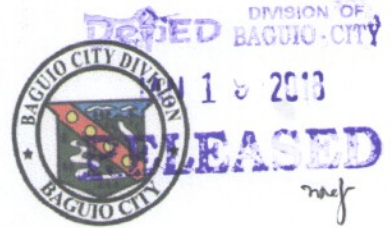




Republic of the Philippines
Department of Education
Cordillera Administrative Region
DIVISION OF BAGUIO CITY
82 Military Cut-Off, Baguio City

Tel. No.: (074) 442-7819/446-1488 Fax: (074) 442-7819



DIVISION MEMORANDUM

No. 38, s. 2018

**Updated Research Manual of Schools Division of Baguio City as of January 2018
and List of Division Research Technical Working Committee Members
For School Year (SY) 2017-2018**

To : **All Public Schools District Supervisors/ Education Program Supervisors
School Heads
School Research Coordinators
Division Research Technical Working Committee (TWC) Members
Teaching, Teaching Related, and Non-Teaching Researchers
Others Concerned**

1. For efficient, timely and effective research management in the Division, the field is informed of the following:
 - a. **Enclosure No. 1 - Updated Research Manual of the Schools Division of Baguio City as of January 2018.** Major updates are focused on the formatting and other mechanics as required by the Policy, Planning, and Research Division of the DepEd Regional Office; and
 - b. **Enclosure No. 2 - List of the Division Research Technical Working Committee (TWC) Members for SY 2017-2018 (from September 2017 to September 2018)** and their research interests and/or expertise.
2. All Research Coordinators are reminded to strictly follow the Research Workflow. During the panel review phase, include the concerned learning area Education Program Supervisor if the theme of the research is teaching and learning or as needed in the content of the research.
3. All updated research manuscript templates shall be shared to schools through the *School Gmail* accounts on or before 19 January 2017.
4. The Planning and Research Section will be sharing a google sheet for the updated list of School Research Coordinators SY 2017-2018 to be filled out accordingly.
5. Any updates relative to status of research manuscripts and other announcements will be communicated through social media (Facebook Account: *PlanResearch Section Baguio*).
6. Immediate and wide dissemination of this Memorandum to all concerned is desired.


FEDERICO P. MARTIN, CESO V, EdD
Schools Division Superintendent

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ADAL



**SCHOOLS
DIVISION OF
BAGUIO CITY
RESEARCH
MANUAL**

CULTURE OF RESEARCH IN BAGUIO CITY DIVISION

With the thrust of the Department of Education for evidence/research-based policies, processes and other mechanisms (DepEd Order [DO] No. 43, s. 2015; DO 4, s. 2016; DO No. 16, s. 2017; and other related issuances); the Schools Division of Baguio City has embraced and shifted its paradigm towards a deeper sense of research culture.

SDO Baguio City has institutionalized research guidelines, workflows, and other research mechanisms starting school year (SY) 2015-2016. This is evidenced by the submitted 57 with 45 approved researches for the SY 2015-2016. For SY 2016-2017, the submitted proposals increased to 213 proposals with 124 approved final researches by teaching, teaching-related, and non-teaching personnel. These researches significantly highlighted curriculum, classroom management, teaching techniques and strategies, learning environment, support services, educational planning, governance, and other educational research interests.

Positively, the shared commitment and support of all research advocates manifest proactive research endeavors in the future. Moreover, the created communal sense of accountability through research ensures that Baguio City learners may be able to receive the utmost level of quality education that they truly deserve. Indeed, it is hoped that the results of researches shall influence the policies being implemented in the Division.



GENERAL FORMATTING

MECHANICS AND STYLE

- To ensure readability, maintain Arial font and 11 font size, page set-up is 1.5” left margin and 1” margin on other sides of the paper using standard A4 paper (Regional Memorandum No. 145, s. 2016).
- The entire manuscript is double-spaced (except the Abstract) with aligned left margin.
- 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.
- Preferably, there should be six (6) to ten (10) pages (Title page to References) for the proposal. For the whole manuscript (including the proposal), there should be 15 to 20 pages only (Title page to References). Please write with clarity and relevance focusing on your context of study at all times.
- Use third person point of view (the researcher/s).
- Use “participants” for action research and “respondents” for basic research.
- 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 REFENCING

- Citation and referencing: adopt the APA (2010, pp. 169-179), or refer to www.apa.org for more information.

SCIENTIFIC NAMES

- The scientific nomenclature of biological species clearly identifies the organism named and the person who first named the species. The genus (always capitalized) and the species (not capitalized) are given in italics. For example, the Philippine brown deer is *Rusa marianna*, and the dove tree, found in parts of China, is *Davidia involucrate* (Fagen, R., nd).
- For others guidelines for the use of scientific names in research, refer to <http://www.aje.com/en/arc/editing-tip-scientific-names-species/>



ABBREVIATIONS

- Words like Department of Education shall be spelled-out the first time it is being used and can be abbreviated as DepEd in the succeeding text.
- For more guidelines on abbreviations, refer to <http://blog.apastyle.org/apastyle/abbreviations/>

DOCUMENTATIONS

- Attach 4-8 pictures as proof of the conduct of papers. When soft copy is requested, submit in jpeg format.



SECTIONS OF THE RESEARCH PAPER

Below are the major contents/sections of the research manuscript with its specific content and formatting styles based on DepEd Order No. 16, s. 2017 entitled Research Management Guidelines; Regional Memorandum No. 145, s. 2016 entitled Adoption of the Forms and Styles of all Research Activities Conducted across All Governance Levels; Publication Manual of the American Psychological Association, Sixth Edition (APA, 2010), and some contextualized formatting of the Schools Division of Baguio City.

BASIC RESEARCH

Title Page (separate page)

Title

- Reflect the general emphasis of the research
- Please do not use acronym.
- Coined words, if any, are allowed but these should be defined as contextualized in the study (e.g. as teaching technique, theory).
- Format: Title case (centered, boldface, uppercase and lowercase heading; use inverted triangle if necessary)

Researcher's/s' name

- First Name/ Middle Name/Last Name

Institutional affiliation

- Name of School
- School Address
- Schools Division Office

School Year conducted

Abstract (separate page)

- It should be 150-250 words.
- This is a concise summary that enables readers to quickly assess the contents and direction of the paper. The abstract concisely describes the topic/purpose/scope, methods, principal findings and the conclusions.
- Include key words relative to the study.
- Include the following: title, researcher/s, school/office, and date.

