PUBLIC BASIC EDUCATION TEACHERS' ENGAGEMENT IN EDUCATIONAL RESEARCH

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ABSTRACT
The study investigated into the research engagement of public-school teachers in Northern Mindanao - Region X for the years 2018-2019. It is a qualitative study on the completed action researches on Teaching and Learning being one of the research themes of DepEd's Basic Research Agenda. Specifically, through secondary data analysis on pertinent archives referenced from the official reports submitted by the fourteen (14) Schools Divisions and through narrative analysis of interviews and FGD responses, the findings indicate that more than half (60.76%) of the action researches studied on Instruction, some on Curriculum (17.72%), few on Learning Outcomes (12.24%), very few are about the Learners (5.91%), and the least on Assessment (3.38%). The findings highlight significant implications on the didactic triad, the teaching and learning and content, as a strong research focus of the teachers. However, the little research focus of teachers on the Learners and Assessment may not uncover the gaps in the developmental, social, and behavioral effects of the teaching-learning process on the learners; and issues in the new, criterion-based policy holistic development from an academic achievement-focus to equal recognition for a wide range of student achievements such as leadership and social responsibility. (195 words).

Key Words: Research Engagement, Educational Research, Basic Research Agenda, Secondary Data Analysis, Narrative Analysis, Teacher-researchers.

1. INTRODUCTION
Educational research has been experiencing its peak for its primordial importance in strengthening public acceptance of the school as an effective society's agent for change. Through educational research, relevant information are gathered to make significant improvements in educational planning and decision making, teaching and learning, curriculum development and use of instructional media, better understanding of children and youth, and school organization and school governance. (Noffke and Somekh, 2011).

In the Philippines, the Basic Education Governance of Act 2001 highlighted research in the management and administration of the basic education system and this is translated to a mandate of the Department of Education (DepEd) in strengthening the quality of research and research capacity in the Department" (DO 39 s. 2016 p. 2). In addition, the establishment of the National Higher Education Research Agenda, the Research, Innovation and Policy Evaluation Secretariat (RIPES) paved the way to increase research engagement in education. Building on the initial efforts, the Department of Education institutionalized educational research as an essential part of

the organization's structure focusing on improving the teaching and learning processes, improving access to education and in improving school governance. The Policy Research and Development (PRD) under the Rationalization Plan is aimed to promote and supervise the conduct of research in the Department and among schools (D.O.39 s.2016).

The DepEd Order No. 16 (2017) established the Research Management Guidelines (RMG) to set guidelines in managing research and the conduct of research programs and activities across all levels, be in the national and regional, schools division, and among schools to advance research in basic education. Research in DepEd became then a scientific quest to address challenges and find answers to unsolved problems observed or experienced in the delivery of quality basic education. The Department of Education focuses on action research as an effective tool in advancing the frontiers in achieving the lofty learning outcomes that the DepEd aims to succeed.

Since the issuance of the Research Management Guidelines (DepEd Order 16, s.2017), the research studies in the Department of Education – Region X are archived by the PRD-PS in close collaboration with the Policy, Planning, and Research Division (PPRD) – Regional Office (RO) and (SGOD) as an imperative to keep a repository of all completed education researches and other pertinent documents in research portfolios such as official attachments and data sets.

There is very little literature on the research engagement of teachers in Region X since the mandates (D.O.39 s.2016, D.O. 16 s.2017) were issued; specifically, meaningful data sets categorized by the mandated research themes.

The DepEd has been focused on several emerging primary concerns of the Department such as the performance review on K to 12 curriculum program and the intense attention and comprehensive response to the pandemic and its impact to public basic education. In fact, in the status of the submission of completed research in in DepEd – X indicating only 31% of the researches submitted (Schools Division of Misamis Occidental, Gingoog City, Cagayan de Oro City and Bukidnon) as of June 2018 (RM No.298, s2018).

In summary, the findings of the research study will be able to bridge the gap between the research performance goals as indicated in the Research Management Guidelines (DepEd Order 16, s.2017) and the research productivity and quality of researches completed. This study on the region-wide research performance will yield salient findings into the accomplishments and the implementation of the research mandates as well as the challenges encountered by the teacher-researchers. On final note, the research study will be able to further contribute in determining to what gains or outcomes in basic education research achieved by the DepEd teacher-researchers in Region X, specifically, relative to five sub-themes, namely, instruction, curriculum, learners, assessment, and learning outcomes.

