



Republic of the Philippines  
**Department of Education**  
 CORDILLERA ADMINISTRATIVE REGION  
 SCHOOLS DIVISION OFFICE OF BAGUIO CITY



Office of the Schools Division  
 Superintendent

19 February 2021

DIVISION MEMORANDUM  
 No. 49, s. 2021

**RESEARCH MANAGEMENT SYSTEM AS OF FEBRUARY 2021 AND  
 RESEARCH TIMELINES FOR 2021**

To : CID and SGOD Chief Education Supervisors  
 Schools Division Research Committee (SDRC) Members  
 Public Elementary and Secondary School Heads  
 Teaching, Non-teaching, and Teaching Related Personnel  
 All Others Concerned

1. In strengthening and sustaining the culture of research in the Division based on Department of Education (DepEd) Order 39, series 2016 entitled *Adoption of Basic Education Research Agenda*, DepEd Order 16, series 2017 entitled *Research Management Guidelines*, this Office through the Schools Division Research Committee (SDRC) informs the field of the revised research management system. This is in conformance with the continual innovation based on the quality management system (QMS) of the Schools Division Office (SDO).
2. The research management system as of February 2021 is presented through the *Patawid di Adal* Research Manual of SDO Baguio City. Refer to Enclosure 1 of this Memorandum.
3. Below is the Research Management Timelines for 2021 in the Division level.

Quarter Call	Start of Acceptance	End of Acceptance
First	February 24, 2021	March 10, 2021
Second	April 1, 2021	April 9, 2021
Third	July 1, 2021	July 9, 2021
Fourth	October 1, 2021	October 8, 2021

4. Immediate and wide dissemination of this Memorandum is desired.

**MARIE CAROLYN B. VERANO, CESO V**  
 Schools Division Superintendent

Encl.: As stated  
 Reference:

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

COMMUNICATION

POLICY

RESEARCH MANAGEMENT

Source / Section:

SGOD-PR 2021-02-8



"DepEd SDO Baguio City: We Serve, We Care."

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ISO 9001:2015 Certified  
 Quality Management System  
 CRN RU-19.2560.026  
 Issued on 12/27/2019



# *Patawid*



# *di* *Adal*



## **SCHOOLS DIVISION ~~OFFICE~~ (SDO) OF BAGUIO CITY RESEARCH MANUAL**

Revision 6 as of February 2021

"DepEd SDO Baguio City: We Serve, We Care."

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ISO 9001:2015 Certified  
Quality Management System  
CRN RU-19.2560.026  
Issued on 12/27/2019



## CULTURE OF RESEARCH IN THE SCHOOLS DIVISION ~~OFFICE~~ OF BAGUIO CITY

With the thrust of the Department of Education (DepEd) 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 Office 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. From School Years 2017 – 2018 to present, there are 371 research proposals received in the Division Office. 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 and be translated into actions and contextualized policies which are geared toward improving the educational services of SDO Baguio City along access to education, quality and relevance, and schools governance.





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## RESEARCH FRAMEWORK

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

## GENERAL FORMATTING

### A. MECHANICS AND STYLE

1. Maintain Arial font style and 11 font size, page set-up is 1” left margin in all sides of the paper using standard A4 paper (Regional Memorandum No. 145, s. 2017; Regional Research Coaching, November 2020 ).
2. The entire manuscript is double-spaced (except the Abstract) with aligned left margin.
3. Adopt the general guidelines of the APA (2020), 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.
4. Pagination is at the upper right corner of the paper after the page header.
5. Use third person point of view (the researcher/s).
6. Use “participants” for action research and “respondents” for basic research.
7. 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).
8. Operational terms should be integrated across the text of the paper. No need to enumerate.

### B. CITATIONS

(Source: <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/author-date>)

1. The **in-text citation** appears within the body of the paper (or in a table, figure, footnote, or appendix) and briefly identifies the cited work by its author and date of publication.





- a. Parenthetical citations – use ampersand (&) between names for a work with two authors or before the last author when all names must be included to avoid ambiguity.
- b. Narrative citations, always spell out the word “and.”

**2. Appropriate Level of Citation**

- a. Provide appropriate credit to the source (e.g., by using an in-text citation) whenever you do the following:
  - o paraphrase (i.e., state in your own words) the ideas of others
  - o directly quote the words of others
  - o refer to data or data sets
  - o reprint or adapt a table or figure, even images from the internet that are free or licensed in the Creative Commons
  - o reprint a long text passage or commercially copyrighted test item

Table 1.

Author-Date Citation System

<b>Reference list entry:</b>	Alexander, P. A. (2018). Past as prologue: Educational psychology's legacy and progeny. <i>Journal of Educational Psychology</i> , 110(2), 147–162. <a href="https://doi.org/10.1037/edu0000200">https://doi.org/10.1037/edu0000200</a>
<b>Parenthetical citation:</b>	(Alexander, 2018)
<b>Narrative citation:</b>	Alexander (2018)

Note. The four elements of a reference list entry include the author (in purple), the date (in blue), the title (in yellow), and the source (in green). The in-text citations that correspond to this reference include the last name of the author and year of publication, which match the information in the reference list entry.

Source: <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/author-date>





### 3. Parenthetical Citations

- Both the author and the date, separated by a comma, appear in parentheses for a parenthetical citation. A parenthetical citation can appear within or at the end of a sentence.

Ex. Falsely balanced news coverage can distort the public's perception of expert consensus on an issue (Koehler, 2016).

- If other text appears with the parenthetical citation, use commas around the year. Ex. (see Koehler, 2016, for more details)
- When text and a citation appear together in parentheses, use a semicolon to separate the citation from the text; do not use parentheses within parentheses.

Ex. (e.g., falsely balanced news coverage; Koehler, 2016)

### 4. Narrative Citations

- The author's surname appears in running text, and the date appears in parentheses immediately after the author's name for a narrative citation. The author's name can be included in the sentence in any place it makes sense.

Ex. Koehler (2016) noted the dangers of falsely balanced news coverage.

- In rare cases, the author and date might both appear in the narrative. In this case, do not use parentheses.

Ex. In 2016, Koehler noted the dangers of falsely balanced news coverage

Table 2.  
Basics of in-text citations

Author type	Parenthetical citation	Narrative citation
One author	(Luna, 2020)	Luna (2020)
Two authors	(Salas & D'Agostino, 2020)	Salas and D'Agostino (2020)
Three or more authors	(Martin et al., 2020)	Martin et al. (2020)
Group author with abbreviation First citation <sup>a</sup> Subsequent citations	(National Institute of Mental Health [NIMH], 2020) (NIMH, 2020)	National Institute of Mental Health (NIMH, 2020) NIMH (2020)
Group author without abbreviation	(Stanford University, 2020)	Stanford University (2020)

*a Define the abbreviation for a group author only **once in the text**, choosing either the parenthetical or the narrative format. Thereafter, use the **abbreviation** for all mentions of the group in the text.*





## 5. Dates in a Citation

- a. The year in the in-text citation should match the year in the reference list entry.
- b. Use only the year in the in-text citation, even if the reference list entry contains a more specific date (e.g., year, month, and day).
- c. For works with no date, use “n.d.” in the in-text citation.
- d. For works that have been accepted for publication but have not yet been published, use “in press.”

## 6. Repeating a Citation

- a. When repeating a citation, show the entire citation; do not, for example, include only a page number (the abbreviation “ibid.” is not used in APA Style). Instead, use the following guidelines:
  - Include the author(s) and year for every parenthetical in-text citation.
  - However, if you cite multiple works by the same author or authors, regardless of the publication years, include the date in every in-text citation to prevent ambiguity.

