

PPRD
For RD's Approval


RAMIR B. UYTICO EdD, CESO III
Regional Director



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

Regional Advisory No. 106, s. 2026

September 22, 2026

In compliance with DepEd Order (DO) No. 8, s. 2013
this advisory is issued not for endorsement per DO 28, s. 2001,
but only for the information of DepEd NIR officials and personnel/staff.

**CONDUCT OF DATA GATHERING ACTIVITIES FOR THE STUDY
"CONTEXTUALIZING THE MATHEMATICS CURRICULUM IN FARM
SCHOOLS OF THE NEGROS ISLAND REGION"**

Attached is the request from Joyce C. Gamao on data gathering activities on the study "Contextualizing the Mathematics Curriculum in Farm Schools of the Negros Island Region."

The Schools Division Superintendents of the Schools Divisions of Bacolod City, Bago City, Cadiz City, Himamaylayan City, Kabankalan City, La Carlota City, Sagay City, Silay City, Victorias City, and Negros Occidental are given the discretion to act on this matter.

For queries, contact:

Joyce C. Gamao

Email: gamao.joyce@lisgup.pnu.edu.ph

Contact number: 09484830957

PPRD/JIS/Advisory_Data Gathering_ Contextualizing Mathematics Curriculum in Farm Schools.docx/September 17, 2026



Address: Batinguel, Dumaguete City, 6200
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September 15, 2026

DR. RAMIR B. UYTICO, CESO III

Regional Director

Negros Island Region

Subject: Request for Permission to Conduct Research

Dear Sir RD Uytico,

Good day!

I respectfully request permission to conduct my dissertation research entitled **"CONTEXTUALIZING THE MATHEMATICS CURRICULUM IN FARM SCHOOLS OF THE NEGROS ISLAND REGION"** within the ten (10) pioneer farm schools established since 2021 in the Province of Negros Occidental, Negros Island Region.

The study will involve **Grade 7 Mathematics teachers** from the following farm schools: Cansilayan Farm School (SDO Negros Occidental), Alangilan Farm School (SDO Bacolod City), Ramon Torres Malingin Farm School (SDO Bago City), Mabini Farm School (SDO Cadiz City), Mambagaton Farm School (SDO Himamaylan City), Tabugon Farm School (SDO Kabankalan City), Sagay City Eco-Zone Farm School (SDO Sagay City), Victorias City Farm School (SDO Victorias City), Angeles J. Montinola Farm School (SDO Silay City), and La Granja Farm School (SDO La Carlota City).

The purpose of the study is to explore the lived experiences of junior high school mathematics teachers teaching mathematics in a farm school context in the 10 selected pioneer farm schools in the province of Negros Occidental, Negros Island Region, during the school year 2026-2027. Findings from this research are expected to provide valuable insights that may contribute to the enrichment of mathematics teaching strategies and the contextualization of learning in farm school settings.

Rest assured that the conduct of the study will strictly adhere to DepEd protocols and ethical standards, particularly in ensuring confidentiality, voluntary participation, and non-disruption of regular classes. Necessary documents such as informed consent forms will be provided to participating teachers, and coordination with school heads will be prioritized.

In line with this, I sincerely seek your approval to conduct the said research within the aforementioned schools under your jurisdiction. Your favorable consideration of this request will be deeply appreciated.

Thank you very much, and I look forward to your kind response.

Respectfully yours,

JOYCE C. GAMAO

CP#: 09484830957; Email: gamao.joyce@lisqup.pnu.edu.ph

LisQup-DepEd-PNU-NEAP Scholar

Doctor of Philosophy in Mathematics Education

Philippine Normal University, Manila

CONCEPT PAPER

Dissertation Title: *CONTEXTUALIZING THE MATHEMATICS CURRICULUM IN FARM SCHOOLS OF THE NEGROS ISLAND REGION*

Introduction/Background of the Study:

Mathematics is essential in developing students' problem-solving skills and their ability to apply mathematical concepts in real-life situations. The **2022 Programme for International Student Assessment (PISA)** results showed that Filipino 15-year-old students obtained an average mathematics score of **355 points**, considerably below the OECD average of 472 points. While the Philippines has shown improvement in its most recent PISA mathematics performance, Filipino learners continue to face challenges in achieving international benchmarks. This continuing gap underscores the need for effective and context-responsive approaches to strengthen mathematics instruction.

One such approach is **contextualized mathematics instruction**, which connects mathematical concepts with learners' experiences and real-life situations. This is particularly relevant in farm schools, where learning is integrated with agriculture, practical skills, and community development. Contextualizing mathematics in this setting can make mathematical concepts more meaningful and relevant to learners' experiences.

