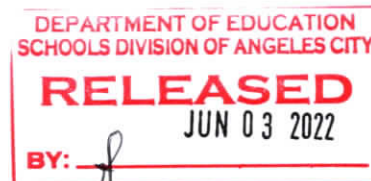




Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY



June 2, 2022

DIVISION MEMORANDUM
No. 212, s. 2022

**2nd CALL FOR THE SUBMISSION OF RESEARCH PROPOSALS FOR
POLICY RESEARCH PROGRAM FUND FOR FY 2022**

To: Assistant Schools Division Superintendent
Division Chiefs
Public Elementary and Secondary School Heads
Assistant Principals

1. Please be informed of the 2nd Call for the Submission of Research Proposals for the Policy Research Program Fund for FY 2022 for review and evaluation by the Schools Division Research Committee on or before **June 24, 2022**.
2. All research proposals must be aligned with the Regional Memorandum No. 185 s. 2020 known as "Harmonized Regional Basic Education Research Agenda" and Division Research Priorities based on the results of the completed research, qualitative and quantitative findings on SBM Validation, challenges identified in the SMEA results, observations and recommendations from different functional units, and key performance indicators.
3. Furthermore, the research conducted should be based on the Basic Education Learning Continuity Operational Plan and the four pillars of Sulong Edukalidad as well as to provide information on improving the quality of education.
4. The research proposal must follow the technical guidelines as per Division Memorandum No. 137, s. 2022.
5. Submit **one copy of the research proposal** fastened in a short white folder with the attached recommendation from the school research coordinator (*see attached enclosure no. 5*)
6. Enclosed are the following for reference and guidance:
Enclosure 1 - RM 185, s. 2020
Enclosure 2 - Division Research Priorities

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Enclosure 3 - Technical Guidelines as per DM 137, s. 2022

Enclosure 4 - Other attachments to the research proposal (Declaration Forms, Research Application Forms, Sample scanned copy of Landbank ATM card)

Enclosure 5 - Recommendation template from the school research coordinator.

7. Wide dissemination of the contents of this Memorandum is highly enjoined.

MA. IRELYN P. TAMAYO PhD, CESO V *nh*
Schools Division Superintendent

Mlev/seps/par

CA 2022 - 186

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

Enclosure No. 1 to Division Memorandum No. 212 s. 2020

July 9, 2020

REGIONAL MEMORANDUM

No. 185, s. 2020



To: Schools Division Superintendents

HARMONIZED REGIONAL BASIC EDUCATION RESEARCH AGENDA

Rationale

1. The Governance of Basic Education Act of 2001 (RA 9155) mandates that the Department of Education enacts policies and mechanisms through which the delivery of quality basic education may be continuously improved. Chapter 1, Section 7 (5) includes, among the responsibilities of DepEd across all governance levels the undertaking of "educational research and studies" that will serve as one of the bases for necessary reforms and policy development.
2. With this mandate, DepEd has endeavored to strengthen research in the Department. Such efforts include various research initiatives under the Basic Education. The Department sustains its progressive orientation by ensuring that its actions are informed by sound and relevant evidence from research. Evaluation research can draw lessons from past and existing education programs and identify ways to improve them. Policy studies can define problems and generate possible solutions. Social experiments can compare the effects of school interventions, and weed out ineffective from promising ones. Further, research initiatives are conducted as a support to the following development frameworks and priorities:

Global Education Goals SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Obtaining a quality education is the foundation for improving people's

185





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

lives and sustainable development. The benefits of quality education are significant. Education improves the lives of all by reducing poverty, enables people to obtain decent work, increases people's income, and generates productivity that contributes to economic development. Education is a powerful means of achieving gender equality and enables girls and women to fully participate in socioeconomic and political contexts, as well as promoting the inclusion of marginalized individuals and communities, including people with disabilities, ethnic minorities, and indigenous populations.

Societal Goal Ambisyon Natin 2040. Represents the collective long-term vision and aspirations of the Filipino people for themselves and for the country in the next 25 years. It describes the kind of life that people want to live, and how the country will be by 2040. As such, it is an anchor for development planning across at least four administrations. The Philippines shall be a country where all citizens are free from hunger and poverty, have equal opportunities, enabled by a fair and just society that is governed with order and unity. All sectors of society, whether public or private, should direct their efforts towards creating opportunities for Filipinos to enjoy a Matatag, Maginhawa at Panatag na buhay.