Ex. Mohammed and Mahfouz (2017) and Mohammed and Mahfouz (2019), include the year with every citation, even when one of the references is cited multiple times in a single paragraph.

## 7. Website Material

- a. Include any of the following:
  - A paragraph number, if provided; alternatively, you could count paragraphs down from the beginning of the document.
  - An overarching heading plus a paragraph number within that section.
  - A short title in quotation marks, in cases in which the heading is too unwieldy to cite in full.
  - If no date and no author, your text citation would include the title (or short title) “n.d.” for no date, and paragraph number (e.g., “Heuristic,” n.d., para. 1).

## 8. Further Guidelines for In-Text Citations

- a. Each in-text citation must correspond to only one reference list entry.
- b. Do not include suffixes such as “Jr.” in the in-text citation.
- c. For works with an unknown author, include the title and year of publication in the in-text citation.



## 9. Exceptions to the Basic In-Text Citation Styles

- a. when two works in a paper would both abbreviate to the same “et al.” form (spell out as many surnames as needed to disambiguate)  
Ex: Kapoor, Bloom, Montez, et al. (2017)  
Kapoor, Bloom, Zucker, et al. (2017)
- b. when multiple works in a paper have an identical author (or authors) and publication year (append letters to the years)  
Ex. (Blondaux & O’Hanrahan, 2018a)  
Blondaux and O’Hanrahan (2018b)  
(Dreschke, n.d.-a, n.d.-b)
- c. when the first authors of multiple references in a paper share the same surname but have different initials (use initials in the in-text citations)  
Ex. (J. M. Taylor & Neimeyer, 2015; T. Taylor, 2014)

## 10. Short Quotations (Direct Quotation)

- a. To indicate quotations of fewer than 40 words in the text, enclose the quotation within double quotation marks. Provide the author, year, and specific page citation in the text, and include a complete reference in the reference list. Punctuation marks, such as periods, commas, and semicolons, should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quotation but after the parenthetical citation if they are a part of the text.

### Examples:

She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

- b. When citing a work that has no author, no date, and no page numbers, use the first few words from the title, then the abbreviation n.d. (for "no date"), and then use paragraph numbers (if available) or simply leave out any reference to pages.

### For example:

In another study of students and research decisions, it was discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).





## 11. Long Quotations (block quotes)

- a. Place quotations longer than **40 words** in a **free-standing block of typewritten** lines, and **omit quotation marks**. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after closing punctuation mark.

For example:

Jones's 1993 study found the following: Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

## 12. Choosing double or single quotation marks

When using a quotation that uses quotation marks as a short quotation, use single quotation marks to set off the material that was originally enclosed in quotation marks. If you are using a quotation that uses quotation marks in a block quote, use double quotation marks to set off the material that was originally in quotation marks.

## C. SCIENTIFIC NAMES

1. 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).
2. For others guidelines for the use of scientific names in research, refer to <http://www.aje.com/en/arc/editing-tip-scientific-names-species/>





#### D. ABBREVIATIONS

1. 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.
2. For more guidelines on abbreviations, refer to <http://blog.apastyle.org/apastyle/abbreviations/>

#### E. DOCUMENTATIONS

1. Documentary requirements for Non-BERF researches:

PROPOSAL	FINAL
<p>1. Submit 1 set for review at SDO level with the following documentary requirements:</p> <ul style="list-style-type: none"> <li>• Research Tracking Form</li> <li>• Cover Page</li> <li>• Research Proposal Application Form</li> <li>• Declaration of Anti-Plagiarism and Absence of Conflict of Interest</li> <li>• Research Review Form A in three (3) copies:               <ul style="list-style-type: none"> <li>○ 1 copy for School Research Committee/Immediate Supervisor</li> <li>○ 1 copy for Division Focal Person based on Agenda and Division Research Technical Working Committee (TWC)</li> <li>○ 1 copy for Schools Division Research Committee</li> </ul> </li> <li>• Research proposal manuscript</li> </ul>	<ul style="list-style-type: none"> <li>• Submit 1 set for review at SDO level with the following documentary requirements:           <ul style="list-style-type: none"> <li>• Research Tracking Form</li> <li>• Approval Page</li> <li>• Research Review Form B in three (3) copies               <ul style="list-style-type: none"> <li>○ 1 copy for School Research Committee/Immediate Supervisor</li> <li>○ 1 copy for Division Focal Person based on Agenda and Division Research Technical Working Committee (TWC)</li> <li>○ 1 copy for Schools Division Research Committee</li> </ul> </li> </ul> </li> <li>• Research final manuscript with 4-8 pictures as proof of the conduct of research as Annex in the manuscript</li> </ul>





2. Documentary requirements for BERF researches:

PROPOSAL	FINAL
<p>1. Submit 1 set for review at SDO level with the following documentary requirements:</p> <ul style="list-style-type: none"> <li>• Research Tracking Form</li> <li>• Cover Page</li> <li>• Research Proposal Application Form</li> <li>• Declaration of Anti-Plagiarism and Absence of Conflict of Interest</li> <li>• Research Review Form A in three (3) copies:               <ul style="list-style-type: none"> <li>○ 1 copy for School Research Committee/Immediate Supervisor</li> <li>○ 1 copy for Division Focal Person based on Agenda and Division Research Technical Working Committee (TWC)</li> <li>○ 1 copy for Schools Division Research Committee</li> </ul> </li> <li>• Research proposal manuscript</li> </ul> <p>2. Once approved by SDS, submit the following:</p> <ul style="list-style-type: none"> <li>• 3 sets with complete documentary requirements fastened left in an A4 size folder (brown)</li> </ul>	<p>1. Submit 1 set for review at SDO level with the following documentary requirements:</p> <ul style="list-style-type: none"> <li>• Research Tracking Form</li> <li>• Approval Page</li> <li>• Research Review Form B in three (3) copies:               <ul style="list-style-type: none"> <li>○ 1 copy for School Research Committee/Immediate Supervisor</li> <li>○ 1 copy for Division Focal Person based on Agenda and Division Research Technical Working Committee (TWC)</li> <li>○ 1 copy for Schools Division Research Committee</li> </ul> </li> <li>• Research final manuscript with 4-8 pictures as proof of the conduct of research as Annex in the manuscript</li> <li>• Copy of MOA (affix initials in all pages except page with full signature)</li> <li>• Letter of acceptance from RO</li> <li>• Work Financial Plan with e-signature</li> <li>• Data Collection Instrument</li> <li>• Declaration of Anti-Plagiarism and Absence of Conflict of Interest (affix initials in all pages except page with full signature)</li> </ul> <p>2. Once approved by SDS, submit the following:</p> <ul style="list-style-type: none"> <li>• 3 sets with complete documentary requirements fastened left in an A4 size folder (brown)</li> </ul>





- Send the soft of the final and approved manuscript through google drive with file name <LAST NAME, FIRST NAME, TITLE, YEAR>

Actual Year of Completion	Google drive link for dropping the soft copy (in MS Word)
2015	<a href="https://tinyurl.com/5dkpftwa">tinyurl.com/5dkpftwa</a>
2016	<a href="https://tinyurl.com/1ergsulp">tinyurl.com/1ergsulp</a>
2017	<a href="https://tinyurl.com/1i6owymm">tinyurl.com/1i6owymm</a>
2018	<a href="https://tinyurl.com/yjlrwz5">tinyurl.com/yjlrwz5</a>
2019	<a href="https://tinyurl.com/mtlmg8xn">tinyurl.com/mtlmg8xn</a>
2020	<a href="https://tinyurl.com/5a5hwjbt">tinyurl.com/5a5hwjbt</a>
2021	<a href="https://tinyurl.com/12azus7m">tinyurl.com/12azus7m</a>
2022	<a href="https://tinyurl.com/nm834d9a">tinyurl.com/nm834d9a</a>
2023	<a href="https://tinyurl.com/1fo4573w">tinyurl.com/1fo4573w</a>
2024	<a href="https://tinyurl.com/11psvb9m">tinyurl.com/11psvb9m</a>
2025	<a href="https://tinyurl.com/59cw9z94">tinyurl.com/59cw9z94</a>

## F. REFERENCING

### RULES ON THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) FORMAT AND STYLE (APA 7<sup>th</sup> Edition Revision, Summarized by Dacumos, 2020)

For teacher researchers of DepEd Baguio City, the portion of bibliography should list down references in general. The bibliography section includes resources that are used for further reading and not necessarily cited in any part of the manuscript (in contrast with the reference list). However, all cited literature in the manuscript must be listed in the bibliography section of the paper. The listed resources must be alphabetically arranged.