2.FRAMEWORK

Educational Research. Mills (2011) claims that action research in education, aims to seek better options to improve the learning experiences of the children by studying the classroom environment situation. Understanding the school context improves the quality of teaching and learning. Educational Action Research is aimed to principally benefit the teachers as researchers so that their research can be used to improve their teaching. Educational research as operationalized in

the Department as the focus of the study included the relevant concepts embedded in the Basic Education Research Agenda 2016-2022 (DepEd Order No. 39, s.2016) and the Research Management Guidelines (DepEd Order 16, s.2017). The adoption of the Basic Education Research Agenda is the legal basis for the imperative for action research in the basic education.

Research Engagement. Research engagement may refer to the quantity and quality in research-related tasks and outcomes to include the completed researches count, publications, which majority of the literature (Abouchedid & Abdelnour, 2015; Hesli & Lee, 2011; McInnis, Ramsden,& Maconachie, 2014). Action researches may be conducted by one teacher or a group of teachers. Collaborative research or participatory action research is encouraged (Coghlan and Brydon-Miller, 2014). Basic Research Agenda.

Basic Research Agenda. A research agenda is the official document listing the research priorities. The Basic Education Research policy aligns educational research to the directions and mandate of the Department. The Research Agenda shall:guide DepEd and its stakeholders, both at the national and local levels, in gathering and examining evidence that can inform the Department's planning, policy, and program development. The creation of regional and division research agendas is encouraged to echo local concerns that fit seamlessly into the national agenda. (DepEd Order No. 39, s.2016, p.4).

Four Research Themes. The research agenda policy discusses comprehensively the four research themes and three themes cross-cutting the four themes. The four themes are, namely, the teaching and learning research theme where the action research responds to students' and teachers' need; the child protection theme where the action research focuses on the students; the human resource development research theme where the action research addresses concerns of teaching and non-teaching staff; and the governance research theme focuses on administration and stakeholder engagement. Moreover, the research studies are aimed to determine that learning outcomes in various contexts are achieved by maximizing the competencies of teachers and potentials of all types of learners (DepEd Order No. 39, s.2016, p.7).

Furthermore, the DepEd recognizes that there are cross-cutting and emerging education social concerns being considered in developing research questions under all of the four themes. These are:

the Disaster Risk Reduction and Management (DRRM); Gender and Development (GAD); and inclusive education. Research questions may delve into risk prevention and mitigation, risk preparedness and response, risk rehabilitation and recovery; gender mainstreaming in and gender-responsiveness, among DepEd structures, policies, programs, and projects; and perception and readiness of DepEd in providing an inclusive learning environment. (DepEd Order No. 39, s.2016, p.7).

Research Theme on Teaching and Learning. In the study of Kleete (2020), she explains on correlation between school personnel and or teachers and learners, what is taught and instructional methods. In addition, she explains the need for more researches that integrates teaching, learning and content and explore the relationship between them. Research studies of teachers and how they teach have been strongly aligned with studies of students' learning processes. According to

Alexander (2006), researches on teaching and learning investigate into the differences in teachers' activities related to students' learning. Researches also link how learning activities in classrooms reflect and support the teachers' activities and instructional systems. In summary, literature provides a conclusion that teachers being the primary subject of investigation in research studies of teaching and learning in classrooms have been given and still hold a strong stance (Klette, 2007).

Research Theme Teaching and Learning: Sub-theme Instruction. Huitt (2003) defines instruction as one of the most essential components of the learning process. Carnine and Engelmann (2016) state that curriculum is completed through instructional systems. They further discuss that ways of teaching students are within the control and competence of the teachers. Teachers decide the how they would deliver their lessons, which instructional materials to prepare and which parts of the lessons they would like to enhance.

Research Theme Teaching and Learning: Sub-theme Curriculum. Kapur (2020) discusses about curriculum extensively in her book. She explains that curriculum is what is taught in an educational program or subject. It is referred to the interactive system of instruction and the total learning experience of the learners. Oliva (2009) defines curriculum as basically what is taught; while instruction is how it is taught. Curriculum may be regarded as a program, plan, a sequence of courses, learning experiences whereas the instruction suggests the methods, implementation and presentation of what is in the curriculum.

The Basic Education Curriculum in the Philippines - K to 12. The Philippine basic education across all levels formulated reforms to address problems and issues (Barlongo, 2015), It was legitimized through Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and Republic Act No. 10157 (Kindergarten Act of 2012). The educational reforms aimed at reversing the deteriorating state of education in the Philippines; and create systems for an inclusive education that transforms learners into competively functional members of society and industry (Sarvi, Munger & Pillay, 2015 p.35).

