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BAGUIO CITY DIVISION BASIC AND ACTION RESEARCH MANUAL

School Governance and Operations Divisions (SGOD)
Planning and Research Section
SY 2016-2017

CULTURE OF RESEARCH IN BAGUIO CITY DIVISION

In realizing quality education, research is inevitable. In the goal of improving the teaching-learning process, research is indispensable. In every moment of desiring to serve better, ultimately the conduct of research becomes sensible.

In a nutshell, embracing the culture of research is a proactive response of the entire educational community in enabling the learners to really learn better. Moreover, creating a communal sense of educational accountability through research ensures that learners may be able to receive the utmost level of quality education that they truly deserve. Indeed, it guarantees a shared positive learning experience by the learners, teachers, personnel, administrators, and stakeholders. Lastly, it serves as basis for an evidence-based policy development and possibly creating its corresponding sustainable mechanisms of implementation.

Adopting such culture, Division of Baguio City has institutionalized research as a common ground for scientific and relevant educational plans and policies. Standardized action research guidelines, workflows, and other research procedures have been crafted and delivered to the field for adoption.

The Division promotes researches which highlight access, quality, and governance in pursuant to DepEd Order No. 43, s.2015 or the Revised Guidelines for the Basic Education Research Fund (BERF). Specifically, it encourages thematic inquiries to underpin curriculum, classroom management, teaching techniques and strategies, learning environment, support services, educational planning, and other educational research interests which ultimately aim to increase teaching-learning outcomes.

Contextualized in the Division's structural set-up, researchers are advised to follow standard contents and formatting styles notably in order to:

1. facilitate the efficient workflow of all research processes within the division; and
2. be at par with the international standards of writing a research paper adapted from the *Publication Manual of the American Psychological Association (APA), 6th Edition* (2010).

GENERAL FORMATTING

- To ensure readability, maintain normal page set-up with 1" margin in all sides of the paper.
- The entire manuscript is double-spaced (except the Abstract).
- Adopting the general guidelines of the APA (2010), include page header/running head at the upper left of the paper using the insert page numbers. Page header/running head is the shortened version of the title used in the study with 50 maximum characters.
- Pagination is at the upper right corner of the paper after the page header.
- Author's name (by line): First Name/ Middle Name/Last Name

    Important notes:
    1. *Please do not include position (e.g. Teacher 1, Master Teacher, etc.). All are respectfully called writers/ researchers.*
    2. *No picture is needed.*
- Institutional affiliation: Name of School
                                 School Address
                                 School Year conducted
- Whole manuscript must be six (6) to twelve (12) pages only (Title-References. Please write with clarity and relevance focusing on your context of study at all times.
- As researcher/s, use personal pronoun (I/we) when describing steps taken in your study to avoid ambiguity (APA, 2010, p. 69). Narrate your personal experiences relative to the problems/gaps/issues that you have presented in your paper. Simply OWN your paper!
- Do not impress by using linguistic devices that may lead to confusion of readers. Remember: the study is to answer problem(s)/gap(s)/issue(s).
- Operational terms should be integrated across the text of the paper. No need to enumerate.
- Citation and referencing: adopt the APA (2010, pp. 169-179), or refer to www.apa.org for more information.

SECTIONS OF THE RESEARCH PAPER

Below are the major contents/sections of the manuscript with its specific content and formatting styles. No structured format/template is provided to respect freedom and creativity of presenting ideas, provided that all significant data needed are incorporated.

1. **Title** (bold, first letter-uppercase**)**
   - Reflect the general emphasis of the research.
   - Please do not use acronym.
   - If any, coined words are allowed but it should be defined as contextualized in the study (e.g. as teaching technique, theory, etc.).
   - Format: Title case (centered, boldface, uppercase and lowercase heading)

2. **Abstract** (bold, first letter-uppercase)
   - Italicized, single-space
   - Font style : Times New Roman
   - Font size: 11
   - Must not be more than 200 words
   - Contains the overview of the study
   - State a brief introduction by highlighting the problems/gaps/issues being identified in the study. Likewise, include the summarized methodology and overall findings/results of the study. More importantly, indicate the major implications of the study and its corresponding general recommendation.