The following have been culled from materials that reflect the format and style of the American Psychological Association (APA) **7<sup>th</sup> Edition** used as reference in academic research papers.



## Levels of Heading

Level of heading	Format
1	Centered, Boldface, Uppercase and Lowercase Heading <sup>1</sup>
2	Flush Left, Boldface, Uppercase and Lowercase Heading
3	Indented, boldface, lowercase paragraph heading ending with a period. <sup>2</sup>
4	<i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i>
5	<i>Indented, italicized, lowercase paragraph heading ending with a period.</i>

## Spacing

The APA Format and Style observes double space throughout the text. Space once after colon, comma, semicolon, after periods that separate parts of reference citations, after periods of the initials of personal names.

## Displaying Results

When presenting tables, vertical gridlines should be removed. Likewise only the horizontal gridlines within the table headers and footers should be included. Example is shown below.

Table 1

### Profile

Put headings	Items	Frequency	Percentage
_____	_____	_____	Total
_____	_____	_____	_____
_____	_____	_____	_____
<b>Total</b>	_____	_____	_____

<sup>1</sup> Also referred to as *title case*

<sup>2</sup> In a lowercase paragraph heading, the first letter of the first word is uppercase and the remaining words are lowercase



## Handling Quotations in the Text

### Bibliography

The bibliography appears at the end of the paper. It provides the information necessary for a reader to locate and retrieve any source cited in the body of the paper. Each source cited in the paper **MUST** appear in the bibliography.

References should begin on a separate page from the text of the essay under the label References (with no quotation marks, underlining, etc.), centered at the top of the page. It should be double-spaced just like the rest of the paper.

### Basic Rules

1. Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work.
2. Bibliographic entries should be alphabetized by the last names of the first author of each work.
3. If you have more than one article by the same author(s), single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.

For example:

Berndt, T. J. (1996). Exploring the effects of friendship quality on social development. In W. M. Bukowski, A. F. Newcomb, & W. W. Hartup, (Eds.). *The company they keep: Friendship in childhood and adolescence*. (pp. 346-365). Cambridge University Press.

Berndt, T. J. (2002). Friendship quality and social development.

*Current Directions in*

*Psychological Science*, 11, 7-10.



Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality & Social Psychology*, 66, 1034-1048.

Wegener, D. T., & Petty, R. E. (1995). Flexible correction processes in social judgment: The role of naive theories in corrections for perceived bias. *Journal of Personality & Social Psychology*, 68, 36-51.

4. When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first.

For example:

Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational Psychologist*, 34, 15-28.

Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *Child Development*, 66, 1312-1329.

5. References that have the same first author and different second and/or third authors are arranged alphabetically by the last name of the second author, or the last name of the third if the first and second authors are the same.

For example:

Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections of juror judgments: Implications for jury instructions. *Psychology, Public Policy, & Law*, 6, 629-654.

Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude change: The mediating role of likelihood judgments. *European Journal of Social Psychology*, 24, 25-43.





6. If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year.

For example:

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior *Developmental Psychology*, 17, 408-416.

Berndt, T. J. (1981b). Effects of friendship on pro-social intentions and behavior. *Child development*, 52, 636-643.

7. When referring to these publications in your paper, use the letter suffixes with the year so that the reader knows which reference you are referring to.

For example:

"Several studies (Berndt, 1981a, 1981b) have shown that..."

8. Use "&" instead of "and" when listing multiple authors of a single work.
9. If no author is given for a particular source, begin with and alphabetize by using the title of the work, which will be listed in place of the author, and use a shortened version of the title for parenthetical citations.

For example:

Research guidebook for teacher researchers. (n.d.). Retrieved from <http://www.website.com/>

10. Personal communications, such as e-mail messages, or private interviews conducted with another person, should not be cited in your reference list because they are not retrievable sources for anyone else.
11. All lines after the first line of each entry in your reference list should be indented **one-half (0.5) inch** from the left margin. This is called **hanging indentation**.





12. When referring to any work that is NOT a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
13. Underline titles of longer works such as books and journals.
14. Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

### **Basic Forms for Sources in Print**

#### **1. An article in a periodical (e.g., a journal, newspaper, or magazine)**

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article.

Title of periodical, volume number, pages.

#### **NOTE:**

For a magazine or newspaper article, include specific publication dates (month and day, if applicable) as well as the year. For a journal article, do NOT include the month or day of publication.

List only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then list the issue number as well: Title of Periodical, Volume number (Issue number), pages. Note that the issue number is not underlined. If the journal does not use volume numbers, use the month, season, or other designation within the year to designate the specific journal article.

#### **2. A non-periodical (e.g., book, report, brochure, or audiovisual media)**

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Publisher.

*\* NOTE in the 7<sup>th</sup> APA Edition, publication location is NO longer included in the reference list.*





### **3. Part of a non-periodical (e.g., a book chapter or an article in a collection)**

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Publisher.

#### **NOTE:**

When listing the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references.

### **Basic Forms for Electronic (Internet) Sources**

#### **1. Article in an Internet Periodical**

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of journal*, volume number (issue number if available). Website: <http://Web address>.

#### **2. Nonperiodical Internet Document (e.g., a Web page or report)**

Author, A. A., & Author, B. B. (Date of publication). Title of article. Website: <http://Web address>.

#### **NOTE:**

When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

In the 7<sup>th</sup> APA Edition, URLs are no longer preceded by "Retrieved from," unless a retrieval date is needed. The website name is included (unless it's the same as the author), and web page titles are italicized.



### **3. Part of Nonperiodical Internet Document**

Author, A. A., & Author, B. B. (Date of publication). Title of article. *In*  
*Title of book or larger document* (chapter or section number).

<https://doi.org/xxxxxxxxxxxxxxxxxxxxxxxx>

In the 7<sup>th</sup> APA Edition, DOIs are formatted the same as URLs. The label “DOI:” is no longer necessary.

For example:

X doi: 10.1080/02626667.2018.1560449

O <https://doi.org/10.1080/02626667.2018.1560449>

If doi (Digital Object Identifier) is not available, url may be indicated instead.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *In*  
*Title of book or larger document* (chapter or section number).

<http://Web address>.

### **4. Journal article, one author**

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896. <https://doi.org/10.10103728103417>



**5. Journal article, three to 20 authors (formerly until 7 authors) should be provided \*\*\*7<sup>th</sup> APA Edition Revision**

Foster, M., Thompson, A., Perez, G., Moore, D., Torres, G., Peterson, H., Foster, M., Thompson, A., Perez, G., Moore, D., Torres, G., Peterson, H., Foster, M., Thompson, A., Perez, G., Moore, D., Torres, G., Peterson, H., Foster, M., ... Cox, W. (2018). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204. Website: <https://webaddress.com>

**6. Work discussed in a secondary source**

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

**NOTE:**

Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source.