DepEd Order No. 39 (2016) also indicates that researches in curriculum focus on the contribution of the new K to 12 curriculum especially on improving learning outcomes. The researches on curriculum sub-theme answers two primary research questions. The first research question is on how the curriculum is able to contribute in achieving learning outcomes in terms of contextualization, various subjects, spiral progression in the curriculum, higher order thinking skills, and integration (e.g. DRR and CCA). Another research question is on how the curriculum is responsive and relevant to learners in terms of contextualization localization or indigenization.

Research Theme Teaching and Learning -Subtheme Learners. The research sub-theme studies the developmental, social, and behavioral effects of the teaching-learning process on Learners, who are the most crucial clients of basic education. There are three key research topics in this research subtheme. Researches study the factors affecting the learning behaviors of the learners such as child development, external and internal environment, teaching strategies, and multiple intelligences. Another category are those researches that study on what contributes to the values formation of learners such as school influence, community, culture, and extra-curricular and co-curricular activities. The third research topic are those factors that makes a well-rounded, happy,

and smart learner such as school influence, community, culture, and extra- and co-curricular activities.

Research Theme Teaching and Learning - Subtheme Assessment. Bongco and David (2020) emphasize the new competency-based curriculum focuses on the assessment of learning by the performance tasks (DepEd Order 8, s. 2015). Another aspect that changed dramatically was the shift from student ranking to a new, criterion-based policy on awards and recognition (DepEd Order 36, s. 2016). This order further promoted holistic development as it moved away from focusing on academic achievement, and gave equal recognition to a wide range of student achievements such as leadership and social responsibility.

In DepEd Order No. 39 (2016), DepEd has defined the official K to 12 Assessment Framework, indicating the latest policies. As a key component of the teaching-learning process, Assessment requires further study to refine the details of the framework. There are three key topics under the Assessment research sub-theme. First, is the topic on the factors that affect classroom assessment. It includes types of classroom assessment (i.e. formative and summative), emerging good practices, expertise of teachers in constructing various types of assessments, availability of assessment tools and resources (e. g. materials, manpower, environment, portfolio assessment). Another topic is on how assessment is conducted and utilized in the Philippine education system. It refers to conducting assessments, as well as its utilization in terms of policy formulation and implementation, resource allocation, training of teachers and personnel, review and improvement of curriculum and instruction, progress tracking of learners. The scope of the topic includes multi-levels such as the classroom assessments, national assessments, international assessments, system assessments. Another research topic in the Assessment sub-theme is on how effective is Recognition of Prior Learning (RPL) in determining students to special programs to include the Basic Literacy Program, Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Assessment, Philippine Educational Placement Test (PEPT - Grade Level Placement), and special programs.

Research Theme Teaching and Learning - Sub-theme Learning Outcomes. DepEd Order No. 39 (2016) further examines the sub-theme Learning Outcomes by understanding what drives achievement, and by assessing and comparing the progress of learners across subjects, grade levels, and geographical regions. There are two key topics under Learning Outcomes. First topic is on the factors affecting the achievement of learning outcomes such as the teacher's profile (e.g. specialization, training, experience), learning environment, learning resources, language, assessment, and governance. The second topic is on how the expected learning outcomes obtained could vary in terms of practices per region, division, and/or school to include the regional, division, and school variation; school typology; role of leaders; the contextual factors (geographic, political, social and economic factors); and partnerships (i.e. local government units - LGUs, other private and public organizations and institutions).

Teachers as Researchers (Action Research). The Basic Education Research Agenda mandates the teachers to contribute to the learning outcomes by formulating evidenced-based or well-informed decisions using action or applied researches. Action research is regarded as the "convergence between theory and praxis" (Afify, 2008) that transforms "teacher attitude and approach to instruction" (Bonner, 2006), "pushes for personal theorizing" (Chant, Heafner, & Bennet, 2004),

and ultimately, "brings about change" (Afify, 2008; Evitts, 2004). The mandate is strengthened with the creation of Research Management Guidelines (RMG), and the provision for Basic Education Research Fund (BERF) through DepEd Order (DO) Nos. 13 s. 2015, 43 s. 2015, 4 s. 2016, 39 s. 2016, and 16 s. 2017.