Acknowledgment



Table of Contents

Table of Contents

Page

Introduction and Rationale..... 5

Introduction of the Research

- Include the rationale for the research and relevant social, policy, or practice context of the study. The introduction should explain why the research study is being undertaken (e.g. to answer a question about a specified problem in education) and how the results could be used in action planning and/or policy formulation and development.
- 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.
- Likewise, present literature gaps (confirmed and negated results or recommendations) to validate that your topic is researchable.
- Communicate precisely the general purpose or significance of the research paper.

Literature Review

- Focuses on key issues which underlie the research; major findings, problems identified, recommendations, and questions raised in previous research; the main points of view and controversies; critical evaluation of these views, their strengths and weaknesses; general conclusions about the research papers; what research still needs to be done, and what knowledge gaps remain that the study will aim to fulfill.
- Please do not overstate literature as we are only given limited pages for the entire study. Hence, provide only sufficient literature necessary to support your study.

Research Questions

- Involve investigating or testing an idea; try out solutions to a problem; explore and analyze issues; create a new procedure or system; explain a phenomenon, or a combination of any of these.
- State the general and specific objectives of the study.
- For quantitative research, stating your problems in question form is more recommended for easier presentation of the results vis-à-vis discussions later.
- For qualitative research, a central question is enough.
- For mixed methods research, state both quantitative and qualitative research problems depending on the type.



Scope and Limitation

- Coverage of the research in terms of location, time, respondents, etc.; inherent design or methodology parameters that can restrict the scope of the research findings and are outside the control of the researcher.

Research Methodology

- Disregard the introduction such as “This section describes the methods used in the study...” Obviously it is implied with the heading and subheadings alone.
- Simply state the general research design and the general objective of the study.
- Basic guidelines in determining the quantitative research design:
 - Descriptive comparative – if you want to know the “difference” of variables
 - Descriptive correlation – if you want to know the “relationship” of variables
 - Descriptive predictive – if you want to know the “contribution” of each predictor/factor
- 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 in-depth 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. Specify type of mixed method used.
- Use other appropriate designs as applicable to the research.

Sampling

- Details should be provided about who will participate in the research: number of people and characteristics of those who will participate in the research; and how will the sample be selected and recruited.
- State actual acceptable sampling over total population in the locale of your study. You may also use the total population.
- Include the sampling technique used preferably scientific/probability sampling. 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



Data Collection

- The various instruments and procedures for data collection should be outlined and extensively discussed.
- For the procedures, narrate explicitly what you will do in your research.
- For the instrumentation, describe your tool. What is the level of measurement? Will you use Likert scale? Interview schedule?
- Describe the validity and reliability of your data gathering instrument/tool
- Attach data gathering tool

Plan for Data Analysis

- Indicate how the data will be analyzed and reported; it should specify the qualitative/and or quantitative methods that will be used in analyzing the data gathered for the research.
- Basic guidelines in determining the statistical treatment for quantitative research:
 - Descriptive comparative – use t-test if you want to measure “significant difference” of two (2) variables; analysis of variance (ANOVA) if three (3) variables where population is normally distributed, and its counterpart if normality assumption was not met. Choose appropriate mean comparison tests based on your variables
 - 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
 - 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
 - Descriptive – use mean, frequency distribution, etc. if you want to assess specific variables only
- Basic guidelines in the analysis of data for qualitative research (De Guzman, 2013):
 - Narrative study – story is presented through generalization
 - Case study – issue is presented with lessons learned
 - Grounded theory – process is presented with a theory
 - Phenomenology – essence or meaning of a phenomenon is presented with a collective description



Ethical Issues

- Identify ethical concerns that could possibly emanate from the conduct of the research, and elaborately discuss how to prevent these from taking place. It can include, but not limited to the following: right to conduct a study or investigation to answer a question; secure free prior and informed consent from respondent; issues of confidentiality and anonymity; written approval for use of materials with copyright (e.g. secondary data sets, data collection tools).
- Likewise, include the briefing and debriefing mechanisms.

Timetable / Gantt chart

- Contains the research timelines — when will the project begin and how long will it take for it to be completed; include time estimates for each step in the research process (e.g. 5 days, 2 weeks).

Cost Estimates

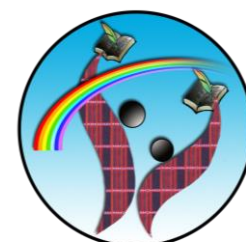
- Include detailed research cost, broken down per research task, activity and/or deliverable. It can be further grouped by tranche for easier reference of the Evaluation Committee. Refer to the Availment Process for the activities falling under each tranche.

Results and Discussion

- 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).

Conclusion and Recommendation

- For the conclusion: restate the overall findings/results of the research based on the research questions. State in paragraph form.
- For the recommendations, enumerate the recommendation/s based on the major implications of the study.



**Plans for Dissemination and Advocacy/
Dissemination and Advocacy Plans**

- Indicate how the results of the research will be cascaded to the intended user of the research findings (i.e. presentation in conferences, LAC sessions, INSET, brochures, publications).

References

- Using APA referencing, provide in text of work and reference list consistently and accurately (APA (2010, pp. 180-224).

Financial Report



ACTION RESEARCH

Title Page (separate page)

Title

- 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; use inverted triangle if necessary)

Researcher's/s' name

- First Name/ Middle Name/Last Name

Institutional affiliation

- Name of School
- School Address
- Schools Division Office

School Year conducted

Abstract (separate page)

- Italicized, single-spaced
- It should be of 150-250 words
- Concise summary that enables readers to quickly assess the contents and direction of the paper. The abstract concisely describes the topic/purpose/scope, methods, principal findings and the conclusions.
- Include key words relative to the study.
- Includes the following: title, researcher/s, school/office, and date.

Acknowledgment

Table of Contents

Context and Rationale

- Includes the description and context of the study and the reason for conducting it; how the results could be used in action planning.
- 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.
- Likewise, present literature gaps (confirmed and negated results or recommendations) to validate that your topic is researchable.
- Communicate precisely the general purpose or significance of the research paper.



Action Research Questions

- Identifies the problem/s which will be addressed by the research in terms of investigating or testing an idea; trying out solutions to a problem; creating a new procedure or system; explaining a phenomenon; or a combination of any of these.
- State the general and specific objectives of the study.
- For quantitative research, stating your problems in question form is more recommended for easier presentation of the results vis-à-vis discussions later.
- For qualitative research, one central question is enough.
- For mixed methods research, state both quantitative and qualitative research problems depending on the type of mixed methods.