For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in the References. In the text, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993),...





### **7. Magazine article, one author**

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

### **8. Book**

Calfee, R. C., & Valencia, R. R. (1991). APA guide to preparing manuscripts for journal publication. American Psychological Association.

### **9. An article or chapter of a book**

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). Springer.

### **10. A government publication**

National Institute of Mental Health. (1990). Clinical training in serious mental illness (DHHS) Publication No. ADM 90-1679). U.S. Government Printing Office.

### **11. An entry in an encyclopedia**

Bergmann, P. G. (1993). Relativity. In *The new encyclopedia britannica* (Vol. 26, pp. 501-508).

Chicago: Encyclopedia Britannica.

### **12. A print journal or newspaper article retrieved from an online database**

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). Then add information that gives the date of retrieval





and the proper name of the database. This will allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number in parentheses at the end, but the APA manual says that this is not required.

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3). retrieved February 20, 2003, from PsycARTICLES database.

### **13. An online journal article**

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist*

*Ethics*, 8(4). Website: <http://www.cac.psu.edu/jbe/twocont.html>

### **14. Chapter or section of an online document**

The Foundation for a Better World. (2000). Pollution and banana cream pie. In *Great chefs cook with chlorofluorocarbons and carbon monoxide (Chap. 3)*.

Website: <http://www.bamm.com/cream/pollution/bananas.htm>

NOTE:

Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.

### **15. Message posted to an online newsgroup, forum, or discussion group**

Frook, B. D. (1999, July 23). New inventions in the cyberworld of toylandia [Msg 25]. Message posted to

<http://groups.earthlink.com/forum/messages/00025.html>

NOTE:

If only the screen name is available for the author, then use the screen name; however, if the author provides a real name, use their real name instead. Be sure to provide the exact date of the posting. Follow the date with the subject line, the thread of the message (not underlined).



Provide any identifiers in brackets after the title, as in other types of references.

Additional 7<sup>th</sup> Edition Revisions:

1. The singular "they" or "their" is endorsed as a gender-neutral pronoun.

For Example:

X A researcher's career depends on how often he or she is cited.

O A researcher's career depends on how often they are cited.

2. Increased flexibility regarding fonts: options include Calibri 11, Arial 11, Lucida Sans Unicode 10, Times New Roman 12, and Georgia 11.

3. The running head on the title page no longer includes the words "Running head:". It now contains only a page number and the (shortened) paper title.

X Running head: THE EFFECT OF GOOGLE ON THE INTERNET

O THE EFFECT OF GOOGLE ON THE INTERNET





## 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, Seventh Edition (APA, 2020), and some contextualized formatting of the Schools Division Office of Baguio City.

### BASIC RESEARCH

#### TITLE PAGE (separate page)

##### **Title**

- Utmost 12 words; may include the 13<sup>th</sup> word to complete the thought/idea
- Reflect the general emphasis of the research
- 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/Office (Functional Division-Section-Unit)
- School/Office 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

- If BERF, acknowledge the Basic Education Research Agenda (BERF)



## TABLE OF CONTENTS

### Table of Contents

	<i>Page</i>
Title Page.....	i
Table of Contents.....	ii
INTRODUCTION AND RATIONALE.....	5

### 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.
- State the potential contribution of the research.

### 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.

#### ***Research Design***

- Simply state the general research method (quantitative, qualitative, or mixed methods) and the general objective of the study.
- Indicate the research design.
- 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?
- Indicate the Likert scale, if any
- Describe the validity and reliability of your data gathering instrument/tool. In validity testing get at least 3 experts while for reliability testing, include at least 30 respondents
- 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 (2020)

### **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, 2020).

## **FINANCIAL REPORT (for BERF only)**





## **ACTION RESEARCH**

### **TITLE PAGE** (separate page)

#### ***Title***

- Utmost 12 words; may include the 13<sup>th</sup> word to complete the thought/idea
- Reflect the general emphasis of the research.
- 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/Office (Functional Division-Section-Unit)
- School Address/Office
- 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**

- If BERF, acknowledge the Basic Education Research Agenda (BERF)

### **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.
- State the potential contribution of the research.

### **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 research questions 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. Indicate the alternative and null hypotheses.
- 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
- Discuss how it will be applied in the study

### **ACTION RESEARCH METHODS**

- Disregard the introduction such as “This section describes the methods used in the study...” Obviously it is implied with the heading and subheadings alone.

#### ***Research Design***

- Simply state the general research method (quantitative, qualitative, or mixed methods) and the general objective of the study.
- Indicate the research design.
- 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
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  - 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?
- Indicate the Likert scale, if any
- Describe the validity and reliability of your data gathering instrument/tool. In validity testing get at least 3 experts while for reliability testing, include at least 30 respondents
- 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
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  - 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.

### **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 (2020)

### **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, 2020)

### **FINANCIAL REPORT (for BERF only)**



## SUMMARY TEMPLATE

<b>BASIC RESEARCH</b>	
<b>PROPOSAL</b>	<b>FINAL PAPER</b>
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 Limitations	Literature Review
Research Methodology	Research Questions
Research Design	
Sampling	
Data Collection	
Plan for Data Analysis	
Ethical Issues	
Time Table / Gantt Chart	
Cost Estimates	Research Methodology
	Research Design
	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 (questionnaires, etc)	Appendices (questionnaires, etc)

<b>ACTION RESEARCH</b>	
<b>PROPOSAL</b>	<b>FINAL PAPER</b>
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
Research Design	
Participants and/or other Sources of Data and Information	
Data Gathering Methods	
Data Analysis Plan	
Ethical Issues	
Action Research Work Plan and Timelines	Innovation, Intervention, and Strategy
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 (questionnaires, etc)	Appendices (questionnaires, etc)





## RESEARCH CODE OF CONDUCT

### A. RESEARCH PROPONENTS

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. SCHOOLS DIVISION RESEARCH COMMITTEE (SDRC)/ FOCAL PERSONS/ DIVISION RESEARCH TECHNICAL WORKING COMMITTEE (TWC)

1. Respect the writer/researcher at all times.
2. Constructive feedbacks promote esteem while sarcasm over the paper possibly create ripple of discouragements to writers/researchers and the whole research environment.
3. 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.

### NO TO PLAGIARISM!

Types of plagiarism:

1. Word plagiarism - use another author's exact words or phrases without quotation marks.
2. Idea plagiarism - present an idea from another source without citing the author and year.



## TERMS OF REFERENCE OF THE KEY PERSONS INVOLVED

### **School Level: School Research Committee**

1. Receive the research proposal/final paper from the researcher;
2. Review the research proposal/final paper using the Research Review Forms A/B <sup>Note 1</sup> with focus on mechanics and style, and Context and Rationale;
3. Endorse the research paper to School Head.

### **Division Level: Immediate Supervisor**

1. Review the research proposal/final paper using the Research Review Forms A/B <sup>Note 1</sup> with focus on the Context and Rationale;
2. Endorse the paper to SDRC.

### **Schools Division Research Committee (SDRC) Secretariat**

1. Organize, coordinate, and document meetings of the Committee;
2. Conduct initial screening of submitted proposals for compliance with submission guidelines focusing on the completeness of documentary requirements;
3. Aid SDRC member in recommending proposals for approval as per the criteria and scoring template provided in the Review Form.
4. Liaise with academic and research institutions government agencies, and other DepEd offices in the conduct of their studies;
5. Provide technical assistance to researchers on the conduct of their studies;
6. Conduct periodic monitoring on research activities in schools and community learning centers (CLCs) within the SDO;
7. Prepare periodic report on accomplishments related to division research activities;
8. Prepare complete staff work in support of the Committee's functions as needed.

