Office of the Schools Division Superintendent

May 5, 2025

DIVISION MEMORANDUM
No. 198 s. 2025

SDO DAGUPAN CITY RESEARCH MANUAL 1ST EDITION

To: Assistant Schools Division Superintendent
Chief Functional Division - CID & SGOD
Education Program Supervisors
Public Schools District Supervisors
SDO Section Heads and Unit Heads
Elementary and Secondary School Heads
Teachers and All Others Concerned

1. In line with DepEd Order No. 16, s. 2017 (Research Management Guidelines), the Schools Division Office (SDO) of Dagupan City issues the SDO Dagupan City Research Manual to strengthen the culture of research among teaching and non-teaching personnel.

2. The SDO Dagupan City recognizes the critical role of research in evidence-based planning, decision-making, policy formulation, and program implementation. Thus, the Research Manual has been developed to guide and standardize the conduct of action and basic research within the division.

3. Specifically, this issuance aims to:
   a. Promote and institutionalize a research-driven culture across schools and offices;
   b. Provide a clear, structured process to assist research proponents in preparing, submitting, and conducting action and basic research.

4. The Research Manual, templates, and reference documents may be accessed through the following link: https://tinyurl.com/2025RESEARCHDOCS.

5. For queries or clarifications, you may contact Dr. Maria Victoria San Antonio, Senior Education Program Specialist for Planning and Research, via email mavictoria.antonio@deped.gov.ph.

6. Immediate and wide dissemination of this Memorandum is directed.

ROWENA C. BANZON EdD, CESO V
Schools Division Superintendent

DepED
BAGONG PILIPINAS

**DEPARTMENT OF EDUCATION
DEPED REGION 1**

SCHOOLS DIVISION OFFICE OF DAGUPAN CITY

RESEARCH
MANUAL

dagupan.city@deped.gov.ph

www.depeddagupan.com

https://portal.depeddagupan.com

PREFACE

Research is a powerful tool for improving the delivery of basic education and is recognized as a key result area for both teaching and non-teaching personnel in the Department of Education. To support evidence-based decision-making and responsive education services, all personnel are encouraged to actively engage in research.

The issuance of DepEd Order No. 39, s. 2016 and DepEd Order No. 16, s. 2017 strengthened the research culture in the Department by institutionalizing processes for research management and the use of the Basic Education Research Fund (BERF). While the national Research Management Guidelines (RMG) offer a solid framework, localized protocols are necessary to ensure contextual relevance in SDO Dagupan City.

This Division Research Manual provides clear, contextualized guidelines aligned with national policies, including the Basic Education Research Agenda. It includes standardized templates and tools to facilitate the efficient submission and implementation of research across schools and the division.

By equipping personnel with this manual, SDO Dagupan City aims to foster a strong research culture and empower educators and staff to contribute meaningfully to educational improvement through research.

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INTRODUCTION

The SDO Dagupan City Research Manual is developed to institutionalize a strong research culture and provide a clear, standardized guide for the conduct of action and basic research within the division. It serves as a practical reference to support education personnel in using research as a tool for improving teaching and learning, informing decision-making, and shaping policies and programs.

This manual outlines the processes, structures, roles, and tools necessary to ensure that research is systematically implemented, ethically conducted, and effectively utilized for continuous improvement.

Alignment with National and Regional Research Frameworks

This issuance is aligned with key education policies and strategic frameworks, including:

- DepEd Order No. 16, s. 2017 (Research Management Guidelines)
- The Basic Education Development Plan (BEDP) 2030
- The 5-Point Agenda
- The Philippine Professional Standards for Teachers (PPST) and School Heads (PPSSH)
- The Regional Education Development Plan (REDP) and Division Education Development Plan (DEDP)

By grounding the manual in these frameworks, SDO Dagupan City ensures that its research efforts are responsive to current and emerging education priorities at all levels.

Target Users

This manual is intended for all DepEd Dagupan City personnel engaged in or supporting research activities, including:

- Teachers
- Master Teachers
- School Heads
- Education Program Supervisors (EPS)
- Public Schools District Supervisors (PSDS)
- Non-teaching personnel involved in planning, M&E, or program implementation

All users are encouraged to refer to this manual when planning, developing, conducting, and utilizing research projects to ensure quality, relevance, and compliance with DepEd standards.

