



Republic of the Philippines
Department of Education
REGION II – CAGAYAN VALLEY
SCHOOLS DIVISION OF NUEVA VIZCAYA

26 July 2024


DIVISION MEMORANDUM

No. 290, s. 2024

**DISSEMINATION OF RESEARCH FINDINGS AND RECOMMENDATIONS
FROM THE COMPLETED ACTION AND BASIC RESEARCHES**

TO: Officer-in-Charge, Assistant Schools Division Superintendent
Chief – School Governance & Operations Division
Chief – Curriculum Implementation Division
Public Schools District Supervisors/District In-Charge
Public Elementary and Secondary School Heads
All others concerned

1. In support to the **Research Management Guidelines** stipulated under **DepEd Order No. 16, s. 2017**, the Schools Division Research Committee (SDRC) disseminates the research findings and recommendations of the completed basic and action researches conducted last School Year 2023-2024.
2. Findings and recommendations of these study may be used to:
 - a. support on-going or future studies through cross-referencing;
 - b. adopt or adapt strategies and/or interventions for implementation to address certain priority improvement areas in the school or community learning centers (CLCs);
 - c. support or ground a proposed study, project and/or activity; and,
 - d. affirm or negate findings of other studies.
3. Future researchers may request permission to the SDRC through the Planning and Research Section or through the respective authors for the utilization of findings and recommendations such as but not limited to parallel studies, adoption of instruments and interventions.
4. Attached is a copy of the summarized findings and recommendations of complete action and basic researches in the division for your reference.
5. Wide dissemination of this memorandum is desired.

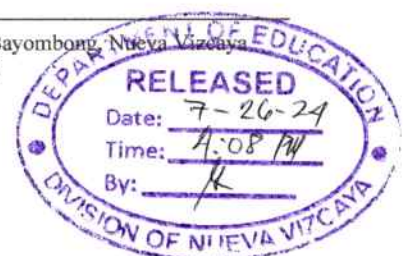

ORLANDO E. MANUEL PhD, CESO V
Schools Division Superintendent

Encl.
References:

As Stated
DepEd Order No. 16, s. 2017



Address: Quezon St., Don Domingo Maddela, Bayombong, Nueva Vizcaya
Telephone Nos.: (078) 362-0106, 09171589946
Email Address: nuevavizcaya@deped.gov.ph
Website: www.deped-nv.com.ph





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DISSEMINATION OF RESEARCH RESULTS for COMPLETED BASIC RESEARCHES CONDUCTED S.Y. 2023-2024

Researcher/ School/ District	Research Title	THEME/ Learning Area (LA) Method (M)	Findings/ Conclusions	Recommendations
DARLENE C. DERIJE Principal I Bantnan ES Santa Fe District	Assessment of Intensive Early Reading Intervention: Basis for an Enhanced Cluster-Based Reading Program.	T: Teaching and Learning Basic Research Design: Descriptive Correlational Respondents: Pupils and Teachers Tool: EGRA Tools Questionnaire	<ol style="list-style-type: none">1.The school reading programs' objective of enhancing the reading competencies was assessed to be highly implemented, but learning outcomes in reading of the pupils is low.2. The challenges faced by the teachers in the cluster schools are lack of appropriate reading materials and guides, lack of interest among the pupils, absenteeism, lack of parental support, and lack of trainings on the part of the teachers.3. The pupils' posttest in the three schools for Grade 1 remains to be low except for Lawed ES which achieved moving towards mastery level; low for Grade 2; and low for Grade 3 especially listening and reading comprehension and dictation.4. There were significant gain scores in the posttest among the pupils in Grade 1; not significant increase in the scores in Grade 2; and significant increase in Grade 3, but the scores remained indication of low mastery.	<ol style="list-style-type: none">1. Conduct of regular monitoring to ensure complete and correct implementation of reading programs.2. Maximum utilization of available reading materials and activities in schools is advised.3. Provision of intensive reading activities to learners who fail to meet required proficiency in a certain grade level.4. An enhanced clustered-based reading program for the district is designed for implementation and adoption.



