2511-2304

Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM
No. 927, s.2025

ENDORSEMENT OF THE SURVEY FOR THE STUDY "DEVELOPMENT AND VALIDATION OF RESEARCH INSTRUMENT ASSESSING THE TRENDS AND DRIVERS OF CHANGE OF ENGLISH READING PROGRAMS IN THE PHILIPPINE EDUCATION SYSTEM"

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

1. In reference to **Regional Memorandum No. 1622, s. 2025**, the Department of Education- Central Office, through the Office of the Director of the Policy and Planning Service issued **Memorandum 2025-PPS-OD-11-020**, dated November 12, 2025, on the endorsement for the study of a faculty researcher from Isabela State University.

2. The study aims to gather insights into the key trends, influencing factors, and programmatic shifts in English reading instruction across various grade levels of basic education in the Philippines.

3. In this regard, this Office is requesting the participation of all **English Teachers and Reading Program Coordinators** at the Elementary, Junior High School, and Senior High School Levels to accomplish the online survey link which can be accessed thru **https://bit.ly/46J3ksv** .

4. Participation of teachers shall be on voluntary basis and in accordance with the provisions indicated in DepEd Order No. 9, s. 2025 titled *"Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith"*, Republic Act No. 10173 or the *"Data Privacy Act of 2012"* and the ethical research standards.

5. For inquiries and/or feedback, kindly contact **Dr. Jennelyn L. Raymundo** of Isabela State University through email address at **jennelyn.b.lacar@isu.edu.ph** and/or call **(078) 258 2461**.

6. For information and participation.

SCHOOLS DIVISION OFFICE
DEPED VIGAN CITY
27 NOV 2025
RELEASED
BY:

VILMA D. EDA, CESO V
Schools Division Superintendent

Encl: Regional Memorandum No. 1622, s. 2025
Memorandum 2025-PPS-OD-11-020
Reference: As stated
To be indicated in the Perpetual Index under the following subject:
SURVEY ENGLISH READING ISU
SGOD/Research/aff/DM_ISUSurvey
November 26, 2025

Republic of the Philippines
Department of Education
REGION I

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. 1
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NOV 26 2025

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REGIONAL MEMORANDUM
No. 1622 s. 2025

ENDORSEMENT OF THE SURVEY FOR THE STUDY "DEVELOPMENT AND VALIDATION OF RESEARCH INSTRUMENT ASSESSING THE TRENDS AND DRIVERS OF CHANGE OF ENGLISH READING PROGRAMS IN THE PHILIPPINE EDUCATION SYSTEM"

To: Schools Division Superintendents

1. The Department of Education- Central Office, through the Office of the Director of the Policy and Planning Service issued Memorandum 2025-PPS-OD-11-020, dated November 12, 2025, on the endorsement for the study of a faculty researcher from Isabela State University.

2. The study aims to gather insights into the key trends, influencing factors, and programmatic shifts in English reading instruction across various grade levels of basic education in the Philippines.

3. In this regard, this Office is requesting the dissemination and accomplishment of the online survey link which can be accessed thru bit.ly/46J3ksv to all English Teachers and Reading Program Coordinators in the Elementary, Junior High School, and Senior High School Levels. Participation in the research is voluntary.

4. For inquiries and/or feedback, kindly contact Dr. Jennelyn L. Raymundo of Isabela State University through email address at jennelyn.b.lacar@isu.edu.ph and/or call (078) 258 2461.

5. For consideration and appropriate action.

TOLENTINO G. AQUINO
Director IV

Encl: Memorandum 2025-PPS-OD-11-020
Reference: none
To be indicated in the Perpetual Index under the following subjects:

Survey English Reading ISU

PPRD/steph/RM_ISUSurvey
November 25, 2025

Republic of the Philippines
Department of Education
POLICY AND PLANNING SERVICE

RECEIVED
RECORDS SECTION
NOV 19 2025
BY: TIME: 11:08

MEMORANDUM
2025-PPS-OD-11-020

FOR : **REGIONAL DIRECTORS**

FROM : mctligunas-roque
MARIA CLARISSE T. LIGUNAS-ROQUE
Director IV, Policy and Planning Service

Documan
DepEd RO1 REC2515776

SUBJECT : **Endorsement of the Survey for the Study "Development and Validation of Research Instrument Assessing the Trends and Drivers of Change of English Reading Programs in the Philippine Education System"**

DATE : 12 November 2025

This refers to the request of Dr. **Jennelyn L. Raymundo, faculty researcher, Isabela State University**, conducting a study on the development of an assessment tool to evaluate the Trends and Drivers of Change of English Reading Programs in the Philippine Education System. The study aims to gather insights into the key trends, influencing factors, and programmatic shifts in English reading instruction across various grade levels of basic education in the Philippines.