Proposed Innovation, Intervention, and Strategy/ Innovation, Intervention, and Strategy

- Introduction of new idea, device or method used/ introduction of something new; intervention or strategy
- Description, implementation and evaluation of the innovation, intervention or strategy used

Action Research Methods

- Contains details of how the research will be conducted.
- Disregard the introduction such as “This section describes the methods used in the study...”. Obviously it is implied with the heading and subheadings alone.
- Simply state the general research design and the general objective of the study.
- Basic guidelines in determining the quantitative research design (use other designs as applicable to the research) :
 - Descriptive comparative – if you want to know the “difference” of variables
 - Descriptive correlation – if you want to know the “relationship” of variables
 - 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). Use other designs as applicable to the research:
 - Narrative study – if focus of study is narrating an interesting story
 - Case study – if focus of study is exploring an in-depth 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.

Participants and/or other Sources of Data and Information

- Details should be provided about who will participate in the research: number of people and characteristics of those who will participate in the research; and how will the sample be selected and recruited.
- State actual acceptable sampling over total population in the locale of your study. If you intend to get overall population, so be it.
- Secondary data (e.g. grades, health records, anecdotal data)
- 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

Data Gathering Methods

- The various instruments and procedures for data collection should be outlined and extensively discussed.
- For the procedures, narrate explicitly what you will do in your research.
- For the instrumentation, describe your tool. What is the level of measurement? Will you use Likert scale? Interview schedule?



Data Analysis Plan/Data Analysis

- Indicates how the data will be analyzed and reported; it should specify the qualitative and/or quantitative methods that will be used in analyzing the data gathered for the research.
- Basic guidelines in determining the statistical treatment for quantitative research:
 - 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.
 - 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
 - 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
 - Descriptive – use mean, frequency distribution, etc. if you want to assess specific variables only
- Basic guidelines in the analysis of data for qualitative research (De Guzman, 2013):
 - Narrative study –story is presented through generalization
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 - Grounded theory –process is presented with a theory
 - Phenomenology –essence or meaning of a phenomenon is presented with a collective description

Ethical issues

- Identifies the ethical concerns that could possibly emanate from the conduct of the research, and elaborate discussion on how to prevent these from taking place. It can include, but not limited to the following: right to conduct a study or investigation to answer a question; securing free prior and informed consent from respondents; issues of confidentiality and anonymity; written approval for use of materials with copyright (e.g. secondary data sets, data collection tools).
- Likewise, include the briefing and debriefing mechanisms.



Action Research Work Plan and Timelines

- Contains the research timelines — when will the project begin and how long will it take for it to be completed; includes time estimates for each step in the research process (e.g. 5 days, 2 weeks).

Cost Estimates

- Includes detailed research cost, broken down per research task, activity and/or deliverable. It can be further grouped by tranche for easier reference of the Evaluation Committee. Refer to the Availment Process for the activities falling under each tranche.

Discussion of Results and Reflection

- For quantitative study, present as subheading the results of the study based on the statement of the problems.
- For qualitative study, present themes (if any) as 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).

Conclusion and Recommendation

- For the conclusion: restates the overall findings/results of the research based on the research questions.
- For the recommendations, enumerate the recommendation/s based on the major implications of the study.

Plans for Dissemination and Utilization/Action Plan

- Indicate how the results of the action will be utilized.
- For action template, refer to Annex A

References

- Using APA referencing, provide in text of work and reference list consistently and accurately (APA (2010, pp. 180-224).

Financial Report



CODE OF CONDUCT

A. RESEARCHERS

1. Observe confidentiality. Use codes/pseudonyms to safeguard the identities of your respondents.
2. 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) / SCHOOLS DIVISION RESEARCH COMMITTEE (SDRC)

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 the whole research environment.
3. Let us develop a positive sense of communal goal towards research-oriented educational practices and policies!

For other research ethics, please refer to DepEd Order No. 16, s. 2017.



FUNCTIONS OF THE KEY PERSONS INVOLVED

School Research Coordinator (SRC)

1. Receives the research proposal/final paper from the researcher and ensures that the research formatting and other guidelines are followed.
2. Endorses the research paper to the Head Teacher (as applicable) and School Head.
3. Coordinates two (2) Division Research Technical Working Committee members and Education Program Supervisors/Public Schools District Supervisors (as needed) for panel review session on official business.
4. Ensures that all suggestions shall be incorporated in the paper.

Head Teacher/ School Head

1. Reviews the research proposal/final paper.
2. Endorses the paper to the Division level.

Division Research Coordinator

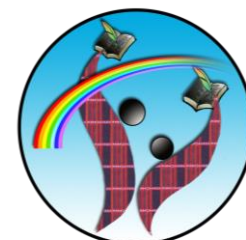
1. Receives the research proposal from the Researcher/School Head/School Research Coordinator
2. Reviews the paper
3. Countersigns before the Chief of the School and Governance Operations Division (SGOD) or the Chief of Curriculum Implementation Division (as applicable based on the research topic) countersigns before the recommending approval of the Chairman of the Schools Division Research Committee (SDRC).

Baguio City Division Action Research Technical Working Committee (TWC)

1. Facilitates the panel review sessions from the proposal to the final paper together with the SRC on official business.
2. The two (2) TWC members shall sign in the Division level both on the cover and approval pages, respectively immediately after the panel review session.

Schools Division Research Committee (SDRC) for Basic Education Research Fund (BERF)

1. The Members shall review the paper.
2. The Co-chair (Chief, Schools Governance and Operations Division for governance and administrative matters or Chief, Curriculum Implementation Division for curriculum matters) shall assess the paper using the research rubrics as indicated in DepEd Order 16, s. 2017.
3. The Chair shall review the paper and recommend for approval to the Schools Division Superintendent (SDS).



RESEARCH PROPOSAL APPLICATION FORM



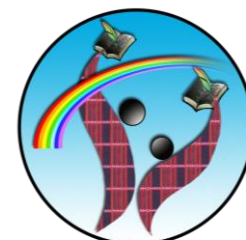
Republic of the Philippines
 Department of Education
 Cordillera Administrative Region
DIVISION OF BAGUIO CITY
 82 Military Cut-off Road, Baguio City



A. RESEARCH INFORMATION

RESEARCH TITLE	
SHORT DESCRIPTION OF THE RESEARCH	
RESEARCH CATEGORY (check only one) <input type="radio"/> National <input type="radio"/> Region <input type="radio"/> Schools Division <input type="radio"/> District <input type="radio"/> School (check only one) <input type="radio"/> Action Research <input type="radio"/> Basic Research	RESEARCH AGENDA CATEGORY (check only one main research theme) <input type="radio"/> Teaching and Learning <input type="radio"/> Child Protection <input type="radio"/> Human Resource Development <input type="radio"/> Governance (check up to one cross-cutting theme, if applicable) <input type="radio"/> DRRM <input type="radio"/> Gender and Development <input type="radio"/> Inclusive Education <input type="radio"/> Others (please specify): _____
FUND SOURCE (e.g. BERF, SEF, others)*	AMOUNT
TOTAL AMOUNT	

**indicate also if proponent will use personal funds*



B. PROPONENT INFORMATION

LEAD PROPONENT / INDIVIDUAL PROPONENT

LAST NAME:	FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YY)	SEX:	POSITION/DESIGNATION:
REGION / DIVISION / SCHOOL (whichever is applicable)		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:
EDUCATIONAL ATTAINMENT (DEGREE TITLE) enumerate from bachelor's degree up to doctorate degree	TITLE OF THESIS / RELATED RESEARCH PROJECT	
SIGNATURE OF PROPONENT:		

**Additional template for each Proponent, if any.*



COVER PAGE



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



IMMEDIATE SUPERVISOR'S CONFORME

I hereby endorse the attached research proposal. I certify that the proponent/s has/have the capacity to implement a research study without compromising his/her functions.