3. **Introduction** (bold, first letter-uppercase)
   - Set the tone of the paper by clearly narrating the problem(s)/gap(s)/issue(s)/ being identified or observed in the actual classroom setting or workplace.
   - Substantiate it with theoretical implications and previous related literatures. Please do not overstate literatures as we are only given limited pages for the entire study. Hence, provide only sufficient literatures necessary to support your study.
   - Communicate precisely the general purpose or significance of the research paper.

- For quantitative study, stating your problem in question form is more recommended for easier presentation of the results vis-á-vis discussions later.
- For qualitative study, general purpose or significance of the study is enough.
- Use phrases such as "I have observed that…"; "Based on my observation…"; "I have been observing that..." or any related words which imply personal and actual experience.
- No need to label as "Introduction" (APA, 2010, p. 27).

4. **Methodology** (bold, first letter-uppercase)
    - What to include as subheadings:
        o Research Design
        o Sampling, Procedures and Instrumentation
        o Statistical Treatment and Analysis of data (if quantitative)
        o Analysis of Data (if qualitative)
        o For purposes of checking/reviewing of proposal, include the Conceptual Paradigm using Input, Process, Output (IPO) framework (EFA Global Monitoring Report, 2002)
    - Disregard the introduction such as "This section describes the methods used in the study…". Obviously it is implied with the heading and subheadings alone.

    Research Design
    - Provide the general research design of the study.
    - Basic guidelines in determining the quantitative research design:
        o Descriptive-comparative – if you want to know the "difference" of variables
        o Descriptive-correlation – if you want to know the "relationship" of variables
        o Descriptive-predictive – if you want to know the "values or ranks" of each predictors/factors

- Basic guidelines in determining the qualitative research design (De Guzman, 2013):
  - Narrative study – if focus of study is narrating an interesting story
  - Case study – if focus of study is exploring an indepth issue
  - Grounded theory – if focus of the study is understanding a process
  - Phenomenology – if focus of the study is revealing the essence or meaning of a phenomenon
- Use of mixed method research design is also encouraged. Please choose appropriate type.

Sampling, Procedures and Instrumentation
- State actual acceptable sampling over total population in the locale of your study. If you intend to get overall population, so be it.
- For qualitative, select your participants accordingly (De Guzman, 2013):
  - Narrative study : 1-2 only
  - Case study: 1 to multiple
  - Grounded theory: 20 or more
  - Phenomenology : 3-13
- For the procedures, narrate explicitly what will you do in your research.
- For the instrumentation, describe your tool. What is the level of measurement? Will you use Likert scale? Interview schedule?