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<p>NELIA D. ULLAGON Teacher III/TIC Pacdal ES Ambaguio District</p>	<p>School Administrators' Leadership Styles: Its Influence on Teachers' Performance.</p>	<p>T: Human Resource Development Basic Research Design: Descriptive and Correlational Respondents: Elementary School Heads Teachers Tool: Survey Questionnaire</p>	<ol style="list-style-type: none"> 1. The majority of the teachers and school head respondents favored the democratic style of leadership, indicating a strong preference for collaborative and participative leadership approaches. 2. Educational qualifications and length of service show no discernible correlations. 3. The significant negative relationship between perceived delegative leadership style of school heads and teachers' performance underscores the importance of fostering a supportive and engaged leadership culture to enhance overall educational outcomes. 4. The study highlights the detrimental impact of delegative leadership on teacher performance, suggesting a need for fostering collaborative decision-making and shared leadership practices to improve educational outcomes. 	<ol style="list-style-type: none"> 1. Provide opportunities for teachers to have a voice in school policies and procedures, aligning with the preference for democratic leadership. 2. Offer training sessions for school heads to improve their interpersonal skills, particularly in communicating with and providing feedback to teachers. 3. Create a regular annual mentorship program where experienced teachers mentor new teachers, fostering a sense of community and shared leadership. 4. Encourage school heads to involve teachers in decision-making processes and seek their input on school matters.



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<p>ROGINE D. MERIA Principal I P.D. Galima ES Solano I District</p>	<p>Relationship of Teachers' Reading Practices and Learners' Reading Performance of Solano I District.</p>	<p>T: Teaching & Learning Basic Research Design: Mixed-method using concurrent explanatory design Respondents: Grade 1-3 Teachers Tool: Questionnaire</p>	<p>1.The Grade 1-3 teachers of Solano I District consistently practice and implement reading program along instructional contents, instructional materials used, and assessments were applied on a daily basis.</p> <p>2. Majority of the Grade 1-3 learners of Solano I District have achieved the expected reading proficiency level. However, there are still who need reading intervention activities.</p> <p>3.The learners' reading performance is not influenced by the teachers' reading practices along with the teacher actions, instructional contents, instructional materials used, and assessments.</p> <p>4. Problems encountered by the teachers in the conduct of remedial reading program were learners' difficulties, learners' behaviors, absenteeism, poor retention, poor parents' involvement, lack of monitoring, and limited availability of reading materials.</p>	<p>1. Intensify the conduct of instructional supervision, technical assistance and monitoring to teachers emanating from the School Heads and Public Schools District Supervisors or through School Based-Learning Action Cells (SLAC) or adapt and share teachers' best practices in the conduct of remedial reading program from other schools for continuous improvement.</p> <p>2. Utilize the DepEd LRMS or other official DepEd portals for instructional materials, including books, digital resources, and educational games.</p> <p>3. Improve stakeholders' participation in the school through provision of services and donations of reading materials.</p> <p>4. Conduct reading intervention activities to the learners who are still under Full Refresher, Light Refresher and Moderate refresher to become Grade Ready.</p>



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LUCIA M. BALAHIW Principal II Ambaguio Central School and Lihit ES Ambaguio District	Skills and Competencies of Teachers: Its Relation to Children's Literacy	T: Human Resource Development Basic Research Design: Descriptive Quantitative Research Respondents: Grade 1-6 Teachers Tool: Survey Questionnaire	<ol style="list-style-type: none">1. The elementary school teachers of Ambaguio District has an outstanding performance meets the minimum requirements for teaching and learning.2. Teachers skills and competencies in terms of classroom management, learning practice, assessment and technology were performed very satisfactorily.3. The skills and competencies of teachers as to their practices in classroom management, learning practice, assessment, and technology skills has significant effect to the performance of pupils.4. Support teachers in their professional development needs; may it be seminar, workshop or school-based Learning Action Cell(LAC), mentoring and peer collaboration is highly appreciated to be institutionalized in school level.	<ol style="list-style-type: none">1. School heads should provide technical assistance to teachers on reading techniques for improved performance.2. Recommend teachers to trainings, seminars, workshops for upskilling or reskilling to enhance skills and competencies along classroom management, learning practice, assessment and technology skills.3. Institutionalize the conduct of Learning Action Cell (LAC), mentoring and peer collaboration to school level as an immediate intervention to help other colleagues in their teaching endeavor.