### **Division Research Coordinator**

1. Liaise with the Regional Research Committee relative to the granting and implementation, and other guidelines of the Basic Education Research Fund;
2. Provide orientation, capability building, upskilling, and other forms of technical assistance activities to researchers on the conduct of their studies; and
3. Conduct a research management system evaluation as basis for continual innovation and improvement.





**Focal Person based on Agenda and Baguio City Division Research Technical Working Committee (TWC)**

1. Facilitate the panel review sessions from the proposal to the final paper together according to research agenda; and
2. Review the research proposal/final paper using the Research Review Forms A/B <sup>Note 1</sup> focusing on

**Schools Division Research Committee (SDRC)**

1. Provide directions on research initiatives through the national and local Basic Education Research Agenda, and other identified priority research areas in the SDO;
2. Evaluate and approve research proposals and other related research initiatives from the schools and community learning centers (CLCs) to be funded under BERF focusing on ;
3. Evaluate and approve research proposals and other related research initiatives within the schools to be funded by other fund sources;
4. Forge partnerships with academic and research institutions, government agencies, and other DepEd offices on education research initiative and projects;
5. Prepare and submit reports to the RRC on all research initiatives conducted in the Division from all fund sources;
6. Resolve emerging issues on the management and conduct of research;
7. Ensure that cost estimates fall under the existing accounting and auditing rules and regulations; and
8. Endorse approved school level proposals to the Regional Office for confirmation and release of funds of BERF.

**Note 1:**

**Use the Research Review Forms A (Proposal) and B (Final)**



## TRACKING FORM



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region

### SCHOOLS DIVISION OFFICE OF BAGUIO CITY

<b>QUALITY FORMS</b>	Document Code: QF-SGOD-PR-012 Revision: 01 Effectivity date: 11-25-2020
Title: <b>Research Tracking Form (Division Level)</b>	Name of Office: <b>Schools Governance and Operations Division-Planning and Research</b>

**Tracking Number:** \_\_\_\_\_ **Agenda:** \_\_\_\_\_

#### Checklist of documentary requirements for submission at the SDO

##### Proper (arranged according to list):

- Research Tracking Form
- Cover Page (for Proposal)/ Approval Page (for Final)
- Research Proposal Application Form
- Declaration of Anti-Plagiarism and Absence of Conflict of Interest
- Research Review Form A (for Proposal)/ Research Review Form B (for Final) in three (3) copies
- Research Manuscript

STEP	ACTIVITY	KEY PERFORMANCE METRIC (KPM) <i>(Number of days required to complete the step)</i>	PERSON/S RESPONSIBLE	SIGNATURE OVER PRINTED NAME/DATE
1	Submit the research proposal/final to the Division Office through the Records Section for disinfection	30 minutes	Records Section	
2	Conduct initial screening of submitted	2 days	Schools Division Research Committee	





	proposal/final research papers and submit research to focal person based on agenda		(SDRC) Secretariat	
3	Review of the research proposal/final by the Focal Person and Division Research Technical Working Committee (TWC) based on agenda	2 days	Focal Person and Division Research Technical Committee (TWC) <input type="checkbox"/> <b>CID</b> for Teaching and Learning and Inclusive Education <input type="checkbox"/> <b>SGOD</b> for Child Protection, Human Resource and Development, Governance, DRRM, and Gender and Development <input type="checkbox"/> Other agenda/topic: _____	
4	Review of the research proposal/final by the SDRC	7 days	SDRC	
5	Recommending approval and approval of the research proposal/final	2 days	Assistant Schools Division Superintendent (ASDS)  Schools Division Superintendent (SDS)	
6	Return to research proponent	10 minutes	SDRC Secretariat/Division Research Coordinator	

**FOR REVISIONS:**

DATE REQUESTED FOR REVISION	REQUESTED BY (COMMITTEE)	DATE RECEIVED AT DO





--	--	--

**COVER PAGE**



Republic of the Philippines  
 Department of Education  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OFFICE OF BAGUIO CITY**

<b>QUALITY FORMS</b>	Document Code: QF-SGOD-PR-013 Revision: 01 Effectivity date: 11-25-2020
Title: <b>RESEARCH COVER PAGE (PROPOSAL)</b>	Name of Office: <b>Schools Governance and Operations Division-Planning and Research</b>

**Tracking Number:** \_\_\_\_\_ **Agenda:** \_\_\_\_\_

NAME OF RESEARCHER: \_\_\_\_\_

RESEARCH TITLE: \_\_\_\_\_

DATE OF IMPLEMENTATION: SCHOOL YEAR \_\_\_\_\_

**School Research Committee/Immediate Supervisor:**

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
*School Research Coordinator*

\_\_\_\_\_  
*School Head/Immediate Supervisor*

\_\_\_\_\_  
*School Head/Immediate Supervisor*

**Division Focal Person based on Agenda and Division Research Technical Working Committee (TWC):**

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
*Focal Person/TWG Member*

**Schools Division Research Committee:**

Endorsed by:

\_\_\_\_\_  
 Member Date: \_\_\_\_\_

\_\_\_\_\_  
 Member Date: \_\_\_\_\_

\_\_\_\_\_  
 Member Date: \_\_\_\_\_

\_\_\_\_\_  
 Member Date: \_\_\_\_\_

\_\_\_\_\_  
 Co-chairperson (Functional Division Chief) Date: \_\_\_\_\_

\_\_\_\_\_  
 Recommending approval/ Chairperson: Approved:

**CHRISTOPHER C. BENIGNO** **MARIE CAROLYN B. VERANO, CESO V**





OIC-Assistant Schools Division Superintendent Schools Division Superintendent  
Date : \_\_\_\_\_ Date: \_\_\_\_\_

## APPROVAL PAGE



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
**SCHOOLS DIVISION OFFICE OF BAGUIO CITY**

<b>QUALITY FORMS</b>	Document Code: QF-SGOD-PR-014 Revision: 01 Effectivity date: 11-25-2020
Title: <b>RESEARCH APPROVAL PAGE (FINAL)</b>	Name of Office: <b>Schools Governance and Operations Division-Planning and Research</b>

**Tracking Number:** \_\_\_\_\_ **Agenda:** \_\_\_\_\_

NAME OF RESEARCHER: \_\_\_\_\_

RESEARCH TITLE: \_\_\_\_\_

DATE OF IMPLEMENTATION: SCHOOL YEAR \_\_\_\_\_

**School Research Committee/Immediate Supervisor:**

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
*School Research Coordinator*

\_\_\_\_\_  
*School Head/Immediate Supervisor*

**Division Focal Person based on Agenda and Division Research Technical Working Committee (TWC):**

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
*Focal Person/TWG Member*

**Schools Division Research Committee:**

Endorsed by:

\_\_\_\_\_  
Member Date: \_\_\_\_\_

\_\_\_\_\_  
Member Date: \_\_\_\_\_

\_\_\_\_\_  
Member Date: \_\_\_\_\_

\_\_\_\_\_  
Member Date: \_\_\_\_\_

\_\_\_\_\_  
Co-chairperson (Functional Division Chief) Date: \_\_\_\_\_

*Recommending approval/ Chairperson:* \_\_\_\_\_ *Approved:* \_\_\_\_\_

**CHRISTOPHER C. BENIGNO**

*OIC-Assistant Schools Division Superintendent*

**MARIE CAROLYN B. VERANO, CESO V**

*Schools Division Superintendent*

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Website: www.depedpines.com | Facebook Page: facebook.com/DepedTayoBaguioCity