COVER PAGE

School Level

Reviewed by:

School Research Coordinator

Date: _____

Endorsed by:

Department Head (if any)

Date: _____

School Head

Date: _____

Division Level

Reviewed by:

Baguio City Division Research TWC

Date: _____

Baguio City Division Research TWC

Date: _____

Education Program Supervisor (as needed)

Recommending approval:

Approved:

SORAYA T. FACULO, PhD
OIC- Assistant Schools Division Superintendent

FEDERICO P. MARTIN, EdD, CESO VI
Schools Division Superintendent



Chair, Schools Division Research Committee (SDRC)

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



IMMEDIATE SUPERVISOR'S CONFORME

I hereby endorse the attached final research manuscript. I certify that the proponent/s has/have conducted the research study without compromising his/her functions.

APPROVAL PAGE

School Level

Reviewed by:

School Research Coordinator
Date: _____

Endorsed by:

Department Head (if any)
Date: _____

School Head
Date: _____

Division Level

Reviewed by:

Baguio City Division Research TWC
Date: _____

Baguio City Division Research TWC
Date: _____

Education Program Supervisor (as needed)

Recommending approval:

Approved:

SORAYA T. FACULO, PhD
OIC- Assistant Schools Division Superintendent
Chair, Schools Division Research Committee (SDRC)
Date : _____

FEDERICO P. MARTIN, EdD, CESO VI
Schools Division Superintendent
Date: _____



SAMPLE TITLE PAGE

INCLUSIVE EDUCATION IN THE INTERMEDIATE GRADES

21

INCLUSIVE EDUCATION PRACTICES IN THE SCHOOLS DIVISION OF BAGUIO CITY

A Basic Research Proposal Submitted to the Department of
Education Cordillera Administrative Region for
Basic Education Research Fund
School Year 2017-2018

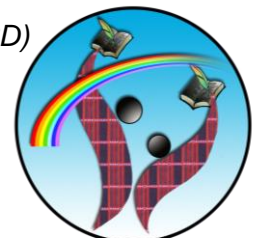
Submitted by:

REYNALYN TAYAWA PADSOYAN
Senior Education Program Specialist
Schools Governance and Operations Division
Planning and Research Section
Schools Division of Baguio City

January 25, 2018

Date submitted to Division Office

*Note: Specified template from the Policy, Planning, and Research Division (PPRD)
Regional Office*

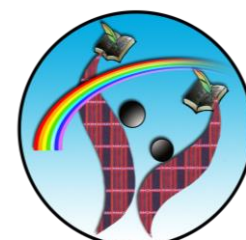


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*Note: Specified template from the Policy, Planning, and Research Division (PPRD)
Regional Office*



SAMPLE ABSTRACT

ABSTRACT

Title : Inclusive Education Practices in the Schools Division of Baguio City
Researcher : Reynalyn Tayawa Padsayan
Office : Schools Governance and Operations Division
 Planning and Research Section
Date : January 25, 2018

The universal widespread of literatures on inclusion indicates how extensive the recognition it has undergone as a significant educational framework. However, the lack of related studies in the Philippines prompted this research to find among intermediate pupils and teachers their perceived level of inclusive learning practices in the country along three factors, namely: learners, teachers, and process. The study significantly aimed to recommend an appropriate plan of actions to enhance the prevailing teaching and learning practices. It utilized the sequential explanatory design by initially employing the quantitative method using an adapted tool, the Index for Inclusive Practices towards developing learning and participation in schools. Findings of the quantitative phase were substantiated through the qualitative phase using the interview method to parents, administrators, and the division education supervisor in-charge in inclusive education. The overall findings of the study revealed that the inclusive learning practices are always practiced in championing learning as the core essence of teaching- learning processes. The onset of gaps from the study conveyed critical attention in the “hidden curriculum” by sensitively processing the lived experiences of each learner. This is unfolded with an emphasis on the teaching of critical thinking, discipline and mutual respect among learners of which the educational community should sustainably support.

Keywords: inclusive education, inclusive learning practices, teaching-learning process, critical thinking, educational community, hidden curriculum

*Note: Modified template from the Policy, Planning, and Research Division (PPRD)
Regional Office*



SAMPLE FORMATTING OF MAIN PARTS

INCLUSIVE EDUCATION PRACTICES

Page header

1

INTRODUCTION AND RATIONALE

2 single spaces

The universal widespread of literatures on inclusion indicates how extensive the recognition it has undergone as a significant educational framework. However, the lack of related studies in the Philippines prompted this research to find among intermediate pupils and teachers their perceived level of inclusive learning practices in the country along three factors, namely: learners, teachers, and process. The study significantly aimed to recommend an appropriate plan of actions to enhance the prevailing teaching and learning practices.

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LITERATURE REVIEW

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*Note: Specified template from the Policy, Planning, and Research Division (PPRD)
Regional Office*