The concept that teachers as researchers is the highlight of the narrative inquiry of the study. Placing teachers at the center stage of research turned to practice or research utilization (Manfra, 2019) allows teachers "to study themselves" (McNiff, 2010) and analyze the teaching context to improve teaching skills and for the students' progress and improvement as well (Hine et al., 2014). The narrative analysis provides the teacher-researchers an avenue to articulate their lived experiences (Pine, 2009). where teachers can share a responsibility for providing educators with a lens through which to view every learner as valued and essential (Grima-Farrell (2017). Teachers are able to describe, discuss and share their unique experiences where as a form of self-reflective inquiry (Reason and Bradbury, 2016) utilized by teachers to improve their understanding and justification of their own practices, as well as the learning context in which the teaching and learning practices are carried out (Carr and Kemmis (1986). The narrative inquiry on the teacher-researchers experience in the different activities of research productivity may lead to improvement in educational performance, to include the effectiveness of teaching strategies and lesson designs influencing student performance, results achieved by a particular academic support strategy or a learning program (Korthagen et al., 2006).

In summary, asserting the concept that teachers become engaged researchers is also supported by Johnson (2012). He asserts that action research bridges the gap between research and practice. Action research encourages teachers to become "continuous learners within their classrooms and schools" (Mills, 2017). Teacher researchers enhance their professional and reflective stance as they engage in the action research and its sequence of research tasks. Teachers are able to further examine or validate the dynamics in their classrooms such as actions and interactions of the learners among themselves, with the teachers, and with their learning environment (Mills, 2017).

3.OBJECTIVES
Specifically, the study aimed to answer the following questions:

How can the public basic education teachers' engagement in educational research in the Department of Education-Region X in the years 2018 and 2019 be characterized in terms of completed researches in the five (5) research sub-themes of Teaching and learning?

What recommendations can be formulated to address the research focus needing increased attention?
The result of this investigation is important primarily as a contribution to the growing body of knowledge in understanding the research engagement and challenges experienced by teachers as significant implementers of the research mandate and their critical primordial role in the improvement in teaching and learning.

4. METHODOLOGY

The study made use of qualitative research design to explore on the research engagement and challenges of DepEd-RX teachers, specifically, the study utilized the secondary data analysis and narrative analysis as merged or mixed qualitative study designs (Tashakkori and Teddlie, 2010).

Secondary data analysis utilizes the data that has already been collected through primary sources and made readily available for researchers to use for their own research (Johnston, 2014). It is a type of data that has already been collected in the past. The data may be government records such as research data in the DepEd-X collected for some use or purpose; the DepEd website issuances and event related to research; and related online news articles. The government records, i.e. the records of the Department of Education, are a very important and authentic source of secondary data. The research data are usually collected from the submission requirement of research reports. Smith (2008) stresses that with the surge of electronic media and the internet, secondary data sources are more easily accessible especially when research is conducted during these times of the pandemic where restrictions may restrain face-to-face conduct of research. Specifically, secondary data analysis is applied in the investigation of the completed action researches of teachers.

Narrative analysis studies lived and told stories that are personal, social, cultural, or institutional (Clandinin & Connelly, 2000). This research study used the narrative inquiry to reveal unique perspectives and deeper understanding of a situation from the qualitative responses regarding the experiences of the individual or small group. The personal narratives reveal the lived experience or particular perspective through the recorded interviews or focus group discussions. The benefit of narrative inquiry as a qualitative research paradigm according to Johnson and Golombek (2002) is that in the uncovering of the lived experiences of teacher-researchers, this research methodology not only facilitates "personal and social growth" among them, but it also helps bring "new meanings and significance to the work of teachers within their own professional landscapes. Further to this, Barkhuizen et al. (2013) adds that the main strength of a narrative inquiry is highlighting how people use stories to create added meaning sense of their experiences to understand phenomena from the perspectives of those who experience them. Cadman and Brown (2011) further emphasize that narrative inquiry is also one of the effective ways of generating knowledge and insights in contexts traditionally marginalized by mainstream research.

The study was conducted referencing the archives of the Department of Education Region X. Secondary data on research productivity and quality of research were sourced from the official reports submitted by the fourteen (14) schools divisions as well as other pertinent records.

The secondary data were classified according to the sub-themes and results were verified by the regional research unit. Narrative data was sourced from the qualitative responses in interviews and focus group discussions of selected teacher-researchers.

