

Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG CATANDUANES

May 19, 2026

DIVISION MEMORANDUM
No. 591, s. 2026

DISSEMINATION OF REGIONAL MEMORANDUM PPRD – 2026 – 014

(Request for Participation in the Conduct of the Field Validation Study in the Selected Schools)

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

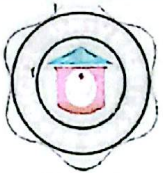
1. In reference to the attached Regional Memorandum PPRD – 2026 – 1014, all concerned are requested to participate in the conduct of the field validation study by Isabel A. Azores, a graduate student at the Bicol University Graduate School, through the link: bit.ly/4dPHZkn
2. Participation to the survey should be voluntary, strictly adhere to Data Privacy Act (Republic Act No. 10173) and shall avoid disruption of classes and work pursuant to DepEd Order No. 9, s. 2005 (*Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*).
3. For information and guidance.

By Authority of the OIC – Schools Division Superintendent


EVA S. TOLENTINO
Administrative Officer V



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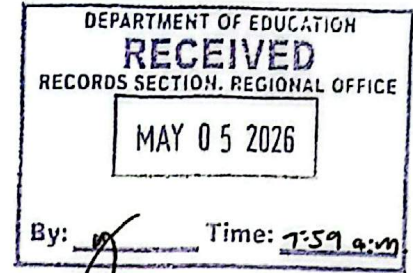
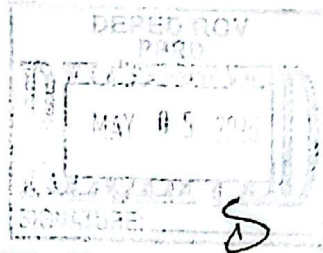


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REPUBLIC OF THE PHILIPPINES
BICOL UNIVERSITY
GRADUATE SCHOOL
MASTER OF ARTS IN INDUSTRIAL
EDUCATION
East Campus, Legazpi City



May 1, 2026



GILBERT T. SADSAD
Regional Director
Department of Education – Regional Office V
Regional Center Site, Rawis, Legazpi City

ATTENTION: THE REGIONAL RESEARCH COMMITTEE (RRC)

THRU: ROY T. BAÑAS
Chief Education Supervisor, Policy Planning and Research Division (PPRD)

SUBJECT: SUBMISSION OF ADDITIONAL REQUIREMENTS FOR FIELD VALIDATION STUDY

Dear Director Sadsad:

Greetings of peace and excellence!

I am writing to formally submit the additional requirements and supporting documents for my research study titled "**Validating Graduate Interest and Program Demand in Instructional Technology among DepEd TVL in the Bicol Region.**" This field validation is a critical phase of the research, aimed at ensuring the relevance and feasibility of instructional technology programs within the Technical-Vocational-Livelihood (TVL) track across our region. To facilitate the review and approval process for data collection, attached here are the following documents for your evaluation:

1. **Consent Form:** Outlining the voluntary nature of participation and data privacy protocols in compliance with the Data Privacy Act of 2012.
2. **Survey Questionnaire:** Accessible via the digital link: bit.ly/4dPHZkn.
3. **List of Target Schools and SDOs:** A detailed breakdown of the Schools Division Offices and specific secondary schools involved in the study.
4. **Timeframe and Schedule:** A comprehensive timeline for the field validation activities to ensure minimal disruption to school operations.

I look forward to your favorable response regarding this request. I am fully committed to adhering to all DepEd research protocols and ensuring that this study contributes meaningful data toward the enhancement of the TVL curriculum in Region V.

Thank you for your continued support of educational research and development.

