



Republic of the Philippines
Department of Education
Cordillera Administrative Region
DIVISION OF BAGUIO CITY
82 Military Cut-off Road, Baguio City
Tel. No.:(074) 442-7819/446-1488 Fax: (074) 442-7819



Sept 19, 2018
DIVISION OF BAGUIO CITY
PRU


DIVISION MEMORANDUM

No. 478 s. 2018

**Updated Research Manual of Schools Division of Baguio City
as of September 2018**

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

1. For efficient, effective and timely research management in the Division, the field is informed of the Updated Research Manual of Schools Division of Baguio City as of September 2018. Please refer to Enclosure No. 1 of this Memorandum. Major updates are focused on table formatting and other mechanics.
2. All Research Coordinators are reminded to strictly follow the Research Workflow. During the panel review, consult the concerned learning area Education Program Supervisor (EPS) if the theme of the research is teaching and learning and/or Public Schools District Supervisor (PSDS) if needed in the content of the research.
3. Any update relative to status of research manuscripts and other announcements will be communicated through social media (Facebook Account: *PlanResearch Section Baguio*)
4. Immediate and wide dissemination of this memorandum to all concerned is required.


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

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**SCHOOLS
DIVISION OF
BAGUIO CITY
RESEARCH
MANUAL**

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**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.

RESEARCH FRAMEWORK

NATIONAL RESEARCH FRAMEWORK	BAGUIO RESEARCH FRAMEWORK PATAWID - Padsoyan, R. (2017)
Assess the situation	PAKAY (gaps/issues/concerns)
Ask a question Act to seek answers Acquire information	TANONG at PAMARAAN (research questions vis-à-vis research design)
Analyze and reflect	WARI at IMPLIKASYON ng DESIYON (discussion of results, corroboration, implication, new knowledge, and recommendation)

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. 2017).
- 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.

FOR BERF RESEARCHES

SUBMISSION OF DOCUMENTS

PROPOSAL	FINAL
Submit 1 copy for SDRC Review, once approved by SDS, submit 6 copies placed on an A4 size folder (color brown), research proposal paper fastened left (5 copies for Regional Office, 1 copy for Planning and Research Unit).	Submit 1 copy for SDRC Review, once approved by SDS, submit 3 copies placed on an A4 size folder (color brown), with the full research report, copy of MOA, and letter of acceptance from Regional Office fastened left.

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

- Utmost 12 words; may include the 13th word to complete the thought/idea
- 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
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INTRODUCTION AND RATIONALE

- 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.
- 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 sampling scheme in table format (Refer to Table Presentation on page 28 for sampling scheme template)
- 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 (Nominal, Ordinal, Interval, Ratio)? Will you use Likert scale? Interview schedule?
- For Likert Scale, follow template provided on page 28
- 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.
- If quantitative research using inferential statistics, include in the plan for data analysis (proposal paper) the discussion on possible use of parametric and non-parametric tests depending on the data which will be gathered. In the final paper, specify the actual treatment being employed in 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

- Utmost 12 words; may include the 13th word to complete the thought/idea
- 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)
- Include sampling scheme in table format (Refer to Table Presentation on page 28 for sampling scheme template)
- 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?
- For Likert Scale, follow template provided on page 28

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.
- If quantitative research using inferential statistics, include in the plan for data analysis (proposal paper) the discussion on possible use of parametric and non-parametric tests depending on the data which will be gathered. In the final paper, specify the actual treatment being employed in 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
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 - 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

- 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

SUMMARY TEMPLATE

BASIC RESEARCH	
PROPOSAL	FINAL PAPER
Title Page	Title Page
Table of Contents	Abstract
Introduction and Rationale	Acknowledgement
Literature Review	Table of Contents
Research Questions	Introduction of the research
Scope and Limitation	Literature Review
Research Methodology	Research Questions
Sampling	
Data Collection	
Plan for Data Analysis	
Ethical Issues	
Time Table / Gantt Chart	Scope and Limitation
Cost Estimates	Research Methodology
	Sampling
	Data Collection
	Data Analysis
	Ethical Issues
Plans for Dissemination and Advocacy	Results and Discussion
References	Conclusion and Recommendation
	Dissemination and Advocacy Plans
	References
	Financial Report
	Appendices