Division Research Governance

The Schools Division Research Committee (SDRC) is organized to oversee the management, evaluation, and approval of research initiatives within SDO Dagupan City. The SDRC ensures that all research activities are aligned with DepEd guidelines, ethical standards, and the Division Research Agenda.

The Schools Division Research Committee (SDRC) will assume the responsibilities of research management at the division level. The SDRC will have the following roles and responsibilities:

KEY ROLES:

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

Schools Division Research Committee
(as per DepEd Order No. 16, s. 2017)

Chair:	**Anna Liza M. Chan** Assistant Schools Division Superintendent
Co-Chairs:	**Dr. Edilberto Abalos** Chief, School Governance Operations Division (SGOD) **Dr. Maria Linda Ventenilla** Chief, Curriculum Implementation Division (CID)
Adviser:	**Dr. Rowena C. Banzon** Schools Division Superintendent
Members:	**Dr. Maria Victoria Antonio** SEPS, Planning and Research
	CID Education Program Supervisor (EPS) based on requirement for the evaluation
	Focal Person of concerned division/learning area/section/program
	Harking C. Reyes Accountant III
Secretariat:	School Governance Operations Division

FUNCTIONS OF KEY PERSONNEL

1. Chair - Assistant Schools Division Superintendent

key Role:

- Provides strategic oversight and leads the implementation of the Division's Research Governance Framework.

Duties and Responsibilities:

- Preside over SDRC meetings and guide the decision-making process on research matters.
- Oversee alignment of research initiatives with DepEd policies and the Division Research Agenda.
- Approve endorsed research proposals for final submission to the Regional Office.
- Ensure ethical, financial, and procedural compliance in all research activities.
- Represent the SDO in regional and national research forums.

2. Co-Chairs

Chief, School Governance Operations Division (SGOD)
Chief, Curriculum Implementation Division (CID)

Key Role:

- Support the Chair in research governance and co-supervise implementation and quality assurance of research efforts.

Duties and Responsibilities:

- Provide technical guidance and management support to research initiatives under their respective divisions.
- Ensure integration of research in governance and curriculum improvement.
- Support capacity-building, technical review, and evaluation processes.
- Oversee the alignment of proposals with school and division priorities.

3. Adviser – Schools Division Superintendent (SDS)

Key Role:

- Provides strategic and policy-level guidance to ensure that research supports evidence-based decision-making.

Duties and Responsibilities:

- Endorse the overall direction of the Division Research Agenda.
- Provide advisories on key research policy shifts and educational reforms.
- Champion a culture of research and evidence-informed planning.
- Represent the Division in high-level research and education policy discussions.

4. Members

a. Senior Education Program Specialist, Planning and Research

Key Role:

- Focal person for research operations; leads technical implementation and coordination.

Duties and Responsibilities:

- Conduct technical review of proposals and consolidate evaluations.
- Provide orientation, coaching, and mentoring to researchers.
- Lead documentation, archiving, and report submission.
- Monitor progress and ensure research utilization.

b. CID Education Program Supervisor (EPS) (To be designated based on thematic relevance of the research)

Key Role:

- Provide subject matter expertise for proposal evaluation and implementation support.

Duties and Responsibilities:

- Review proposals related to their area of expertise.
- Provide mentoring during implementation and track progress.
- Promote research-based improvement in teaching and learning.

c. Focal Person of Concerned Division/Section/Program (Based on content of the research proposal)

Key Role:

- Provide contextual insights and monitor implementation within their program or area.

Duties:

- Ensure proposals are aligned with specific division or programmatic needs.
- Assist in field monitoring and evaluation of outputs.
- Promote application of findings within their respective programs.

d. Accountant III

Key Role:

- Ensures proper budgeting, spending, and financial reporting of research-related funds.

Duties and Responsibilities:

- Check if research budgets are correct and follow accounting rules.
- Track how research funds are used and report on spending.
- Help researchers with financial documentation and liquidation.
- Make sure spending matches approved research plans.
- Join proposal reviews when budget matters are involved.
- Ensure transparency and accountability in fund use.

5. Secretariat

School Governance Operations Division (SGOD)

Key Role:

- Provides logistical, administrative, and documentation support to the SDRC.

Duties and Responsibilities:

- Facilitate SDRC meetings and prepare notices, agenda, and minutes.
- Manage database of research submissions and approvals.
- Handle coordination and communication with proponents.
- Assist in report generation and submission to RRC.