To establish the tool's construct validity and reliability, the researcher seeks the participation of English teachers and Reading Program Coordinators from elementary to senior high school levels nationwide in an online survey. A large sample will be targeted to ensure robust parameter estimates and the generalizability of the scale. As such, the study aims to include as many respondents as possible. The results are expected to inform policy development, curriculum enhancement, and teacher professional development programs aimed at improving the quality of reading instruction and programs in the Philippines.

In this regard, this Office respectfully **endorses the deployment of the survey to all English Teachers and Reading Program Coordinators in the Elementary, Junior High School, and Senior High School levels** in consideration of existing DepEd Orders, such as DO 9, s. 2005 (*Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith*), to minimize class disruptions and maximize time-on-task for learners and teachers. Likewise, participation is voluntary, and the rights and privacy of all respondents will be fully protected in accordance with ethical research standards.

Attached is the Survey questionnaire, along with the brief description of the study. The survey questionnaire can also be accessed through the link or the QR code provided below:

C[illegible]m Link: bit.ly/46J3ksv

For further inquiries, [illegible] contact PPS PRDD through email address pps.prdd@deped.gov.[illegible] or at [illegible] ne number (02) 8635-3976. For lateral coordination, please contact [illegible] searches, **Dr. Jennelyn L. Raymundo,** at jennelyn.b.lacar[illegible]

For favorable consideration [illegible]

Development and Validation of Research Instrument Assessing the Trends and Drivers of Change of English Reading Programs in the Philippine Education System

Dr. Jennelyn Lacar-Raymundo
Isabela State University

Rationale

Learning crisis has become a global phenomenon as learners are continuously unable to achieve basic le[illegible] cu[illegible]mes, despite access to schooling. This grave crisis has been further intensified by the COVID-19 pandemic and climate change-related phenomena, such as typhoon, drought and/or high temperature, and flooding, which led to significant learning loss, increas[illegible] learning poverty, greater learning gap, particularly among disadvantaged populations [illegible]zevedo, 2020; Banerji, 2020; Blasko et al., 2022; Bonal & Gonzalez, 2020; Gohain & Das, 2023; Rogers & Sabarwal, 2020; Silberstein, 2021; Sobhy, 2024). Learning crisis, often viewed as widespread educational deficiencies, is a world[illegible] [illegible]retizing learning gap in educational achievement, learning poverty or the [illegible]dren unable to meet minimum learning standards, and learning loss or the [illegible]wledge and skills due to disruptions.

Several reports ([illegible] Organ[illegible]on for Economic Co-operation and Development; UNESCO Institute for [illegible]) [illegible] highlighted the dismal performance of learners in the basic and/or found[illegible] skills [illegible]etch, 2021) including reading. This is strengthened by numerous studies [illegible] surface[illegible] recently accentuating the deterioration of Filipino learners' reading com[illegible]sion [illegible]kills (Rafanan & Raymundo, 2024; Tejida & Raymundo, 2025). I[illegible] [illegible]d 2022 Programme for International Students Assessment (PISA) [illegible]national assessments revealed that Filipinos frequently fall below n[illegible]cy levels in reading (OECD, 2023). For instance, it was found that one i[illegible]ould identify the main idea in moderately complex texts or reflect on their [illegible]aning (OECD, 2022).

The prevalenc[illegible] [illegible] frustration level through Phil IRI assessment is also supported by Aba[illegible] [illegible]22). Without instantaneous and concrete solutions or schemes, this g[illegible]isis will become a generational catastrophe. Consequently, seve[illegible] [illegible]rograms, along with legal mandates, were implemented to addr[illegible] [illegible]g gap in reading such as Hamon: Bawat Bata [illegible]randum No. 173, s. 2019), Catch-up Fridays [illegible] and Read" (DEAR) (DepEd Memorandum No. 001, series of 2024), [illegible] Recovery Program (NLRP) (DepEd Order No. 013, s. 2023), and [illegible] 12028 or Academic Recovery and Accessible Learning Program Ac[illegible] [illegible]ent learning crisis in the country. As part of these educational initiative[illegible] [illegible]sments for Grades 1-10 using tools like Comprehensive Rapi[illegible] [illegible]nt and Philippine Informal Reading Inventory were integrated, and [illegible] regularly evaluate students in terms of their reading proficiency a[illegible] [illegible]ent of tutorials or interventions accordingly.