Sectoral Goal PDP 2017-2022. Lifelong Learning Opportunities for All: Reducing Inequalities in Human Development Filipinos aspire for long and healthy lives and put a premium on education. They see these as essential tools to attain better lives for themselves and their children. For this reason, the Philippine Development Plan (PDP) 2017-2022 emphasizes achieving better human development for all by reducing inequality in the delivery of and access to social services. In more specific terms, the government will improve nutrition and health for all Filipinos, make lifelong learning opportunities available to all, and increase the income-earning ability of the labor force, in line with the strategies under the PDP's Pagbabago pillar.

Organizational Goal DepEd 10 Point Agenda. A set of principles and priorities guiding the current DepEd administration in providing quality, accessible, relevant, and liberating education.

Organizational Outcome DepEd Strategic Directions 2017-2022. By 2022, DepEd is a modern, professional, pro-active, nimble, trusted





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

and nurturing the institution delivering quality, accessible, relevant and liberating K to 12 Education, enabling our learners to be nation-loving, resilient and competent lifelong learners

Basic Education-Learning Continuity Plan Intermediate Outcomes. A package of education interventions that will respond to basic education challenges brought about by COVID-19. It includes intermediate outcomes, which represent what DepEd endeavors the learners to achieve in terms of access and quality during the pandemic.

Organizational Outcome DepEd Region III Strategic Direction 2017-2022. By 2022, all learners in the Region have access to inclusive, equitable, and quality basic education through its better schools that develop their skills, critical thinking, creativity, and character and prepare them for lifelong learning.

Basic Education Learning Continuity Plan DepEd Region III. It is designed to set strategic directions to public and private schools in Central Luzon to ensure that school children and adult learners acquire the Most Essential Learning Competencies (MELCs) in the midst of a pandemic.

3. Harmonized Regional Basic Education Research Agenda

This contextualized policy provides guidance in the conduct of basic education research to ensure its alignment with the DepEd's vision, mission, and goals, maximize existing resources and set up platforms for the sharing and use of results. The Harmonized Regional Research Agenda shall guide the Schools Division Offices and public schools and its stakeholders, in gathering and examining evidence that can inform the Department's planning, policy, and program development. The creation of the harmonized regional research agenda is to echo local concerns that fit seamlessly into the national agenda. Correspondingly, DepEd Order No. 39, s. 2016 promulgated the adherence to the following principles in the conduct of basic education research:

Excellence. Given the influence of research on education decisions and actions, quality research is expected. Excellence demands that the inquiry is relevant and researchable; methods applied are appropriate; and



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

findings are logical, coherent, and supported by data. Although the research design may vary depending on the nature of the study, researchers must apply rigorous and empirical methods grounded in scientific inquiry.

Integrity. The highest ethical standards shall be applied to basic education research. Whether or not human subjects are involved, researchers must ensure that the study will not cause people harm. Research participants should have informed consent, must be cognizant about the general purpose of the study and should not be exposed to unusual risk. Consistent with the principle of excellence, integrity also requires honesty and accuracy in the collection, analysis, and reporting of data.

Openness. DepEd acknowledges the importance of collaboration in its work, including research. Openness emphasizes the need to engage more partners in basic education research and to employ multi-disciplinary perspectives. The same likewise ensure truthful and timely dissemination of research results and data sets within the bounds of confidentiality to DepEd and other stakeholders for appreciation and application, as well as peer evaluation.

4. It also promulgated the Basic Education Research Agenda, which makes known the research priorities of the Department across four themes: Teaching and Learning, Child Protection, Human Resource Development, and Governance and three cross-cutting themes: Gender and Development, Disaster Risk Reduction and Management and Inclusive Education. The identified themes are anchored with the Department's mission, particularly its four key stakeholders. Teaching and Learning Process responds to students' and teachers' needs; Child Protection Policy concentrates on the students; Human Resource Development addresses concerns of teaching and non-teaching staff, while Governance focuses on administration and stakeholder engagement.

THEME 1: TEACHING AND LEARNING. The national institution is mandated to provide quality basic education to all Filipinos. Thus, DepEd strives to ensure that learning outcomes are achieved by maximizing the competencies of teachers and the potentials of all types of learners. This theme thus covers the actors, activities, and fundamental aspects of teaching and learning in various contexts.





