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MISCONCEPTIONS TOWARDS DEPARTMENT OF EDUCATION ADVISORY: A CHALLENGE IN THE PHILIPPINE EDUCATION SYSTEM

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ABSTRACT

To ensure teachers can provide quality education, it is essential to continuously enhance their knowledge and skills through professional development opportunities, including seminars and training programs. However, ensuring that teachers only attend quality professional development events is critical to preventing incompetence and promoting actual learning. In the Philippines, the Department of Education (DepEd) provides information about professional development opportunities through DepEd Advisories. Unfortunately, many educators misconstrue these as endorsements for events, publications, and other opportunities, although it is just information dissemination, leading to their vulnerability to predatory practices and the exploitation of the document. Issuance of a DepEd Advisory does not necessarily assure the legitimacy of an event or opportunity, and because of this, educators may invest in activities that are not beneficial to their students or careers.

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The **purpose** of this study is to shed more light on this problem; the study has aimed to determine the knowledge and attitudes of Filipino educators towards DepEd Advisories and provide recommendations to address the misconceptions. It is crucial to correct these misconceptions and ensure that teachers can access quality professional development opportunities to provide the best education possible.

Methodology. The researchers' employed descriptive research design and a quantitative research approach, involving 200 Filipino educators in various specializations who were randomly selected nationwide. A questionnaire was used as a data gathering tool, while to analyze and interpret data collected, frequencies, percentages, mean scores, T-Test, Analysis of Variance (ANOVA), and Pearson R were computed.

Results. The results highlight the lack of understanding among educators regarding DepEd Advisories. Data indicate that teachers often rely on the presence of DepEd Advisories when deciding to participate in professional development opportunities, considering the document as indicator of legitimacy and quality. However, this reliance exposes teachers to potential risks, as they may fall victim to predatory practices, including fraudulent research conferences, contentious awarding ceremonies, and fake publication opportunities, with the researchers' observation that DepEd Advisories are also getting issued to questionable events or activities.

Conclusion. This research provides information towards the low level of knowledge among educators regarding DepEd Advisories and the misconceptions they hold about its issuance and purpose, which serves as a basis for policy planning and development to ensure that teachers are not deceived and will only access quality learning and development opportunities in the future.

KEYWORDS: Misconceptions, Department of Education, Filipino Educators, DepEd Advisory, Educators' Professional Development.

INTRODUCTION

Communication is indispensable for the existence of all living systems on Earth. Life itself emerges through interactions between different organisms, whether these interactions lead to the creation of new organisms or to the demise of those involved in the communication process (Günther & Folke, 1993). Similarly, in social sciences, communication can be seen as peer-to-peer interactions that involve the exchange of information, an essential aspect of living (Berea, 2018). Society heavily relies on communication, as it enables the dissemination of crucial information among individuals, organizations, and institutions. Without effective communication, misunderstandings, disagreements, mistakes, and incomplete tasks would prevail. People would have divergent perspectives without access to reliable information, resulting in chaos. Two primary types of communication exist: verbal communication, involving speech and hearing, and non-verbal communication, encompassing various means like writing, gestures, illustrations, images, and posture, among others (Andreev, 2023).

Various forms of communication include memorandums, public advisories, poster announcements, and advertisements. A memorandum, also known as a memo, is utilized within businesses or organizations to convey urgent information, like a business letter, a memo serves as a permanent record of communication (Western Technical College, n.d.). On the other hand, a public advisory typically consists of official announcements or reports that warn individuals about adverse weather conditions, diseases, or other hazards. It can also provide advice and recommendations to the public (HarperCollins Publishers, n.d.).

Examples of advisories include the Bureau of Quarantine's Advisory issued on September 22, 2022, which informed the public about updated entry, quarantine, and testing requirements for arriving Filipino passengers in relation to the COVID-19 pandemic, the advisory released by the Philippine Statistics Authority (<https://psa.gov.ph/content/advisory-17>) on September 21, 2022, regarding the attendance of officials and selected employees to a national convention on civil registration and vital statistics, and the Department of Labor and Employment's Labor Advisory No. 14, Series of 2023, which discussed the payment of wages for a regular holiday in the Philippines.