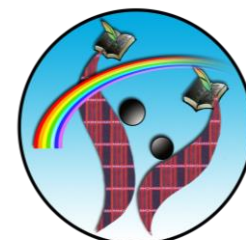


SAMPLE COST ESTIMATES

A. Supplies and Materials					
Activity	Item	Unit	Quantity	Estimated Cost	Total
Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	5	150.00	750.00
	A4 Folder Tagboard with fastener	pc	20	10.00	200.00
	Printer Ink Black	bottle	6	300.00	1,800.00
	Printer Ink Cyan	bottle	2	300.00	600.00
	Printer Ink Magenta	bottle	2	300.00	600.00
	Printer Ink Yellow	bottle	2	300.00	600.00
	Cartolina	pc	10	10.00	100.00
	Colored pens	packs	5	30.00	150.00
	Colored paper short	ream	3	150.00	450.00
	Oil pastel	box	5	150.00	750.00
B. Domestic Travel Expenses					
Coaching / TA for the finalization of the research paper	Aguid ES, Sagada Mt. Province to RO	Back & Forth	1	440.00	440.00
Orientation and Signing of MOA	Aguid ES, Sagada Mt. Province to RO	Back & Forth	1	440.00	440.00
Submission of deliverables	Aguid ES, Sagada Mt. Province to RO	Back & Forth			
	1st deliverables		1	440.00	440.00
	last deliverables		1	440.00	440.00
C. Food and other incurred expenses during the conduct of research					
Coaching / TA for the finalization of the research paper	Aguid ES, Sagada Mt. Province to RO	meal/s	3	100.00	300.00
Orientation and Signing of MOA	Aguid ES, Sagada Mt. Province to RO	meal/s	3	100.00	300.00
Submission of deliverables	Aguid ES, Sagada Mt. Province to RO	meal/s	3	100.00	300.00
Snacks of learners during implementation of the study	Snacks	pax	25	50.00	1,250.00
D. Reproduction, Printing, and Binding Cost					
Photocopy of worksheets / pretest	5 pages x .50 cents	set	25	2.50	62.50
E. Communication Expenses					
During Implimentation and Preparation of Research papers and other documents	Cellphone Load		3	300.00	900.00
	Internet Load		3	300.00	900.00
F. Other Expenses					
Coaching / TA for the finalization of the research paper	Accomodation		1	400.00	400.00
Orientation and Signing of MOA	Accomodation		1	400.00	400.00
Submission of deliverables (2)	Accomodation		2	400.00	800.00
Total Amount:					13,372.50

Note: Specified template from the Policy, Planning, and Research Division (PPRD)

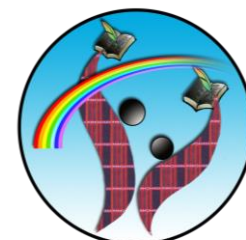
Regional Office. Actual file will be shared to schools.



SAMPLE WORK FINANCIAL PLAN

Department of Education CORDILLERA ADMINISTRATIVE REGION Schools Division Office- <u>BENGUET</u> WORK AND FINANCIAL PLAN FOR ACTION RESEARCH July 2017 - May 2018																		
Title of Research Proposal: _____																		
Activity	Objectives	Indicator	Target	Key Persons Involved	AMOUNT												Total	Remarks
					2017													
					Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec		
Acquisition of Supplies and Materials needed for the conduct of study	Purchase supplies and materials	Package of materials	1	Researcher									1,523				1,523	Printer Ink, A4 bond paper, ballpen
Reproduction of the Data Gathering Instruments	Reproduce the data gathering instruments	Photocopying of IM's	70 sets	Researcher								977.00					977	47 pages (x Php 0.60 per page), Php 28.25/set
Submission of documents and others	Coaching at the RO	Incurred travels	1	Researcher								440					440	
	Orientation and Signing of MOA of approved research proposal	Incurred travels	1	Researcher								440					440	
	Submission of deliverables (1st tranche)	Incurred travels	1	Researcher								440					440	Copies of final research proposal, MOA, WFP, and Data Gathering Instrument
	Submission of deliverables (last tranche)	Incurred travels	1	Researcher										440			440	Final Report
Implementation of Intervention	Snack of learners during the conduct of the study	Snacks	63	Researcher and learners								3,150					3,150	63 snacks @ 50
Inquiries and / or follow ups regarding the conduct of research (Communication Expenses during the conduct of the study)	Answer queries regarding the research	answered queries	all queries, if there are any	Researcher									1,800				1,800	Communication expenses
SUB-TOTAL																	9,210.00	
Prepared by: _____ Researcher																		
REVIEWED AND APPROVED: Regional Research Review and Evaluation Committee																		
EDGARDO T. ALOS CAO, Admin	EMILIA M. FAUSTINO CES, CLMD	AGUSTIN B. GUMUWANG, Ph.D. CES, ESSD		LILIA B. GOC-OBAN, Ed.D. CES, FTAD		JENNIFER P. ANDE OIC, HRDD		AIDA L. PAYANG, Ed.D. CES, QAD										
	ATTY. SEBASTIAN G. TAYABAN CAO, Finance			PIO D. ECUAN, Ed.D. Co-Chairman, CES-PPRD		BETTINA D. AQUINO, CESO IV Chairman, Assistant Regional Director												

Note: Specified template from the Policy, Planning, and Research Division (PPRD) Regional Office. Actual file will be shared to schools.



ATTACHMENTS

Declaration of Anti-Plagiarism and Absence of Conflict of Interest

DECLARATION OF ANTI-PLAGIARISM

1. I, _____, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some part of their work without proper acknowledgment and referencing.
2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.
3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education and (insert grant mechanism).

PROPONENT: _____

SIGNATURE: _____

DATE: _____

(include additional proponent, if any)

Note: Specified template based on DepEd Order No. 16, s. 2017



DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. I, _____, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting, or reporting research.
2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the initial screening as per (insert RMG provision).
3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.
4. I understand that I may be held accountable by the Department of Education and (insert grant mechanism) for any conflict of interest which I have intentionally concealed.

PROPONENT: _____

SIGNATURE: _____

DATE: _____

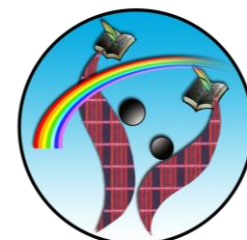
(include additional proponent, if any)

Note: Specified template based on DepEd Order No. 16, s. 2017



GUIDE FOR APPRAISING BASIC RESEARCH PROPOSALS

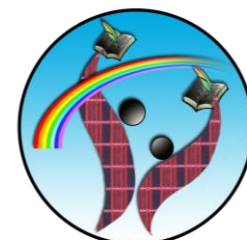
Main of Criteria	Increasing Levels of Quality and their Descriptions				Score
	low			high	
Rationale of the Research 10 points	not described (no points)	The research proposal presents a general description of the topic or focus of inquiry. (5 points)	The educational relevance and timeliness of the research topic are shown. It explains the need to conduct research to understand a phenomenon, advance or validate knowledge, improve a situation, or address an issue / problem. (8 points)	The nature, extent and salience of the research topic are comprehensively discussed. Different aspects of the research setting are elaborated showing in depth and critical analysis of the situation. Policy implications, benefits and limitations of the study are started. (10 points)	
Research Questions 20 points	not started (no points)	The research proposal has a stated aim, objective, or general research questions. (10 points)	The research questions specify the variables or the focus of inquiry. Key elements of the research questions are reflected in the title of the proposal. (15 points)	The research questions logically proceed from the context of the study. They are formulated to clearly show the extent and different angles of inquiry (ex: different variables of interest, relationships to be probed, geographical and temporal scope). (20 points)	
Use of Related Literature and Proper Citation 10 points	not provided (no points)	The research proposal cites theories and/or previous studies related to the present research. Sources are properly acknowledged. (5 points)	Viewpoints and issues underlying the present research are discussed and synthesized. They are critically evaluated to identify inconsistencies or gaps in current knowledge or educational policy that the study intends to address. Constructs are defined and presented in a conceptual framework. Citation of literature sources is consistent. (10 points)		
Main of Criteria	Increasing Levels of Quality and their Descriptions				Score
	low			high	
Research Methods 40 points	Participants and/or other Sources of Data and Information (10)	not stated (no points)	The research proposal states the study's target participants and/or other sources of data and information (ex: divisions, districts, offices, schools, learners, teachers, parents, documents, secondary data, others) (5 points)	Details are provided about the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)	