Despite this, e[illegible] [illegible]avigate their paths on how to realize this vision as they also grapple [illegible]la for a successful implementation of reading literacy programs in [illegible] the existence of a huge number of reading programs in the cou[illegible] [illegible]ruggle with the core of any reading instruction,

and teachers remain ttlefield of reading skills acquisition. In fact, educational institutio e the implemented programs to improve the alarming status of th of their reading skills (Rafanan & Raymundo, 2024). Thus, this res nerging issues, trends, and driving forces in reading literacy and o further understand deeply the multifaceted forces of change that lture in the country. It scanned the environment and deconstructed th n of English reading literacy programs in the Philippines using cau

In this contex n the development and validation of a scale to determine the domi npact the trajectory of English reading literacy programs in the Phil. Hence, this study aims to develop a validated scale assessing the ds and drivers of change of English reading programs in the Phil m. This tool will guide the educators in making their reading progra the most critical factors that could shape the success or trajectory d academic endeavors.

Research Objectiv

The current ikert scale that can be used to assess the PESTEEL-based t hange of English reading programs in the Philippine educatio e study aims to establish the construct validity and internal reliabil.

Research Design

This study w earch design, utilizing a descriptive survey approach. More s nploy Confirmatory Factor Analysis (CFA) to validate the propo for assessing PESTEEL-based trends and drivers of change ms in the Philippine education system. CFA is a technique use f measurement models where the number of factors or construc ship is specified (Price, 2023). In the present study, CFA will be u struct validity of the developed instrument.

Respondents

English re ators from the Department of Education in the Philippines (b Elementary to Junior High School levels will serve as the resp e the adequacy of sample size is critical in CFA, a large sam o ensure the robustness of the parameters estimates, as well he scale. As such, the study aims to include as many respond

Scale Preparatio

a. Scale Dev

The PEST d in the categorization of the key emerging issues and trend f English reading literacy programs in the Philippine basic e l forces that impact the trajectory of English reading literacy pr e basic education were grouped into seven

domains: political, ogical, environmental, educational, and legal factors, which were as in the development of the scale. These were all derived from the nd thematization of the results of the key informant interviews, ature reviews, to define the critical forces that impact the trajec literacy programs in the Philippine basic education. The d as follows: 5 items each for political and economic factors, tor, 8 particulars for technological factor, 4 items for environm for educational factors, and 7 particulars for the legal factor, r uence) to 5 (Very High Influence).

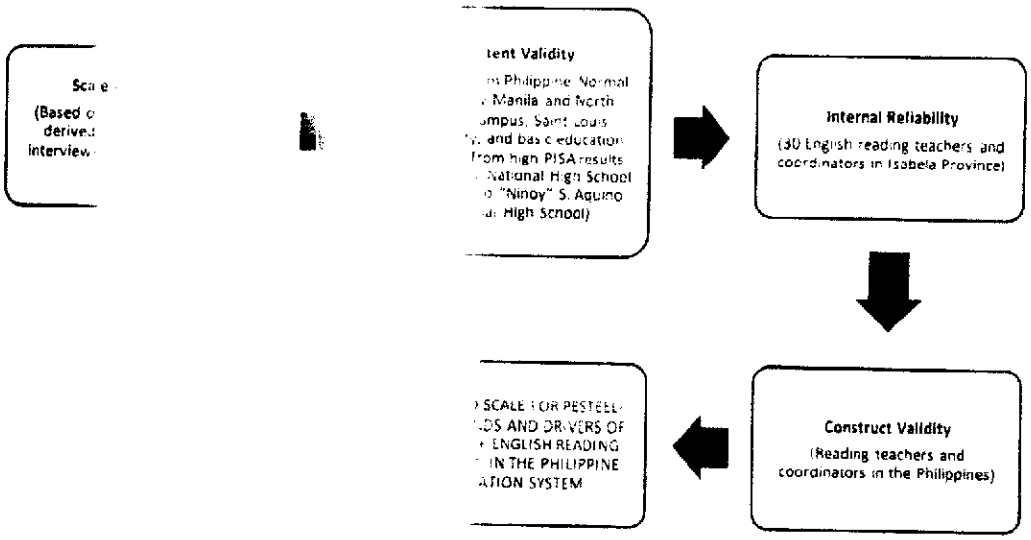
b. Content Va liab g

The conte ssessed by English reading experts from the Philippine Norma rth Luzon Campus, Saint Louis University, and basic educa results (Baguio City National High School and Benigno "N h School) in which few items were revised based on the co r establishing the scale's content validity, it was pilot tested t s in Isabela province to establish its internal reliability. A Cro ated that the scale is highly reliable and internally consist

c. Construct

The next ment process is the establishment of its construct validit of the instrument to a wider population. In this study, the s nglish reading teachers across elementary to junior high s both public and private schools in the Philippines.