5.RESULTS AND DISCUSSION
The data in Table 1 presents the completed action researches demonstrating the research engagement of the teachers in the Department of Education-Region X in the years 2018 and 2019 on the research theme Teaching and Learning. The data indicates frequency count and percentage distribution in the five sub-themes, namely, instruction, curriculum, learners, assessment, and learning outcomes. From the secondary data accessed from the Department of Education Region X, there is a total of 237 completed researchers by teachers in 2018-2019. The total number of

researches accounts to only 14.44% of all the researches (including other research themes). Further, the quantitative data in Table 2 shows also the response of teachers in the Region to the ongoing research program as one of the important professional development programs for teachers as emphasized and supported by the Department of Education. The Department Order instructs schools heads and administrators across the country to "adopt the Basic Education Research Agenda" to promote the conduct of research in schools by teachers (DepEd, 2016) in order to identify and address the teaching and learning issues and concerns in their classrooms and in the schools.

Upon closer investigation, of the 237 completed action researches on research theme Teaching and Learning, completed researches on Instruction reached 144 or 60.76%, Curriculum with 42 researches (17.72%), Learners with 14 researches (5.91%), Assessment with 8 researches (3.38%), and Learning Outcomes with 29 (12.24%).

The completed action researches on the Sub-theme Instruction per DepEd Order No. 39 (2016) includes two key topics namely, the factors affect the teacher's delivery of the curriculum and the teaching and learning strategies that teachers can apply to ensure inclusive and learner-centered education. The factors affect the teacher's delivery of the curriculum include class size, contact time, materials and resources, information and communication technology (ICT) in education, language, medium of instruction, mother-tongue based multilingual education (MTB-MLE), continuing professional development and support (e.g. coaching and mentoring, Learning Action Cell (LAC), classroom management (e.g. positive discipline), learning space or learning environment, lesson planning, creation of instructional materials (IMs), teacher's profile (e.g. background, specialization, knowledge, motivation). Topics in inclusive includes special education (SPED), indigenous people's education (IPEd), Madrasah education, alternative learning system (ALS), and alternative delivery modes (ADMs). Topics in learner-centered education includes disaster risk reduction (DRR) and climate change adaptation (CCA), child-centered approach, emerging good practices, ICT in education, differentiated instruction, individual learning styles and multiple intelligences, collaborative learning, and classroom management (e.g. positive discipline).

According to Huitt (2003) defines instruction as "the purposeful direction of the learning process" and it is the primary teacher class activity. Professional educators have developed a variety of models of instruction, each designed to produce classroom learning. Carnine and Engelmann (2016) state that instruction is the complement of curriculum; and instruction as the method or way of teaching to students. DepEd Order No. 39 (2016) explains that instruction incorporates strategies to enhance the teaching-learning process. Particular attention in the way of educational reforms is given to the practice of teaching various subjects under the K to 12 Program; and the emerging importance of equipping learners to compete in the current and future economies.

It is notable from Table 1that the teacher-researchers are more inclined in conducting studies on Instruction than on any other sub-themes in Teaching and Learning. This could be explained by what many teachers demonstrated that Instruction is what they could relate most being their duty that is performed on an everyday basis. With what is going on inside the classrooms, teachers consider Instruction as one part of education that they are in "control", meaning one wherein they

could find solutions. Teachers strongly affirm that they are responsible for imparting all the knowledge that has been decided based upon the curriculum. As Instruction is always dependent upon the teaching skills and the professional attitude of the teachers, the teachers validated that they can make the best use of their instructional abilities to take the curriculum to the students. Teachers could be the best judge as to how to deliver instruction in the best possible manner keeping in mind the abilities of different students of his class

Special attention could be given to the least number of completed researches on Assessment (3.38%) and on Learners (5.91%). Implications may include the underlying perennial problems and issues related to Learners and Assessment. On closer investigation, among the eight (8) completed action researches about learners, four (4 or 50%) are research studies on factors affect the learning behavior of the learners and four (4 or 50%) research studies on factors that result to the values formation of learners. The factors affect the learning behavior of the learners include child development, external and internal environment, teaching strategies and multiple intelligence. The factors that attribute to the values formation of learners include School influence, Community, Extra-and-co-curricular activities, and Culture.

Bongco and David (2020) emphasize that the new competency-based curriculum improves the assessment of learning by focusing on performance tasks (DepEd Order 8, s.2015). Another aspect that changed dramatically was the shift from student ranking to a new, criterion-based policy on awards and recognition (DepEd Order 36, s. 2016). This order further promoted holistic development as it moved away from focusing on academic achievement, and gave equal recognition to a wide range of student achievements such as leadership and social responsibility.

