



Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

DIVISION MEMORANDUM

To : Asst. Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

From : 
LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent

Subject: **CALL FOR FY 2024 RESEARCH TOPIC/TITLE**

Date : February 21, 2024

1. For information and guidance of all concerned, attached is a copy of Memorandum No. PPRD-2024-008 dated February 13, 2024, issued by the Office of the Regional Director, Dr. Nicolas T. Capulong, CESO III, **re: Call for FY 2024 Research Topic/Title**, which is self-explanatory.
2. In this regard, this Office strongly encourages all interested SDO/School personnel to actively participate by submitting proposed research topics/titles for consideration.
3. Additional information can be found in the attached copy of the Memorandum.
4. Immediate dissemination of the contents of this Memorandum is desired.

/SGOD-PRS-BRL

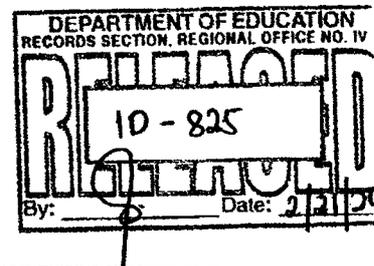
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Malusak, Boac, Marinduque
Email: marinduque@deped.gov.ph
Tel. No.: (042) 754-0247 • Fax No.: (042) 332-1611
Facebook Page: DepEd Tayo Marinduque



Republic of the Philippines
Department of Education
MIMAROPA REGION



Office of the Regional Director

MEMORANDUM
PPRD-2024-008

TO : RO FD CHIEFS, UNIT & SECTION HEADS
SCHOOLS DIVISION SUPERINTENDENTS
ALL OTHERS CONCERNED

FROM : NICOLAS T. CAPULONG, PhD, CESO III
Director IV
Regional Director

SUBJECT : CALL FOR FY 2024 RESEARCH TOPIC/TITLE

DATE : February 13, 2024

1. DepEd Order No. 39, s. 2016, known as "Adoption of the Basic Education Research Agenda," provides guidance to DepEd and its stakeholders for conducting research, utilizing research results, and informing the Department's planning, policy, and program development aligned with its vision, mission, and core values. The research agenda aims to enhance the existing knowledge base, explore priority research areas, address relevant education issues, and optimize research resources within and outside the Department.
2. With reference to the four research themes or basic education research agenda outlined in the aforementioned Order, the research findings are anticipated to drive evidence-based actions that strategically align with DepEd's vision and mission. These actions aim to achieve outcomes such as facilitating access to quality education, ensuring comprehensive basic education, and fostering effective, transparent, and engaging governance within the education sector. Furthermore, this Office emphasizes the inclusion of priority topics that address MIMAROPA's specific issues and concerns, underscoring the importance of evidence-based decision-making supported by scientifically derived data.
3. With this, the Functional Division from the Regional Office proper, Schools Division Offices (SDOs), and School level are encouraged to propose research topics and suggest research titles that align with the priorities of the Regional Office.
4. Submission and consolidation of the proposed research topics and titles in the division level shall be facilitated and consolidated by the SEPS In-Charge



Meralco Avenue corner St. Paul Road, Pasig City
Telephone Nos.: (02) 8631-4070 | (02) 8637-2895 | (02) 8637-1799

DepEd MIMAROPA Region | depedmimaroparegion.ph

mimaropa.region@deped.gov.ph

mimaropa.region@deped.gov.ph

of Research per SDO and submit to this Office through the Policy, Planning and Research Division through email pprd.mimaropa@deped.gov.ph on or before February 21, 2024.

5. Submission of proposed research priority topics and titles from RO FDs, units and sections of the Regional Office proper maybe done through in-person to the Office of the Policy, Planning and Research Division or through the aforementioned email address.
6. The gathered inputs will be presented to the Regional Research Committee for a vetting process before recommendation to the Regional Director for action.
7. This Office will disseminate a separate communication relative to the final list of research priority topics and titles for funding of FY 2024 Basic Education Research Fund.
8. For reference and guidance in terms of alignment, you may refer to the attached identified RO research topics and proposed research titles.
9. For clarification and further inquiries, please contact Mr. Jayson M. Ealdama, EPS II of PPRD through mobile number at 09261754022, office landline number at (02) 863 44670 or email at pprd.mimaroparegion@deped.gov.ph.
10. Immediate and wide dissemination of this memorandum is earnestly desired.