Below is t ating the process involved in developing and validating the sc EL-based trends and drivers of change of English reading ducation system.



Data Analysis

Confirmatory Fa s (erformed using JAMOVI, an open-source statistical softwa FA Matrix, Bartlett's Tests, and Kaiser-Meyer-Olkin (KMO) Me y will be utilized to assess the suitability of the data for facto l be evaluated using Chi-Square Goodness of Fit, Comparati uare Error of Approximation, and Standard Root Mean Squ T adings for each item will be inspected to evaluate their c ding latent constructs. Hair et al. (1998) suggested that it w 0.50 were considered for removal.

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Developmen
Drivers of (

Instrument Assessing the Trends and
rograms in the Philippine Education
m
ar-Raymundo
University

	Indi	Relevant	Somewhat Relevant	Irrelevant	Remarks
Political Factors					
1.	The implemen' importance give programs are in' changing govern to shifts in politic policy focus.				
2.	The efficiency a English readin are hindered b bureaucratic p				
3.	The misalignm education polic reading initiati confusion amon reading coordi misimplement literacy progr				
4.	English readir excluded or m in School Impr reflects a lack prioritization.				
5.	Budget alloca' physical infra over investm programs an				
Economic Facto					
1.	The sufficienc LGU-allocate directly influen continuity of F programs.				
2.	Financial con procurement and other es the effective reading progr				
3.	Students' par reading progr affected when contribute to				

	chores as pa to their famili				
4.	Socioeconom consistent en reading activi access to bas tools.				
5.	A shortage of reading mate students' opp development underfunded				
Social Factors					
1.	Psychologica of failure and students' mo English readi				
2.	Weak Englis contribute to thereby incre and absente readers.				
3.	Students wit proficiency a bullying, whi their self-est engage in re				
4.	The practice regardless c undermines English rea				
5.	Parents with less likely to English rea which affec literacy proc				
6.	Disparities i among lear comprehen which creat challenges f				
7.	Mainstream needs in Er without tailo strains instr program eff				
8.	Homes with English boo hinder cons outside of s				

9.	Students w English fac comprehen interference and limited c				
Technological					
1.	Limited or u restricts stu ability to er platforms a initiatives.				
2.	The incorp teaching E inconsister lack of tech support.				
3.	The profici students in affects the uptake of f instruction.				
4.	The integr reading ap engageme outcomes, learning ar remains lir instruction				
5.	The integr other digit printed ma lessons re underdeve				
6.	The effect Managem delivering lessons is familiarity				
7.	Inadequat platforms tools limits of English				
8.	The abser software a classroom exposure interactiv				
Environmen					
1.	The lack o equipped v				

	audiovisu of modern, English re				
2.	Existing re and/or cer underutiliz engaging, resource-r sustained				
3.	The facili sessions conducive culture in				
4.	The phys including seating a students' learn dur build pos				
Educational					
1.	Professic reading i localized, national literacy-f				
2.	Teacher specific, the impl of custor reading				
3.	Reading short-ter lack con'n early grade and non				
4.	Reading on tradi with limi bilingua content.				
5.	Overcro disproportic ratios re lu focused teacher progres literacy				
6.	Teacher child-fri contribu				

	manage student reading				
7.	The am reading build sus fluency a for strug				
8.	The lac compre hinders interve difficulti				
9.	The us assess provide may lim to adop approa examin skills.				
10	While i activitie reach a curricu minima teache technic matter.				
11	The cu implem princip which e efficie compr				
12	The re in scho discou readin				
13	The re focus c readin extens learne and la				
14	Monito video incons readin				
Legal Fac					

1.	Legal r Readir Friday and Ac encour reading learnin				
2.	Readin treate requir educa				
3.	Policie (NCLB inclusi appro is left				
4.	Stand multip demor langu asses				
5.	Legal admin focus progr				
6.	Natior Natior Progr schoo losses literac				
7.	The B place literac driver progr				

Cont

Signa