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

Specifically, the Research Agenda looks into the strategies, best practices, and facilitating and hindering factors relative to five sub-themes, namely: instruction, curriculum, learners, assessment, and learning outcomes. Main topics under Teaching and Learning include, but are not limited to, the following:

	Topics
Teaching and Learning	<ul style="list-style-type: none">• Learning Delivery Modalities• Relevance of Most Essential Learning Competencies (MELCs)• Teaching and Learning Resources• Strategies for K to 3• Students' Achievement/Competencies• Teachers' Content Knowledge• Students' Attitude towards Assessment• Teaching Reading/Numeracy• Values• Behaviors• Career Paths/Tracks/Goals• Personality Traits• Affective/Psychological Traits• Self-efficacy• ICT Applications• School-Home Linkage• Kto12 Graduates• Inclusive Education Programs (IPed, Madrasah, SPED, Special Interest Programs)• ALS• Contextualizing Learning Strategies and Modalities• Culture, Arts & Literature• 21st Century Skills• MTB-MTLE• Flexible Learning Options• Spiral Progression• Assessment





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

	<ul style="list-style-type: none">• Test Construction• Environmental Awareness• Climate Change Adaptation and Mitigation• Student Retention, Transition• Gender Sensitivity <p>Inclusive education</p>
--	--

THEME 2: CHILD PROTECTION. DepEd's learner-centered approach recognizes that a child's condition can significantly affect the achievement of learning outcomes. While the Department may not have the direct mandate and resources to address many of the social, economic, and personal issues of learners, it is committed to ensuring their well-being, particularly in situations where harm can occur in school or disrupt their studies. The Department's commitment warrants a separate section on Child Protection, particularly to address reported incidents of bullying, teenage pregnancy, addictive behaviors, and child labor. While laws and policies are in place to address these, there is a need for in-depth studies on their prevalence and effects. There is also a need to assess the effectiveness of previous interventions, and the potential of new approaches to better protect learners in schools. Main topics under Child Protection include, but are not limited to, the following:

Child Protection	Topics
	<ul style="list-style-type: none">• Mental Health• Data Privacy and Protection• Prevalence• Teenage Pregnancy• Bullying• Drugs• Child Labor• Gambling• HIV/AIDS• Reproductive Health





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

THEME 3: HUMAN RESOURCE DEVELOPMENT. As DepEd is the nation's largest bureaucracy, various strategies must be developed to nurture the vast human capital involved in delivering basic education. Research questions will delve into three subthemes: (1) teaching and non-teaching qualifications and hiring; (2) career development; and (3) employees' welfare. The primary focus is given to teachers due to their frontline role in reaching out to learners. Research questions probe into the teachers' existing qualifications and competency requirements vis-à-vis the needs of the K to 12 and special education programs such as ALS. The topics extend to teacher education institutions, particularly on ways to upgrade pre-service preparation and DepEd's role in providing continuous quality training. Similarly, developing the support structure of DepEd through its non-teaching personnel is an essential area of inquiry. Key topics under Teaching and Non-Teaching Qualifications and Hiring include, but are not limited to, the following:

	Topics
Human Resource Development	<ul style="list-style-type: none">• Professional Development of Teachers/School Heads for Multiple Learning Delivery Modalities• Mental Health• Teaching and Non-Teaching Qualifications and Hiring• Career Development• Employees' Welfare• Performance Appraisal System• Mentoring Support• Values Orientation• Research Aptitude• Upskilling and Reskilling of Teachers <p>Gender and Development</p>

THEME 4: GOVERNANCE. Managing the largest bureaucracy towards educating the nation's future requires efficient and effective





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

operations. The Governance theme of the Research Agenda, which covers planning, finance, program management, transparency and accountability, and evaluation, underscores DepEd's commitment to ensure that its structure, systems, and processes contribute to the achievement of basic education outcomes. The Department has already provided internal guidance (DepEd Order 13, s. 2015) for the development of effective and efficient policies. With this in place, DepEd's next concern is to ensure that these policies are implemented and translated into appropriate programs. Because it governs a very large sector with complex interrelationships, the Department often encounters challenges in its Planning process. This section deals with standards and policies that ensure the achievement of the Department's goals. Key topics under Governance include, but are not limited to, the following:

	Topics
Governance	<ul style="list-style-type: none">• Managing Schools in the New Normal• Data Management• Finance• Crisis Leadership• Internal Systems and Processes• Innovative Programs• Program Monitoring and Evaluation• Alternative Work Arrangement• Program Sustainability• Transparency & Accountability• Evaluation• Customers' Satisfaction• Waste Management• Parental Engagement• Safety and Health Management Systems• Stakeholders Partnership and Engagement• Procurement• Impact Assessment• Quality Assurance Systems





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

	<ul style="list-style-type: none">• Policy and legislation studies• Equipment and Infrastructure <p>Disaster Risk Reduction and Management</p>
--	---

