



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

March 3, 2026

REGIONAL MEMORANDUM

No. **280** s. 2026

PARTICIPATION OF SCHOOL HEADS IN A RESEARCH SURVEY

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

1. In reference to the letter request of Dr. Cherrylou Repia, Assistant Regional Director – MIMAROPA, regarding the conduct of data gathering for her study entitled *“Appreciative Inquiry Approach in Addressing Organizational Culture Dilemmas in Learning-Focused Leadership in DepEd Public Schools,”* identified School Heads from selected public elementary and secondary schools are hereby requested to accomplish the survey questionnaire through the following link: **<https://bit.ly/LFLS-AI-2026>**. Responses will be accepted until March 6, 2026.
2. Attached to this Memorandum are the list of target respondents and the research brief for guidance and reference.
3. Immediate dissemination of and compliance with this Memorandum are desired.

RONELO AL. K. FIRMO CESO IV
OIC-Regional Director

Enclosures: As stated

References: None

To be indicated in the Perpetual Index under the following subjects **280**

RESEARCH

SURVEY QUESTIONNAIRE



PPRD-JDD



LIST OF SURVEY QUESTIONNAIRE RESPONDENTS IN REGION VIII

The respondents of the survey questionnaires must ONLY be the SCHOOL HEADS of the following schools:

SDO Biliran	SDO Calbayog City	SDO Leyte
Caibiran CS SPED Center	Cag-olango ES	Fatima ES
Balaquid ES	Cabacungan ES	Libjo ES
Burabod ES	Anislag ES	Canlampay ES
Kawayanon ES	Danao I ES	Conalum ES
Kaulangohan ES	Peña I ES	Union ES
Imelda ES	Binaliw ES	Tahud ES
Looc ES	Jacinto ES	Cangcosme ES
Cabucgayan CS	Begaho ES	Dulag SPED Center
Katipunan ES	Malajog Integrated School	San Rafael ES
Sabang ES	Mancol Integrated School	Odiongan ES
Patag PS	Quezon ES	Patong ES
Atipolo ES	Catabunan ES	Canfabi ES
Naval CS SPED Center	Pinamurotan Integrated School	Lanauan ES
Core Shelter ES	Mabini I ES	Cogon ES
Anislagan ES	Caybago ES	Moroboro ES
Looc ES	Palanogan Occidental ES	Cabarasan Guti Primary School
Balacson ES	Mawacat Integrated School	A. Bonifacio ES
San Pablo ES	Canjumadac Integrated School	Guindapunan ES
Adventist ES	Calucnayan ES	Mabini ES
Mapuyo ES	Palanogan Oriental ES	Malaguicay ES
SDO Calbayog City	SDO Leyte	SDO Southern Leyte
Tarabucan NHS	Divisoria NHS	Tinago NHS
Patong Happy Valley Integrated School	Pintuyan National Vocational HS	Putingbato, Cangag, Can-andan, Consolacion St. Filomena NHS
Himalandrog- Seven Hills Integrated School	Nava NHS	Pagsulhugon NHS
San Policarpo NHS	Limasawa NHS	Rafaelito Cabañas Martinez NHS
Mag-ubay NHS	Hilaan NHS	Naval NHS
San Joaquin NHS	Canipaan NHS	Sulpa NHS

Pena I NHS	Marayag NHS	Gibacungan NHS
Oquendo NHS	Liloan National Technical Vocational HS	San Francisco NHS
Trinidad NHS	Libagon NHS	Felix Caneja Lafuente NHS
Migara NHS	San Juan NHS	Lomonon NHS
Malaga NHS	Himay-angan NHS	Manaybanay NHS
Bagacay Integrated School	Estela NHS	Asuncion S. Melgar NHS
Pilar National Agricultural HS	Katipunan NHS	Abuyog NHS
Calbayog City NHS	Padre Burgos National Technical Vocational HS	Julita NHS-SHS
Cabatuan NHS	Lungsodaan NHS	Bienvenido Guillera Celebre NHS
R. Lentejas Mem. School Of Fisheries	Pinut-an NHS	Conalum NHS
Carayman NHS	Hingatungan NHS	Waterloo NHS
	San Roque NHS	Palo NHS
	Consolacion NHS	Hibunauan NHS
	New Guinsaugon NHS	Polahongon NHS

If there is any concern on this matter, please contact me through viber number 09985841703 (Happy Che) or cdrepia@up.edu.ph. Thank you for your invaluable assistance and precious support to this endeavor.