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REYNOLD B. MARIANO Head Teacher III Tiblac ES and Daclig ES Ambaguio District	Challenges and Level of Implementation of Indigenous Peoples Education (IPEd).	T: Teaching and Learning (IPEd Implementation) Basic Research Design: Quantitative and Qualitative Respondents: Teachers and School Heads Tool: Survey Questionnaire	1. Most of the respondents was stationed in a monograde school with no relevant trainings. Majority of them belongs to Kalanguya Indigenous Cultural Community. 2. IPEd implementation along Teaching Methods and Strategies, Teachers Capacity Building, Program Objectives, Curriculum and Learning were satisfactorily practiced, while Teachers Learning Materials domain has been outstandingly practiced. In contrary, collaboration to culture bearers and teachers' capacity building were failure. There is no achievement of the desired outcomes. 3. Teachers and School Heads have insufficient IPEd trainings and have poor established partnership with the culture bearers. 4. Proposed action plan will be designed to improve IPEd program implementation.	1. Monitor the equal distribution of teachers in the monograde, multigrade and mixed schools. 2. Provide trainings on Indigenous People's Education to teachers teaching in IP schools. 3. Encourage teachers to undergo continuing professional growth and provide technical assistance to school leaders in the implementation of IPEd and establish strong partnership to the culture bearers. 4. Implement action plan based on the timeline



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TEDDY A. BUDDAN Teacher III/TIC Villaverde District	ICT Integration in Teaching Mathematics in Public Elementary Schools: Basis for Learning and Development Project in Teaching Mathematics.	T: Teaching and Learning Basic Research Design: Quantitative and Qualitative Respondents: Elementary Teachers Tool: Survey Questionnaire	<ol style="list-style-type: none">1. Teachers have a good understanding of and use of ICT in terms of pedagogical indicators, social and ethical behaviors, and technological concepts and operations.2. There is still a need for improvement, especially in the areas of professional development, technology assessment and reflection, peer and stakeholder cooperation, and using technology to foster creativity and higher order thinking skills.3. Teachers need to improve digital literacy and ICT integration when it comes to teaching mathematics.4. Teachers will be better prepared to use technology to enhance teaching and learning, which will eventually improve student outcomes in mathematics, by putting into practice a learning and development project that focuses on these areas.5.	<ol style="list-style-type: none">1. Provide training and workshop that includes basic computer operations, teaching tools, internet usage, network applications and resources, with the inclusion of netiquette and other protocols associated with it, as well as collaboration with other teachers in terms of enhancing themselves in ICT utilization in teaching mathematics.2. Provide training and workshop on pedagogies that includes the use of ICT in the teaching-learning process that enhances learners' performance, ICT-based assessment tools and learner collaboration through social media and/or internet-based platforms.3. Conduct of Learning Action Cell (LAC) sessions to further develop teachers' digital literacy and school support for teachers' advancement in ICT education.



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<p>SHIRLEY K. TELLO Teacher III Solano High School Solano II District</p>	<p>Writing Skills, Attitudes and Problems Encountered by Grade 12 Learners in Creative Writing: Bases for Teachers' Intervention.</p>	<p>T: Teaching and Learning Basic Research Design: quantitative and qualitative research design Respondents: 44 HUMSS learners Tool: Analytical Rubric and Questionnaire</p>	<p>1. Learners exhibit a high level of proficiency in external structure, suggesting competence in punctuation, grammar, and formatting styles, display a strong command of vocabulary and sentence structures, enabling effective communication of ideas and demonstrate skill in organizing their writing, evident in the coherent structure of titles, introductions, main body, and conclusions.</p> <p>2. Learners generally have a positive attitude towards writing.</p> <p>3. Learners frequently encounter challenges related to self-motivation, self-confidence, feeling under pressure, teacher's teaching style, classroom atmosphere, and availability of materials.</p> <p>4. There is a moderate positive correlation between writing skills and attitude towards writing.</p>	<p>1. Provide targeted instruction on rules and formatting conventions, focusing on punctuation, grammar, and formatting styles.</p> <p>2. Create a supportive and creative atmosphere in the classroom to motivate learners. Offer opportunities for peer collaboration, feedback, and sharing of writing experiences to inspire and engage learners.</p> <p>3. Interventions aimed at improving writing skills may also positively influence learners' attitudes towards writing.</p> <p>4. To improve learners' writing skills, teachers should build on their existing proficiency by introducing advanced concepts, foster a supportive classroom environment to enhance motivation, implement strategies to boost confidence and motivation, adopt interactive and student-centered teaching practices, and ensure writing tasks are engaging and meaningful.</p>