ACTION RESEARCH	
PROPOSAL	FINAL PAPER
Title Page	Title Page
Table of Contents	Abstract
Context and Rationale	Acknowledgement
Action Research Questions	Table of Contents
Proposed Innovation, Intervention, and Strategy	Context and Rationale
Action Research Methods	Action Research Questions
Participants and/or other Sources of Data and Information	
Data Gathering Methods	
Data Analysis Plan	
Ethical Issues	Innovation, Intervention, and Strategy
Action Research Work Plan and Timelines	
Cost Estimates	Action Research Methods
	Participants and/or other Sources of Data and Information
	Data Gathering Methods
	Data Analysis
	Ethical Issues
Plans for Dissemination and Utilization	Discussion of Results and Reflection
References	Conclusion and Recommendation
	Action Plan
	References
	Financial Report
	Appendices

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



No. _____

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.*

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 office functions.

Name and Signature of Immediate Supervisor

Position/Designation: _____

Date: _____

COVER PAGE



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



No. _____

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: _____

Recommending approval:

SORAYA T. FACULO, PhD

*OIC- Assistant Schools Division Superintendent
Chair, Schools Division Research Committee (SDRC)*

Date: _____

Approved:

FEDERICO P. MARTIN, EdD, CEEd, CESO V

Schools Division Superintendent

Date: _____

APPROVAL PAGE



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



No. _____

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:

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

Approved:

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

SAMPLE TITLE PAGE

INCLUSIVE EDUCATION IN THE INTERMEDIATE GRADES

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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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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.

2 single spaces

LITERATURE REVIEW

2 single spaces

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 FINANCIAL REPORT

A. Supplies and Materials						
Activity	Item	Unit	Quantity	Estimated Cost	Total estimated cost	ACTUAL COST
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	150.00	1,500.00	
	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	3	300.00	900.00	
	Printer Ink Magenta	bottle	3	300.00	900.00	
	Printer Ink Yellow	bottle	3	300.00	900.00	
	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 1st deliverables	Aguid ES, Sagada Mt. Province to RO	meal/s	3	100.00	300.00	
Submission of last 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:					15,322.50	

SAMPLE WORK FINANCIAL PLAN

Department of Education																									
COPOLAR ADMINISTRATIVE REGION																									
Schools Division Office - BENGLET																									
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	Printer Ink, A4 bond paper, balpen								
Reproduction of the Data Gathering Instruments	Reproduce the data gathering instruments	Photocopying of IM's	70sets	Researcher								977.00				977	47 pages of Pp 001-28, 25/6set								
Submission of documents and others	Gathering at the FO	Incurred travels	1	Researcher								440				440									
	Orientalion 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	Upeschool research proposal, MOA, VRF, and Data Gathering Instrument								
	Submission of deliverables (2nd tranche)	Incurred travels	1	Researcher										440		440	Final Report								
Implementation of Intervention	Stack of learners during the conduct of the study	Snacks	60	Researcher and learners											3,150	3,150	60snacks@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								
SLB-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	AGUSTINO B. GUMIPANG, Ph.D. CES, EBSO		LILIA B. GOC-DANAN Ed.D. CES, FTAD		JENNIFER P. ANDE CIC, HRDO		AIDA L. PAYANG, Ed.D. CES, QSD																	
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TABLE PRESENTATION

Templates in the Manuscript

A. Sampling Scheme (for multiple samples)

Table 1

(Title)

Respondents	N	n
Grand Total		

B. Likert Scale

Table 1

(Title)

Scale	Descriptive Rating	Descriptive Equivalent
-------	--------------------	------------------------

C. Descriptive Research Results (two decimal-point)

Choice 1: Using frequency

Table 1

(Title)

Factors	Frequency (F)
Total	

Choice 2: Using rank

Table 1

(Title)

Factors	Rank (R)
---------	----------

Choice 3: Using mean

Table 1

(Title)

Factors	Mean (M)
---------	----------

Legend:	Descriptive Rating	Descriptive Equivalence
	3.25 – 4.00	Outstanding
	2.50 – 3.24	Good
	1.75 – 2.49	Needs Improvement
	1.00 – 1.74	Poor

D. Inferential Research Results

Choice 1: Using both the t-computed value and p-value

Table 1

(Title)

Factors	n	Mean	SD	df	t-critical value	t-computed value	p-value
Sex							
Male	2	82.5	1.36	16	2.12	0.79 (absolute value)	0.44 ^{ns}
Female	16	91.25	2.5				