	Data Gathering Method(s) and research Instruments (20)	not described (no points)	The research proposal presents a general description of the methods to be employed for gathering data. (10 points)	Details of data gathering methods are provided: the specific kinds of data, how and when they will be collected. It describes any research instruments (ex: test, scale, survey questionnaire, checklist, interview guide) to be developed or adopted. (15 points)	The proposal explains why the data gathering methods are suited to the nature and purpose of the study. The data gathering methods are aligned with the research questions. Details about research instruments are presented such as their sources or how they will be developed and by whom, and their appropriateness for obtaining the desired kind of data/information. (20 points)	
	Data Analysis Plan (10)	not stated (no points)	The research proposal presents a general description of how the gathered data/information will be analyzed. (5 points)	Details of the methods of data analysis are given. Techniques (ex: quantitative/statistical, qualitative, or both methods), as well as tools (ex: software) to be employed are specified. (8 points)	The selected methods of data analysis are shown to be appropriate to the nature of the data/information to be gathered and for addressing the research questions. (10 points)	

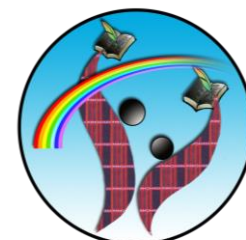
Main of Criteria	Increasing Levels of Quality and their Descriptions			Score
	low		high	
Work Plan and Timelines 10 points	not included (no points)	The research proposal includes a list of major activities and their timelines. (5 points)	A detailed work plan is provided covering start to completion of the research. Timelines are realistic and show concretely how the research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (10 points)	
Cost Estimates 10 points	not included (no points)	The research proposal includes a list of major items and their estimated costs. The total cost is shown. (5 points)	A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the research, and adhered to BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he will be accountable for. (10 points)	
Total Score				

Remarks



GUIDE FOR APPRAISING ACTION RESEARCH PROPOSALS

Main of Criteria	Sub-Criteria	Increasing Levels of Quality and their Descriptions				Score
		low			high	
Rationale of the Research 30 points	Context (15)	not described (no points)	The action research proposal presents a general description of the problem or issue as its focus of inquiry. (8 points)	The educational relevance and timeliness of the problem or issues are shown. The need to conduct action research as a way to address or improve the situation is explained. (12 points)	The nature, extent and salience of the identified problem or issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing in depth and critical analysis of the situation. (15 points)	
	Proposed Intervention, Innovation, Strategy (15)	not presented (no points)	The action research proposal mentions are intervention, innovation or strategy to be tried out to address the problem of the issue. (8 points)	The proposal outlines when and where the intervention, innovation or strategy will be undertaken, and who will be involved. Activities to be undertaken are stated. (12 points)	The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail. Its plausibility as a way to address the problem or issue is given support. (15 points)	
Action Research Questions(s) 30 points		not stated (no points)	The action research proposal has a stated aim, objective, or general research question(s). (15 points)	The research question(s) specifies the action research variable(s) or the focus of inquiry. Key elements of the research question(s) are reflected in the title of the proposal. (25 points)	The research question(s) logically proceeds from the context of the inquiry. It clearly relates to the identified problem or issue, and conveys the desired change or improvement. (30 points)	
Main of Criteria	Sub-Criteria	low	Increasing Levels of Quality and their Descriptions		high	Score
Action Research Questions(s) 30 points	Participants and/or other Sources of Data and Information (10)	not stated (no points)	The action research proposal states the target participants and/or other sources of data and information (ex: learners, teachers, documents, <u>realia</u> , learner's products, others) (5 points)		Details are provided about the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)	
	Data Gathering Methods (10)	not described (no points)	The action research proposal presents a general description of the method(s) to be employed for gathering. (5 points)	Details of the data gathering method(s) are provided: the specific kinds of data, how and when they will be collected (ex: pretest and posttest scores). Research instruments, if any, are described (ex: test, scale, survey questionnaire, checklist, interview guide, others). (8 points)	The proposal explains why the selected data gathering method(s) is suited to the nature and purpose of the action research. The data gathering method(s) is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data/information. (10 points)	



	Data Analysis Plan (10)	Not stated (no points)	The action research proposal presents a general description of how the gathered data / information will be analyzed. (5 points)	Details of the method(s) of data analysis are given. Techniques (ex: quantitative/statistical, qualitative, or both methods), as well as tools (ex: software) to be employed are specified. (8 points)	The selected method of the data analysis is shown to be appropriate to the nature of the data / information to be gathered and for addressing the research question(s). (10 points)	
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Main of Criteria	Sub-Criteria	Increasing Levels of Quality and their Descriptions			Score
		low		high	
Action Research Workplan and Timelines 5 points		not included (no points)	The action research proposal includes a list of major activities and their timelines. (3 points)	A detailed work plan is provided covering start to completion of the action research. Timelines are realistic and show concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (5 points)	
Cost Estimates 5 points		not included (no points)	The action research proposal includes a list of major items and their estimated costs. The total cost is shown. (3 points)	A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the action research, and adhere to the BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he be accountable for. (5 points)	

