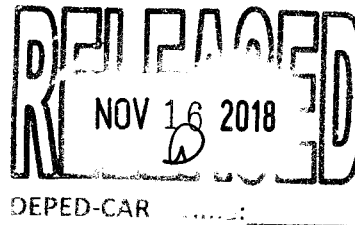


November 15, 2018


REGIONAL MEMORANDUM  
NO. 398.2018



## RESEARCH ON THE IMPLEMENTATION OF THE SENIOR HIGH SCHOOL

To : Schools Division Superintendents  
Division Research Coordinators  
Division Senior High School Coordinators  
All Divisions

1. In support of the Department's policy to promote and strengthen the culture of research in Basic Education, the DepEd-CAR through the CLMD and the PPRD will evaluate the implementation of the Senior High School program in the Cordillera Administrative Region (CAR).
2. Relative to this, all Schools Division will conduct a research on the implementation of the Senior High School in their respective schools starting S-Y 2015 to present.
3. Each division will identify their researchers led by the Division research coordinator.
4. The division research team will craft the research proposal and submit it to the regional office through the PPRD for evaluation and approval on or before December 5, 2018.
5. The research may be funded by the Basic Education Research Fund (BERF) or from local funds.
6. Deadline for the submission of the final research output as agreed during the planning conference will be on or before May 31, 2019.
7. Immediate and wide dissemination of this Memorandum is advised.

  
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**CONCEPT PAPER for a  
SCHOOL BASED RESEARCH ON THE IMPLEMENTATION OF THE SHS PROGRAM  
Cordillera Administrative Region**

**Introduction:**

RA 10533 states that it is the policy of the state that every graduate of basic education shall be empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence. A graduate of basic education who is competent, ready to engage in work and be productive. He has the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative and critical thinking. Above all, the capacity and willingness to transform others and one's self.

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987).

It is then on this premise, that evaluation of the implementation of the Senior High School Program is necessary.

**Project Description:**

The project aims to evaluate the implementation of the Senior High School Program in the Cordillera Administrative Region.

The research project encourages the School Heads of the Senior High Schools and the Senior High School Division Coordinators to conduct a research on the implementation of the Senior High School Program in their respective schools and divisions.

The School Heads shall prepare the research proposal and shall be evaluated by the Division Research Review and Evaluation Committee. The Committee shall indorse to the Regional Research and Evaluation Committee for further evaluation. Approved research proposal shall be returned to the schools and the school head shall conduct the study.

The research format for basic research of the Department of Education shall be followed. Follow the template provided in D.O. 16, s. 2017 on Research Management Guidelines (Elements of Basic Research and Documents to be accomplished).

The schools may consider the effect of the following suggested variables in the implementation of the SHS program in formulating their research problems:

1. Location
2. Partners
3. Immersion Schedule
4. Students/Learners
5. Nature of Job
6. Resources
7. National Certification Competency

The Schools Division Office **may** formulate a research problem and craft a data gathering tool for all the senior high schools in their division for easier consolidation of results.

Upon completion of the research, schools will prepare their research completion report and submit to the Division Office. The Senior High School Coordinator in the Division shall summarize the data submitted and forward to PPRD. The PPRD shall consolidate the research report submitted and report the summary during the RMEA. The SGOD shall monitor the implementation study and for possible conduct of further studies.

Results of the study will in a way help the regional office in crafting policies that will improve the implementation of the Senior High School Program in the Cordillera Administrative Region. Results will be used by the Schools Division/schools to plan for possible interventions/innovations.

#### **Funding Resources:**

The Basic Education Research Fund (BERF) shall finance the research project. As such, the researcher should update themselves of the research format and other required forms of the PPRD in conducting their research.

The PPRD shall determine the amount that shall be given for each project based on the project proposal submitted by the schools through the Division Office.

#### **Preliminary Activities:**

There shall be a one day Orientation and crafting of a data gathering tool for all Division Senior High School Coordinators.

## **Sample Considerations for Data Gathering:**

### **1. Location**

- Extent of effect of the distance of work immersion partners from learner's residence to their learning performance
- To what extent the distance of work immersion partners from learner's residence affects the learning performance of the learners?