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Department of Education
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PPRD-2024-008

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DepED
MATATAG



Merako Avenue corner St. Paul Road, Pasig City
Telephone Nos.: (02) 8631-4070 | (02) 8637-2895 | (02) 8637-1799
DepEd MIMAROPA Region | depedmimaroparegion.ph
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PPRD/jme

PROPOSED RESEARCH TOPICS AND TITLE FY 2024

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ANALYSIS OF 2022 PISA RESULTS/DATA

FACTORS AFFECTING STUDENTS' PISA PERFORMANCE	STRATEGIES TO ADDRESS THE FACTORS	POSSIBLE RESEARCH TOPICS TO UNDERSTAND THE CAUSES OF STUDENTS' PISA PERFORMANCE	SUGGESTED RESEARCH TITLE
A. Well Being and investment for education success 1. Teacher Factor			
a. " Filipino students who were attending classes with supportive teachers in most or every mathematics lessons scored from 17 to 27 points higher than those who received lesser support."	a. Capacity building on classroom management, test construction	a. classroom management skills of teachers	<ul style="list-style-type: none"> •Effective Classroom Management: A Comprehensive Study on Teacher Strategies and Student Engagement •Unlocking Academic Success: Exploring the Impact of Teacher Classroom Management Skills on Student Learning
	b. revisit and designing homeroom guidance activities	b. Skills of teachers on art of questioning and reception of students' responses	<ul style="list-style-type: none"> •Crafting Inquiry: Investigating Teachers' Questioning Skills and their Role in Facilitating Student Engagement and Understanding •Questioning Mastery: A Profound Analysis of Teachers' Techniques and Responsiveness to Student Input in the Learning Process
	c. Continued professional development Programs for teachers (KSA)	c. Students' perception on classroom activities especially in English, Filipino, Math and Science	<ul style="list-style-type: none"> •Insights into Learning: Unveiling Students' Perspectives on Classroom Activities in English, Filipino, Math, and Science
	d. Strengthen instructional supervision	d. Support system needed by Learners to improve academic performance	<ul style="list-style-type: none"> •Building Bridges to Success: Examining the Crucial Support Systems for Enhancing Learners' Academic Performance •Empowering Education: An In-depth Analysis of the Support Systems Required by Learners to Excel Academically
		e. Educational Qualifications of English/Filipino/Mathematics/Science vis-à-vis students' academic performance	<ul style="list-style-type: none"> •Teacher Credentials Matter: Unraveling the Link Between Educators' Qualifications in English, Filipino, Mathematics, and Science, and Student Academic Achievement •Educational Expertise in Action: Investigating the Influence of Teacher Qualifications in English, Filipino, Mathematics, and Science on Student Academic Success
		f. Correlative Analysis on the Strategies Used by Teachers and the Academic Performance of Learners	<ul style="list-style-type: none"> •Bridging the Gap: A Correlative Examination of Teaching Strategies and Learners' Academic Performance
		g. An analysis of instructional support system of school heads to teachers.	<ul style="list-style-type: none"> •Leadership in Learning: A Critical Analysis of School Heads' Instructional Support Practices for Teachers