5. Subsequently, in conducting applied and action researches, three approaches may be used: quantitative, qualitative and mixed-method approach. According to Creswell (2014), quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. On the other hand, qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Whereas, mixed methods research is an approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks.
6. Furthermore, research that will be conducted should convey information on **raising the quality of education** in Region 3 and anchored as well on the four pillars of *Sulong EduKalidad*: (1) **K** to 12 Curriculum review and update; (2) **I**mprovement of learning environment (3) **T**eachers' upskilling and reskilling; and (4) **E**ngagement of stakeholders for support and collaboration. In like manner, the study should also contribute to the effective delivery of the K-12 Curriculum, which is measured based on the four (4) intermediate outcomes and enabling environment outcomes:

IO 1. Learners are in school and learning centers - All learners, regardless of sex, religion, geography, financial disposition, have access to and are encouraged to attend schools and learning centers. This is to ensure that schools and learning facilities are made accessible to all types of learners.





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

IO 2. Learners access programs responsive to their needs and consistent with their interests and aptitudes - Learners' needs, interests, and aptitudes are taken into consideration in the development and implementation of the Department's policies and programs.

IO 3. Learners actively participate in a learner-friendly environment - Schools and learning centers are learner-friendly and encourage active participation, consistent with its mission to provide a child-friendly, gender-sensitive, safe, and motivating environment. It recognizes that a learner-friendly climate is pivotal in the well-being of learners.

IO 4. Learners complete education and attain learning standards - Programs and initiatives aimed at ensuring learners benefit from their completion of the basic education cycle and any other educational interventions, and are learning/ gaining knowledge are implemented. It recognizes that attendance in school and learning centers is not sufficient to deliver quality basic education.

EE 1: Education leaders and managers practice participative and inclusive management processes - Improved capacity on participative and inclusive management processes of education leaders and managers. It ensures that the design and implementation of professional development programs are relevant and appropriate to the required skills and competencies.

EE 2: Investments in basic education provide learners with the ideal learning environment - Sufficient provision and equitable distribution of education resources. It also recognizes the gaps and immediate measures that need to be considered in prioritizing resources in the midst of competing for education priorities to achieve equity and impact.

EE 3: People, internal systems, and processes serve learners better thru continuous improvement efforts - Enhanced people's capacity, functionality and leadership



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

competencies, internal system, and processes to efficiently and effectively deliver basic education services.

EE 4: Key stakeholders actively collaborate to serve learners better - Ensured collaborative engagement with key stakeholders to achieve basic education goals. This will be delivered through functional mechanisms to make partnership-building and linkages more strategic and aligned to DepEd priorities.

7. Likewise, the research should also support the integration, indigenization, and innovation of the curriculum as clearly conveyed in Republic Act 10533. It is also anticipated that research findings will also fuel evidence-based actions that strategically support the accomplishment of the Department's vision and mission, as well as target outcomes of ensuring: (1) access to complete basic education; (2) quality education; and (3) effective, transparent, and engaging governance of basic education. Thus, the Department will be able to produce learners who are critical thinkers, creative, skillful in terms of literacy, numeracy, interpersonal and life skills and possess characteristics such as love of God, family, nature, and self.
8. Ultimately, it is anticipated that the Harmonized Regional Research Agenda can inspire and guide its internal and external stakeholders to undertake empirical studies to better understand and advance basic education in the country. Academics and researchers can find in the Agenda possibilities for scholarly study and discourse. For institution leaders and administrators, the Agenda presents trends and issues that can provoke new insights and practical solutions upon investigation. Importantly, the harmonized Regional Research Agenda can orient and direct policy-makers on matters that require policy actions.

9. Monitoring and Evaluation

The Policy, Planning and Research Division (PPRD) will lead in the regional research management, monitor the progress and provide recommendations for the review of the Regional Research Agenda and the formulation of its next research priorities. An annual review will be conducted to assess the progress of the Agenda. This will be used to





Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

adjust strategies in promoting the conduct of research and to determine the need for adjustment and/or the development of a new Regional Research Agenda, if any.

