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Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

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June 19, 2023

**REGIONAL MEMORANDUM**No. **603**, s. 2023**ADOPTION OF THE 2023 BASIC EDUCATION REGIONAL RESEARCH AGENDA**

To: Schools Division Superintendents  
Regional Office Division Chiefs  
Public Elementary and Secondary School Heads  
All Others Concerned

1. The Basic Education Governance Act of 2001 underscored the role of research in the management and administration of the basic education system. With this mandate, the Department of Education Regional Office VIII has constantly strived to strengthen the research culture in the region by spearheading initiatives and interventions toward strengthening evidence-based policy development and decision-making. Hence, this Office, through the Regional Research Committee (RRC), disseminates the enclosed **2023 Basic Education Regional Research Agenda (BERRA)** that encompasses priority research areas in the region. The 2023 BERRA shall provide directions to all DepEd personnel and stakeholders on identifying research initiatives and undertakings.
2. The 2023 BERRA has been anchored on the 2030 Basic Education Development Plan (BEDP), the 2023-2028 Regional Education Development Plan (REDP), and the MATATAG Basic Education Agenda. The priority research agenda were identified and formulated based on current research gaps, monitoring and evaluation, and other education issues.
3. These areas of concern and research topics or agenda items have been grouped based on the themes of the Basic Education Research Agenda and BEDP Pillars of Access, Equity, Quality, and Resiliency and Wellbeing. Guide questions or possible research questions and research design have been identified which can serve as reference for researchers.
4. While the areas of concern and research topics or agenda are grouped according to the themes, the Agenda recognizes that some of the listed topics relate to each other. Researchers are encouraged to explore other topics and research questions that may address the identified themes and areas of concern.
5. All personnel in the Regional Office, Schools Division Offices (SDOs), Schools, and Community Learning Centers are enjoined to adopt the research topics or agenda items in the conduct of action and basic education research and the utilization of research results as inputs to planning, policy, and program development aligned with its vision, mission, and core values. The Agenda shall also be shared for consideration by external partners and stakeholders, such as but not



limited to research institutions, local government agencies, higher education institutions, teacher education institutions, and non-government institutions.

6. All SDOs shall utilize the Agenda in the call and screening of research proposals for the 2024 Basic Education Research Fund (BERF) grant facility. In the same way, Schools and Community Learning Centers shall discuss the Agenda during their Learning Action Cell sessions and/or In-service Training.

7. For inquiries and other concerns, Dr. Teodorico C. Peliño Jr., Education Program Supervisor of Policy, Planning, and Research Division and RRC Chairperson of the Technical Working Committee, can be reached at email address: teodorico.pelino@deped.gov.ph.

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

  
**EVELYN R. FETALVERO, CESO IV**  
Regional Director *EF*

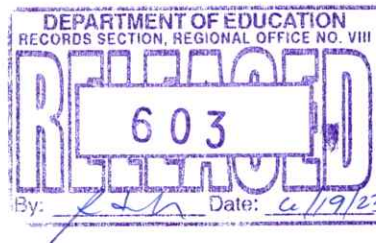
Enclosures: As stated

References: DO 43, s. 2015; DO 16, s. 2017; DO 39, s. 2016; OM 122, s. 2023

To be indicated in the Perpetual Index under the following subjects:

BASIC EDUCATION  
RESEARCH AGENDA

PPRD-TCPJ





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Enclosure to Regional Memorandum No. \_\_\_\_\_, s. 2023

**2023 REGIONAL RESEARCH AGENDA**

BERA Themes/ Sub-themes	Areas of Concern	Research Topic/Agenda	Guide Questions or Possible Research Questions	Proposed Research Design
Teaching and Learning (Quality)	Instruction	A Multi-case Analysis on Out-of-field Teaching in MAPEH: Inputs for a Development Program	1. What are the challenges and opportunities of non-MAPEH specialists in the delivery of the curriculum? 2. What teacher development program can be proposed?	Qualitative Multi-case Analysis
		Teachers' Capacity in the Teaching and Integration of Literacy and Numeracy Across Subject Areas	How do teachers teach and integrate literacy and numeracy in teaching?	Cross Case Analysis
		Evaluation of TLE Teachers' Innovations Promoting Quality Teaching and Learning	To be identified by the researchers	Mixed Methods
		Competence of Teachers Handling Filipino in Teaching and Conducting Research ( <i>Kakayahang Nagtuturo ng Filipino sa Pagtuturo at Pagsulat ng Kilos Pananaliksik</i> )	To be identified by the researchers	Mixed Methods
		Lived Experiences of Out-of-field Teachers Teaching Different Specializations in the Special Program in the Arts:	1. How do the out-of-field teachers teach the different specializations in the Special Program in the Arts as to content knowledge, strategy, use of	Qualitative