Sincerely,

ISABEL A. AZORES
Graduate Student
MAIE-TLE



LIST OF SCHOOLS DIVISION OFFICES AND SCHOOLS

SDO Camarines Sur

- Dr. Nelson A. Mejia National High School
- Milaor National High School

SDO Camarines Norte

- Jose Panganiban National High School

SDO ALBAY

- Polangui General Comprehensive High School
- Naga National High School
- Tiwi Agro-Industrial School

SDO Masbate

- Emilio Lee Llacer Sr. High School

SDO Tabaco City

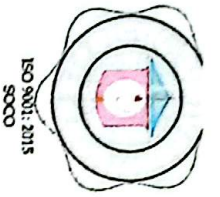
- Tabaco National High School

SDO Legazpi City

- Buyoan National High School
- Arimbay High School

SDO Catanduanes

SDO Sorsogon



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Field Validation Timeline

Research Title: "Validating Graduate Interest and Program Demand in Instructional Technology Among DepEd TVL in the Bicol Region"

Date / Week	Activities / Milestones	Location	Respondents/Participants
March 23-27, 2026	Planning Process: preparation of instruments, drafting of the request letter, and initial coordination	Research team office; initial school contacts	Research team
April 1-7, 2026	Submission of Letter	DepEd Division Office; target schools	Research team, school principals, and DepEd officials
May 4-6, 2026	Submission of Required Documents (survey instruments, consent forms, validation protocols)	Target schools: DepEd Division Office	Research team; school administrators
May 12-14, 2026	Start of Survey; Distribution of Consent Forms & Questionnaires	Target schools in the Bicol Region	Research team; TVL teachers
May 19-20, 2026	Retrieval of Surveys	Target schools	Research team; TVL teachers
May 20-21, 2026	Interpretation of Results (data analysis, preparation of findings)	Research team office	Research team; data analysts
May 22, 2026	Final Submission of validated report	DepEd Division Office	Research team; DepEd officials; school administrators



INFORMED CONSENT FORM

Study Title: *Validating Graduate Interest and Program Demand in Instructional Technology among DepEd TVL in the Bicol Region*

PURPOSE OF THE STUDY: You are invited to participate in a field validation activity to assess interest among graduates and demand for a program in Instructional Technology within the Technical Vocational Livelihood (TVL) track of the Department of Education (DepEd) in the Bicol Region. The results of this study will be used to inform curriculum development, program planning, and policy recommendations.

PROCEDURES: If you agree to participate, you will be asked to:

1. Answer a survey questionnaire through the Google Form link: <http://bit.ly/4dPHZkn>
2. Share your insights, experiences, and opinions related to instructional technology and TVL programs.

RISKS AND DISCOMFORTS: This study involves minimal risk. However, you may experience slight discomfort in answering some questions. You are free to skip any question you are not comfortable answering. There are no known physical or psychological risks associated with this study.

BENEFITS: While there may be no direct personal benefit, your participation will contribute to:

- The improvement of educational programs in the TVL track;
- Better alignment of instructional technology initiatives with the needs of learners and graduates;
- Evidence-based decision-making for future program offerings.

CONFIDENTIALITY: All information you provide will be kept strictly confidential. Your identity will not be disclosed in any reports, publications, or presentations. Data collected will be used solely for academic and research purposes and will be securely stored.

VOLUNTARY PARTICIPATION AND RIGHTS

Your participation in this study is entirely voluntary. You have the right to:

- Decline participation without any penalty;
- Withdraw from the study at any time without consequences;
- Refuse to answer any question you find uncomfortable;
- Ask questions or request clarification about the study at any time.

CONTACT INFORMATION: If you have any questions or concerns about this study, you may contact ISABEL A. AZORES by phone at 0956-499-2734 or by email at isabelabrio.azores25@bicol-u.edu.ph

CONSENT STATEMENT: By signing below, you confirm that:

- You have read and understood the information provided above;
- You have had the opportunity to ask questions;
- You voluntarily agree to participate in this study.

Participant's Name: _____

Signature: _____

Date: _____



Subject: Invitation to Participate in Graduate Field Validation Survey

Dear Respondents:

Warm greetings!