10. Immediate dissemination and compliance with this Memorandum is directed.

NICOLAS T. CAPULONG, Ph.D CESO V
Director III
Officer-In-Charge
Office of the Regional Director

PPRD2/pprd05

References: Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Boston: Pearson.
DepEd Order 13, s. 2015
DepEd Order 43, s. 2015
DepEd Order 4, s. 2016
DepEd Order 39, s. 2016
DepEd Order 12 s. 2020





Republic of the Philippines
Department of Education
 REGION III-CENTRAL LUZON

Enclosure to Regional Memorandum No. _____, S. 2020

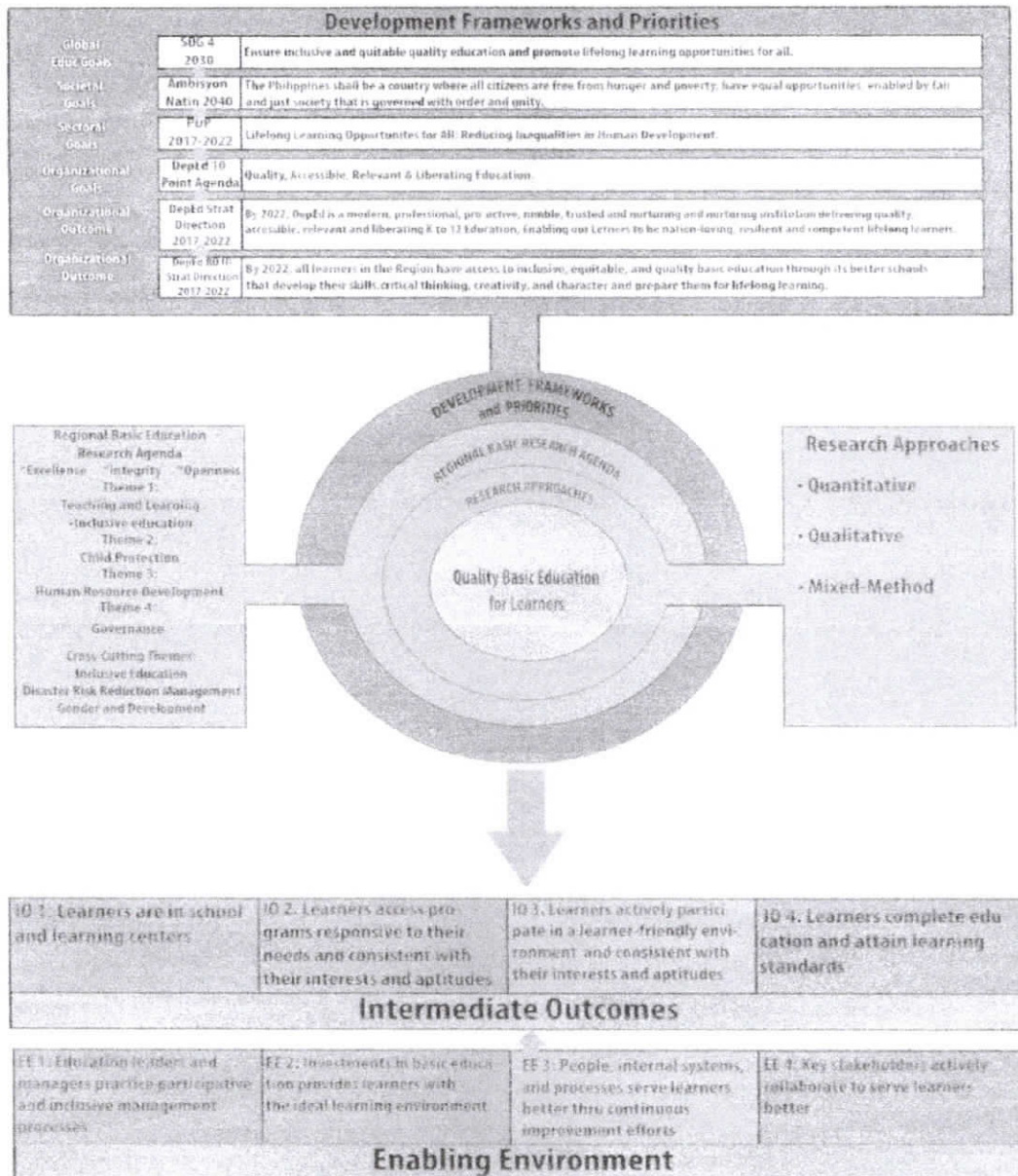


Figure 1: Harmonized Regional Research Agenda Framework



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Enclosure No. 2 to Division Memorandum No. 212 s. 2022

DIVISION RESEARCH PRIORITIES

Four pillars of Sulong Edukalidad: (1) K to 12 Curriculum review and update; (2) Improvement of the Learning Environment; (3) Teachers' upskilling and reskilling; and (4) Stakeholder Engagement for support and collaboration.

Focus on four key areas: 1. Access to Education; 2. Quality and Inclusive Learning; 3. Well-being (Mental health and psychosocial support); 4. Safe schools.