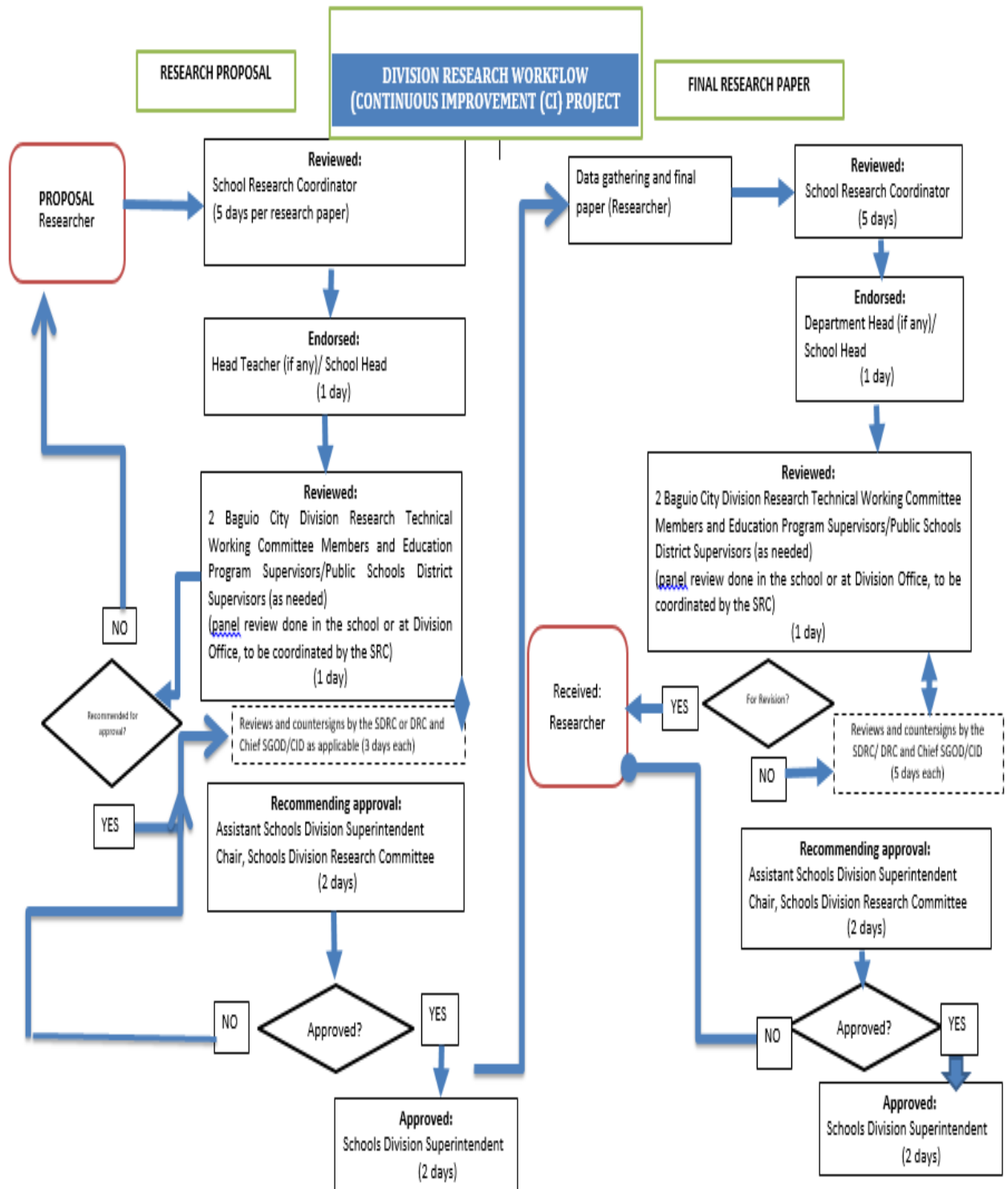
Total Score

Remarks:

Note: Specified template based on DepEd Order No. 16, s. 2017

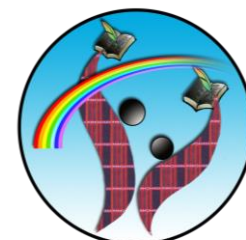


DIVISION RESEARCH WORKFLOW (CONTINUOUS IMPROVEMENT (CI) PROJECT)



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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).

We, in the Schools 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.

To GOD be the glory!

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SY 2017-2018**

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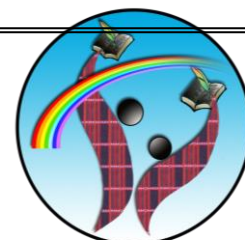
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SY 2017-2018 BAGUIO CITY RESEARCH TECHNICAL WORKING COMMITTEE
Effectivity: September 2017 to September 2018

No.	NAME		Division / School / Station	Contact #
	Last Name	First Name		
1	ABUBO	Vanessa	Baguio City High School - Main	09393560349
2	ABUDA	Jovy Rose	Pines City National High School	09491429156
3	ACONG	Claydee	Apolinario Mabini ES	09102958005
4	ACOP	Helen	Pinget Elementary School	09192169092
5	ALIWANA	Denver	Baguio City Senior High School - Main	09209667065
6	AMBRONA	Jonalyn	Baguio City NHS	09274802989
7	ANGIHAN	Grace Marie	Quezon Hill Elementary School	09464342683
8	AYAPAO	Decella	Mil-an NHS	09294202721
9	BALUTO	Lilybeth	Baguio City NHS	09392911420
10	BAYANGDAN	Marilyn	Dona Aurora H. Bueno Elementary School	09128849095
11	BEGNAEN	Imelda	Baguio City High School- Fort del Pilar Annex	09479287078
12	BESTOTON-CHAN	Yolanda	Mabini ES	09289171318
13	BILIGAN	Julia	Baguio City NHS	09286892024
14	BOTIS	Teodora	Camp 7 Elementary School	09276150401
15	BUCLAO	Michelle	Pinget Elementary School	0999659974
16	CARANTES	Sherrylynn Jennifer	Magsaysay National High School	09174442145
17	CARIÑO	Sydney Shan	Baguio City Senior High School - Main	09778564126
18	CASTRO	Valentina	Magsaysay National High School	09212206283
19	CAYASEN	Annie Rose	Irisan Elementary School	09501769080 09991233130
20	CAYSO	Arian	SDO - SGOD	09301879949
21	CHAMOLLOG	Kathlyn	Pines City National High School	09289998858
22	COLAL	Jeamilyn	Mil-an NHS	09260293725