FACTORS AFFECTING STUDENTS' PISA PERFORMANCE	STRATEGIES TO ADDRESS THE FACTORS	POSSIBLE RESEARCH TOPICS TO UNDERSTAND THE CAUSES OF STUDENTS PISA PERFORMANCE	SUGGESTED RESEARCH TITLE
School Environment			
1. Student Discipline			
a. "Students who experienced bullying at least a few times a month scored 11 to 44 points lower in mathematics"	a. Strengthen / Revive Interest Clubs	a. Phenomenological study of Bullying	• Bullying Unveiled: A Phenomenological Inquiry into Personal Narratives and Perspectives
2. Safe School			
a. "Students reported that they study mathematics in a disciplinary climate that is not favorable to learning"	a. Capability Bldg on Classroom	a. A correlative analysis of students' Level of belongingness/happiness and their academic performance	• Balancing Acts: Analyzing the Correlation Between Students' Happiness, Sense of Belonging, and Academic Excellence
b. "The index of feeling safe at school was relatively low."	management (KSA)	b. A proposed tool to assess students level of belongingness/happiness.	• Student Well-being Meter: A Proposal for Assessing Belongingness and Happiness in Schools • Measuring Smiles: Developing a Tool for Evaluating Students' Happiness and Belongingness
	b. Integration of the Affective domain in the Lesson Plan	c. An assessment of students level of belongingness/happiness vis-à-vis learning experiences.	• Happy Learners: A Comprehensive Analysis of Students' Belongingness in Relation to Learning Experiences • Beyond the Books: Evaluating Students' Belongingness and Happiness in the Context of Learning Experiences
	c. Capacity of the teachers to teach the subject		• Enhancing Education: Understanding and Strengthening Teachers' Capacity in Subject Delivery • Evaluating Teachers' Capacity: A Comprehensive Study on Their Ability to Instruct the Subject

FACTORS AFFECTING STUDENTS' PISA PERFORMANCE	STRATEGIES TO ADDRESS THE FACTORS	POSSIBLE RESEARCH TOPICS TO UNDERSTAND THE CAUSES OF STUDENTS PISA PERFORMANCE	SUGGESTED RESEARCH TITLE
Student Factors			
<p>1. Attendance in School</p> <p>a. * Students who reported that they had missed school for more than three consecutive level tended to score lower by 56 score were FAMILY SITUATION, BEING BORED, and SCHOOL CLOSURE remained the primary reasons for long-term absenteeism</p>	<p>a. strengthening students' interest clubs</p> <p>b. providing more relevant co-curricular activities</p> <p>c. Reviving Larong Pinoy</p> <p>d. Balanced Work and Life for Teachers</p>	<p>a. Causes of absenteeism and skipping from school among learners/ Correlation on Teachers' teaching skills and students' absenteeism</p> <p>b. Perception of learners on classroom activities/learning materials in English, Filipino, Science and Mathematics</p> <p>c. Teaching -Learning activities practiced by teachers to elicit interest / active participation of learners</p> <p>d. Students preference on co-curricular activities.</p> <p>e. School initiated co-curricular activities vis-à-vis academic performance.</p> <p>f. Schools social activities to ensure work and life balance among teachers.</p>	<p>*Skipped Classes, Missed Opportunities: A Study on Learners' Absenteeism and Its Correlation with Teachers' Teaching Skills</p> <p>*Beyond the Classroom Walls: Exploring Causes of Absenteeism and Correlating Teachers' Skills with Student Presence</p> <p>*Student Insights: A Study on How Learners View Classroom Activities and Learning Materials in English, Filipino, Science, and Mathematics</p> <p>*Learning Perspectives: Exploring How Learners Perceive Classroom Activities and Materials in Key Subjects</p> <p>*Learning in Motion: A Study on Teachers' Practices to Stimulate Interest and Promote Active Involvement in Classroom Activities</p> <p>*Student Voices: Exploring Co-Curricular Preferences in the School Community</p> <p>*Harmony of Interests: Unraveling Student Preferences in Co-Curricular Pursuits within the School Community</p> <p>*Teachers Unplugged: Exploring the Role of School Social Activities in Promoting a Balanced Work-Life Lifestyle</p>