6. Public Schools District Supervisor (PSDS)

Key Role:

- Serve as a technical reviewer and mentor in research proposal evaluation and oversee the implementation and utilization of research at the district and school levels.

Duties and Responsibilities:

- Review research proposals submitted by school-based personnel, particularly in areas relevant to district priorities.
- Provide mentoring and quality assurance during proposal development and implementation.
- Monitor the conduct of school-based research to ensure alignment with approved protocols and timelines.
- Facilitate the collection of data and support school researchers in addressing implementation challenges.
- Promote the use of research findings in school improvement planning, instructional practices, and policy formulation.
- Coordinate with School Heads to ensure that research outputs are disseminated and utilized.
- Serve as a conduit between the schools and the SDRC, especially for concerns that require technical guidance or approval.

7. School Heads

Key Role:

- Lead the promotion, management, and support of research initiatives at the school level, ensuring alignment with school priorities and the Division Research Agenda

Duties and Responsibilities:

- Endorse research proposals from school-based personnel, ensuring alignment with the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and priority programs.
- Ensure relevance of research to pressing school issues, instructional needs, or management concerns.
- Facilitate logistical and administrative support for researchers
- Monitor implementation of approved research within the school, ensuring adherence to ethical standards, timelines, and deliverables.
- Support dissemination and utilization of research findings through school Learning Action Cells (LAC), INSETs, or planning sessions.
- Encourage a culture of research in the school by mentoring potential researchers and encouraging innovation based on data and evidence.
- Coordinate with the PSDS and SDRC, especially when technical guidance or assistance is required during research implementation.

DIVISION RESEARCH GUIDELINES FOR ACTION AND BASIC RESEARCH

These guidelines are established to guide researchers in preparing, submitting, and implementing Action and Basic Research that are aligned with local and national education priorities.

I. GENERAL GUIDELINES

A. Eligibility of Proponents

The following personnel are eligible to conduct research:

1. Permanent teaching and non-teaching personnel of DepEd Dagupan City.

2. Contractual personnel with at least one (1) year of continuous service and endorsement from their immediate supervisor.

B. Research Conduct Requirement

1. Submission of research proposals and reports is mandatory for the following personnel:

  Education Program Supervisors (EPS)

  Public Schools District Supervisors (PSDS)

  Master Teachers (MT)

  School Heads (Principals, Assistant Principals, Head Teachers, TICs, OICs, Department Heads)

  Research shall be made as one component of their OPCRF/IPCRF.

2. Submission of research proposals and reports among teachers and other DepEd personnel (non-teaching staff) is encouraged but not mandatory.

3. Schools, whether or not they have Master Teachers, are encouraged to conduct and submit at least one (1) action or basic research per school year. This research should be led by the school head as the main proponent, with the collaboration of at least two (2) teachers from the school. This activity is in addition to research conducted by Master Teachers and aims to address specific problems and issues within the school community.

4. Master Teachers shall conduct research as single authors for classroom-based studies. For projects with a wider scope, such as community-based, school-wide, district, or division initiatives they may engage in team research with a maximum of three (3) members.

1. Alignment with Research Agenda

All research proposals must demonstrate clear alignment with the following research agenda to ensure that studies contribute meaningfully to DepEd's goals and education priorities at various governance levels:

a. Division Research Agenda

Reflects the local educational priorities, unique contextual challenges, and innovations needed within the Schools Division Office (SDO). Please Refer to the latest issuance on the Division Research Agenda.

Proposals should address pressing issues identified during school and division-level assessments, planning, and implementation reviews (e.g., SMEA, SIP/AIP, SBM practices).

b. Regional Research Agenda

Captures broader concerns and strategic directions of the region that affect multiple divisions, such as inclusive education, learning recovery, or teacher capacity development.

Alignment ensures the research contributes to scalable regional solutions and programs.

c. National Research Agenda

Guided by the Basic Education Development Plan, the national agenda outlines priority themes such as K to 12 curriculum implementations, improving learning outcomes, teacher quality, governance, and equity.

📌 *Note: Aligning with the national agenda increases the chance of the research being utilized for policy-making and systemic reforms.*

2. Purpose of Alignment

Aligning research with established education development plans and agendas ensures that studies are relevant, responsive, and impactful. It allows research to directly address pressing and context-specific issues in education, making it more meaningful to schools and stakeholders. When research is aligned, its findings are more likely to inform classroom practices, shape school or division programs, or guide policy decisions.

