



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



1 Dec 2022

DIVISION MEMORANDUM

No. **446** s. 2022

**1st CALL FOR THE SUBMISSION OF RESEARCH PROPOSALS FOR
POLICY RESEARCH PROGRAM FUND FOR FY 2023**

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

1. Please be informed of the 1st Call for the Submission of Research Proposals for Policy Research Program Fund for FY 2023 for review and evaluation by the Schools Division Research Committee on or before **December 23, 2023**.

2. All research proposals must be aligned with the Division Memorandum No. 428 s. 2022 known as "Division Localized Research Agenda and Priorities" which were anchored from the results of the completed research outputs, qualitative and quantitative findings on SBM Validation, challenges identified in the SMEA results, observations and recommendations from different functional units, and challenges encountered in achieving our key performance indicators.

3. The research proposal must follow the technical guidelines in preparing the research proposals for the teaching, non-teaching and teaching-related personnel in schools, Division functional units and offices as per Division Memorandum No. 137, s. 2022.

4. Submit **one (1) 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*).

5. Enclosed are the following for references and guidance:

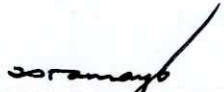

- Enclosure 1 Division Memorandum No. 428, s. 2022
- Enclosure 2 Division Memorandum No. 137, s. 2022
- Enclosure 3 Declaration Forms
- Enclosure 4 Research Application Form and Endorsement of Immediate Supervisor



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Enclosure 5 Sample scanned copy of Landbank ATM card
Enclosure 6 Recommendation template to be issued by the
school research coordinator

6. Wide dissemination of the contents to this Memorandum is highly enjoined.


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

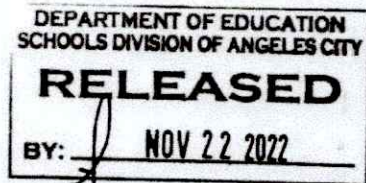
Encl: As stated:
Reference: As indicated
To be indicated in the perpetual index
under the following subjects:

POLICY RESEARCH PROGRAM FUND
RESEARCH AGENDA

MLEV/PAR/December 1, 2022



Republic of the Philippines
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ENCLOSURE NO. 1 to DIVISION MEMORANDUM NO. 446 S. 2022

21 Nov 2022

DIVISION MEMORANDUM
No. 428, S. 2022

DIVISION LOCALIZED RESEARCH AGENDA AND PRIORITIES

TO: Assistant Schools Division Superintendent
Chief, School Governance Operations and Division
OIC Chief, Curriculum Implementation Division
Heads of Public Elementary and Secondary Schools

1. The Schools Division Office Angeles City through the School Governance and Operations Division (SGOD) issues the enclosed Division Unified Research Agenda and Priorities which contain the priority research areas of SDO Angeles City.
2. This Division Localized Research Agenda and Priorities will serve as guide and direction for the Division Personnel, School Heads, Teaching, and Non-Teaching in the conduct of basic education research to ensure its alignment in the DepEd vision, mission, and goals within the Division.
3. Enclosed is the Division Localized Research Agenda and Priorities.
4. Wide dissemination and strict compliance to the contents of this memorandum is highly enjoined.


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

Encl.: As stated
Reference: RM 446 s. 2022
To be indicated in the Perpetual Index
under the following subjects:

**RESEARCH
LOCALIZED POLICY**

EPS/SGOD/SEPS/RESEARCH/21/11/2022



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Enclosure No. 1 to Division Memorandum No. 428, s.2022

DIVISION LOCALIZED RESEARCH AGENDA AND PRIORITIES

I. Rationale

The Governance of Basic Education Act of 2001 (RA 9155) mandates the Department of Education to formulate policy and principle for the governance of basic education shall be translated into programs, projects and services developed, adapted, and offered to fit local needs. Chapter 1 Section 7 (5) includes the undertaking of research projects and developing and managing regionwide projects which may be funded through official development assistance and/or other funding agencies.

Education research has facilitated important advancements in curriculum development and reform, teaching students who have learning challenges, comprehending individual variations and learning preferences, and customizing teaching strategies to meet the requirements of specific students.