However, there remains a need to understand how mathematics teachers contextualize instruction within the unique demands of the farm school curriculum. In Negros Occidental, mathematics teachers are challenged to connect mathematical concepts with practical agricultural applications while addressing the learning needs of their students. Hence, this study aims to examine the **experiences, practices, and**

challenges of mathematics teachers in contextualizing the mathematics curriculum in farm schools. The findings will serve as a basis for developing appropriate contextualization strategies that may enhance the relevance and meaningfulness of mathematics instruction in the farm school setting.

Research Problems

This study aims to describe the experiences and practices of mathematics teachers, students, and farmers in order to contextualize the mathematics curriculum in farm school and to develop a model that may serve as a guide for effective contextualization.

Specifically, it seeks to answer the following questions:

1. How do mathematics teachers in farm schools describe their experiences and practices in contextualizing mathematics lessons based on farm-related situations and activities?
2. What are the students' experiences and learning engagements in mathematics when farm-based contexts are integrated into instruction?
3. What challenges and enabling factors do teachers, students, and farmers encounter in contextualizing the mathematics curriculum in farm schools?
4. Based on the findings, what contextualization model can be developed to guide effective integration of farm-based practices in teaching mathematics in farm schools?

Scope and Limitations

This study focuses on exploring how the mathematics curriculum is contextualized in farm schools in the school's division of Negros Occidental, Negros Island Region for

the school year 2026–2027. It seeks to describe the actual experiences, practices, and challenges of junior high school mathematics teachers in integrating farm-based contexts into mathematics instruction. Selected students and farmers will also be subjected for interview about this matter. Through this inquiry, the researcher aims to present a clear and accurate account how contextualization is implemented in classroom settings, reflecting the authentic voices and experiences of mathematics teachers in farm schools.

The study will revolve around the problems stated herein. This is limited to the challenges encountered by mathematics teachers, their teaching approaches and strategies in delivering mathematics instruction in a farm school context. The conduct of classroom observation will also be used to let the researcher experience first-hand on how mathematics teachers deliver mathematics instruction in a farm school context. However, class room may pose limitations to the researcher such as the researcher might not have good attending and observing skills. In this regard, aside from the researcher, subject coordinator and school head will also serve as process observers during classroom observation. The contextualize lesson plans of the teachers and students' journal will also be examined using document analysis.

Methodology

Selection Criteria and Participants and Rsearch Site

The participants of this study will be the junior high school teachers who specialized in mathematics and are currently teaching in 10 selected farm schools in the province of Negros Occidental, Negros Island Region, school year 2026–2027. These teachers will be selected from each of the 10 pioneer farm schools namely

Cansilayan Farm School from SDO Negros Occidental, La Granja Farm School from SDO La Carlota City and Ramon Torres Malingin Farm School from SDO Bago City in Central Negros Occidental. Mambagaton Farm School from SDO Himamaylan City, Maricalum Farm School from SDO Sipalay City and Tabugon Farm School from SDO Kabankalan City in Southern part of Negros Occidental and Alangilan Farm School from SDO Bacolod City, Mabini Farm School from SDO Cadiz City, Sagay City Eco-Zone Farm School from SDO Sagay City, Victorias City Farm School from SDO Victorias City in Northern Negros Occidental.

To ensure that every school is represented in the study. All participants will undergo interviews and classroom observations and will join the focus group discussions to provide comprehensive data on their teaching practices, experiences and challenges in mathematics instruction.

In addition, to further enrich the data, selected students and farmers will participate in focus group discussions to identify the challenges and support perceived by teachers, students, and farmers that influence the process of contextualization.

The decision to include junior high school teachers, selected students and farmers is grounded on the principle of data saturation. Since the number of pioneer farm schools in the province is limited, including all junior high school mathematics teachers, selected students and farmers ensure full coverage of the target population. By doing so, the study minimizes sampling bias and guarantees that diverse perspectives across different school contexts are captured.

Moreover, qualitative research emphasizes richness and depth of data rather than large sample sizes. In this case, interviewing all mathematics junior high school teachers from each grade level, selected farm school students and farmers is expected

to yield sufficient variation of experiences and insights until no new themes or patterns emerge, thereby reaching data saturation.