List of Identified Research Studies

Teaching and Learning

- Impact of different learning modalities in the learners' performance in school
- Effect of pandemic during the transition of the learners from one grade level to the next grade level
- Assessment of the learners in times of pandemic
- The role of instructional programs in the academic achievement of the learners per key stage
- Proper implementation of reading and numeracy intervention programs in the decrease of non-readers and non-numerates
- Impact of OTG and LAS in the learning delivery of instruction
- Use of Technology in the Efficiency of Teaching Performance
- Classroom Observation vis-a-vis Instructional Supervision: Leading to Increase Students Achievement
- Effective Implementation of Special Programs Towards Achieving Inclusive Education
- Use of research outputs in the improvement of school performance, academic achievement and teachers' competence
- Utilization of proposed and implemented interventions in schools in the upgrading of the quality of students and school performance

Child Protection Policy

- Potential Threats of Digital Technology in the Mental and Emotional Wellbeing of Learners
- Impact of Guidance and Counselling Programs to Students amidst Pandemic

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Human Resource Development

- Provision of technical assistance of instructional leaders in the proficiency of teaching workforce
- The influence of trainings to the upskilling and reskilling of teaching and teaching-related personnel
- Motivation of teacher-researchers to conduct research for self-improvement, professional development, and culture of research
- Development Needs vs Development Plans: Towards Achieving Outstanding Work Performance
- The Work Productivity of Teachers in the New Normal Setting
- The profiling of teachers per learning area as basis in crafting appropriate trainings for the teachers' competence and proficiency
- Use of LAC session as feedback mechanism, department's meeting, orientation on DepEd's issuances, teachers' trainings and research dissemination for teachers' awareness on DepEd activities

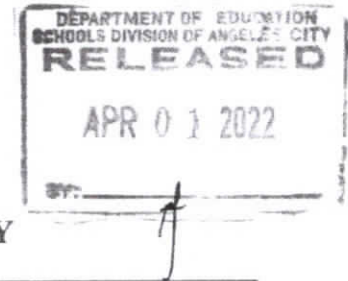
Governance

- Accuracy in the school and Division data for appropriate resource allocation and decision-making
- Importance of data analysis for evidence-based policy-making and appropriate provision of technical assistance
- Impact of SBM in the Quality of School Performance
- Strengthening the culture of research and innovation in the improvement of school practices
- Impact of researches addressing the issues and concerns in schools
- The sense of ownership in the success of implemented academic programs and projects
- External Stakeholders' Engagement towards the Implementation of School Improvement Plan
- Provision of Technical Assistance towards Creativity and Innovativeness of School Heads in the New Normal Setting
- Research and Innovation Towards the Quality of School Performance
- Document Tracking System: Towards Achieving Client Satisfaction
- Data Management: Leading to Accurate Basic Education Information System and Report Generation
- The Impact of Supply Market Pricing Movements on Efficient Procurement
- Research Management of School Heads in the Quality of Research Outputs
- Utilization of Feedback Mechanism in the Improvement of Basic Education Services

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY



Enclosure No. 3 to Division Memorandum No. 212 s. 2022

April 1, 2022


DIVISION MEMORANDUM

No. 137, s. 2022

**TECHNICAL GUIDELINES IN PREPARING THE RESEARCH PROPOSAL OF THE TEACHING,
NON-TEACHING, AND TEACHING-RELATED PERSONNEL IN SCHOOLS,
DIVISION FUNCTIONAL UNITS, AND OFFICES**

To: Assistant Schools Division Superintendent
Division Chiefs
Heads of Public Elementary and Secondary Schools

1. Please be informed of the Technical Guidelines in Preparing the Research Proposal of the Teaching, Non-Teaching, and Teaching-Related Personnel in schools, division functional units, and offices.
2. All research proponents and enthusiasts are expected to conform to the guidelines in crafting their research manuscripts either individual or collaborative research.
3. Enclosed are the Basic and Action Research Proposal Guidelines, *Balangkas Ng Mungkahing Aksyong Pananaliksik*, and Template for the SRCs Recommendation for reference and guidance.
4. Wide dissemination of the contents of this Memorandum is highly enjoined.