ISO 9001:2015 Certified  
Quality Management System  
CRN RU-19.2560.026  
Issued on 12/27/2019



Date : \_\_\_\_\_

Date: \_\_\_\_\_

**RESEARCH PROPOSAL APPLICATION FORM**



Republic of the Philippines  
 Department of Education  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OFFICE OF BAGUIO CITY**

<b>QUALITY FORMS</b>	Document Code: QF-SGOD-PR-015 Revision: 01 Effectivity date: 11-25-2020
Title: <b>Research Proposal Application Form</b>	Name of Office: <b>Schools Governance and Operations Division-Planning and Research</b>

**Tracking Number:** \_\_\_\_\_

**A. RESEARCH INFORMATION**

RESEARCH TITLE	
SHORT DESCRIPTION OF THE RESEARCH	
RESEARCH CATEGORY (check only one) <input type="checkbox"/> National <input type="checkbox"/> Region <input type="checkbox"/> Schools Division <input type="checkbox"/> District <input type="checkbox"/> School (check only one) <input type="checkbox"/> Action Research <input type="checkbox"/> Basic Research	RESEARCH AGENDA CATEGORY (check only one main research theme) <input type="checkbox"/> Teaching and Learning <input type="checkbox"/> Child Protection <input type="checkbox"/> Human Resource Development <input type="checkbox"/> Governance (check up to one cross-cutting theme, if applicable) <input type="checkbox"/> DRRM <input type="checkbox"/> Gender and Development <input type="checkbox"/> Inclusive Education <input type="checkbox"/> 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: \_\_\_\_\_



**DECLARATION OF ANTI-PLAGIARISM AND ABSENCE OF CONFLICT OF INTEREST**



Republic of the Philippines  
 Department of Education  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OFFICE OF BAGUIO CITY**

<b>QUALITY FORMS</b>	Document Code: QF-SGOD-PR-016 Revision: 01 Effectivity date: 11-25-2020
Title: <b>Declaration of Anti-Plagiarism and Absence of Conflict of Interest</b>	Name of Office: <b>Schools Governance and Operations Division-Planning and Research</b>

**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)





## 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*



## RESEARCH PROPOSAL REVIEW FORM A



Republic of the Philippines  
Department of Education  
Cordillera Administrative Region

SCHOOLS DIVISION OFFICE OF BAGUIO CITY

<b>QUALITY FORMS</b>	Document Code: QF-SGOD-PR-017 Revision: 00 Effectivity date: 11-25-2020
Title: <b>BASIC RESEARCH MANUSCRIPT REVIEW FORM A: PROPOSAL</b> (Adapted from DepEd Order 16, s. 2017)	Name of Office: <b>Schools Governance and Operations</b> <b>Division-Planning and Research</b>

Tracking Number: \_\_\_\_\_

Research Proponent: \_\_\_\_\_

School: \_\_\_\_\_

Title of Research: \_\_\_\_\_

Level of Review (one review form for each level)

- School Research Committee
- Focal Person based on agenda and Division Research Technical Working Committee (TWC)
- Schools Division Research Committee (SDRC)





Main Criteria	Sub-Criteria	Increasing Levels of Quality and Descriptions			Score		
		Low		High	Reviewer 1	Reviewer 2	Reviewer 3
Rationale of the Research (10 points)	Not described (0 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 topics are shown. It explains the need to 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 the research topic is 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 stated. (10 points)			
Research Questions (20 points)	Not stated (0 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	Not provided (0points)	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.			





Citation (10 points)			Constructs are defined and presented in a conceptual framework. The citation of literature sources is consistent. (10 points)					
Research Methods  (40 points)	Participants and/or other Sources of Data and Information (10 points)	not stated (0 point))	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. A clear rationale for their inclusion in the study is given. (10 points)			
	Data Gathering Method(s) and Research Instruments (20 points)	not described (0 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	The proposal explains why 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			





				questionnaire, checklist, interview guide) to be developed or adopted. (15 points)	how they will be developed and by whom, and their appropriateness for obtaining the desired kind of data/ information. (20 points)			
	Plan for Data Analysis (10 points)	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)			





Work Plan and Timelines (10 points)	Not included (0 points)	The research proposal includes a list of major activities and their timelines. (5 points)	A detailed work plan is provided covering the 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 (0 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 the corresponding costs is furnished. The overall plan reflects the proponent's capacity to project-specific expenses that she or he will be accountable for. For BERF: The items and costs reasonably reflect the funding needs of the research and adhere to BERF guidelines. (10 points)			
<b>TOTAL Score:</b>						
<b>Other comments for improvement of the paper:</b>						

Score: 0 to 20 - not accepted; 21 to 40 – needs major revision; 41 to 60 – needs minor revision; 61 to 80 – accepted but with improvement; 81 to 100 - accepted

Reviewer 1:

Reviewer 2:

Reviewer 3:

Signature over Printed Name

Date:

Signature over Printed Name

Date:

Signature over Printed Name

Date:





# RESEARCH FINAL REVIEW FORM B



Republic of the Philippines  
 Department of Education  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OFFICE OF BAGUIO CITY**

<b>QUALITY FORMS</b>	Document Code: QF-SGOD-PR-018 Revision: 00 Effectivity date: 11-25-2020
Title: <b>BASIC RESEARCH MANUSCRIPT REVIEW FORM A: FINAL</b> (Adapted from DepEd Order 16, s. 2017)	Name of Office: <b>Schools Governance and Operations</b> <b>Division-Planning and Research</b>

Tracking Number: \_\_\_\_\_

Research Proponent: \_\_\_\_\_

School: \_\_\_\_\_

Title of Research: \_\_\_\_\_

Level of Review (one review form for each level)

- School Research Committee
- Focal Person based on agenda and Division Research Technical Working Committee (TWC)
- Schools Division Research Committee (SDRC)





Main Criteria	Sub-Criteria	Increasing Levels of Quality and Descriptions			Score		
		Low		High	Reviewer 1	Reviewer 2	Reviewer 3
Results and Discussion (50 points)	Not presented (0 points)	The final paper presents the results of the research based on the statement of the problems. (20 points)	The final paper presents the results of the research based on the statement of the problems with implication (30 points)	The final paper presents the results of the research based on the statement of the problems with appropriate discussion, implication, and corroboration. (50 points)			
Conclusion and Recommendations (30 points)	Not stated (0 points)	The final paper states conclusion as a repetition of the results/findings of the study. The recommendations are based on the identified gaps.	The final paper states conclusion based on the implication of the study. The recommendations are based on the identified gaps with specific policy for review or as continual innovation. (30 points)				





		(20 points)			
References (10 points)	Not provided (0 points)	The final paper presents a list of sources. (5 points)	The final paper presents a list of resources and follows the APA referencing format. (10 points)		
<b>Total Score:</b>					
<b>Other comments for improvement of the paper:</b>					

Score: 0 to 20 - not accepted; 21 to 40 – needs major revision; 41 to 60 – needs minor revision; 61 to 80 – accepted but with improvement; 81 to 100 - accepted

Reviewer 1:

Reviewer 2:

Reviewer 3:

Signature over Printed Name

Date:

Signature over Printed Name

Date:

Signature over Printed Name

Date





# SAMPLE TITLE PAGE

INCLUSIVE EDUCATION IN THE INTERMEDIATE GRADES

i

Inclusive Education Practices in the  
Schools Division Office of Baguio City

Maximum of 12 words; only the  
first letter is capitalized except  
prepositions; and no acronyms

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 T. Padsuyan  
Senior Education Program Specialist  
Schools Governance and Operations Division  
Planning and Research Section  
Schools Division Office of Baguio City