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VICTORINO L. CLEMOR Teacher III/TTC Bangaan ES Solano II District	Issues and Challenges in the Implementation of Mother Tongue from <i>Iloko</i> to Tagalog in Grades 1-3 among the Schools in Solano II District.	T: Teaching Learning Basic Research Design: Qualitative and quantitative method Respondents: 34 Grade I-III MTB Teachers Tool: Survey Questionnaire	1. The respondents demonstrate a high regard for various MTB practices, indicating a commitment to effective pedagogy in MTB instruction. They exhibit commendable practices in MTB instruction, addressing areas of improvement, such as the use of games and songs/rhymes can enhance the effectiveness and inclusivity of MTB pedagogy. 2. Teachers hold a predominantly positive attitude towards MTB instruction. 3. The teachers highly regard daily formative assessments and summative assessments as effective methods for assessing student learning in MTB classes. 4. The study identifies several challenges encountered by teachers in the implementation of MTB instruction, highlighting areas that require attention and support to enhance the effectiveness of MTB programs.	1. Delve into the factors that shape teachers' attitudes towards MTB instruction, researchers can identify strategies to foster a positive attitude among educators and address potential barriers or challenges that may hinder successful implementation. 2. Examine the impact of professional development initiatives, peer collaboration and support system on teachers' ability to implement effective MTB pedagogy. 3. Explore how training programs, coaching, mentoring, and success to resources and materials to empower teachers to refine and expand their repertoire of instructional strategies in MTB settings. 4. Examine factors that influence the selection, adaptation, and utilization of instructional materials in MTB classes including teacher preferences, curriculum requirements, resource availability and technological infrastructure.

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REMY A. SALVADOR Teacher III/TTC Bonifacio ES Quezon District	Teachers Level of Motivation, Attitude and Experiences Towards Classroom, Supervision: Basis for District Learning and Development Project.	T: Human Resource Development Teaching and Learning Basic Research Design: Quantitative and qualitative method Respondents: All elementary school teachers of Quezon District Tool: Survey questionnaire	<ol style="list-style-type: none">1. The respondents are highly motivated in classroom supervision in the different aspects of their teaching profession. However, popularity in the school because of expertise and meeting physiological affects the motivational level of teachers.2. The respondents have a very positive attitude in the different parts of the conduct of classroom supervision3. The positive attitude towards classroom supervision is moderately correlated with higher motivation among teachers in the planning, organization, dialogue, and satisfaction aspects of classroom supervision.4. The respondent's definition of success is connected to learners' achievements, knowledge application, and the attitude of teachers.	<ol style="list-style-type: none">1. A school reward system is encouraged to give equal recognition to performing teachers while seminars and trainings can be conducted to motivate teachers on proper budgeting.2. School heads should exercise religiously their instructional plan for planning and preparation before entering the teachers' classroom for instructional supervision.3. School heads must investigate ways to motivate teachers to perform their duties and responsibilities.4. School heads must maintain an outstanding level of performance particularly in instructional supervision, learning environment, human resource management and development for it greatly affects teachers' quality of performance.



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JONATHAN C. PAMITTAN Head Teacher III Bambang National HS Bambang I District	Supervisory and Decision Making Practices of School Administrators of Bambang 1 District: Basis For Development Project	T: Human Resource Development Basic Research Design: Descriptive Comparative and Correlational Respondents: School Heads Head Teachers Teacher-In-Charge Tool: Survey Questionnaire	<ol style="list-style-type: none"> 1. The administrators perceived themselves far higher in assessing the execution of their functions which do not coincide with their teacher's assessment. 2. School administrators conduct decision-making practices at a high level in terms of participative, innovative, routine and adaptive approaches. 3. The level of supervisory practices of school administrators were significantly different as assessed by the teachers and the school administrators themselves in terms of the different dimensions with respect to the different criteria. 4. The level of decision-making practices of school administrators do not significantly differ as assessed by the two-group of respondents in terms of the dimensions and criteria stipulated in this study. 5. Between the supervisory practices and decision-making practices of school administrators in this study, a significantly high correlations were revealed. 	<ol style="list-style-type: none"> 1. A training program is recommended in order to update the theories and skills of school administrators along supervisory practices giving emphasis on conflict resolution. 2. Since both assessments of group of respondents on decision – making practices complement each other, it is recommended that trainings and workshops be conducted in order to maintain or even enhance such results. 3. Since both respondents' decision – making practices do not differ significantly, it is recommended that an open channel on decision, actions and activities for schools be open to both school administrators and teachers. 4. Other researches may be conducted to enhance supervisory practices and decision-making practices of school administrators. These constructs may be tested for correlation with other variables such as motivational behavior, performance commitment and leadership skills.



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