Statistical Treatment and Analysis of data (for quantitative)
- Basic guidelines in determining the statistical treatment :
  - Descriptive-comparative – use t-test if you want to measure "significant difference" of two (2) variables; analysis of variance (ANOVA) if three (3) variables which population are normally distributed, and its counterpart if normality assumption was not met. Choose appropriate mean comparison tests based on your variables.
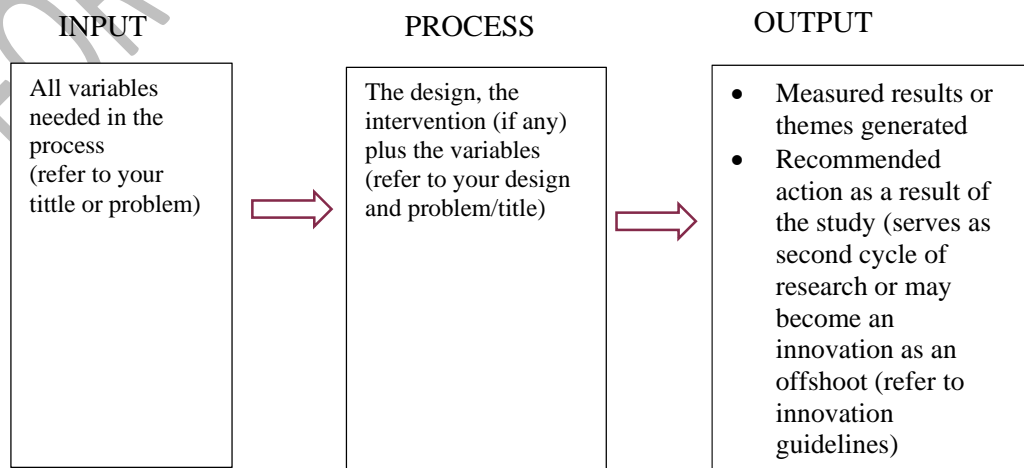
- o Descriptive-correlation – use Pearson Product Moment Correlation (for normally distributed population) and Spearman Rank (if normality assumption was not met) if you want to measure the "relationship" of variables
- o Descriptive-predictive – may use Regression if you want to determine the "predictive model" and to determine if your identified factors are contributory to your dependent variable/s
- o Descriptive – use mean, frequency distribution, etc. if you want to assess specific variables only

Analysis of Data (for qualitative)
- Basic guidelines in the analysis of data (De Guzman, 2013):
  - o Narrative study –story is presented through generalization
  - o Case study- issue is presented with lessons learned
  - o Grounded theory –process is presented with a theory
  - o Phenomenology –essence or meaning of a phenomenon is presented with a collective description

Conceptual Paradigm

INPUT	PROCESS	OUTPUT
All variables needed in the process (refer to your tittle or problem)	The design, the intervention (if any) plus the variables (refer to your design and problem/title)	• Measured results or themes generated • Recommended action as a result of the study (serves as second cycle of research or may become an innovation as an offshoot (refer to innovation guidelines)

5. **Results/Findings and Discussion** (bold, first letter-uppercase)
   - Use the terms "Results" for quantitative and "Findings" for qualitative studies, respectively.
   - For quantitative study, present as subheading the results of the study based on your statement of the problems.
   - For qualitative study, present your themes (if any) as your subheadings.
   - Observe the following major contents in this part: discussion (D), corroboration (C), and implication (I).
   - Follow formatting of tables and figures of the APA (2010, pp. 127-167).

6. **Conclusion** (bold, first letter-uppercase)
   - Restates the overall findings/results of the research.
   - Highlight major implications of the study such in curriculum, classroom management, teaching techniques and strategies, learning environment, support services, educational planning, and other educational concerns.

7. **Recommendation/s** (bold, first letter-uppercase)
   - Enumerate the recommendation/s with sense of relevance from the study.
   - Propose only the sensible, doable, realistic, and specific points of action.
   - As your last recommendation, state: "As a continuation of my research…"

8. **References** (bold, first letter-uppercase)
   - Please adopt the APA (2010, pp. 180-224)

CODE OF CONDUCT

A. WRITERS/RESEARCHERS

1. Please observe confidentiality. Use codes/pseudonyms to safeguard the identities of your respondents.
2. Kindly follow the action research workflow.
3. Conduct your action research not for compliance sake but as your contribution to sustain or elevate human dignity.
4. Remain objective. Never ever manipulate the data being gathered. Findings that are non-significant under p-value are significant in its sense.
5. No plagiarism nor self-plagiarism please! Craft an original output as you propose.
6. Believe in yourself! Go ahead, everyone can do research!

B. DIVISION RESEARCH TECHNICAL WORKING COMMITTEE (TWC)

1. Respect the writer/researcher at all times.
2. Constructive feedbacks promote esteem while sarcasm over the paper possibly create ripple of discouragements to writers/researchers and whole research environment.
3. Let us develop a positive sense of communal goal towards research-oriented educational practices and policies!