Address: Government Center, Candahug, Palo, Leyte  
 Telephone No.: (053) 832-5738  
 Email Address: region8@deped.gov.ph  
 Website: https://region8.deped.gov.ph

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	<p>instructional materials, and assessment?</p> <p>2. What are the challenges encountered by the out-of-field teachers teaching the different specializations in SPA?</p> <p>3. How do out-of-field teachers cope with the challenges of teaching the different specializations in SPA?</p>	
<p>Its Implication to Learners Outputs</p>	<p>Quality of Self-Learning Modules (SLMs) in Alternative Delivery Mode and Distance Learning</p>	<p>Curriculum</p>
<p>1. Are the self-learning modules compliant with intellectual property rights?</p> <p>2. Is there consistency in the content of SLMs with the target DepEd Learning Competencies (MELCs) intended for the learning area and grade level?</p> <p>3. Do the contents of the SLMs reinforce, enrich, and/or lead to the mastery of the targeted learning competencies intended for the learning area and grade level?</p> <p>4. Do the SLMs contain useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another?</p> <p>5. Do the SLMs develop higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem-solving) and 21<sup>st</sup>-century skills?</p> <p>6. Are the SLMs free from any social content violations, factual errors, computational errors, and grammatical errors?</p> <p>7. Do the SLMs provide useful measures and information that help the teacher evaluate the learner's progress in mastering the target competencies?</p>		<p>Qualitative</p>



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			8. What recommendations can be made from the findings of the study?	
	Case Study on Curriculum Standards, Learning Management, and Learning Resources and Services		How do SDOs implement the curriculum standards, learning management, and learning resources and services?	Quantitate or Qualitative
	DepEd Computerization Program (DCP) and the ICT Literacy of Learners and DepEd Personnel		How do SDOs monitor the integration of ICT, through the DCP, in the school system? Does the program help in raising ICT literacy of learners, pupils, students, teachers, and school heads?	Quantitate or Qualitative
	Status/Evaluation of the Different Special Curricular Programs		What is the status of the implementation of schools' Special Curricular Programs?	Mixed Methods
Learners	Effects of Student Workloads, Deadlines, and Other Learning Activities		What is the effect of workloads, deadlines, and other learning activities on students?	Quantitate or Qualitative
Learners in Frustration Level	Making Every Child a Reader: A Critical Evaluation of the Efficacy of School Reading Programs		To be identified by the researchers	To be identified by the researchers
Assessment	Leveraging Students' Performance Output via Portfolio Day: An Evaluative-Comparative Study		To be identified by the researchers	To be identified by the researchers
	Content Analysis of Teacher-made Summative Tests in Science, Math, and English Administered from 2018 to 2022		To be identified by the researchers	To be identified by the researchers



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		Evaluative Study on the Utilization of the Regional Unified Numeracy Assessment Tool: Basis for Enhancement	1. What are the learners' numeracy profiles per grade level/stage? 2. What intervention is provided to the learners based on the results of the RUNT? 3. Is there an impact on the utilization of the RUNT per grade level after the provision of intervention? 4. Is there a significant relationship between numerate learners and their performance in mathematics?	Qualitative
Inclusive Education (Equity)	Multigrade Program	School-in-a-Bag (SIAB) Program: Its Impact on the Reading Performance of Multigrade Learners in Key Stage 1	<ol style="list-style-type: none"> <li>1. What is the demographic profile of Multigrade learners in terms of age, gender, household size, household income, and geographical location?</li> <li>2. What are the effects of the SIAB on the reading performance of the Multigrade learners in the MG schools in key stage 1?</li> <li>3. Is there a significant relationship between the SIAB and the reading performance of the multigrade learners in key stage 1?</li> <li>4. Is there a significant relationship between the demographic profile of learners and their reading performance in key stage 1?</li> </ol>	Mixed Methods
Child Protection or Learner Rights and Protection (Resiliency and Well-being)	MADRASAH Education  Child Protection	MADRASAH Education Program in Region 8: Its Prospects, Problems, and Future Directions  Validation Using Olweus Bully/Victim Questionnaire: An Assessment on the Effectiveness of School-based Interventions and Programs	To be identified by the researchers	Mixed Methods
			<ol style="list-style-type: none"> <li>1. Is there any significant decrease in bullying incidents amongst learners under the current child protection policies and intervention programs?</li> </ol>	Quantitative