These advisories were issued to provide guidance to stakeholders. Advertisements, on the other hand, are paid promotional tools sponsored by identified entities to draw public attention to a product or brand for business purposes (Pahwa, 2023). Meanwhile, despite the importance of communication, there are risks involved, such as the risk of misinterpretation. Communication is a complex phenomenon that relies on the efforts of individuals. It can be simplified as the sending and receiving of messages, where both elements are necessary for communication to occur. However, simply exchanging messages does not guarantee successful communication.

According to Pfeiffer (1998), communication often remains incomplete or fails due to various circumstances surrounding the communication attempt, including environmental factors, emotional influences, verbal skills, phenomenological aspects, or conditions within individuals or institutions attempting to relate. Grossman (2022) also argues that discrepancies and misunderstandings can arise between what is said and what is understood, resulting from poor communication.

The Department of Education (DepEd) is the executive branch of the Philippine government responsible for ensuring access to, promoting equity in, and improving the quality of basic education, in accordance with Republic Act No. 9155. Its main responsibilities include formulating, implementing, and coordinating policies, plans, programs, and projects in the areas of formal and non-formal basic education (Official Gazette, n.d.). DepEd is also involved in overseeing the professional development of teachers and supports institutions and organizations that organize professional development opportunities such as seminars, trainings, conferences, and publications.

DepEd Advisories are issued to assist in the publication of these events. DepEd issuances are official documents that contain policies, procedures, or information released and/or signed by the DepEd Secretary or authorized officials, in line with the department's mandate (DepEd Tambayan, n.d.). DepEd Advisories, in particular, are communication documents issued to announce the conduct of programs, projects, or activities requested by external partners, companies, associations, organizations, institutions, or

agencies. However, it's important to note that these advisories serve solely for information dissemination and do not establish rights or obligations.

Unfortunately, there have been instances where the interpretation of DepEd Advisories has been misconstrued, leading to exploitation. As observed by the researchers, although it is just an information dissemination tool, many educators view these advisories as proof of approval, endorsement, or involvement by the Department in the announced events. Several organizers of such events also seem to intentionally mislead the public by posting advertisements alongside DepEd Advisories, using them as justification for the legitimacy of their events.

It has been observed that some organizations even use the Department's logo on their promotional materials after receiving a DepEd Advisory. During an observation conducted by one of the researchers, it was discovered that at an event, one of the speakers claimed the event was official because it had been issued a DepEd Advisory, even though the advisory was not intended for that purpose. Regrettably, many teachers accept this message and use the presence of a DepEd Advisory as a verification of events' quality and legitimacy.

According to DepEd Order No. 8, Series of 2013, the Department has been supportive of organizations in conducting events as recognition of their contribution to the continuous development of the country's education workforce. This support has led to the issuance of DepEd Advisories to assist with event promotions.

However, there have been complaints from participants regarding unsatisfactory conduct and the collection of registration fees for events that were not actually held. Additionally, some companies or organizations have used the official name and logo of the Department of Education in their programs, projects, and activities, without obtaining official approval from the Department's secretary or authorized officials, confirming the observation of one of the researchers. These instances represent the exploitation of the document, likely due to educators misinterpreting its purpose.

The COVID-19 pandemic has led to an increased reliance on social media as a communication tool, and this has further highlighted the problem related to the misuse of DepEd Advisories. In February 2023, the researchers encountered an organization in the Philippines that was promoting its research journal through social media, alongside a DepEd Advisory inviting educator to publish in the journal. While the researchers had reservations about the credibility of the journal, they remained open-minded. They eventually made a comment inquiring about the journal's indexation.

Within a few hours, the organization responded, claiming that their journal was currently indexed in Scopus, Google Scholar, and other databases. However, as experienced researchers familiar with the research publication process, the researchers felt the need to fact-check this claim. The verification revealed that the journal was not indexed in Scopus, as it was not listed on the database's website, and it could not be found on Google Scholar. This false information clearly indicated manipulation, raising concerns about the journal's potential predatory nature.