MA. IRELYN P. TAMAYO PhD, CESO V AA
Schools Division Superintendent

References: DepEd Order No. 16 S. 2017
Regional Memorandum No. 57, s. 2018

Miev/seps/par

04 2022 - 120

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Enclosure No. 1 to Division Memorandum No. 137, s. 2022

RESEARCH PROPOSAL GUIDELINES

1. The manuscript's text must adhere to the following guidelines:

Bond Paper Size	:	Letter Size 8.5" x 11"
Font Style	:	Times New Roman
Font Size	:	12
Running head	:	Title Page and Subsequent pages
Text Spacing	:	Double Space
2. The American Psychological Association (APA) 6th Edition style must be used in citing references.
3. Duly completed **Research Proposal Application form, Endorsement of Immediate Supervisor, Declaration of Anti-Plagiarism and Absence of Conflict of Interest Forms** must be attached to the research proposal.

BASIC RESEARCH PROPOSAL TEMPLATE

(supervisors, school heads, master teachers, school coordinators in-charge of special programs, and non-teaching personnel)

Title Page (includes name of the proponent, research title, designation/position, and school/unit)

Table of Contents

Introduction

Review of Related Literature and Studies

Conceptual Framework

Research Questions

Hypothesis (if the study requires only)

Significance of the Study

Scope and Limitation

Method

Type of Research

Respondents

Sampling Method

Sources of Data

Instrument/s

Data Collection Procedure

Ethical Considerations

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Data Analysis
Gantt Chart
Cost Estimates
Plan for Dissemination and Advocacy
Action Plan for Utilization

References

Appendices

- A. Instrument/s
- B. Letter of request
- C. Declaration of Anti-Plagiarism and Absence of Conflict of Interest
- D. Research Proposal Application Form and Endorsement of Immediate Head/Supervisor
- E. Scanned copy of Landbank ATM Card (indicate branch, account number and 3 sample specimen signatures)

Note:

- Submit in short white folder fastened on top.
- Attach the SRC's recommendation (Encl. No. 4)
- Attach Transmittal Letter to be signed by the School Head



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Enclosure No. 2 to Division Memorandum No. 137, s. 2022

ACTION RESEARCH PROPOSAL TEMPLATE
(teaching and non-teaching personnel)

Title Page (includes name of the proponent, research title, designation/position, and school/unit)

Table of Contents

Context and Rationale

Conceptual Framework

Research Questions

Hypothesis (if the study requires only)

Significance of the Study

Scope and Limitation

Method

Type of Research

Respondents

Sampling Method

Sources of Data

Proposed Intervention / Innovation / Strategy

Instrument/s

Data Collection Procedure

Ethical Considerations

Data Analysis

Work Plan and Timelines

Cost Estimates

Plan for Dissemination

Action Plan for Utilization

References

Appendices

A. Instrument/s

B. Letter of request

C. Declaration of Anti-Plagiarism and Absence of Conflict of Interest

D. Research Proposal Application Form and Endorsement of Immediate Head/Supervisor

E. Scanned copy of Landbank ATM Card (indicate branch, account number and 3 sample specimen

signatures)

Note:

- Submit in short white folder fastened on top.
- Attach the SRC's recommendation (Encl. No. 4)
- Attach Transmittal Letter to be signed by the School Head

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Enclosure No. 3 to Division Memorandum No. 137, s. 2022

BALANGKAS NG MUNGKAHING AKSYONG PANANALIKSIK

Pahinang Pamagat

Talaan ng mga Nilalaman
Konteksto at Rasyonale
Balangkas Konseptwal
Paglalahad ng mga Suliranin
Hipotesis
Kahalagahan ng Pag-aaral
Saklaw at Limitasyon ng Pag-aaral

Metodo

Uri ng Pananaliksik
Mga Respondyente
Teknik sa Pagtukoy sa mga Kalahok ng Pag-aaral
Mungkahing Inobasyon/ Interbensyon/ Estratehiya
Instrumento
Hakbang sa Pagtipon ng Datos
Etikal na Konsiderasyon
Pagsusuri ng mga Datos
Plano ng Gawain
Tinatayang Gastusin
Plano para sa Pagpapabatid/Pagpapakalat ng Resulta
Plano sa Pagpapagamit ng Resulta

Talasanggunian

Apendiks

- A. Instrumento
- B. Liham ng Paghingi ng Pahintulot
- C. Deklarasyon ng Kawalan ng Gawaing Pangongopya at Kawalan ng Pansariling Kapakinabangan sa Pag-aaral
- D. Aplikasyon para sa Mungkahing Pananaliksik at Pag-endorso ng Punong-guro/ Superbisor
- E. Scanned na Kopya ng Landbank ATM Card (pakisulat ang sangay, billang ng account at tatlong lagda)



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Enclosure No. 4 to Division Memorandum No. 137, s. 2022

Template for the SRCs Recommendation
(To be issued by the School Research Coordinator)

Name of the Proponent: Designation: Station/School:		
Research Title:		
Category: <input type="checkbox"/> Action Research <input type="checkbox"/> Applied Research	Status: <input type="checkbox"/> Proposal <input type="checkbox"/> Completion	Reviewed Date:
Remarks: Kindly incorporate the following recommendations in the revision of your paper. 1. 2.		