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	<p>2. What amendments/revisions to programs must be made using the OBVQ-R test as the basis for determining bullying-related attributes?</p>		
Qualitative	<p>1. What factors and circumstances could have affected perpetrators in committing child abuse? 2. What interventions were made by the school in addressing the students' traumatic experiences?</p>	<p>Diffusing Accountability: A Case Analysis of Child Abuse by Teachers</p>	
Cross-sectional Design	To be identified by the researchers	<p>Status of Implementation of Comprehensive Sexuality Education (CSE): A Cross-sectional Inquiry</p>	
Mixed Methods	To be identified by the researchers	<p>Implementation Status of Child Protection Program Before, During, and After the COVID-19 Pandemic</p>	
Mixed Methods	<p>1. What is the level of awareness of the teachers on the Child Protection Policy (DO 40, s. 2012)? 2. What is the level of implementation of the Child Protection Policy in schools?</p>	<p>Teachers' Awareness and School's Responsiveness to the Child Protection Policy: Basis for a Development Plan</p>	
To be identified by the researchers	To be identified by the researchers	<p>Effectiveness and Equity of Partnerships in Education: A Quasi-Experimental Evaluation of Schools Divisions</p>	Partnership Program
Qualitative (Case Study)	<p>1. What is the current level of disaster preparedness among learners with disabilities in schools and what are the gaps that need to be addressed? 2. What is the impact of mandatory unannounced earthquake and fire</p>	<p>Mandatory Unannounced Earthquake and Fire Drills in Schools on Promoting Disaster Preparedness among DepEd Learners with Disability: A Case Study</p>	<p>Risk Reduction Management</p> <p>Prevention and Mitigation Preparedness Response Rehabilitation and Recovery</p>



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Human Resource Development	Career Development	Professional Growth of Education Program Specialist II in the Department of Education	<p>drills on the disaster preparedness of learners with disabilities in schools?</p> <p>3. How do learners with disabilities perceive the effectiveness of mandatory unannounced earthquake and fire drills in promoting disaster preparedness in their schools?</p> <p>4. What are the challenges and barriers to implementing mandatory unannounced earthquake and fire drills in schools for learners with disabilities?</p> <p>5. What are the best practices for implementing mandatory unannounced earthquake and fire drills in schools to promote disaster preparedness among learners with disabilities?</p>	
	Supervisory Tool for Instructional Leaders in the Changing Educational Landscape	<p>1. What is the profile of the Education Program Specialist in terms of age, sex, position before the EPS II position, number of years in the position, and salary grade?</p> <p>2. What help does the EPS II expect from top officials for promotion?</p> <p>3. What are the challenges and opportunities of the Education Program Specialist II in the region?</p> <p>4. What recommendations can be made from the findings of the study regarding career progression?</p>	<p>Qualitative Research Design</p> <p>To be identified by the researchers</p>	To be identified by the researchers





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		Towards an Enhanced Situational Leadership: The Case of Instructional Leaders in the New Normal	To be identified by the researchers	To be identified by the researchers
Teaching Qualifications and Hiring	Non-major Teachers' Preparation Program in Junior and Senior High Schools	What it's like to teach a nonmajor subject: Your teacher, my story	To be identified by the researchers	To be identified by the researchers
Employee Welfare	Pedagogical Preparation and the Teaching Field Demand: The Case of Non-major Teachers	Perceived Impact of Flexible Work Arrangement on the Performance of Non-Teaching Personnel of DepEd Regional Office VIII	To be identified by the researchers	To be identified by the researchers
		<ol style="list-style-type: none"> <li>1. What is the existing CSC and DepEd policy on flexible work arrangements?</li> <li>2. What is the performance level of the Non-teaching Personnel of DepEd RO VIII adopting the flexible-work arrangement?</li> <li>3. Is there any significant difference in the performance of those who adopted the flexible-work arrangement and those who did not?</li> <li>4. What is the Impact of the Flexible Work Arrangement among Non-Teaching Personnel of DepEd RO VIII? Does it have an impact on their work-life balance?</li> <li>5. What recommendations can be made on the existing DepEd Flexible Work Arrangement policy?</li> </ol>	Mixed Methods	