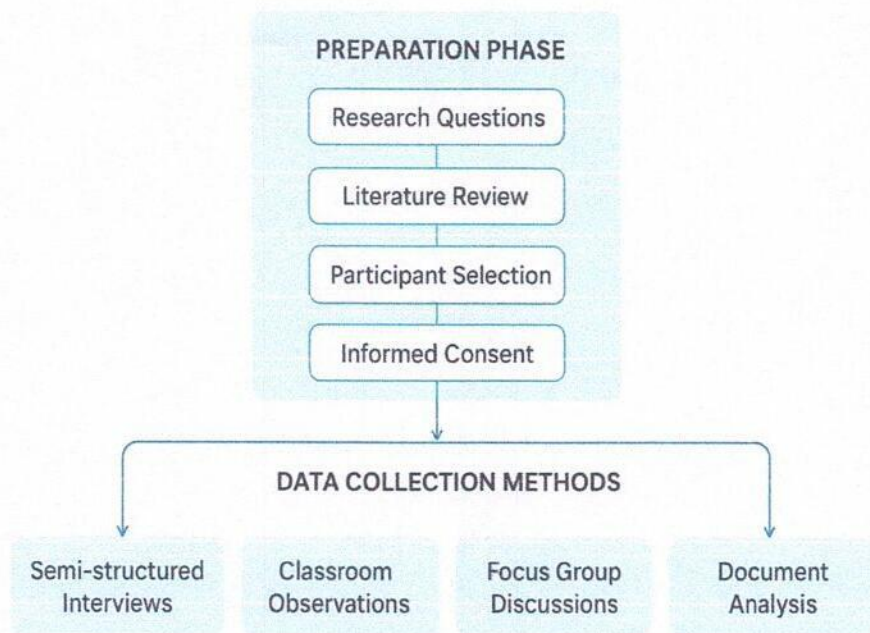
Thus, the inclusion of all the mathematics junior high school teachers in farm schools, selected farm school students and farmers not only represent the totality of the study population but also strengthens the credibility and trustworthiness of the findings.

Data Collection

In this qualitative descriptive study, the data collection process was designed to gather in-depth information that would provide a rich understanding of how mathematics instruction is contextualized in farm schools. To comprehensively answer the research questions, multiple sources of data will be utilized—semi-structured interviews, classroom observations, focus group discussions, and document analysis. These complementary methods will allow the researcher to capture the experiences, practices, and challenges of teachers, students, and farmers, as well as to develop a contextualization model grounded in real educational settings.

Figure 1 shows the preparation phase and data collection methods that will be employed in this study. Questions and observation tools will be developed to ensure that all methods aligned with the objectives of the study.

Data will be gathered through semi-structured interviews, classroom observations, focus group discussions (FGDs), and document analysis. Interviews will explore mathematics teachers' experiences and practices in contextualizing lessons using farm-related situations.



Classroom observations will examine the actual implementation of contextualized instruction and students' engagement. FGDs with selected students and farmers will provide insights into their experiences, learning engagement, challenges, and enabling factors. Lesson plans, students' journals, and learning outputs will also be analyzed to validate and supplement the data.

Finally, data from all sources will be compared and synthesized to identify common themes and patterns. These findings will serve as the basis for developing a contextualization model for integrating farm-based practices into mathematics instruction, ensuring that the model is grounded in the authentic experiences of teachers, students, and farmers.



CURRICULUM VITAE

JOYCE CIOCON GAMAO

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ELIGIBILITY

Licensed Teacher

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EDUCATIONAL ATTAINMENT

- | | |
|----------------|--|
| 2021 – Ongoing | Doctor of Philosophy in Mathematics Education
Philippine Normal University
Taft Avenue, City of Manila
<i>Linking Standard and Quality Practice –DepEd-PNU-National Educators' Academy of the Philippines Scholar (LisQup-DepEd-PNU-NEAP Scholar)</i> |
| April 2018 | Master of Arts in Teaching Mathematics (<i>Full-fledged</i>)
Carlos Hilado Memorial State College
Talisay City, Province of Negros Occidental |
| December 2016 | Master of Arts in Education major in Educational Leadership (<i>Full-fledged</i>)
University of St. La Salle, Bacolod City
<i>Project FREE (Flagships to Reach Educational Excellence) – Paglaum Program Scholar</i> |
| March 2009 | Bachelor in Secondary Educational major in Mathematics Carlos Hilado Memorial State College Talisay City, Province of Negros Occidental
<i>7-Time Dean's Lister, Special Awardee District Educational Scholar (Negros Occidental Scholarship Program)</i> |
| March 2005 | Cansilayan National High School
Brgy. Cansilayan, Murcia, Negros Occidental
<i>Graduated as Class Valedictorian</i> |
| April 2001 | Cansilayan Elementary School
Brgy. Cansilayan, Murcia, Negros Occidental
<i>Graduated as Class Salutatorian</i> |

WORKING EXPERIENCES

August 16, 2017 – PRESENT

Permanent/Regular Teacher 3
Cansilayan Farm School
(Formerly Cansilayan National
High School)
Brgy. Cansilayan, Municipality of Murcia

November 11, 2010 – August 15, 2017

Permanent/Regular Teacher 3 Lopez
Jaena National High School
Brgy. Lopez Jaena, Municipality of
Murcia

June 1, 2010 – October 29, 2010

Fulltime/Part-time Faculty Member
Carlos Hilado Memorial State College,
Talisay City, Province of Negros
Occidental

RESEARCH WORKS

2026 Region-Approved
Research

Project GAME MATH: Gamified
Activities for Meaningful Engagement in
Mathematics Among Grade 11 Students

BERF 2021

Extent of Difficulties of Modular Offline
Learning Modality in Relation to Senior
High School Academic Performance

BERF 2018

Use of Manipulatives in Classroom
Instruction on Students' Numeracy Skills