We are graduate students from Bicol University – Graduate School, currently enrolled in the Master of Arts in Industrial Education (MAIE), major in Instructional Technology and teaching Technology and Livelihood Education. As part of our academic requirements, we are conducting a field validation study entitled: *“Validating Graduate Interest and Program Demand in Instructional Technology among DepEd TVL in the Bicol Region.”*

This study seeks to assess the interest, readiness, and professional development needs of Technical-Vocational-Livelihood (TVL) teachers and school administrators in pursuing graduate studies in Instructional Technology. The findings will help align future graduate programs with the evolving technological innovations in teaching, supervision, and educational management within the TVL track.

In line with this, we respectfully invite you to participate by answering the attached survey questionnaire. Your insights and honest responses will be invaluable in shaping academic and policy directions for instructional technology programs.

Please be assured that:

- Participation is voluntary.
- All information will be treated with strict confidentiality.
- Data will be used solely for academic and policy development purposes.

You may access the survey questionnaire through this link: <https://bit.ly/4dPHZkn>

We sincerely appreciate your time and effort in supporting this academic undertaking. Your contribution will greatly help in the successful completion of our study. Thank you very much for your cooperation.

Respectfully,

ISABEL A. AZORES
Graduate Student
MAIE – TLE



Survey Instrument for Field Validation

Title: Validating Graduate Interest and Program Demand in Instructional Technology among DepEd TVL in the Bicol Region

Locale: DepEd Region V (Bicol)- TVL tracks within Public Secondary Schools

Consent Statement

I voluntarily agree to participate in this survey. I understand that my responses will be treated with confidentiality and used solely for academic and policy development purposes.

Agree Disagree

Signature: _____

Part I. Respondent Profile

(Indicators: demographic and professional background – UNESCO-UNEVOC, 2018; World Bank, 2015)

1. Age: _____
2. Gender: Male Female LGBTQ+ Prefer not to say
3. Institution: DepEd TVL TESDA TEI HEI
4. Position/Designation: _____
5. Years of Service in TVET/TLE/Technology Programs: _____ years
6. Highest Educational Attainment: Bachelor's Master's Doctorate Others: _____
7. Area of Specialization: _____

Part II. Interest and Readiness for Graduate Studies

(Indicators: professional advancement, instructional innovation, administrative competence – Bush, 2011; Mishra & Koehler, 2006; OECD, 2019)

1. Are you interested in pursuing a Master's in Industrial Education (Instructional Technology)?
 Yes No Maybe
2. Motivations (check all that apply):
 Professional advancement (career mobility) Administrative competence (leadership/supervision skills)
 Instructional innovation (technology integration) Research engagement (academic contribution)
 Others: _____
3. Barriers to enrollment (check all that apply):
 Financial constraints Workload/time management Lack of institutional support
 Geographic accessibility
 Others: _____

Part III. Perceptions on Technological Innovations in Administration and Supervision

(Indicators: ICT integration, performance monitoring, resource management – Laurillard, 2012; Hallinger, 2011; OECD, 2020; ADB, 2019)

1. How important are technological innovations in improving administration and supervision of technical-vocational institutions?
 Very Important Important Moderately Important Not Important



2. Areas needing technological innovation (rank 1–5):

- _____ Student records management
- _____ Curriculum and instructional delivery
- _____ Teacher performance monitoring
- _____ Industry linkages and partnerships
- _____ Resource allocation and utilization
- _____ Internationalization Collaboration

3. Current technological tools/systems used in your institution:

4. Desired innovations for administration and supervision:

Part IV. Program Alignment and Competency Needs

(Indicators: policy alignment, innovation readiness, capacity building – CHED Memo Orders; TESDA guidelines; Rogers, 2003; World Bank, 2015)

1. Do you believe a Master's in Industrial Education (Instructional Technology) will strengthen administration and supervision of TVET/TLE/TVL programs?
 Strongly Agree Agree Disagree Strongly Disagree

2. Competencies to be emphasized in the program (check all that apply):

- Instructional technology integration (TPACK framework)
- Educational leadership and supervision (Bush, 2011)
- Research and innovation in TVET/TLE/TVET (UNESCO-UNEVOC, 2018)
- Policy and governance in technical-vocational institutions (CHED/TESDA standards)
- Others: _____

3. Additional comments or recommendations: _____

Thank you for participating in this survey!