FACTORS AFFECTING STUDENTS' PISA PERFORMANCE	STRATEGIES TO ADDRESS THE FACTORS	POSSIBLE RESEARCH TOPICS TO UNDERSTAND THE CAUSES OF STUDENTS PISA PERFORMANCE	SUGGESTED RESEARCH TITLE
Investments in Education			
1. Primary Education		Inventory of Pre-Elem Classroom Facilities and Availability of Manipulative Materials	•Mapping Resources: A Comprehensive Inventory of Classroom Facilities and Manipulative Materials in Pre-Elementary Education
a. " students who attended pre-elem. Educ. for at least one year but less than two years	a. Age Mapping b. Advocacy Campaign for Pre Elem. Educ.	An Assessment of Teachers' Strategies of Pre-Elem Teachers: Basis for Improvement for Learning Delivery	•Strategies in Focus: Evaluating Pre-Elem Teachers' Approaches for Enhanced Learning Delivery
scored 26 points higher than those who did not attend or attended for less than a year."	(Video Explainer on Pre-Elem)	Assessment on the Qualifications of Pre-Elem Teachers	•Mapping Credentials: An In-depth Assessment on the Qualifications of Pre-Elem Teachers •Teacher Proficiency Review: Assessing the Qualifications of Pre-Elem Educators
	c.	Assessment on SDOs Practices in Hiring/ Appointing Pre-Elem Teachers	•Quality Check: Examining SDO Procedures in the Recruitment of Pre-Elem Educators
		Assessment of School Readiness: Basis for the Development of Catch-up Program for Pre-Elem	•Assessment of School Readiness: Basis for the Development of Catch-up Program for Pre-Elem
2. Teacher's Qualification			
a. " The school's capacity to provide instruction is hindered by a lack of teaching and by inadequate and poorly qualified teaching staff."	a. inventory of teachers by grade level and by area of specialization	a. A correlative analysis of teachers qualification and students' academic performance	•A correlative analysis of teachers qualification and students' academic performance •Exploring the Correlation Between Teachers' Qualifications and Students' Academic Performance: An In-Depth Analysis
	b. continued professional development for teachers.	b. Development needs of teachers teaching English, Filipino, Science and Mathematics: Input to In Service Training Programs	•Educator Empowerment: Unveiling the Development Needs of Teachers in English, Filipino, Science, and Mathematics to Inform In-Service Training Strategies
	c. Convergence with Teachers Education Institutions	c. IDP of teachers: Basis for In Service Training Program	•IDP of teachers: Basis for In Service Training Program •Personalized Professional Growth: A Study on Leveraging Teachers' IDPs for In-Service Training

			<ul style="list-style-type: none"> •Assessing the Usability of Instructional Materials: A Comparative Analysis from the Perspectives of Teachers and Learners •Analyzing the Responsiveness of Instructional Materials to the Needs of Teachers and Learners: A Comprehensive Evaluation •Evaluating Content Assessment and Instructional Materials: Foundations for Effective Interventions
3. Instructional Materials		<p>e. Assigning teachers to subjects/classes where they are trained/capacitated</p> <p>d. Instructional Materials</p> <ol style="list-style-type: none"> 1. Usability of instructional materials by the teachers and learners. 2. Responsiveness of instructional materials to teachers and learners' needs. 3. Content assessment and instructional materials basis for interventions. 	
	a. Development, Storage and utilization of learning materials in the Regional learning Portals		
a. "Lack of educational materials or inadequate or poor educational materials hinder instruction"			
	b. Library On Wheels		
4. Student Factor			
a. "Students who repeated a grade level once in elem or Secondary school scored lower by 53 to 57 points in mathematics."		a. Students' reasons for obtaining low academic performance: a basis for enhanced guidance program	<ul style="list-style-type: none"> •Students' reasons for obtaining low academic performance: a basis for enhanced guidance program •Striving for Success: Utilizing Students' Insights into Low Academic Performance to Improve Guidance Programs
5. Poverty			
a. "Food insecurity was found to be negatively associated with mathematics performance"	a. Strengthening Gulayan sa Paaralan Program	a.	•Nurturing Growth: Enhancing the Gulayan sa Paaralan Program for Sustainable School Agriculture
	b. Public-Private Partnership		
	c. Integration of food production in TLE subjects		•Sustainable Learning Gardens: A Study on the Integration of Food Production in TLE Curriculum
	d. Capacity Bldg for parents and Community leaders on food production and preparation		•Empowering Communities: Capacity Building for Parents and Community Leaders in Food Production and Preparation
	3. Revisit Implementation of School Feeding Program		•Cultivating Well-being: Assessing the Impact of the School-Based Feeding Program on Students' Nutrition and Academic Performance