



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

REGIONAL MEMORANDUM

No. 205, s. 2026

FEB 24 2026

**CONDUCT OF ONLINE DATA GATHERING ACTIVITY FOR THE STUDY
"APPRECIATIVE INQUIRY APPROACH IN ADDRESSING ORGANIZATIONAL
CULTURE DILEMMAS IN LEARNING-FOCUSED SCHOOL LEADERSHIP IN
DEPED PUBLIC SCHOOLS."**

To: **Schools Division Superintendents of:**

Schools Division of Bago City
Schools Division of Himamaylan City
Schools Division of Sagay City
Schools Division of Silay City
Schools Division of Sipalay City

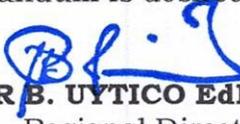
1. This Office, through the Policy, Planning, and Research Division, disseminates the letter from Cherrylou D. Repia, Assistant Regional Director, DepEd MIMAROPA, on the conduct of an online focus group discussion (FGD) on the study, **"Appreciative Inquiry Approach in Addressing Organizational Culture Dilemmas in Learning-focused School Leadership in DepEd Public Schools."**
2. Below are the list of participants, the schedule of focus group discussion, and the meeting link details:

| Schools Division Office | Schools Heads of: | FGD Time slot |
|-------------------------|---|--|
| Silay City | Adela Elementary School Sibato Integrated School | February 26, 2026 8:00 AM – 10:00 AM (via MS Teams) |
| Sipalay City | Agripino Alvarez Elementary School Camindangan Elementary School | |
| Sagay City | Sagay National High School Himoga-an Baybay Integrated School | February 26, 2026 10:00 AM – 12:00 NN (via MS Teams) |
| Himamaylan City | Himamaylan National High School Paloypoy Integrated Farm School | |
| Bago City | Ramon Torres National High School – Main Ramon Torres National High School – Sagasa | |
| Meeting Link | https://teams.microsoft.com/meet/43673880407999?p=cGO2991kkAk5mt0RLn Meeting ID: 436 738 805 079 99 Passcode: Ef7ah26i | |



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4. For details, contact Cherrylou D. Repia, Assistant Regional Director, DepEd MIMAROPA through email address cdrepia@up.edu.ph and mobile number 09176576084 or Joey Ian C. Singson, Education Program Supervisor Designate of the Policy, Planning, and Research Division, through email address joey.singson@deped.gov.ph.
5. Immediate dissemination of this Memorandum is desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl: As stated
Reference: As stated

To be indicated in the Perpetual Index
under the following subjects:

RESEARCH

PPRD/JIS/Memo_Data Gathering Appreciative Inquiry Approach.docx

RESEARCH BRIEF

APPRECIATIVE INQUIRY APPROACH IN ADDRESSING ORGANIZATIONAL CULTURE DILEMMAS IN LEARNING-FOCUSED SCHOOL LEADERSHIP IN DEPED PUBLIC SCHOOLS

by Cherrylou D. Repia

About the study:

This study is a critical step to the passion project of the researcher to develop a framework for AI-based coaching and mentoring aligned with RPMS-PPST and centered on LFSL. It aims to offer a practical, context-sensitive solution to the school leadership challenges facing Philippine public schools today with the end in view of transforming school culture, empowering school heads, and ultimately improving educational outcomes.

Appreciative Inquiry approach is a process to help people focus upon what is working well, the positive core, and identifying strengths. This strategy helps individuals and systems shift their paradigm from a deficit-based perspective to a growth or strength-based perspective. On the other hand, learning-focused school leadership pays more attention to learning processes, contextual disparities between communities and schools, and the effects of historical disparity in educational results.

The exploratory sequential design, a mixed method in research, will be used in this study, which will first qualitatively explore the AI practices of a small sample size of school heads while they perform their LFSL tasks and then determine whether these qualitative findings were evident to a larger sample of participants through the quantitative phase.

Research Objectives:

This research aims to ascertain the practices of Appreciative Inquiry (AI) approach in addressing organizational culture dilemmas in learning-focused school leadership (LFSL) in select DepEd public schools as well as to seek an explanation of how organizational culture and norms facilitate AI in LFSL.

Specifically, it intends to:

1. determine LFSL practices implemented in DepEd public schools;
2. describe the organizational culture dilemmas in the implementation of LFSL;
3. assess the level of understanding of the participants about AI approach;
4. evaluate the extent to which AI approach address the organizational culture dilemmas;
5. analyze how AI approach and LFSL impact organizational culture dilemmas;
6. identify the mediating effects of appreciative coaching; and
7. develop a framework on AI-based coaching and mentoring in accordance with Results-based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST).

Target Participants:

The research participants in this study will be school heads from pre-determined schools in the country coming from six regions – Regions I, IV-A, VI, VIII, IX and XII which were chosen based on the performance in the 2024 National Achievement Test.