January 2018

Date submitted to Division Office

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





# SAMPLE TABLE OF CONTENTS

## TABLE OF CONTENTS

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





# SAMPLE ABSTRACT

## Abstract

The lack of studies and emerging issues relative to awards and recognition in basic education prompted the research to explore the experiences of learners and its general implications of the process and practices by the Department of Education. Utilizing the grounded theory research design, a total of 30 learners from one elementary, one junior, and one senior high school in the Schools Division Office of Baguio City were involved in focus group discussions (FGDs). The inquiry has underpinned two major findings. First, it was unraveled that the states of concept formation or the development of mental categories as metatheories on awards and recognition were as follows: tabula rasa state refers to the empty mind of learners on awards and recognition in the elementary level; expectation state is the implicit expectation setting for high academic performance to learners; performance state is the innate desire to excel as a result of either as expectations from significant others or as results of comparison from significant others; personal struggle state is the emotional and psychological uproar within the learners; regaining state is the ability of the learners to be steadfast and resilient, and esteem state refers to the building of self-efficacy concept of the learners. Second, the Shared Educational Community Model which attempts to offer an inclusive framework of education in the country is proposed. The policy review on awards and recognition infers that awards and recognition are psychocognitive which is integral in the learning process.

*Keywords:* inclusive learning, academic performance, awards, and recognition, psychocognitive, learning process





## SAMPLE FORMATTING OF MAIN PARTS

INCLUSIVE EDUCATION PRACTICES

Page Header

1

### INTRODUCTION AND RATIONALE

2 single spaces

Education in the Philippines is anchored with the Sustainable Development Goal (SDG) 4 of the United Nations (UN) [2015] which aims “to ensure inclusive and quality education for all and promote lifelong learning firmly upholds the dignity and right of every child to obtain equity in education. Further, it is also an integral thrust of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to build a community of learners where children can fully realize the fullness of their being.

2 single spaces

### LITERATURE REVIEW

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





## SAMPLE COST ESTIMATES

### FINANCIAL REPORT

<b>A. Supplies and Materials</b>					
Activity	Item	Unit	Quantity	Estimated Cost	Total
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	250.00	2,500.00
	A4 Folder Tagboard with fastener	pc	20	10.00	200.00
	Printer Ink Black	bottle	10	300.00	3,000.00
	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
	USB Flash Drive	pc	1	1,000.00	1,000.00
<b>B. Domestic Travel Expenses</b>					
Submission of First Tranche Deliverables	Courier/ Private Vehicle		1	300.00	300.00
Submission of Last Tranche Deliverables	Courier/ Private Vehicle		1	300.00	300.00
<b>C. Food and other incurred expenses during the conduct of research</b>					
Validation of Instruments	Meals of Validators/ Experts and Proponent/s		6	250.00	1,500.00
<b>D. Reproduction, Printing, and Binding Cost</b>					
<b>E. Communication Expenses for the Implementation / Conduct of the Study</b>					
Data gathering: reliability test of questionnaire - Online Survey (to be given through pasaload)	Load of respondents (37.50 / hour)	1 hour	30	37.50	1,125.00
Data gathering: quantitative data (Online Survey) (to be given through pasaload)	Load of respondents (37.50 / hour)	1 hour	50	37.50	1,875.00
Data gathering: qualitative data (Focus Group Discussion) (to be given through pasaload)	Load of respondents (37.50 / hour)	1 hour	10	37.50	375.00
Implimentation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents	Load of proponent ( Smart / Globe/. Internet)	card	6	1,000.00	6,000.00
<b>F. Other Expenses</b>					
					<b>19,975.00</b>
<b>Prepared by:</b>					
JUAN DELA CRUZ JR					
Proponent					
(Name and Signature)					

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





# SAMPLE FINANCIAL REPORT

FINANCIAL REPORT							
A. Supplies and Materials							
Activity	Item	Unit	Quantity	Estimated Cost	Total	ACTUAL COST	TOTAL
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	250.00	2,500.00	280.00	2,800.00
	A4 Folder Tagboard with fastener	pc	20	10.00	200.00	14.00	280.00
	Printer Ink Black	bottle	10	300.00	3,000.00	330.00	3,300.00
	Printer Ink Cyan	bottle	2	300.00	600.00	330.00	660.00
	Printer Ink Magenta	bottle	2	300.00	600.00	330.00	660.00
	Printer Ink Yellow	bottle	2	300.00	600.00	330.00	660.00
	USB Flash Drive	pc	1	1,000.00	1,000.00	950.00	950.00
B. Domestic Travel Expenses							
Submission of First Tranche Deliverables	Courier/ Private Vehicle		1	300.00	300.00	300	300.00
Submission of Last Tranche Deliverables	Courier/ Private Vehicle		1	300.00	300.00	300	300.00
C. Food and other incurred expenses during the conduct of research							
Validation of Instruments	Meals of Validators/ Experts and Proponent/s		6	250.00	1,500.00	300.00	1,800.00
D. Reproduction, Printing, and Binding Cost							
E. Communication Expenses for the Implementation / Conduct of the Study							
Data gathering: reliability test of questionnaire - Online Survey (to be given through pasaload)	Load of respondents (37.50 / hour)	1 hour	30	37.50	1,125.00	37.50	1,125.00
Data gathering: quantitative data (Online Survey) (to be given through pasaload)	Load of respondents (37.50 / hour)	1 hour	50	37.50	1,875.00	37.50	1,875.00
Data gathering: qualitative data (Focus Group Discussion) (to be given through pasaload)	Load of respondents (37.50 / hour)	1 hour	10	37.50	375.00	37.50	375.00
Implementation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents	Load of proponent ( Smart / Globe/ Internet)	card	6	1,000.00	6,000.00	1,000.00	6,000.00
F. Other Expenses							
					19,975.00		21,085.00
Prepared by:							
JUAN DELA CRUZ JR							
Proponent							
(Name and Signature)							

**Note: Work Financial Plan Template will be given by the PPRD once BERF manuscript is accepted.**





# 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 <sup>ns</sup>
Female	16	91.25	2.5				

\*\* significant at 1% level of significance

\* significant at 5% level of significance

<sup>ns</sup> 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 <sup>ns</sup>
Female	16	91.25	2.5			(absolute value)

\*\* significant at 1% level of significance

\* significant at 5% level of significance

<sup>ns</sup> not significant

Choice 3: Using the p – value

Table 1

(Title)

Factors	N	Mean	SD	p-value
Sex	2			
Male	16	82.5	2.25	0.444 <sup>ns</sup>
Female		91.25	3.6	

\*\* significant at 1% level of significance

\* significant at 5% level of significance

<sup>ns</sup> not significance

**E. Correlation**

Table 1

(Title)