FUNCTIONS OF THE KEY PERSONS INVOLVED

School Research Coordinator (SRC)
1. Receives the research proposal from the researcher and ensures that the Baguio City Division research formatting and guidelines are followed.
2. Peer reviews the paper and provides technical assistance to the researcher.
3. Rates the paper using the rubrics.
4. Attaches the suggestion/correction form.
5. Endorses the revised paper to the Head Teacher (as applicable) and School Head.

School Head/Head Teacher
1. Does functions 1 and 2 as stated under SRC.
2. Endorses the paper to the Division level.

Division Action Research Coordinator
1. Receives the research proposal from the researcher/school head/school research coordinator and assigns TWC member to peer review the paper.
2. Upon return by the TWC member, renders full technical assistance and coaching to the researcher.
3. Endorses the paper for recommending approval by the Chief of the School and Governance Operations Division (SGOD) and approval by the Schools Division Superintendent (SDS).

Baguio City Division Action Research Technical Working Committee (TWC)
1. Does functions 1 and 2 as stated under SRC.
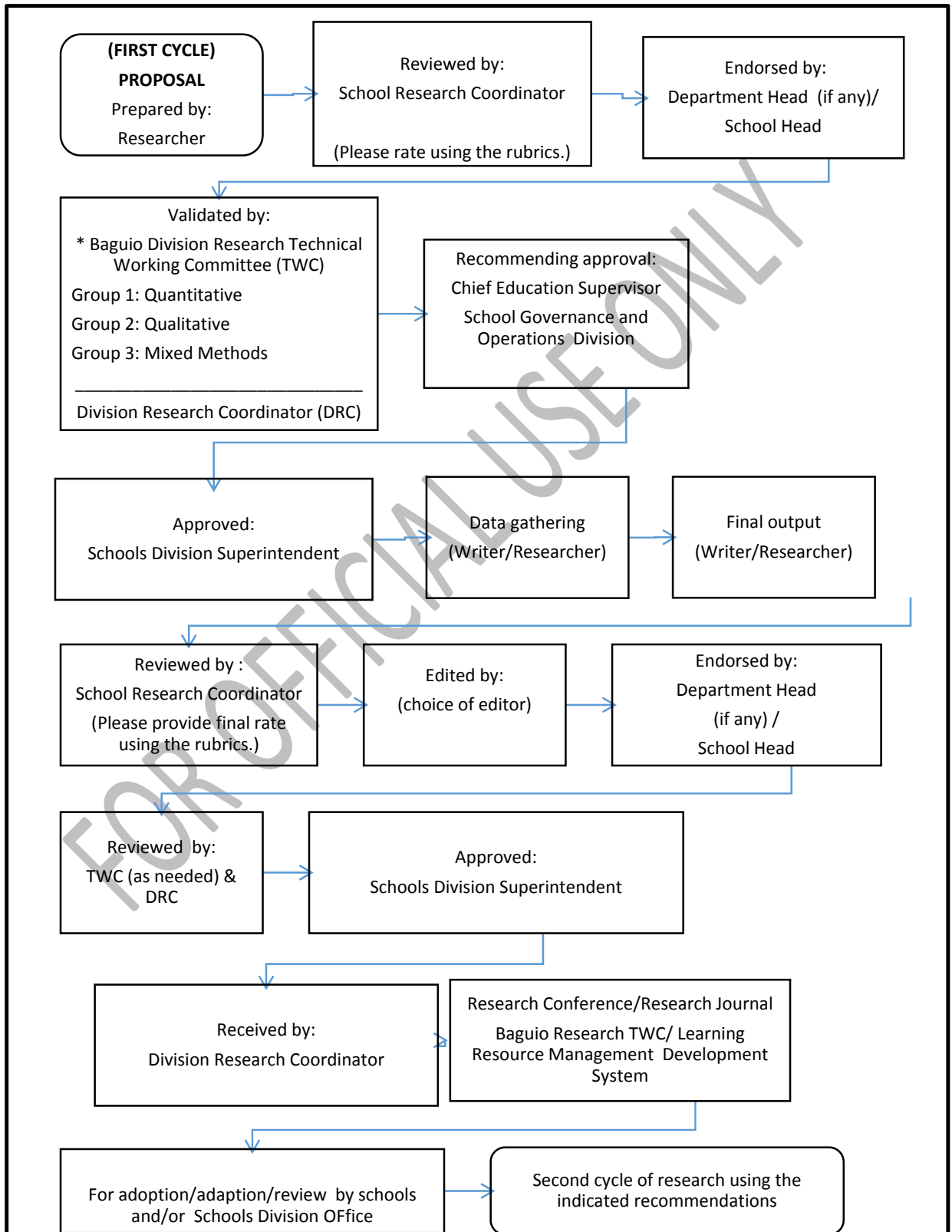2. Returns the paper with the attached suggestion/correction form to the Division Research Coordinator.