** significant at 1% level of significance

* significant at 5% level of significance

^{ns} not significant

Table 1

(Title)

Factors	N	Mean	SD	df	critical values	computed values	p-value
Sex							
Male							
Female							
Educational Attainment							
Bachelors							
Masters							
Doctorate							

** significant at 1% level of significance

* significant at 5% level of significance

ns not significant

Table 1

(Title)

Factors	Experiment	Control Group	t-critical values	t-computed values	p-values
	Mean	Mean			
Defining and Identifying Variables					
Relating Variables					
Formulating Sci Questions					
Formulating Hypothesis					
And so on					

** significant at 1% level of significance

* significant at 5% level of significance

ns not significant

Choice 2: Using the t-computed value

Table 1

(Title)

Factors	N	Mean	SD	df	t-critical value	t-computed value
Sex						
Male	2	82.5	1.36	16	2.12	0.785 ^{ns}
Female	16	91.25	2.5			(absolute value)

** significant at 1% level of significance

* significant at 5% level of significance

^{ns} not significant

Choice 3: Using the p – value

Table 1

(Title)

Factors	N	Mean	SD	p-value
Sex				
Male	2	82.5	2.25	0.444 ^{ns}
Female	16	91.25	3.6	

** significant at 1% level of significance

* significant at 5% level of significance

^{ns} not significance

E. Correlation

Table 1

(Title)

Factors	Df	r-critical value	r-computed value	p-value
Aptitude Level vs Stress Level				

Legend:

1.0	Perfect (Positive/Negative) Correlation
0.80 – 0.99	Very Strong (Positive/Negative) Correlation
0.60 – 0.79	Strong (Positive/Negative) Correlation
0.40 – 0.59	Moderate (Positive/Negative) Correlation
0.20 – 0.39	Weak (Positive/Negative) Correlation
0.01 – 0.19	Very Weak (Positive/Negative) Correlation
0.0	No Correlation

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: _____

(add 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: _____

(add 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

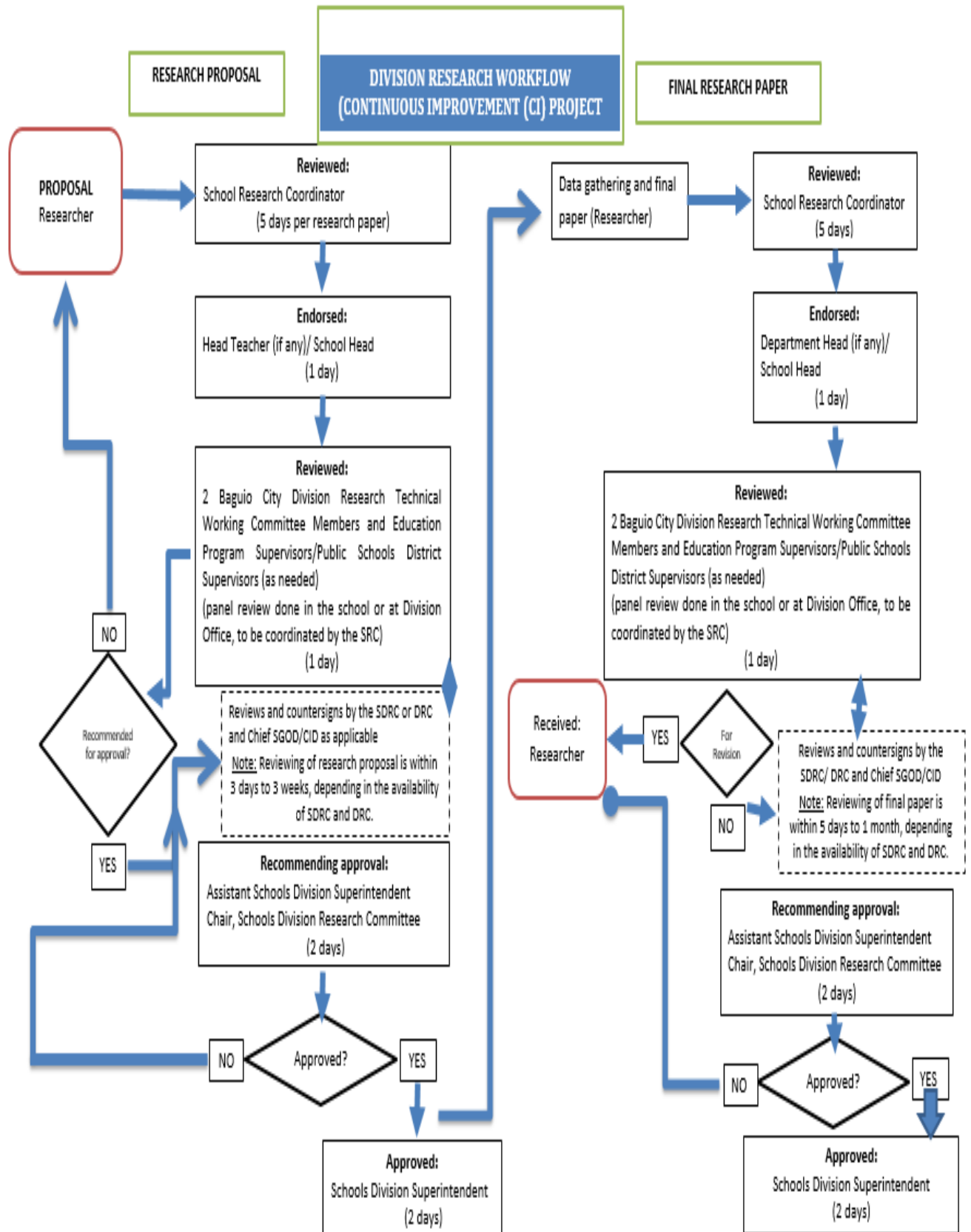
Main of Criteria	Sub-Criteria	low	Increasing Levels of Quality and their Descriptions			high	Score
Rationale of the Research 30 points	Context (15)	not described (no points)	The action research proposal presents a general description of the problem or issue as its focus of inquiry. (8 points)	The educational 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

