in School
	Absenteeism of Ps/Ts
What contributes to the values formation of learners?	Parent-Teacher Partnership/Collaborative Engagements
	Child-Friendly Learning Environments
	Guidance Program/ Homeroom Guidance Program
	Parenting Styles
	Family Profile (E.g. Religion, Culture, Socio-Economic Status, Etc.)
	Teachers motivation and counseling
	Peer Influence
	Social Media Influence
	Values Formation Activities and Programs
Teacher Behavior	
What makes a well-rounded, happy, and smart learner?	Internal Stakeholders' Accountability in School Management
	Parents' Support
	Teachers' Motivation
	Teachers' Pedagogical Strategies
	Co- and Extra-Curricular Activities
	Interactive learning
	Supportive school leaders
	Teachers' Competence
Parent Involvement in School Activities	

	Parent-Teacher-Child Conferencing on Identified Priority Needs
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Assessment

General Research Questions	Topics
What factors affect the implementation of classroom assessment?	Management of Learning competencies
	Health and Nutritional status of learners
	Preparation of test items/ Competence in Test Construction
	Checking of test materials
	Reliability and validity of Assessment Test
	Item bank utilization and evaluation (E.g. DUAT, Regional TIB, etc.)
	Best Teaching Practices (Team Teaching, Thematic Teaching, Follow-through, tracking system).
How is assessment conducted and utilized in the Philippine education system?	KSA on Bloom's Taxonomy Applied in the Construction of LPs' Objectives (sub skilled) and in the Formulation of the Formative and Summative Tests
	Implementation of remedial, reinforcement, or enrichment (RRE) activities
	Assess learners and teachers' performance
	School heads monitoring
	Priority Activities of SHS in their SIP/AIP
How effective is recognition of Prior Learning (RPL) in determining students to special programs?	Proper Implementation on the RRE Processes
	Implementations of Projects BULIG & GIYA
	Helps teachers determine the specific needs of the learner
	Formulation of an intervention or innovation
	Feedback mechanism

Learning Outcomes

General Research Questions	Topics
What factors affect the achievement of learning outcomes?	Instructional delivery
	Congested Curriculum
	Workload
	Time and Task Management
	Quality of Test Materials
	School head's technical support
	Teaching-Learning Activities not Aligned to Objective/s of the lesson/s
How does achievement of expected learning outcomes vary in terms of practices per district and school?	Readiness of learners or learners with difficulties/learners with disabilities
	School profile
	Comparative Analysis of Learning outcomes

	Socio-Economic Status/ Parental Support
	Geographical Location
	Conflict Bet. Internal and External Stakeholders

Theme 2. Child Protection

General Research Questions	Topics
How can DepEd best address the following child protection concerns?	
Bullying	Types of Bullying (Cyber, Verbal, Physical, Emotional, Sexual)
	School-based Anti-Bullying Programs and Mechanisms
	Competence of School Personnel in Handling Child Bullying Cases
	Coping Mechanisms
	Attitude and Behavior of victims and perpetrators
	Implementation of Anti-bullying Policies
	Anti-Bullying Interventions
	Impact of Bullying (Academic Performance, Behavior, Self-esteem, etc.)
	Sentiment Analysis on Victims of Bullying
	Factors that lead to Bullying
	Child Protection Policy Implementation
	Teachers Bullying Students/Learners
	Media Bullying
Teenage Pregnancy	Implementation of Comprehensive Sexuality Education and Guidance Program
	Risky Sexual Behaviors
	Parental Guidance
	Family Profile
	Exposure to Pornographic Websites and other adult Materials
	Social Media Influence
	Access to Contraceptives and other Health Services
	Communication, Relation, Support System (Family, School, Community)
	Impact of Teenage Pregnancy (Academic Performance, Health, Socialization, Self-esteem)
	Perspectives of students on Teenage Pregnancy
	Education on Safe use of Online sites
	Partnership with DOH, DSWD, LGU on Reproductive Health
	Health risks (physical and mental health, abortion, etc)
	Other Agencies/LGU Units Involvement in School Activities
Encourage Religion Class/Engagements	