23	COPIILING	Riona	Baguio City Senior High School - Main	09495695888
24	CORAL	Christopher	Mil-an National Senior High School	09185871038
25	DACUMOS	Leo Peter	Baguio City Science National High School	09291732275
26	DAYOG	Freda	Bakakeng Elementary School	09281766125
27	DE VERA II	Patrociño	Irisan National Senior High School	09065048861
28	DECORAN	Reagan	Bonifacio ES	09996783124
29	DIGAN	Maricel	Pines City NHS	09286903619
30	DOCALLAS	Froidelyn	Bakakeng National High School	09306482517
31	DOMINGO	Grace	Lindawan NHS	09493025856
32	DULIGAS	Pia	Baguio City NHS	09109114299
33	FERNANDO	Sherwin	Baguio City NHS	09351928056
34	FERRER	Jopie	Baguio City Senior High School - Main	09109071384
35	FIANGAAN	Armi Victoria	SDO - CID	09185246010
36	GAM-AD	Jocelyn	Irisan NHS	09467055975
37	GAMSAWEN	Jacqueline	Baguio City NHS	09283492955
38	GAO-AN	Mayady	Bonifacio Elementary School	09305657516
39	GARCIA	Jimmy Jr.	Gibraltar ES	09476970407
40	GARCIA	Esther Grace	Jose P. Laurel Elementary School	09107828924
41	GARCIA	Rubielyn	San Luis ES	09497482459
42	GAWAEN	Pacita	Mil-an National High School	09102874570
43	GAWIDAN	Janet	Baguio City NHS	09496701343
44	GORIO	Dialyn	Baguio City Senior High School - Main	09065563890
45	GUEVARA	Jayrerose	Roxas NHS	09985766457
46	GUINUMTAD	Emilia	Pines City National High School	09175241627
47	LAMPAC	Jacqueline	SDO - CID	09471479394
48	LARTEC	Norbert	Baguio City NHS	09284868095
49	LICCOD	Jane	Baguio City Science National High School	09104697714
50	LOMBOY	Gemma	Happy Hollow ES	09101823918

51	LUCAS	Marlyn	Irisan National Senior High School	09123628090
52	LUKINGAN	Armida	Bakakeng Elementary School	09214793954
53	MACALO	Beatriz	Mil-an NHS	09302507199
54	MANGANGEY	Loida	Baguio City NHS - Fort Del Pilar Annex	09182506952
55	MARQUEZ	Maritess	Rizal National High School	09219514328
56	MILLET	Laurence	Baguio City NHS	09284859717
57	NIWANE	Jordan	Irisan Elementary School	09103149436
58	PADLAN	Ofelia	Baguio City NHS	09196204984
59	PEDRO	Octavia	Fairview ES	09475403649
60	PIS-EW	Mary	Baguio City NHS	09202920519
61	REYES	Mary Jane	Baguio City High School- Hillside Ext.	09109363242 09257097416
62	SANTOS	Jimmy	SDO - SGOD	09488294021
63	SINAKAY	Jessie	Pinget ES	09098890994
64	TIBANGAY	Nino	SPED Center (FL)	09083372752
65	TOMIN	Ian	Baguio City High School- Fort del Pilar Annex	09508650127
66	TORRES	Norlyn	Pinget National High School	09074308251
67	WAYAN	Marissa	Baguio City High School - Main	09201118313



Republic of the Philippines
 Department of Education
 Cordillera Administrative Region
DIVISION OF BAGUIO CITY
 Upper Session Road Extension, Baguio City
 Fax: (074) 442-7819



TWC Members Research Interest and/or Expertise

NO.	NAME	RESEARCH AGENDA										TECHNICAL ASPECT			
		TEACHING AND LEARNING	CHILD PROTECTION	HUMAN RESOURCE DEVELOPMENT	GOVERNANCE	CROSS CUTTING THEMES				STATISTICS	SUBJECT CONTENT		GRAMMAR	MECHANICS AND STYLE	
						GENDER AND DEVELOPMENT	DISASTER AND RISK REDUCTION MANAGEMENT	INCLUSIVE EDUCATION		ENGLISH	FILIPINO	ENGLISH	FILIPINO		
1	ABUBO, Vanessa	✓								✓			✓		
2	ABUDA, Jovy Rose	✓	✓	✓				✓			✓			✓	
3	ACONG, Claydee	✓								✓		✓			
4	ACOP, Helen	✓		✓	✓						✓			✓	
5	ALIWANA, Denver	✓		✓					✓						
6	AMBRONA, Jonalyn	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7	AYAPAO, Decella	✓									✓		✓	✓	
8	BALUTOC, Liybeth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9	BAYANGDAN, Marilyn				✓						✓			✓	

10	BEGNAEN, Imelda																								
11	BESTOTON-CHAN, Yolanda	v																							
12	BILIGAN, Julia	v																							
13	BOTIS, Teodora																								
14	BUCLAQ, Michelle	v																							
15	CARANTES, Sherryllyn Jennifer	v																							
16	CARIÑO, Sydney Shan																								
17	CASTRO, Valentina	v																							
18	CAVASEN, Annie Rose																								
19	CAVSO, Arian																								
20	CHAMOLLOG, Kathlyn	v																							
21	COLAL, Jeanilyn																								
22	COPILING, Riona																								
23	CORAL, Christopher	v																							
24	DACUMOS, Leo Peter	v																							

25	DAYOG, Freda	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
26	DE VERA II, Patrociño	V																	
27	DECORAN, Reagan	V		V	V														
28	DIGAN, Maricel	V																	
29	DOCALLAS, Froidelyn	V																	
30	DOMINGO, Grace																		
31	DULIGAS, Pia	V	V																
32	FERNANDO, Sherwin	V	V																
33	FERRER, Jopie	V			V	V													
34	FIANGAAN, Armi Victoria	V																	
35	GAM-AD, Jocelyn	V					V												
36	GAMSAWEN, Jacqueline	V																	
37	GAO-AN, Mayady	V	V		V	V													
38	GARCIA, Jimmy Jr.				V														
39	GARCIA, Esther Grace	V			V														
40	GARCIA, Rubielyn	V																	
41	GAWAEN, Pacita	V																	
42	GAWIDAN, Janet	V																	
43	GORIO, Dialyn																		

44	GUEVARA, Jayrose	V	V		V					V							V					
45	GUINUMTAD, Emilia	V	V																		V	
46	LAMPAC, Jacqueline	V			V				V												V	
47	LARTEC, Norbert	V																			V	
48	LICCOD, Jane	V	V						V												V	
49	LOMBOY, Gemma	V			V																V	
50	LUCAS, Marilyn	V																			V	
51	LUKINGAN, Armida	V																				
52	MACALO, Beatriz	V	V		V				V												V	
53	MANGANGEV, Loida	V	V		V				V												V	
54	MARQUEZ, Martess	V			V																	
55	MILLET, Laurence	V																			V	
56	NIWANE, Jordan																					
57	PADLAN, Ofelia	V			V				V												V	
58	PEDRO, Octavia	V																			V	
59	PIS-EW, Mary		V						V												V	
60	REYES, Mary Jane	V																			V	
61	SANTOS, Jimmy																					
62	SINAKAY, Jessie	V																			V	
63	TIBANGAY, Nino		V		V				V													

64	TOMIN, Ian	V		V	V														V
65	TORRES, Norlyn	V							V			V	V					V	V
66	WAYAN, Marissa	V	V	V				V											V

SDRC Secretariat:

Arian S. Cayso

Jefferson B. Kispay