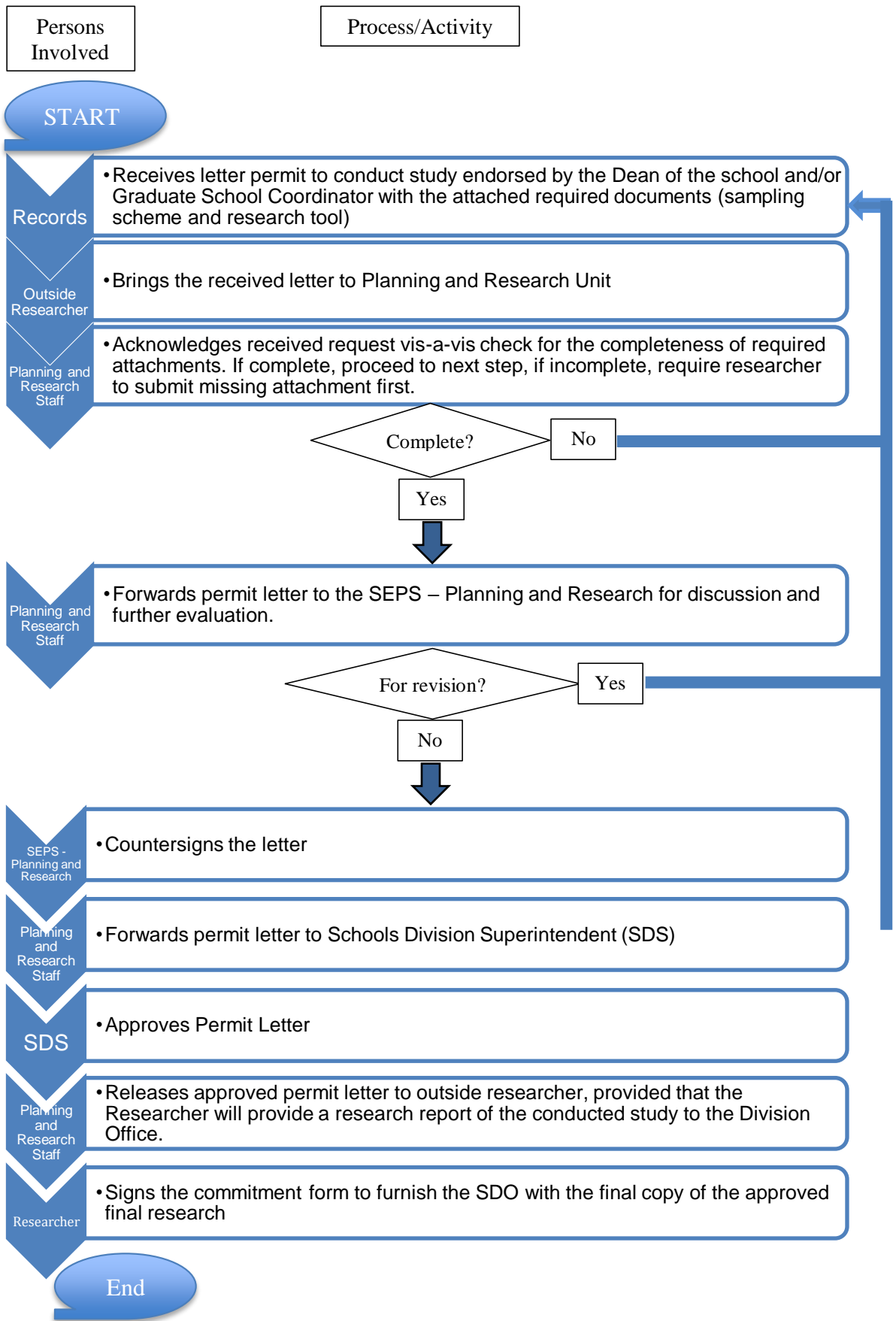
DIVISION RESEARCH WORKFLOW (CONTINUOUS IMPROVEMENT (CI) PROJECT)