In DepEd Order No. 39 (2016), DepEd has defined the official K to 12 Assessment Framework, that indicates the current policies and shows the current perspectives and understanding on the learners' academic performance. As a key component of the teaching-learning process, Assessment requires further study to refine the details of the framework. There are three key topics under the Assessment research sub-theme. First, is the topic on the factors that affect the implementation of classroom assessment to include classroom assessment (i.e. formative and summative), emerging good practices, teachers' competence in constructing different types of assessments, availability of assessment tools and resources (e. g. materials, manpower, environment, portfolio assessment).

Another topic is on how assessment is conducted and utilized in the Philippine education system. This topic refers to the process of conducting assessments, as well as its utilization in terms of policy formulation and implementation, resource allocation, training of teachers and personnel, review and improvement of curriculum and instruction, progress tracking of learners. The scope of the topic includes multi-levels such as the classroom assessments, national assessments, international assessments, system assessments.

Another research topic in the Assessment sub-theme is on how effective is Recognition of Prior Learning (RPL) in determining students to special programs to include the Basic Literacy Program, Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Assessment, Philippine Educational Placement Test (PEPT - Grade Level Placement), and special programs.

The purpose of the completed action researches as expressed by many teacher researches interviewed is the aim to provide solutions to the problems that occur within their classroom settings, through the application of scientific methods rather than on just observations and discussions. The teacher researchers are interested in conducting the studies focusing on the local problems and are conducted within their local settings. They intend to identify problems and provide solutions but not yet very keen on their potential to contribute to science or generation of new knowledge and innovation.

According to (McNiff, 2017), whether the research is conducted within one classroom or many classrooms, the teacher renders an integral contribution towards the processes. The more research trainings the teacher involved have had, the more likely that the research produces valid outcomes. More importantly, efforts to change educational practices through action research demonstrate the importance of engaging teachers as active participants in educational research.

On final note, asserting the concept that teachers become engaged researchers is also supported by Johnson (2012). He asserts that action research bridges the gap between research and practice. When teachers conduct research on their teaching and learning process and activities, teachers gather quantitative and qualitative evidence effective in the possible identification, understanding, and analysis of educational problems they experience. An evidence-based research study could provide the teacher researchers opportunities to collaborate for data-driven educational reforms.

6.CONCLUSIONS

Based on the findings, the study concludes that the research engagement of the public school teachers as their pro-active response to the Research Management Guidelines (RMG), and the Basic Education Research Agenda (DO No. 39 s.2016). The teachers as researchers highlight their central role in research-into-practice as they probe and analyze the teaching and learning context to significantly enhance their teaching skills and significantly contribute to the students' progress and improvement.

The study contributed most to the analysis and resolving concerns on the instructional programs, a research theme that is an everyday responsibility in which the educators want to learn more about and improve on. With their completed action researches, they are able to create new knowledge and understanding about how to improve educational practices or resolve critical problems in classrooms and schools. With very little research focus on Learners and Assessment, unavailable research findings in these sub-themes limits opportunities for new perspectives and solutions provides diagnostic feedback, evaluates progress, relates to a student's progress, motivates performance for student self-evaluation and teacher self-evaluation.

7.RECOMMENDATIONS

Based on the foregoing findings and conclusions, the researchers therefore recommend to strengthen the enabling environment for educational research with policymakers to revisit regional research directives for an equitable attention to the five sub-themes of the research agenda on Teaching and Learning. The study yielded the least action researches on Learning Outcomes, Learners, and Assessment.

A high increment push for the research agenda on the least-focused three sub-themes could enable teachers see and interpret educational realities in different perspectives, probe new questions, engage with other stakeholders in internalizing and operationalizing Learning Outcomes. Teacher-researchers could also contribute to a better understanding and analysis of the unexplored facets of the Learners to enhance instructional strategies and classroom management techniques. On Assessment, teachers are able to reflectively analyze and introduce diverse assessment activities that could achieve effectiveness of learning and the purpose of learning. Through action research, teachers are able to provide public school administrators and schools evidence-based framework for them to identify strengths and weaknesses, designate educational research priorities, plan and improve educational programs on mastery, promotion, grading and other feedback mechanisms. As the Department of Education continues to periodically review on its implementing policies and guidelines on research, more teachers will be engaged in meaningful researches that enable them become the change for an improved understanding and better response to the gaps and issues in the learning environment.

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