Child Abuse	Types of Child Abuse and Perpetrators
	School-based Anti-Child Abuse Programs and Mechanisms
	Coping Mechanisms
	Attitude and Behavior of Victims and Perpetrators
	Academic Impacts
	Health Impacts (Physical, Psychological, Emotional, Social, Spiritual)
Addiction	Online and Offline Games
	Substance Abuse (Alcohol, Cigarettes, and Illegal Drugs)
	Pornography
	Peer Influence/Pressure
	Social Media Influence
	Time Management
	Sleeping Pattern
	Study Habit
	Socialization
Coping Mechanism (Diversionary Activities, etc.)	
Media Consumption	Social Media Practices
	Peer Influence
	Academic Performance
	Cost
	Time Management
	Impacts (Physical, Psychological, Emotional, Social, Spiritual, studies)
Health and Nutrition	Malnutrition
	Feeding Program Implementation
	Mental Health (Stress, Anxiety, Depression, Trauma, Psychological Interventions, Coping, Resiliency)
	Health and Nutrition Program Implementation (SBM-WinS, etc.)
	Stakeholders' Support and Partnership
	Illness (Communicable and Non-communicable)
	Vaccination
	Health Referral System
	Policy Analysis on Health and Nutrition
	Food Preference
	School Canteen Operation and Management
	Receptiveness to Health Activities and Programs
	Health Advocacies
	Health Practices (School, Home and Community)

Theme 3. Human Resource Development

Teaching and Non-Teaching Qualification and Hiring

General Research Questions	Topics
How effective is the professional development framework in the delivery of the K to 12 curriculum?	<ul style="list-style-type: none"> -Alignment to the field of specialization -PPST/PPSSH/PPSS-aligned professional development programs -LDNA-based trainings/learning and development programs -Implementation of school LAC session
What qualification and competencies are required for teaching in an inclusive learning environment?	<ul style="list-style-type: none"> -PPST-aligned qualifications -Induction Program for Beginning Teachers -Competence of teachers on literacy and numeracy
How can pre-service teacher education be improved to develop teachers who can effectively deliver the K to 12 curriculum?	<ul style="list-style-type: none"> -Inclusion of beginning reading course in the HEI's curriculum Readiness of pre-service teachers on: <ul style="list-style-type: none"> -PPST-aligned instruction -emerging literacies -multi-literacies -contextualization of the curriculum -integration e.g. DRRM and Climate Change Adaptation (CCA) -teaching beginning reading -inclusive education
What competencies and qualifications are required of non-teaching staff to support the effective delivery of the k to 12 curriculum?	<ul style="list-style-type: none"> -Grasp of works of teachers -Technical and clerical skills of non-teaching staff -Technological innovativeness -Interpersonal skills and behavior -Qualification standards and criteria for hiring
What are the issues and challenges in hiring public school teachers and how can these be addressed?	<ul style="list-style-type: none"> -strict implementation of the Recruitment, Selection, and Placement system -ethical practices in hiring and promotion -allocation of items -PPST-aligned skills from pre-service institutions -competence of teachers on multi-disciplinary literacies -application and implementation of localization law -application of the equal opportunity principle (EOP)

Career Development

General Research Questions	Topics
How can selection, retention, assessment, development, promotion, and recognition be enhanced to support DepEd employees in different career stages?	<ul style="list-style-type: none"> -career path/goal and progression -implementation of RPMS -learning and development/professional development -transfer from one station to another -Induction Program for Beginning Teachers -in place R&R system across governance levels
What kind of capacity building activities are necessary and most effective in addressing development needs and improving the work performance of teachers and other DepEd personnel?	<ul style="list-style-type: none"> -PPST/PPSSH/PPSS-aligned professional development programs -LDNA-based trainings/learning and development programs -implementation of school LAC session -in place and functional Learning and Development system -in place and functional Performance Management system -PPSSH-aligned RPMS of School Heads

Employee Welfare

General Research Questions	Topics
What mechanisms are most appropriate to promote the welfare of all DepEd employee?	<ul style="list-style-type: none"> -Gender and Development -compensation and benefits -incentives (e.g. R&R, monetary and non-monetary awards) -establishment of e-system -implementation of e-governance and ease of doing business -non-monetary awards (e.g. CTO, service credits) -Protection and safeguards -grievance mechanism -Implementation of Citizen's Charter -teaching load and ancillary services -employee wellness (e.g. physical, emotional, spiritual, mental) -Special hardship posts allowance -risk insurance -leave privileges -loyalty pay -monetization program -succession and exit program
What motivates teaching and non-teaching personnel to sustain commitment and passion to high quality teaching, learning, and work performance?	<ul style="list-style-type: none"> -DepEd structure, HR systems, and processes -on time release of benefits -financial management/literacy -professional and ethical working environment