DepEd Order No. 39, s. 2022 titled "Adoption of the Basic Education Research Agenda" states that the Department of Education shall build on gains from existing research, generate new knowledge on priority research areas, focus on DepEd's attention on relevant education issues, and maximize available resources within and outside the Department.

All educational research initiatives and activities to be undertaken by all teaching and non-teaching personnel must explicitly adhere to the Division's unified research agenda and priorities to promote the culture of research and to address the issues and challenges in their respective workstations.

II. Scope

The Division Localized Research Agenda and Priorities will guide all educational researchers in the division or schools. In the same way, the localized research agenda will also be shared for consideration of external partners, such as research institutions, other government agencies, higher education institutions, teacher education institutions, and non-government organizations, among others. However, this document will not limit research inquiries. Rather, it will encourage researchers to go beyond, especially for pressing and emerging education issues not covered by the Agenda.

III. Definition of Terms

1. **Research** – a systematic process of collecting and analyzing data to increase the understanding of a topic



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2. Research Agenda – a document containing a list of priority education research areas to guide DepEd and its stakeholders in the conduct of research

IV. Policy Statement

The division localized research agenda and priorities is a localized policy of the Schools Division Office Angeles City aims to provide a clear direction on promoting educational research and ensure its alignment with DepEd's vision, mission, and goals, maximize existing resources, and set up platforms for the sharing and use of results. The division research agenda is crafted to echo local concerns that fit seamlessly into the national agenda.

V. The Division Localized Research Agenda and Priorities

The Division Localized Research Agenda and Priorities is based on the results of the conducted researches, M&E results, current condition/solution, priority improvement areas under the School Based Management System (SBM) research reports, research agenda, and evaluation results within the context of the Schools Division of Angeles City. The identified themes are anchored with the Department's Basic Education Research Agenda namely: Teaching and Learning, Child Protection Policy, Human Resource Development, and Governance.

Theme 1 Teaching and Learning: DepEd tries to guarantee that learning outcomes are reached by maximizing the capabilities of teachers and the potential of all types of learners. DepEd is the national institution authorized to offer quality basic education to all Filipinos. Thus, this theme covers the key players, activities, and fundamental aspects of teaching and learning in various contexts. Specifically, the research agenda investigates the strategies, best practices, and facilitating and hindering factors relative to five sub-themes, namely: instruction, curriculum, learners, assessment, and learning outcomes.

Teaching and Learning

- Learning Loss and Learning Gains
- Analysis of Learners' Performance during Covid-19 Pandemic
- Individualized Intervention addressing non-reading difficulties
- Numeracy
- Trend Analysis in the Reading and Numeracy Performance of the Elementary Graders
- Learning Retention
- Quality Learning Outcomes
- Revisitation on Most Essential Learning Competencies
- Content-Based Integration (CBI) implementation: A Solution to ease the heavy workload of students?
- Effectiveness of MTB-MLE to learner's level of understanding
- Implementation of Special Programs Towards Achieving Inclusive Education
- School Education Innovation



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- Educational Resource Portal
- Self-Learning Modules and Learning Activity Sheets
- Video Exemplars
- Digital Modules
- Interactive Teacher-Made Video Lessons
- Quality of Learning Resources
- Multimedia Instructional Materials
- Technology and Online Education
- Impact of OTG and LAS in the learning delivery of instruction
- 21st Century skills vis-à-vis Poor Internet Connectivity
- Digital Learning Scale-Up
- Distance Learning Modalities
- Blended Learning
- Performance Tests and Assessment
- Classroom Observation vis-a-vis Instructional Supervision:
Leading to Increase Students Achievement
- Tracer Study
- Analysis of SHS Tracks
- Senior High School Track Preferences
- SHS students' marketability as future employees or
entrepreneurs in the TVL industry
- Impact of Career Guidance Programs to Learners' track /
course preference
- Work Immersion Scheme
- Communication Arts
- Self-Care Capabilities of High School Students
- Students' Engagement and Motivation
- Students' Interest
- Students' Attitude
- Zero-Waste Management Practices in School
- Environmental Preservation Awareness
- Gulayan sa Paaralan Program: a Competition for School
Beautification or Contribution to Students' Participation?
- DRRM Integration
- Parental Involvement to school activities and initiatives
- Integration of Socio-Emotional Learning
- Impact of Guidance and Counselling Programs to Students
and Teachers Amidst Pandemic
- Impact of feeding programs on learner's achievement
- Impact of piecemeal interventions to learners
- Impact of Leadership Trainings among Pupil / Student
Leaders and learners
- Effect of Programs, Projects and Activities to teachers and
learners
- Feasibility Study on the Track Offerings to IPED learners
- Impact of Arabic Classrooms to Madrasah Education
- Assessment of learners with special needs
- Mapping of ALS learners