Arbitrary Values:

- 4 – much effect
- 3 – moderate effect
- 2 – slight effect
- 1 – no effect

### **2. Partners**

- Level of sufficiency of SHS partners for work immersion in the community
- What is the degree of sufficiency of school partners existing in the community for SHS implementation

- 4 – very sufficient
- 3 – sufficient
- 2 – slightly sufficient
- 1 – not sufficient

### **3. Immersion Schedule and the Number of Hours**

- Degree of effectiveness of the work immersion process as to the number of hours to provide and relevance to subject/course specialization
- What is the degree of sufficiency of school partners existing in the community for SHS implementation

- 4 – very effective
- 3 – effective
- 2 – slightly effective
- 1 – not effective

### **4. Nature of Job/Work Given**

- Degree of alignment of the nature of work given to SHS during work immersion vis a vis their chosen track/strand
- What is the degree of appropriateness of the nature of work given to SHS in Immersion work

- 4 – very much aligned
- 3 – aligned
- 2 – slightly aligned
- 1 – not aligned

### **5. Resources**

- Degree of sufficiency of resources (equipment, tools or human resources) utilized to attain required competencies in a specific strand/track
- What is the degree of alignment of resources provided by the department to the mandated competency in SHS? (for public schools)

- 4– very sufficient
- 3 – sufficient
- 2 –slightly sufficient
- 1 –not sufficient

**6. National Certification**

- Degree of competence of SHS teachers in their own track/strand
- What is the sufficiency of NCCII holder Teachers to the need requirement of the School Offering? (This depends on what course offering, some offerings need NC 1, NC-II or NC-III)
  - 4–very much competent
  - 3 – competent
  - 2 – slightly competent
  - 1 – not competent

**7. Assessment, Students/Learners**

Note: Use of open ended questions, checklist may be appropriate, provide a space for the respondents to add/suggest)

e.g. What assessment tool/model can be utilized to effectively measure work immersion

What are the intervening behavioral / attitudinal factors that exist among Senior High School Learners that directly affects learning performance?

**INITIAL DATA:**

Total Public Schools offering Senior High School – **1,833**(source PPRD)

<b>Disaggregation of PUBLIC SCHOOLS (Including SUCs) According to Classification</b>				
<b>DIVISION</b>	<b>JHS and SHS in Elem School (All Offerings)</b>	<b>JHS w/ SHS</b>	<b>Purely SHS</b>	<b>Total</b>
<b>Abra</b>	0	29	0	<b>315</b>
<b>Apayao</b>	0	21	1	<b>202</b>
<b>Baguio City</b>	0	10	0	<b>68</b>
<b>Benguet</b>	1	45	0	<b>427</b>
<b>Ifugao</b>	0	20	1	<b>263</b>
<b>Kalinga</b>	0	22	1	<b>191</b>
<b>Mt. Province</b>	0	21	1	<b>265</b>
<b>Tabuk City</b>	0	10	0	<b>102</b>
<b>CAR</b>	<b>1</b>	<b>178</b>	<b>4</b>	<b>1,833</b>

<b>Disaggregation of PRIVATE SCHOOLS According to Classification</b>				
<b>DIVISION</b>	<b>JHS and SHS in Elem School (All Offerings)</b>	<b>JHS w/ SHS</b>	<b>Purely SHS</b>	<b>Total</b>

<b>Abra</b>	4	17	1	23
<b>Apayao</b>	1	3	0	5
<b>Baguio City</b>	25	5	11	69
<b>Benguet</b>	6	3	4	29
<b>Ifugao</b>	1	5	1	8
<b>Kalinga</b>	0	6	0	7
<b>Mt. Province</b>	2	3	1	9
<b>Tabuk City</b>	4	0	3	8
<b>CAR</b>	<b>43</b>	<b>42</b>	<b>21</b>	<b>158</b>

**PROPOSED BUDGET: (Sample Only)**

<b>DIVISION</b>	<b>No of Grade 12 Graduates</b>	<b>Student/Learner Respondents per division</b>	<b>Total School Administrators</b>	<b>Administrator respondents</b>	<b>Budget</b>
Abra	815	122	338	60	61061.32
Apayao	481	43	207	23	21268.71
Baguio	459	39	137	10	19367.62
Benguet	1420	371	456	110	185365
Ifugao	750	103	271	39	51709.87
Kalinga	298	16	198	21	8163.633
MP	644	76	174	16	38126.13
Tabuk City	572	60	110	6	30077.59
	<b>5439</b>	<b>830</b>	<b>1891</b>	<b>285</b>	<b>415139.8</b>

**Total Budget 415, 139.00**