The researchers immediately called out the false claim in the comment section and, as expected, they were promptly banned from further commenting. Fortunately, the researchers' experience in research publication allowed them to identify the deception.

However, the situation raises the question of what might have happened if the researchers had been a novice in the field, feeling pressured to publish their work and believing that a DepEd Advisory was proof of legitimacy.

They might have been tempted to submit their work to this predatory journal, wasting time, money, and efforts, only to have their work go to waste. This highlights the potential risks and consequences of misinterpreting the purpose and significance of DepEd Advisories, particularly when it comes to publication opportunities. Novice researchers or individuals who are unaware of predatory practices can easily fall victim to exploitation.

It is also important to note that teachers play a crucial role in shaping the future of nations, making it essential to ensure they can provide quality education, hence, it is important that their knowledge and skills are continuously enhanced, and accessing professional development opportunities is one of the best ways to do it. However, teachers should access quality professional development events and not just any event to prevent incompetence and ensure they gain actual learning. Unfortunately, with educators misconstruing DepEd Advisories as an endorsement for such opportunities, many may believe having such advisory guarantees quality and legitimacy, leading to investment in activities that may not be beneficial to their students or careers.

With DepEd Advisories, which many are using as a verification document, being issued for contentious professional development opportunities, it is clear that this poses as a problem in the Philippine academia; there are professional development opportunities that educators may perceive as legitimate, even if they are not, making them vulnerable to predatory conferences, awarding ceremonies, and publication opportunities among many others that do not provide significant benefits. Therefore, it is crucial to shed more light on the situation, which will allow the development of interventions that would ensure that all educators have accurate information to make informed decisions in the future, it is the **purpose** of the research. This has resulted in the conduct of this study. Specifically, this study aimed to meet the following objectives:

1. To determine Filipino Teachers' knowledge towards DepEd Advisory in terms of the institution that issues it and the purposes it serves.
2. To determine Filipino Teachers' attitude towards DepEd Advisory in terms of using it as basis in assessing professional development opportunities.
3. To determine if there is significant difference in the knowledge and attitude of teachers towards the Advisory in terms of their sexuality, age, and educational attainment.
4. To determine if there is significant relationship between the teachers' knowledge and attitude towards the Advisory.

METHODOLOGY

This study was guided by a descriptive research design and a quantitative research approach involving 200 Filipino educators in various specializations who were randomly selected nationwide. The number of respondents was decided by the researchers due to the lack of information on how exactly how many teachers there are in public and private schools in the Philippines; 200 was decided, given that 100 is the minimum number of

respondents needed that is generally agreed by statisticians to ensure results are reliable as suggested by Fox (2022).

A survey questionnaire created using Google form has been disseminated via social media platforms, and through direct email. The questionnaire was composed of 13 questions, 3 of which were designed to learn about the profile of the respondents, while 10 were asked to determine their knowledge and attitude towards DepEd Advisory. To analyze and interpret data collected, statistical formulas were used including frequencies, percentages, mean scores, T-Test, Analysis of Variance (ANOVA), and Pearson R.

To qualify as a respondent, the person must be a Filipino, at least 18 years of age, has seen a DepEd Advisory, and currently teaching in the primary and/or secondary education levels in a public or private school in the Philippines. Prior answering the survey, respondents were informed about the identities of the researchers, the purpose of the study, and questions that will be asked. It was also explained that they may refuse to answer even after seeing the questions as participation is completely voluntary, hence, no person was forced to be a part of this undertaking.