IMPORTANT:

Researcher has the freedom to consult any individual (head teachers, supervisors, lawyers, professors, statisticians, etc.) who specializes in his/her topic with a purpose to improve the paper throughout or anytime during the process of conducting the research.

RESEARCH CYCLE AND WORKFLOW

(FIRST CYCLE)
PROPOSAL
Prepared by:
Researcher

Reviewed by:
School Research Coordinator

(Please rate using the rubrics.)

Endorsed by:
Department Head (if any)/
School Head

Validated by:
* Baguio Division Research Technical Working Committee (TWC)
Group 1: Quantitative
Group 2: Qualitative
Group 3: Mixed Methods
_____
Division Research Coordinator (DRC)

Recommending approval:
Chief Education Supervisor
School Governance and Operations Division

Approved:
Schools Division Superintendent

Data gathering
(Writer/Researcher)

Final output
(Writer/Researcher)

Reviewed by :
School Research Coordinator
(Please provide final rate using the rubrics.)

Edited by:
(choice of editor)

Endorsed by:
Department Head
(if any) /
School Head

Reviewed by:
TWC (as needed) &
DRC

Approved:
Schools Division Superintendent

Received by:
Division Research Coordinator

Research Conference/Research Journal
Baguio Research TWC/ Learning Resource Management Development System

For adoption/adaption/review by schools and/or Schools Division OFfice

Second cycle of research using the indicated recommendations

RESEARCH RUBRICS

ELEMENTS	INDICATORS	EXCELLENT 75-100% presence of the indicated guidelines	GOOD 50-74% presence of the indicated guidelines	NEEDS IMPROVEMENT 49% and below presence of the indicated guidelines	POINTS
		For Title to Referencing and Citation, please follow the following rubrics:			
		75-100% presence of the indicated guidelines	50-74% presence of the indicated guidelines	49% and below presence of the indicated guidelines	
Title (5%)		(5 points)	(3-4 points)	(1 point)	
Abstract (10%)		(10 points)	(7-9 points)	(5 points)	
Introduction (15%)		(15 points)	(12-14 points)	(10 points)	
Methodology (15%)		(15 points)	(12-14 points)	(10 points)	
Findings/ Results and Discussion (15%)		(15 points)	(12-14 points)	(10 points)	
Conclusion (10%)		(10 points)	(7-9 points)	(5 points)	
Recommendation (15%)	REFER TO GUIDELINES	(15 points)	(12-14 points)	(10 points)	
Referencing and citation (10%)		(10 points)	(7-9 points)	(5 points)	
Grammar and general formatting (5%)		Showed free error in grammar and general formatting. (5 points)	Showed minimum of 5 errors in grammar and general formatting. (3-4 points)	Showed 6 or more errors in grammar and general formatting. (1 point)	
				PROPOSAL POINTS	
				FINAL RESEARCH POINTS	

SUGGESTION TRACKINGFORM

(Please attach this with the cover page and rubrics.)