POLICY ON UNFINISHED RESEARCH PAPERS

All unfinished researches prior to the update of this manual will still follow the updated format.

OUTSIDE RESEARCHERS WORKFLOW



References

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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 2018-2019**

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RESEARCH PROPOSAL APPLICATION FORM



Republic of the Philippines
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 82 Military Cut-off Road, Baguio City



No. _____

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*

COVER PAGE



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



No. _____

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: _____

Recommending approval:

Approved:

SORAYA T. FACULO, PhD

*OIC- Assistant Schools Division Superintendent
Chair, Schools Division Research Committee (SDRC)*

Date: _____

FEDERICO P. MARTIN, EdD, CEEd, CESO V

Schools Division Superintendent

Date: _____

APPROVAL PAGE



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



No. _____

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:

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

Approved:

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

SAMPLE TITLE PAGE

INCLUSIVE EDUCATION IN THE INTERMEDIATE GRADES

i

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*

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.

2 single spaces

LITERATURE REVIEW

2 single spaces

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																										
COROLLAR ADMINISTRATIVE REGION																										
Schools Division Office - BENGUET																										
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	Packages of materials	1	Researcher												1,523	Printer Ink, A4 bond paper, balpen									
Reproduction of the Data Gathering Instruments	Reproduce the data gathering instruments	Photocopying of IM's	100sets	Researcher									977.00				977	47 pages of Prop. and 23.25/set								
	Gathering at the FO	Incurred travels	1	Researcher									440				440									
Submission of documents and others	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	Upeschool research proposal, MOA, VRF, and Data Gathering Instrument								
	Submission of deliverables (2nd tranche)	Incurred travels	1	Researcher										440			440	Final Report								
	Submission of deliverables (3rd tranche)	Incurred travels	1	Researcher											440											
Implementation of Intervention	Start of learners during the conduct of the study	Sheds	68	Researcher and learners												3,150		68sheds@80								
Inquiries and/or followups 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		Communication expenses								
SUB-TOTAL																									9,210.00	
Prepared by: _____																										
Researcher																										
REVIEWED AND APPROVED: Regional Research Review and Evaluation Committee																										
EDGARDO T. ALOS GAO, Admin	EMILIA M. FAUSTINO CES, CIMD	A GUSTINO B. GUMIPANG, Ph.D. CES, ESBO		LILIA B. GOC-ORAN Ed.D. CES, FTAD		JENNIFER P. ANDE OIC, HRDO		AIDA L. PAYANG, Ed.D. CES, QAD																		
	ATTY. SEBASTIAN G. TAYABAN GAO, 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.

POLICY ON UNFINISHED RESEARCH PAPERS

All unfinished researches prior to the update of this manual will still follow the updated format.

OUTSIDE RESEARCHERS WORKFLOW