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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, teen 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

- Anti-Cyber-Bullying
- Digital Well-Being
- Youth Engagement
- Health and Wellness Concepts of Teeners
- Potential Threats of Social Media / Digital Technologies
- Child Welfare and Protection
- Online Counselling
- Resiliency and Well-being
- Mental and Psychosocial Wellbeing
- Prevalence
- Student Manual Policy Implementation

Theme 3 Human Resource Development: As DepEd is the nation's largest bureaucracy, it is imperative that various strategies are 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) employee welfare. A 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 grades K-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 DEP through its nonteaching personnel is an important area of inquiry. Key topics under Teaching and Non-Teaching Qualifications and Hiring include, but are not limited to, the following:

Human Resource Development

- Financial Literacy
- Teachers' Literacy Instruction
- Teaching Strategy and Content Pedagogy
- Career Pathing and Professional Development of Teachers
- Teachers' Attitude and Performance
- Research Skills and Competencies
- Skills Performance of Teachers



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- Teachers' Needs Assessment
- Adversity Quotient of Public School Teachers
- Development Needs vs Development Plans: Towards Achieving Employees' Outstanding Work Performance
- Impact of Trainings to Teachers' Proficiency
- Research Engagement of Teaching and Non-Teaching Personnel
- Capability of designated program coordinators
- Teacher Development Plan as Basis for Trainings
- Conducting Research vs. Teaching Research
- Impact of GAD to the teaching and non-teaching welfare and well-being

Theme 4 Governance: Managing the largest bureaucracy towards educating the nation's future requires efficient and effective 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 Planning include, but are not limited to, the following:

Governance

- Coaching and Mentoring Support Scheme
- Principal and Peer Evaluation
- Work Productivity of Teachers in the New Normal Setting
- Parental Engagement Assessment
- Research Dissemination Practices
- Customer's Delight
- Parents and Learners' Readiness towards full face modality
- Teachers' Burnout
- Alternative Work Arrangement
- School Management Practices
- Inventory Management Systems
- Partnership Building
- Teachers' Needs
- Supply and Demand of Teachers
- Impact of Technical Assistance to School Improvement
- Level of Satisfaction of Teachers / School Heads in the Provision of Technical Assistance
- Effect of Instructional Supervision to Improved Teachers' Proficiency



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- Impact of Classroom Observations to Teaching-Learning Process
- Quality Assurance of Varied Learning Resources
- Utilization of Feedback Mechanism in the Improvement of Basic Education Services
- DRRM Safety Procedures
- The Impact of School Improvement Plans in the community and other key stakeholders
- Impact of SBM in the Quality of School Performance
- Public Expenditure Review
- Education System's Resilience
- Community Involvement in DepEd programs
- Research and Innovation Towards the Quality of School Performance
- Research Management of Schools towards research productivity of teachers
- Dissemination and Utilization of Research Results
- Role of SIP addressing identified school gaps
- School Data Management System
- Resource Management System
- Scalability of school innovation practices
- Programmatic approaches addressing the nationwide dilemma in reading and numeracy
- Increasing local government spending in basic education
- Expanding the scope of LGU spending in Division Research Initiatives
- Cost Effectiveness of Basic Education Service Purchasing
- Improving SDO's internal efficiency
- Improvement of existing systems and procedures of DepEd Programs and other operations
- Automation of SDO processes and operations
- Stakeholders' Significant Participation and Contribution
- Gains and Benefits of DepEd and Industry Partnerships
- Program Evaluation of PPAs
- Impact of SMEA in monitoring the implementation of PPAs
- Work-Life Balance of Teaching and Non-Teaching Personnel
- Delegation of Ancillary Services: An Advantage or Additional Workload?
- Potential Threats of Digital Technology in the Mental and Emotional Wellbeing of Teachers and Learners
- Use of Technology in the Efficiency of Work Performance
- Document Tracking System: Towards Achieving Client Satisfaction
- The Impact of Supply Market Pricing Movements on Efficient Procurement
- Data Management: Leading to Accurate Basic Education Information System and Report Generation