Table 1
Likert Scale Interpretations

Scale	Descriptive Meaning	Knowledge Interpretation	Attitude Interpretation
3.26-4.00	Strongly Disagree	Very High Knowledge Level	Very Positive Attitude
2.51-3.25	Disagree	High Knowledge Level	Positive Attitude
1.76-2.50	Agree	Low Knowledge Level	Negative Attitude
1.00-1.75	Strongly Agree	Very Low Knowledge Level	Very Negative Attitude

RESULTS

Results of this study provides significant information about the understanding of Filipino educators towards the real purpose why DepEd Advisories are issued and provides information on how such understanding influence their decision in participating in professional development opportunities designed for them. Although each teacher has a different perspective, this study generated their composite knowledge and attitude, which will allow the development of interventions for the entire academic community in the country.

Table 2
Teachers’ Knowledge towards DepEd Advisory

Statements	Mean	Descriptive Meaning
I think that a DepEd Advisory is a document issued by the Commission on Higher Education and TESDA, and not by the Department of Education.	3.28	Strongly Disagree

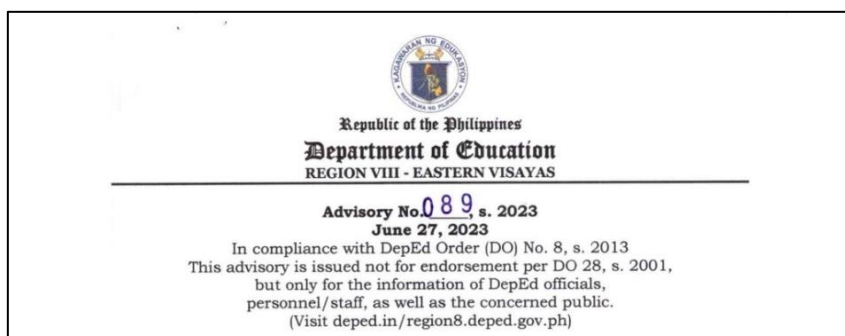
I believe that a DepEd Advisory is automatically issued to institutions and organizations that organize events and activities for the professional development of teachers, hence, the institutions and organizations do not need to apply for it.	2.07	Agree
I believe that a DepEd Advisory is issued as proof that events and activities, and the organizers are legitimate.	1.58	Strongly Agree
I think that if an event or activity has a DepEd Advisory, it means that the Department of Education endorses it.	1.58	Strongly Agree
I believe that events that offer professional development opportunities that have been issued a DepEd Advisory are approved and permitted by the Department of Education.	1.46	Strongly Agree
Composite Mean	1.99	Agree

On this table, it is very clear that the level of knowledge of educators towards DepEd Advisory is low, with them generally agreeing to false information about DepEd Advisories. This is attributed with the misconceptions that they have towards the issuance of it. As presented, they believe that a DepEd Advisory is issued to institutions and organizations without the need of applying for it, despite the fact that an organization needs to submit a request first to the Department of Education before it gets issued such advisory. They also think that a DepEd Advisory is issued as proof that events and activities, as well as the organizers are legitimate, which is false given that the Department only issues it for information dissemination purposes.

The teacher-respondents also think that if an event or activity has a DepEd Advisory, it indicates that the Department of Education endorses it, although that is the case as stated on the upper part of each advisory being issued by the Department (see Figure 1). On the other hand, it is worth noting that they are aware that a DepEd Advisory is a document issued by the Department of Education, and not by the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA). Nevertheless, overall results show that they lack the necessary knowledge towards the document, and this raises concerns about how they evaluate professional development opportunities before deciding to participate in them.

Figure 1

A copy of the header of an actual DepEd Advisory



This illustration clearly shows that DepEd Advisories should not be interpreted as endorsements of professional development opportunities or any event or activity for which they are issued, contrary to the belief of many Filipino teachers.