RESEARCH BRIEF

APPRECIATIVE INQUIRY APPROACH IN ADDRESSING ORGANIZATIONAL CULTURE DILEMMAS IN LEARNING-FOCUSED SCHOOL LEADERSHIP IN DEPED PUBLIC SCHOOLS

by Cherrylou D. Repia

About the study:

This study is a critical step to the passion project of the researcher to develop a framework for AI-based coaching and mentoring aligned with RPMS-PPST and centered on LFSL. It aims to offer a practical, context-sensitive solution to the school leadership challenges facing Philippine public schools today with the end in view of transforming school culture, empowering school heads, and ultimately improving educational outcomes.

Appreciative Inquiry approach is a process to help people focus upon what is working well, the positive core, and identifying strengths. This strategy helps individuals and systems shift their paradigm from a deficit-based perspective to a growth or strength-based perspective. On the other hand, learning-focused school leadership pays more attention to learning processes, contextual disparities between communities and schools, and the effects of historical disparity in educational results.

The exploratory sequential design, a mixed method in research, will be used in this study, which will first qualitatively explore the AI practices of a small sample size of school heads while they perform their LFSL tasks and then determine whether these qualitative findings were evident to a larger sample of participants through the quantitative phase.

Research Objectives:

This research aims to ascertain the practices of Appreciative Inquiry (AI) approach in addressing organizational culture dilemmas in learning-focused school leadership (LFSL) in select DepEd public schools as well as to seek an explanation of how organizational culture and norms facilitate AI in LFSL.

Specifically, it intends to:

1. determine LFSL practices implemented in DepEd public schools;
2. describe the organizational culture dilemmas in the implementation of LFSL;
3. assess the level of understanding of the participants about AI approach;
4. evaluate the extent to which AI approach address the organizational culture dilemmas;
5. analyze how AI approach and LFSL impact organizational culture dilemmas;
6. identify the mediating effects of appreciative coaching; and
7. develop a framework on AI-based coaching and mentoring in accordance with Results-based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST).

Target Participants:

The research participants in this study will be school heads from pre-determined schools in the country coming from six regions – Regions I, IV-A, VI, VIII, IX and XII which were chosen based on the performance in the 2024 National Achievement Test.

Contact details of the researcher:

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FAQ

Slide: 01/02

QUESTION 01

What is Appreciative Inquiry (AI)?

Appreciative Inquiry is a strengths-based approach to organizational development. Instead of focusing on problems and deficits, AI encourages schools to discover what works well, envision what could be, and design strategies to achieve a preferred future. It is based on the premise that positive questions lead to positive change.

QUESTION 02

How does Appreciative Inquiry differ from traditional problem-solving?

Traditional Approach

Focuses on gaps, weaknesses, and problems
Usually starts with "What is wrong?"
Often leads to blame or defensiveness
Seeks to eliminate problems

Appreciative Inquiry

Focuses on strengths, successes, and possibilities
Starts with "What is working well?"
Builds hope, motivation, and collaboration
Seeks to amplify what works

QUESTION 03

What is Learning-Focused School Leadership (LFSL)?

LFSL is a leadership framework that places student learning outcomes at the center of all leadership actions. A learning-focused school head aligns people, processes, and resources toward improving teaching quality and learning performance.

FAQ

Slide: 02/02

How do Appreciative Inquiry and Learning-Focused Leadership complement each other?

Appreciative Inquiry provides the mindset and tools, while Learning-Focused Leadership provides the direction and purpose.

Together, they enable school heads to:

- Lead with positivity while staying anchored on learning goals
- Engage teachers in reflective, collaborative inquiry
- Co-create solutions that uplift both morale and performance

Build schools that thrive through shared leadership