Note: Thank you for your intent to propose and eventually conduct the research. In your revision, pls see to it that you incorporate the recommendations of the SRC (school-based) and SDRC (Division Office) to improve the quality of your paper.

Let us be united in Research! Happy researching!!!

Prepared:

SRC, Chair

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Enclosure No. 4 to Division Memorandum No. 112 s. 2022

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 parts of their work without proper acknowledgement 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 1:

PRINTED NAME: _____

SIGNATURE: _____

Date: _____

PROPONENT 2:

PRINTED NAME: _____

SIGNATURE: _____

Date: _____

¹ Office of Ethics and compliance, University of California, San Francisco, retrieved from <http://coi.uesf.edu>



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

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.¹
2. I hereby declare that I do not have any personal conflict of interest that may arise from the 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 1:

PRINTED NAME: _____

SIGNATURE: _____

Date: _____

PROPONENT 2:

PRINTED NAME: _____

SIGNATURE: _____

Date: _____

¹ Office of Ethics and compliance, University of California, San Francisco, retrieved from <http://coi.ucsf.edu>



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

I. RESEARCH PROPOSAL APPLICATION FORM AND ENDORSEMENT OF IMMEDIATE SUPERVISOR

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"/> Applied Research <input type="checkbox"/> Action 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

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

	<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/YYYY):	SEX: FEMALE	POSITION/DESIGNATION:
REGION/DIVISION/SCHOOL (whichever is applicable)		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:
EDUCATIONAL ATTAINMENT (DEGREE TITLE)	TITLE OF THESIS/RELATED RESEARCH PROJECT	
Enumerate from bachelor's		

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

degree up to doctoral degree	
BSED	
MAED	
Doctor of Educational Management	
SIGNATURE OF PROPONENT:	

PROPONENT 2:

LAST NAME:	FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY):	SEX: FEMALE	POSITION/DESIGNATION:
REGION/DIVISION/SCHOOL (whichever is applicable)		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:
EDUCATIONAL ATTAINMENT (DEGREE TITLE)	TITLE OF THESIS/RELATED RESEARCH PROJECT	

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
 Region III
SCHOOLS DIVISION OF ANGELES CITY

Enumerate from bachelor's degree up to doctoral degree		
BSED		
MAED		
Doctor of Educational Management		
SIGNATURE OF PROPONENT:		

PROPONENT 3:

LAST NAME:	FIRST NAME:	MIDDLE NAME:
BIRTHDATE (MM/DD/YYYY):	SEX: FEMALE	POSITION/DESIGNATION:
REGION/DIVISION/SCHOOL (whichever is applicable)		
CONTACT NUMBER 1:	CONTACT NUMBER 2:	EMAIL ADDRESS:
EDUCATIONAL ATTAINMENT	TITLE OF THESIS/RELATED RESEARCH PROJECT	

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

(DEGREE TITLE) Enumerate from bachelor's degree up to doctoral degree	
BSED	
MAED	
Doctor of Educational Management	
SIGNATURE OF PROPONENT:	

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: _____

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Scanned copy of Landbank ATM (front only)



Branch: LANDBANK ANGELES CITY
Account Name: JUAN DE LA CRUZ
Account Number: CA 1234 5678 90
Specimen: (3 signatures)

"SMILES BRIGHT, SERVES RIGHT"



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF ANGELES CITY

Enclosure No. 5 to Division Memorandum No. 212, s.2022

Template for the SRCs Recommendation
(To be issued by the School Research Coordinator)

Name of the Proponent:		Station/School:		
Designation:				
Research Title:				
Category:	<input type="checkbox"/> Action Research <input type="checkbox"/> Applied Research	Status:	<input type="checkbox"/> Proposal <input type="checkbox"/> Completion	Reviewed Date:
Remarks: Kindly incorporate the following recommendations in the revision of your paper.				

Note: Thank you for your intent to propose and eventually conduct the research. In your revision, pls see to it that you incorporate the recommendations of the SRC (school-based) and SDRC (Division Office) to improve the quality of your paper.

Let us be united in Research! Happy researching!!!

Prepared:

_____ (Name of the SRC)
_____ (Designation)

SRC, Chair

"SMILES BRIGHT, SERVES RIGHT"