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

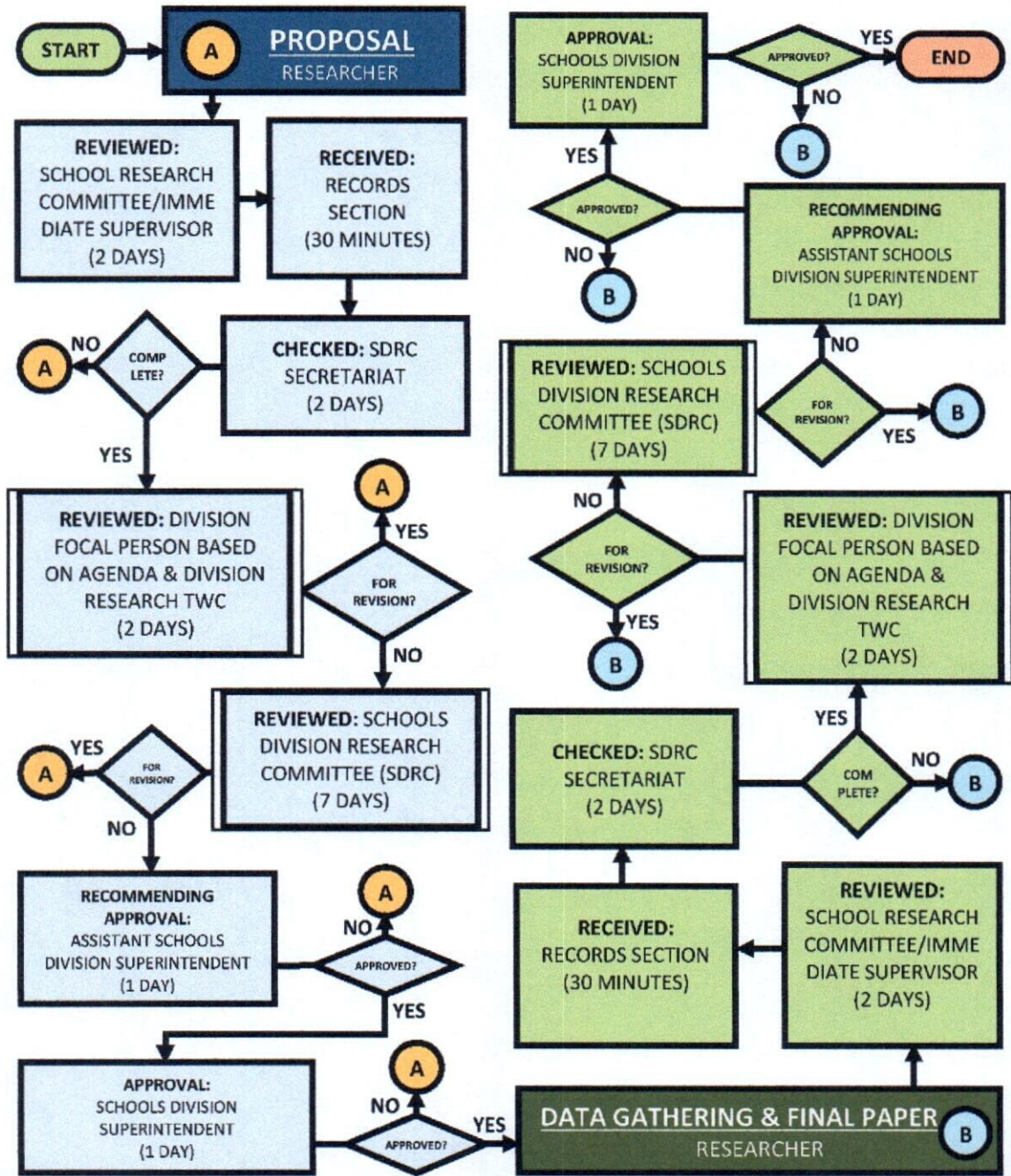
Legend:

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



# DIVISION RESEARCH WORKFLOW

## DIVISION RESEARCH MANAGEMENT WORKFLOW



**Legends:**

	Process within Process		Beginning and ending marker		Decision
	Process		Go to specific point in the process		





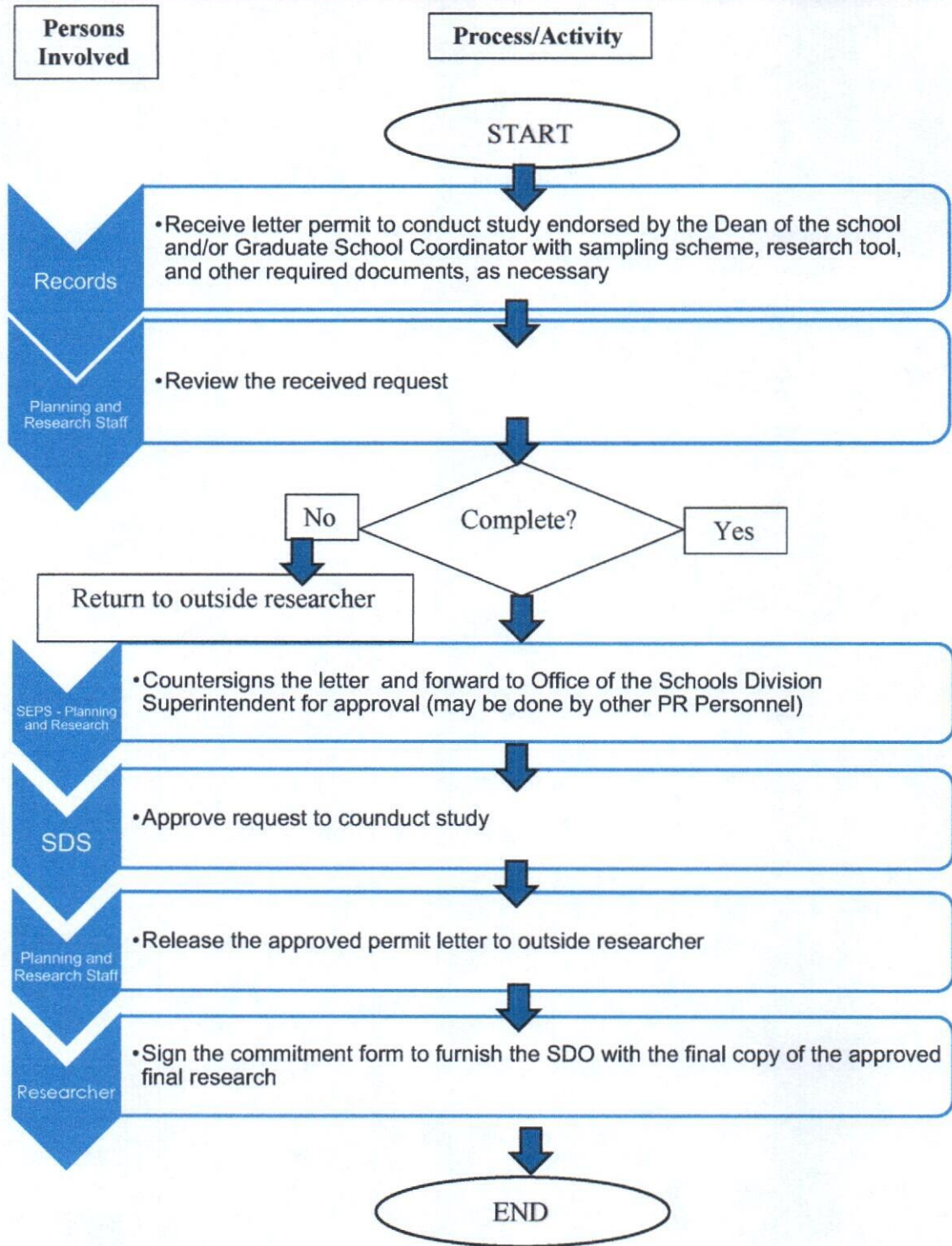
## RULES ON UNFINISHED FINAL RESEARCH PAPERS

1. All approved research proposals are to be conducted within the school year of approval.
2. In the event that final manuscript will not be submitted on the same school year, the SRDC can be still accept the paper until the next school year only.
3. Approved research proposals which are not conducted within the school year of approval will not be allowed to conduct the next school year. Hence, the research proposal is resubmitted for re-approval.





# OUTSIDE RESEARCHERS WORKFLOW





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*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!*

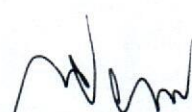
**TO GOD BE THE GLORY!**

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