Table 3

Teachers' Attitude towards DepEd Advisory

Statements	Mean	Descriptive Meaning
I prefer to attend professional development opportunities that have DepEd Advisories than those that don't have.	1.55	Strongly Agree
Learning that a DepEd Advisory was issued for a certain event or activity gives me confidence and an impression that it is legitimate and organized by a legitimate institution and/or organization.	1.50	Strongly Agree
An event or activity promoted to teachers that has no DepEd Advisory is more likely to be illegitimate or at least questionable for me.	1.70	Strongly Agree
When I search for professional development opportunities, I only look for those with DepEd advisories.	1.88	Agree
I perceive events and activities that feature the logo of the Department of Education and/or the DepEd Advisory Number on their promotional materials to be authorized and supported by the Department, and therefore, can offer valuable professional development opportunities.	1.73	Strongly Agree
Composite Mean	1.67	Strongly Agree

Table 3 presents data that indicates teachers' very negative attitude towards the use of the said document, which translates to a wrong perception. They expressed that they prefer to attend professional development opportunities that have DepEd Advisories than those that don't have. They also expressed that learning that a DepEd Advisory was issued for a certain event or activity gives them confidence and an impression that it is legitimate, and that an event or activity that has no DepEd Advisory is more likely to be illegitimate or at least questionable for them.

The respondents also said that when they search for professional development opportunities, they only look for those with DepEd advisories, and that they perceive events and activities that feature the logo of the Department of Education or the DepEd Advisory Number on their promotional materials to be authorized and supported by the Department, and therefore, guarantees valuable professional development opportunities. This result is concerning because their wrong perception alongside their poor understanding towards the said document could lead them to fall victim to predatory practices, such as but not limited to predatory research conferences, contentious awarding ceremonies, and fake publication opportunities that are really

prevalent nowadays. What makes this more concerning is that this could happen even without them realizing it.

Table 4

Differences in the Knowledge and Attitude of Teachers when grouped according to their age

Statement	Mean Square	F	Sig.
Knowledge towards DepEd Advisory	1.746	10.260	.000
Attitude towards DepEd Advisory	.444	2.288	.066

This table, shows that there is a significant difference in the attitude of teachers towards DepEd Advisory when grouped based on age. On the other hand, in terms of attitude, data showed no significant difference. Data revealed that teachers who are 58 years old and above have the highest knowledge level towards DepEd Advisory, while those that are ages between 48 and 57 and those who are 38 to 47 years old have the lowest, which indicates that teachers who are in the middle age are the most reliant on the DepEd Advisory as a document to tell whether such professional development opportunity is legitimate or not, as well as endorsed by DepEd, making them the most vulnerable to predatory practices.

Table 5

Differences in the Knowledge and Attitude of Teachers when Grouped according to Their Sexuality

Statement	t	df	Sig.
Knowledge towards DepEd Advisory	-4.525	98	.000
Attitude towards DepEd Advisory	-1.929	98	.057

In regard to teachers' knowledge towards DepEd Advisory, it was determined that there is significant difference when grouped based on their sexuality. Data shows that males have a better understanding towards the DepEd Advisories compared to females. Meanwhile, there is no significant difference in their attitudes. This indicates that males are less likely to fall victim to predatory professional development opportunities than females as they tend to know more about the real purpose of the Advisory used as a promotional tool by organizers, resulting in being more cautious and not totally relying on it as the basis of an event's legitimacy.

Table 6

Differences in the Knowledge and Attitude of Teachers when grouped according to their educational attainment

Statement	t	df	Sig.
Knowledge towards DepEd Advisory	1.810	98	.073
Attitude towards DepEd Advisory	-1.826	98	.071

It was found that there is no significant difference in the Knowledge and Attitude of Teachers when grouped according to their educational attainment. This indicates that educational attainment cannot be used as an indicator to how knowledgeable a person is towards the purpose of DepEd Advisories, as well as how they perceive it in relation to professional development opportunities.

Table 7

Relationship between the Knowledge and Attitude of Teachers towards DepEd Advisory

		Knowledge	Attitude
Knowledge	Pearson Correlation	1	.586**
	Sig. (2-tailed)		.000
Attitude	Pearson Correlation	.586**	1
	Sig. (2-tailed)	.000	

Table 7 shows that there is a significant relationship between the knowledge and attitude of teachers towards DepEd Advisory. This indicates that their poor understanding towards the purpose of the Advisory results in a wrong perception on how it should be used in relation to professional development opportunities. Additionally, their lack of knowledge towards it makes them use it the wrong way, for instance, using it as a basis for the legitimacy of an event and as proof that it is endorsed by the Department of Education, although it is not, which raises the importance of having adequate knowledge towards communication documents, so it won't be interpreted wrongly.