Name of Researcher: _____

Title: _____

ELEMENTS/PARTS	*SUGGESTIONS/ CORRECTIONS*	*PAGE*	*ACTIONS TAKEN BY THE RESEACHER*	*PAGE AFTER CORRECTION*

Suggested/corrected by:

_____
 Signature over printed name

Date:_____

COVER PAGE

Republic of the Philippines
Department of Education
Cordillera Administrative Region
DIVISION OF BAGUIO CITY
#82 Military Cut-off Road, Baguio City

COVER PAGE

_____

Date

Name of Researcher: _____
        (First Name)   *(MI)*   *(Last Name)*

Contact Number: _____

Title: _____(LEAVE BLANK UNTIL FINAL REVISION IS DONE)

Name of School : _____

Address of School: _____

_____

School Level
Reviewed by:
_____
 School Research Coordinator
Date: _____

Endorsed by:
_____   _____
 Department Head (if any)   *School Head*
Date: _____   Date:
_____

===
Division Level

Validated by:

_____   _____
 Baguio Division Research TWC   *Division Research Coordinator*
Date: _____   Date: _____

Recommending approval: Approved:
_____   _____
Chief Education Supervisors   *Schools Division Superintendent*
School Governance and Operations Division
Date : _____   Date: _____

APPROVAL PAGE

Republic of the Philippines
Department of Education
Cordillera Administrative Region
DIVISION OF BAGUIO CITY
#82 Military Cut-off Road, Baguio City

APPROVAL PAGE

This is to submit my action research entitled _____ _____ for final approval.

Researcher:

_____
Signature over printed name
Date : _____

===

School Level
Reviewed by:

_____
School Research Coordinator
Date: _____

Endorsed by:

_____   _____
Department Head (if any)   *School Head*
Date: _____   Date:
_____

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Division Level

Reviewed by:

(AS NEEDED)   _____
Baguio Division Research TWC   *Division Research Coordinator*
Date: _____   Date: _____

Approved:

_____
Schools Division Superintendent
Date: _____

BAGUIO CITY DIVISION RESEARCH WRITING ABILITY ASSESSMENT FORM (BCD-ARWAAF)
Reynalyn T. Padsoyan, 2015

_____

Dear Researcher/Respondent:

This questionnaire intends to help determine your level of action research writing ability. Further, it will assist you to find what particular area of action research writing you need to learn and develop more. Thus, it may serve an objective basis for future related capacity building training and seminars. In view of this, please assess yourself with utmost credibility. Kindly check the column that best reflects your answer/perception. Thank you for your cooperation.

Area	ACTION RESEARCH WRITING ABILITY Specific Indicators	High Ability	Moderate Ability	Fair Ability	Poor Ability
		4	**3**	**2**	**1**
1	**Introduction**				
	1 Identifying clear, specific and relevant problems/gaps/issues.				
	2 Organizing substantial concepts and literatures (deductive or inductive) sufficiently with sense of coherence and clarity of ideas.				
	3 Discussing actual problems/gaps/issues (phenomenon) being observed as basis for the action research which engageS the reader more.				
	4 Creating statement of the problem based on the perceived problems/gaps/issues (in narrative or question form) with appropriate focus.				
	5 Stating the significance of the action research.				
2	**Methodology**				
	6 Building the design of the study bearing what it purports to measure or determine.				
	7 Deciding the sampling method and procedures of the study.				
	8 Aligning the questionnaires vis-à-vis statement of the problem.				
	9 Choosing appropriate method (statistical tool if quantitative) and analysis of data.				
	10 Projecting the input-process-output paradigm as the backbone of the study.				