Theme 4. Governance

Planning

General Research Questions	Topics
How can DepEd determine effective and efficient standards for critical education resources for schools, community learning centers, and other delivery units?	Monitoring Tool Development
	Quality Assurance of learning resources
	Quality Assurance Process
	Feedback Mechanisms (e.g. level of acceptability, usability)
	Program Implementation Evaluation
How can DepEd improve its planning process across levels?	Development of Supplementary Program/Project
	Planning Process Mapping (e.g. school level, district level, liquidation process)
	Streamlining the liquidation process
	Strengthening of Planning practices
How can DepEd improve its process in the sourcing, acquisition, disbursement, recording, and reporting of programs and project funds consistent with applicable laws, policies, rules, and regulations?	Information-decision processes
	Data management on financial transaction (e.g. automation of reporting and dissemination of financial transactions)
	Transparency mechanisms
	Monitoring approaches
How does financial performance affect key stakeholders in DepEd?	Policy Analysis
	Utilization of financial resources
	Stakeholders' Engagement
	Stakeholder involvement in school projects and programs
	Transparency Mechanisms

Program Management

General Research Questions	Topics
How effective is DepEd's overall program management system?	Monitoring and Evaluation
	Assessment tool development
	Feedback mechanisms
How can we maximize external partnerships locally and abroad to facilitate the delivery of Basic Education?	Feedback mechanisms
	Effect of inflation rate to financial management
	Resource management based on the priority needs of schools
	Partnership Management
	Resource generation approaches

Transparency and Accountability

General Research Questions	Topics
What factors affect transparency and accountability in DepEd operations?	Management of MOOE and other school funds
	Accountability of concerned personnel

	Liquidation of MOOE
	Transparency mechanisms
How effective are internal business processes in allowing the public to monitor and document the performance of DepEd?	Automated Public Information System
	Citizens Charter
	Feedback mechanisms (internal and external stakeholders)
How can schools effectively respond to grievance from teachers, learners, parents, and the community?	Functionality of grievance committee across levels (e.g. school, district, & division)
	Performance evaluation of grievance committee members in handling issues and concerns
	GC's resolution tracking system
	Best practices in conflict management
	Capability building of GC
	Effectiveness of GC's decisions and judgment

Evaluation

General Research Questions	Topics
How effective have DepEd policies, programs, and projects been in meeting their stated objectives? What are the unintended consequences?	Policy Analysis
	Program Evaluation tool development
	Sentimental analysis of DepEd policies, programs, and projects
	Harmonization of DepEd policies, programs, and projects
How can DepEd maximize the benefits gained from the evaluation outputs and expertise from within and outside the department?	Cost and Benefit Analysis
	Culling of best practices in the implementation of the program
	Reward and recognition for best implementers
	Address the issues and concerns in implementation program
	Policy formulation and/or redirection
How can DepEd improve its evaluation process?	Establish evaluation cycles or phases
	Evaluation tool development and refinement
	Formation of competent evaluation teams
	Ensure the use of reliable and valid data
	Adopt triangulation approaches (e.g. ocular inspection, interview, artifacts, and documents)

Cross-cutting Themes

1. Disaster Risk Reduction and Management (DRRM)

General Research Questions	Topics
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	Quality Assurance Process

resources for schools, community learning centers, and other delivery units?	Feedback Mechanisms (e.g. level of acceptability, usability)
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2. Gender and Development

General Research Questions	Topics
Gender mainstreaming in and gender-responsiveness of DepEd structures, policies, programs, and projects.	1. Impact to academic performance of GAD Programs, Activities, and Projects Implementation at the school level
	2. Utilization of 5% allocation fund from MOOE for GAD programs and projects implementation
	3. GAD compliance with Health and sanitation standards in terms of school facilities
	4. Impact of GAD Policy implementation to the behavior of students and academic performance in terms of gender responsiveness
	5. Challenges encountered in gender mainstreaming to Programs, activities, and projects

	6. Gender mainstreaming evaluation framework
	7. Best practices on GAD Implementation
	8. Integration of GAD concepts in the curriculum

3. Inclusive Education

General Research Questions	Topics
How ready is DepEd in providing an inclusive learning environment?	Level of implementation of Inclusive Education in the Division of Northern Samar.
	Capacity or Capability of School Heads and District Heads in Conducting Instructional Supervision, Leadership and Management on Inclusive Education.
	Availability of Trained Teachers, Facilities, and Equipment in the Provision of Educational Services for Learners With Disabilities (LWDs).
	Capability Building on Tagging of Learners with Special Educational Needs (LSEs).
	Presence of Standard Tools Used in Monitoring and Evaluation on Inclusive Education.
	Availability of Qualified Inclusive Education Teachers.
	Contextualization of Lesson Exemplars and Various Education Resources
What are the perceptions of internal and external stakeholders on inclusive education in the Philippine education system?	Availability of Multi-Disciplinary Team in Understanding Disabilities.
	Awareness Among Stakeholders on Inclusive Education Programs and Practices in the Division of Northern Samar.
	Best Practices of Inclusive Education in the Division of Northern Samar