Contact details of the researcher:

Email: cdrepia@up.edu.ph; mobile phone number 09176576084
Viber number 09985841703 (Happy Che); Facebook: Happiest Che

FOCUS GROUP DISCUSSION (FGD) GUIDE

Study: Appreciative Inquiry Approach in Addressing Organizational Culture Dilemmas in Learning-Focused School Leadership in DepEd Public Schools

Researcher: Cherrylou D. Repia

Research Adviser: Dr. Maria Ana T. Quimbo

Institution: UPLB Graduate School

Participants: Selected DepEd School Heads

Session Duration: 1.5 hours

Venue: MS Teams

FGD QUESTIONS

- a. Can you describe the school leadership practices you currently implement that focus on improving teaching and learning? (RQ1)
- b. Where are these practices most visible (e.g., classroom observation, LAC sessions, SIP, PLCs)? (RQ1)
- c. What challenges have you encountered in promoting a learning-focused culture in your school? (RQ2)
- d. How do these dilemmas affect your leadership decisions and school operations? (RQ2)
- e. Do you agree that a school leader who affirms the strengths and positive practices of teachers can create better outcomes? If yes, why does focus on strengths yield better results? (RQ3)
- f. Can you identify specific practices that demonstrate a school leader's focus on the strengths and positive behaviors of teachers and colleagues? Please mention the situation, the leader's concrete action and the results of the action. (RQ3)
- g. In what ways has focusing on strengths or positive practices helped resolve cultural or organizational issues? (RQ4)
- h. What factors enable or hinder the application of appreciative inquiry strategies? (RQ4)
- i. How do you think AI and LFSL complement each other in addressing school-level challenges? (RQ5)
- j. How has your school environment changed due to AI-informed LFSL practices? (RQ5)
- k. What are your thoughts about the integration of appreciative inquiry approach to the mentoring and coaching of teachers relative to Results-based Performance Management System (RPMS)? (RQs 6 & 7)

FGD REFERENCES

FAQ

Slide: 01/02

QUESTION 01

What is Appreciative Inquiry (AI)?

Appreciative Inquiry is a strengths-based approach to organizational development. Instead of focusing on problems and deficits, AI encourages schools to discover what works well, envision what could be, and design strategies to achieve a preferred future.

It is based on the premise that positive questions lead to positive change.

QUESTION 02

How does Appreciative Inquiry differ from traditional problem-solving?

Traditional Approach

Focuses on gaps, weaknesses, and problems

Usually starts with "What is wrong?"

Often leads to blame or defensiveness

Seeks to eliminate problems

Appreciative Inquiry

Focuses on strengths, successes, and possibilities

Starts with "What is working well?"

Builds hope, motivation, and confidence

Seeks to amplify what works

QUESTION 03

What is Learning-Focused School Leadership (LFSL)?

LFSL is a leadership framework that places student learning outcomes at the center of all leadership actions. A learning-focused school head aligns people, processes, and resources toward improving teaching quality and learning performance.

How do Appreciative Inquiry and Learning-Focused Leadership complement each other?

Appreciative Inquiry provides the mindset and tools, while Learning-Focused Leadership provides the direction and purpose.

Together, they enable school heads to:

- Lead with positivity while staying anchored on learning goals
- Engage teachers in reflective, collaborative inquiry
- Co-create solutions that uplift both morale and performance

Build schools that thrive through shared leadership

**APPRECIATIVE INQUIRY APPROACH IN ADDRESSING ORGANIZATIONAL
CULTURE DILEMMAS IN LEARNING-FOCUSED SCHOOL LEADERSHIP
IN DEPED PUBLIC SCHOOLS**
by Cherrylou D. Repia

**LIST OF FOCUS GROUP DISCUSSION (FGD) PARTICIPANTS
FROM DEPED NIR AND REGION VI**

| Schools Division Office | School Heads of: | FGD Time Slot on February 19, 2026 |
|----------------------------|--|--|
| ✓ Silay City | 1 Adela Elementary School 2 Sibato Integrated School | 8:00 to 10:00 in the morning via MS Teams Feb. 26, 8:00 AM |
| Passi City | Tagubong Integrated School Arac Elementary School | |
| ✓ Sipalay City | 3 Agripino Alvarez Elementary School 4 Camindangan Elementary School | |
| ✓ Sagay City | 5 Sagay National High School 6 Himoga-an Baybay Integrated School | 10:00 am to 12:00 noon via MS Teams Feb 26, 10:AM- |
| ✓ Himamaylan City | 7 Himamaylan National High School 8 Paloypoy Integrated Farm School | |
| ✓ Bago City | 9 Ramon Torres National High School - MAIN 10 Ramon Torres Malingin National High School - Sagasa | |

Notes:

- Please email to cdrepia@up.edu.ph the duly accomplished and signed Informed Consent Form which may be accessed through <https://tinyurl.com/CDR-CF>
- The meeting link shall be shared a day before the FGD.
- All data that will be gathered shall be treated with utmost confidentiality.

INFORMED CONSENT FORM

Study on "Appreciative Inquiry Approach in Addressing Organizational Culture Dilemmas in Learning-Focused School Leadership in DepEd Public Schools"

I have read and understood the Participant Information Sheet provided to me. I have had the opportunity to ask questions and have received satisfactory answers.

I voluntarily agree to participate in the research project conducted by Ms. Cherrylou D. Repia. I understand that I may withdraw and discontinue my participation at any time and will not be penalized for doing so.

I understand that the information I provide will be kept confidential and used only for the purposes of this research. The data protection plan was also explained to me, and I understand that the data will be stored in encrypted file storage and recordings will be deleted after transcription. I am aware of my right to review transcripts of my responses before finalization.

I consent to participate in this study and agree to the use of my anonymized data in research publications and presentations.

I agree to (please put the check mark:

- audio-recording
- taking photos
- video-recording during the interview

Full name of the Participant: _____

Signature: _____ Date: _____

Name of School: _____

Region: _____ Division: _____