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Gender and Development	Gender Mainstreaming	<p>Harmonizing the Mind and Body: Health and Wellness Journey of the Department of Education Regional Office VIII</p> <p><i>This proposed topic may not just be limited to the Regional Office; the SDOs and schools may also explore this one.</i></p> <p>School Gender Mainstreaming Implementation</p> <p><i>*using a standard tool which is GMEF</i></p> <p>or</p> <p>Mainstreaming of the Gender and Development Program in the Department of Education</p>	<p>To be identified by the researchers</p>	Qualitative/Mixed Methods
Governance and Access	<p>Access to Universal Kindergarten Education</p> <p>Access to quality Rights-upholding</p>	<p>Lenses of Gender and Development: Towards a More Efficient GAD Implementation</p> <p>Stakeholders' Involvement in Strengthening the Kindergarten Program</p> <p>Integration and Dissemination School Practices on Children's</p>	<p>1. What is the profile of the members of the GAD Focal Point System at the school level in terms of age, gender, position, the field of specialization, experience as a GAD implementer, and GAD activities involvement?</p> <p>2. What is the extent of the GAD mainstreaming in the Schools as to Policy, People, Programs, Projects and Activities, and Enabling Mechanism?</p> <p>3. What problems are encountered in GAD mainstreaming?</p> <p>4. What GAD Operations Manual of the school may be developed based on the findings of the study?</p> <p>To be identified by the researchers</p> <p>1. What is the stakeholders' involvement in the Kindergarten Program implementation?</p> <p>2. What recommendation can be made from the findings of the study?</p> <p>1. What are the schools' practices on the integration and dissemination of</p>	<p>Descriptive Normative Research Design</p> <p>Qualitative/Mixed Methods</p> <p>Case Study (Qualitative)</p> <p>Case Study (Qualitative)</p>



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	<p>Learning Environment</p>	<p>Rights to Safety and to a Holistic Education</p>	<p>Children's rights to safety and to a holistic education? 2. What recommendation can be made from the findings of the study?</p>	<p>Mixed Methods</p>
<p>Learners' Retention</p>	<p>Determinants of school Dropout in DepEd Eastern Visayas</p>	<p>1. What are the factors affecting school dropout? 2. What recommendation can be made from the findings of the study?</p>	<p>To be identified by the researchers</p>	<p>Mixed Methods</p>
<p>Learners' Continuity to the Next Key Stage</p>	<p>Learning Gaps in Schools Due to COVID-19: Basis for Program Design on Learning Recovery</p>	<p>Competence of Division Field Technical Assistance Providers</p>	<p>1. What is the profile of the members of the Division Field Technical Assistance Composite Teams in terms of the number of years as TA providers, trainings attended relative to TA provision, and outstanding performances relevant to TA providers' field of expertise 2. What is the level of competence of TA providers as perceived by the School Heads and TA providers themselves along with skills in data gathering, identifying and providing TA needs, facilitation, giving and receiving feedback, coaching, monitoring and analysis of TA progress, and evaluating TA results? 3. Do respondents differ in their perceptions of the DFTACT's technical assistance competencies? 4. What inputs, suggestions, and lessons learned can be drawn from the experiences in the delivery of technical assistance?</p>	<p>Mixed Methods</p>
<p>Technical Assistance</p>				



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	School-based Management	<p>Conflict Management: An Analysis in the Effectiveness of School Grievance Committees</p> <p>Private Schools' Operations in Basic Education</p> <p>Monitoring and Evaluation Practices: Upscaling Organizational Performance</p> <p>Monitoring Evaluation and Adjustment: Challenges and Opportunities</p>	<p>1. Are school grievance committees effective in reducing cases filed between teacher conflicts? 2. What best practices and strategies during committee hearings resolve conflicts effectively? To be identified by the researchers</p> <p>1. What is the extent of M&amp;E practices of RO in terms of: 1.1. accomplishing organizational performance; 1.2. addressing the critical resources; 1.3. internal process (quality control plan); and 1.4. stakeholders' satisfaction; 1.5. risk management; and 1.6. flourishing organization climate? 2. What are the challenges encountered that hamper the attainment of the organizational targets? 3. What policy recommendations may be proposed? To be identified by the researchers</p>	Mixed Methods  Mixed Methods  Mixed Methods  Qualitative/Mixed Methods
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