Area	ACTION RESEARCH WRITING ABILITY Specific Indicators	High Ability	Moderate Ability	Fair Ability	Poor Ability
		4	**3**	**2**	**1**
3	**Findings/Results and Discussion**				
	11	Presenting appropriate data using tables or figures.				
	12	Providing in depth within and cross data analysis.				
	13	Relating significant implications in the actual setting.				
	14	Finding and choosing appropriate studies to corroborate the findings/results of the study.				
	15	Stressing critical findings/results of the study.				
4	**Conclusion and Recommendation**				
	16	Summarizing relevant findings/results paralleled in the discussion of finding/results.				
	17	Highlighting the overall critical areas in the study.				
	18	Giving of clear and overall implications of the study.				
	19	Offering a feasible intervention based on the findingS/results of the study.				
	20	Providing possible variables for future follow-up research.				

Note: Reliability coefficient is .988

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TABLE FOR INDIVIDUAL INTERPRETATION

	Areas	*Score*	*Mean*
1	*Introduction*		
2	*Methodology*		
3	*Findings/Results and Discussion*		
4	*Conclusion and Recommendation*		
5	*Citing, referencing, grammar and other Division standard formatting*		
6	*Ethics in research*		
	Total		

Statistical Range	Level of Action Research Ability
3.25-4.00	High ability
2.50-3.24	Moderate ability
1.75-2.49	Fair ability
1.00-1.74	Poor ability

SAMPLE FIRST PAGE

BULLYING: A VERBAL ART

17

Pagination

Page header/ Running head

From top: ENTER 2 TIMES

Bullying: A Verbal Art

From last title line: ENTER 2 TIMES

Jeanilyn Manalo Colal

Irisan National High School

Purok 3, Irisan Baguio City

School Year 2015-2016

From last line: ENTER 3 TIMES

Abstract (omit this part for proposal writing)

The purpose of the study was…. (not exceeding 200 words).

Keywords: maximum of 10 keywords

From last line: ENTER 2 TIMES

(Please do not write the word "Introduction")

State the introduction immediately…

From last sentence of the introduction/methodology/etc.: ENTER 2 TIMES

References

American Psychological Association. (2010). *Publication manual of
the American Psychological Association* (6th ed.) [Kindle ed.].
Retrieved from http://www.amazon. com/Publication-Manual-
American-Psychological-Association-ebook/ dp/B00CPU

De Guzman, A. B. (2003). Qualitative research: designs and processes
seminar information map. University of Sto. Tomas

Scheerens, J. (2004). *The conceptual framework in measuring quality
– UNESCO*. Retrieved from
https://www.google.com.ph/webhp?sourceid=chrome-
instant&ion=1&espv=2&ie=UTF-8#q=An+input-process-
outcome+framework+for+assessing+education+quality%3B+s
ource+EFA+Global+Monitoring+Report%2C+2002

Department of Education (DepEd) [Formerly Department of
Education, Culture and Sports (DECS)] (1993). *The DECS
system positions and ranking employees (DECS Order No. 54,
series of 1993).* Retrieved from
http://www.deped.gov.ph/orders/do-54-s-1993

Department of Education (DepEd, Cordillera Administrative Region,
Division of Baguio City (2013). *Division personnel selection
guidelines*

"We, in the Division of Baguio City embrace the culture of research as we aim to develop evidence-based strategic policies, programs, and other mechanisms toward maximizing the teaching-learning processes."

According to United Nations Educational, Scientifics and Cultural Organization (UNESCO) [2015]:

There is general consensus that there are many ways of conducting and using action research because it has to fit the people involved, the question to be addressed, etc. The experienced action researcher Herbert Altrichter reconfirms that: "What we need to look for is NOT whose version of action research is THE correct one, but rather, what it is that needs to be done, and how action research can further those aims" (as cited, Noffke in Hollingsworth, 1997, p. 312; quoted in Altrichter, 1999, pp. 1–2).

TO GOD BE THE GLORY!