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- The Level of Satisfaction of the Teaching and Non-Teaching Personnel in the Monitoring and Health Services Provided by the Internal and External Medical Support Groups
- Textbooks: How Useful Are They in This Time of Pandemic?
- Accessibility of library facility for students' research undertakings
- Data Management of Schools and Division
- Presence and Accessibility of Division Data Archives
- Data Collection: Basis for Decision-Making or Additional Task?

VI. Monitoring and Evaluation

Overall, the Planning and Research unit (PAR) under the School Governance and Operations Division shall provide recommendations for the review of the Division Localized Research Agenda and Priorities, the formulation of its next iteration. In this light, the agenda will be reviewed periodically against the consolidated research results, new education trends, and emerging education issues.

VII. References:

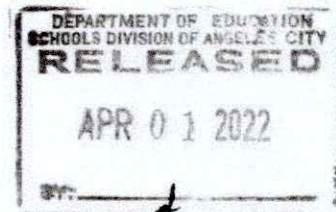
- DepEd Order No. 39, s. 2019
- Regional Memorandum No. 185, s. 2020

VIII. Effectivity:

Immediate dissemination and compliance to this localized policy is directed.



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ENCLOSURE NO. 2 to DIVISION MEMORANDUM NO. 446 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
Schools Division Superintendent

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

Miev/seps/par

04 2022 - 120

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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

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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

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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

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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)

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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

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

DECLARATION OF ANTI-PLAGIARISM

1. I, _____, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some 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: _____

PROPONENT 3:

PRINTED NAME: _____

SIGNATURE: _____

Date: _____

Note: Affix your name, signature and date.

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: _____

PROPONENT 3:

PRINTED NAME: _____

SIGNATURE: _____

Date: _____

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

ENCLOSURE NO. 4 to Division Memorandum No. 446 s. 2022

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 <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) Enumerate from bachelor's degree up to doctoral degree	TITLE OF THESIS/RELATED RESEARCH PROJECT	
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) Enumerate from bachelor's degree up to doctoral degree	TITLE OF THESIS/RELATED RESEARCH PROJECT	
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 (DEGREE TITLE) Enumerate from bachelor's degree up to doctoral degree	TITLE OF THESIS/RELATED RESEARCH PROJECT	
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

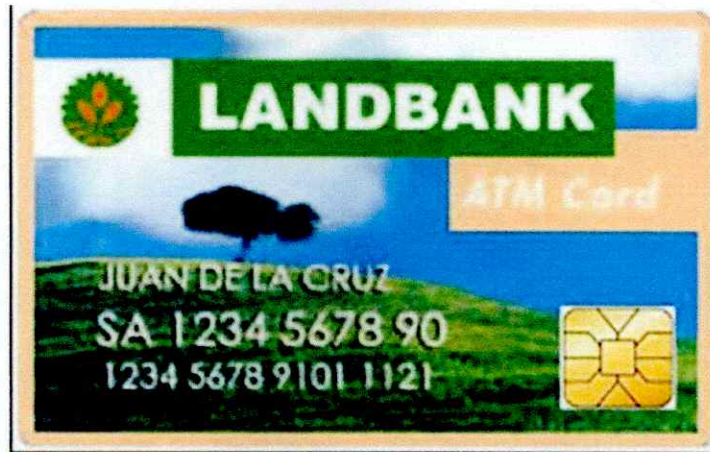
Position/Designation: _____

Date: _____

ENCLOSURE NO. 5 to Division Memorandum No. 446 s. 2022

Appendix D

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)

Note: Pls follow sample



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SCHOOLS DIVISION OF ANGELES CITY

Enclosure No. 6 to Division Memorandum No. 446 s. 2022

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

Name of the Proponent: Designation/Position: 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:

_____ (name & singature of the SRC)
SRC, Chair

"SMILES BRIGHT, SERVES RIGHT"