DISCUSSION

The findings suggest that educators' limited knowledge regarding DepEd Advisories could be attributed to a range of misconceptions surrounding their purpose and issuance. The fact that educators often agree with false information about these advisories highlights a gap in their understanding. This could potentially be attributed to a lack of clear communication or training about the nature and role of DepEd Advisories. The misconception that DepEd Advisories serve as endorsements or proofs of legitimacy for events raises concerns. Educators' preference for events featuring these advisories may be based on a misplaced belief in their credibility. This phenomenon could be indicative of a broader tendency to rely on visual cues, such as official logos, to assess legitimacy. This inclination to associate advisories with endorsements might be further compounded by the emphasis on branding and official materials, which underscores the importance of addressing these misconceptions through targeted educational efforts.

This study also provides insights into how Filipino educators might assess and utilize other types of documents in their professional context. The tendency to agree with inaccurate information about DepEd Advisories suggests that educators might approach other communication documents with a similar disposition. This could imply

a broader trend in how they interpret and rely on official documents for guidance. Therefore, addressing misconceptions about advisories could have a ripple effect on their overall document assessment and utilization practices. The age-based analysis also reveals intriguing insights. The older age group's higher knowledge levels suggest that experience and exposure could contribute to better understanding.

However, the middle-aged groups' reliance on advisories might be influenced by a desire for a more straightforward way to assess legitimacy, possibly due to a rapidly changing professional landscape. This could be linked to a sense of vulnerability stemming from the need to adapt to newer educational trends and technologies. Such insights highlight the need for tailored strategies to address the misconceptions prevalent among middle-aged educators. The gender-based discrepancy in knowledge could point to varied sources of information or differing levels of engagement with professional networks. This could be an area for further investigation to understand why males seem to possess a better grasp of the advisory concept.

The lack of correlation between educational attainment and knowledge/attitude, on the other hand, signifies that knowledge of DepEd Advisories or other official documents isn't necessarily acquired through formal education. Meanwhile, the significant relationship between knowledge and attitude reinforces the idea that accurate understanding directly influences how educators perceive and utilize DepEd Advisories and possibly other official communications. This points to the need for proactive efforts to improve comprehension (Bashkir et al, 2021), which could involve workshops, training sessions, and informative resources.

CONCLUSION

This research sheds light on the low level of knowledge among educators regarding DepEd Advisories and the misconceptions they hold about its issuance and purpose. The findings reveal that teachers generally agreed with false information about DepEd Advisories, such as the belief that these advisories are automatically issued to institutions and organizations without any application process. Moreover, they mistakenly perceive DepEd Advisories as proof of an event or activity's legitimacy and endorsement by the Department of Education, despite the advisories being issued solely for information dissemination purposes.

The novelty of these findings lies in the fact that this research appears to be the first of its kind to delve into this topic, highlighting the lack of understanding among educators regarding DepEd Advisories. The implications of these findings are significant, particularly in terms of how teachers evaluate professional development opportunities. The data indicates that teachers often rely on the presence of DepEd Advisories when deciding to participate in such opportunities, considering them as indicators of legitimacy and quality.

However, this reliance exposes teachers to potential risks, as they may fall victim to predatory practices, including fraudulent research conferences, contentious awarding ceremonies, and fake publication opportunities, with the researcher's observation that DepEd Advisories are also getting issued to questionable professional development opportunities. What is particularly concerning is that teachers may not even realize their

vulnerability to such practices due to their misconceptions about the purpose and significance of the said Advisories.

Most importantly, it was found that there is a significant relationship between knowledge and attitude towards DepEd Advisories, which underscores the importance of addressing teachers' misconceptions and enhancing their understanding of this communication document. Adequate knowledge about DepEd Advisories is crucial to prevent misinterpretations and ensure that they are used appropriately in evaluating professional development opportunities. This will also prevent organizations from exploiting it for business purposes.

The researchers hereby recommend the provision of clearer guidelines and information on the purpose of DepEd Advisories to avoid misconceptions among educators. Additionally, the Department of Education can conduct more awareness campaigns to help teachers understand the importance of verifying the legitimacy and quality of professional development opportunities before investing in them. Lastly, DepEd can explore alternative methods of disseminating information to educators, such as online platforms that they manage themselves, to ensure equal access to the latest information on educational opportunities and developments rather than letting the organizations or institutions to have a copy of the DepEd Advisory for their event or activity, which puts it at risk to be exploited, resulting in misrepresentation, misconceptions, and many educators falling victims to predatory practices.

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CONFLICT OF INTERESTS

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:**НЕПОРОЗУМІННЯ ВІДНОСНО КОНСУЛЬТАЦІЙ ДЕПАРТАМЕНТУ ОСВІТИ:
ВИКЛИКИ ОСВІТНЬОЇ СИСТЕМИ ФІЛІППІН**

Щоб гарантувати, що вчителі можуть надавати якісну освіту, важливо постійно підвищувати їхні знання та навички за допомогою можливостей професійного розвитку, включаючи семінари та навчальні програми. Однак забезпечення того, щоб вчителі відвідували лише якісні заходи професійного розвитку, має вирішальне значення для запобігання некомпетентності та сприяння справжньому навчанню. На

Філіппінах Департамент Освіти (ДО) надає інформацію про можливості професійного розвитку через консультації. На жаль, багато педагогів з непорозумінням сприймають це як підтримку заходів, публікацій та інших можливостей, хоча це лише поширення інформації, це робить педагогів уразливими для хижацьких практик вільного використання наданих ними документів. Можливості консультацій ДО не обов'язково гарантують легітимність заходів, подій, і через це педагоги можуть бути помилково задіяні в діяльності, яка не принесе користі їх кар'єрі.

Мета цього дослідження – пролити більше світла на цю проблему; визначити знання та ставлення філіппінських педагогів до консультацій ДО і надати рекомендації щодо усунення хибних уявлень. Вкрай важливо виправити ці помилкові уявлення та забезпечити вчителям доступ до якісних можливостей професійного розвитку, щоб забезпечити найкращу освіту.

Методологія. Дослідники використовували описовий дизайн дослідження та кількісний підхід дослідження, залучаючи 200 філіппінських педагогів різних спеціальностей, які були рандомно відібрані по всій країні. Анкету використовували як інструмент збору даних, тоді як для аналізу та інтерпретації зібраних даних обчислювалася частотність, відсотки, середні бали, Т-тест, дисперсійний аналіз (ANOVA) і методика Pearson R.

Результати. Результати підкреслюють відсутність розуміння серед освітян консультацій ДО. Дані вказують на те, що вчителі часто покладаються на наявність консультацій ДО, коли вирішують брати участь у можливостях професійного розвитку, вважаючи їх показником якості та легітимності. Однак ця залежність наражає вчителів на потенційні ризики, оскільки вони можуть стати жертвами хижацьких практик, зокрема шахрайських дослідницьких конференцій, суперечливих церемоній нагородження та можливостей для фальшивих публікацій, причому, за спостереженнями деяких дослідників, консультації ДО також видаються до деяких сумнівних подій і заходів.

Висновок. Це дослідження надає інформацію про низький рівень знань серед освітян щодо консультацій ДО та хибних уявлень, які вони мають щодо їх мети та призначення, це служить основою для планування та розробки політики, щоб гарантувати, що вчителі не будуть обмануті та матимуть доступ лише до якісного навчання та якісних можливостей розвитку в майбутньому.

КЛЮЧОВІ СЛОВА: неправильні уявлення, Департамент Освіти, Філіппінські педагоги, Консультації Департаменту Освіти, Підвищення кваліфікації педагогів.

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