Moreover, alignment strengthens the potential of the study to influence decision-making at the school, division, regional, or even national level, ensuring that research efforts contribute to the overall improvement of the education system.

3. How to Ensure Alignment

a. Review the latest Division, Regional, and National Research Agenda

b. Explicitly state in the proposal how the research addresses at least one priority area or key theme from each agenda.

c. Consult with technical experts (EPS/PSDS) during the initial consultation phase for guidance on contextual relevance.

📌 **Note:** *Proposals lacking clear alignment may be returned for revision or may not be endorsed for implementation.*

Initial Consultation

Before beginning the research proposal, researchers must engage in a thorough consultation to ensure that their study is feasible, aligned with priorities, and properly supported.

Who to Consult:

a. School Head/Principal

To ensure the proposed research:
📖 Addresses a genuine school-based issue or nee
📖 Aligns with the School Improvement Plan (SIP) or
📖 Annual Implementation Plan (AIP)
📖 Has the logistical and administrative support of the school

b.   Designated Technical Experts (e.g., Chief Education Program Supervisors (CES), Education Program Supervisors (EPS), Public Schools District Supervisors (PSDS))

To provide technical guidance on:

📖 Research topic selection and relevance
📖 Methodological soundness and appropriateness
📖 Alignment with the Division, Regional, or National Research Agenda
📖 Availability of validated tools and potential data sources

c. Peer or Master Teacher (within grade level or learning area)

To provide practical and instructional insights on:

📖 Contextual relevance and feasibility of the research idea
📖 Common issues and instructional challenges within the grade level or subject area
📖 Peer review and feedback on research design and tools (Aligned with DepEd Order No. 16, s. 2017; Basic Education Research Agenda; PPST Domain 7)

📌 *Note: Early consultation ensures that the researcher receives timely guidance, avoids duplication of topics, and improves the overall quality and approval chances of the proposal.*

A. Initial Screening

The research process begins with the proponent preparing a complete and properly structured proposal using the standard format outlined in **Annex 7** of this manual. Prior to submission, it is strongly encouraged that the researcher **consult with the School Head, Immediate Superior, or designated Education Program Supervisor (EPS)** to refine the research focus and ensure alignment with school and division priorities. Once the proposal is finalized and deemed appropriate, it is formally endorsed for evaluation at the division level.

For proposals originating from Schools Division Office (SDO) personnel, the process **starts with internal consultation**, followed by submission to the Senior Education Program Specialist (SEPS) for Planning and Research. The SEPS assesses the proposal's alignment with the Division Research Agenda and its compliance with quality and submission standards.

As part of this process, the **Checklist of Documentary Requirements (Annex 12)** must be duly accomplished during or after consultation and submitted with the complete proposal package. Only proposals that are complete, compliant, and technically sound will advance to the evaluation stage by the Schools Division Research Committee (SDRC).

B. Required Preliminary Documents

The complete proposal package must include:

➤ Permit to Conduct Action/Basic Research
Checklist of Documentary Requirements *(Annex 12)*

➤ Declaration of Anti-Plagiarism and Absence of Conflict of Interest *(Annex 6)*

➤ Basic/Action Research Proposal Evaluation Form
Validated tools (as applicable):
- Pre/Post-test Instruments
- Table of Specifications (TOS)
- Survey Questionnaires
- SLMs or video lessons

C. Grounds for Disqualification

A proposal may be returned with feedback and guidance for revision based on any of the following valid grounds:

1. **Incomplete Documentary Requirements**
   - Absence of required endorsements (e.g., from School Head, PSDS, or Division Chief)
   - Lack of attached data-gathering instruments or unsigned consent forms
   - Incomplete proposal sections or missing annexes
2. **Non-Alignment with Research Priorities**
   - Topic does not align with the Division Research Agenda or school improvement priorities
3. **Lack of Coherent Rationale and Measurable Objectives**
   - Vague or overly broad research questions
   - Unclear research problem or weak justification
   - Absence or misalignment of the theoretical/conceptual framework
4. **Methodological Weaknesses**
   - Inappropriate research design for the problem
   - Inadequate explanation of sampling, data collection, or analysis procedures
   - Unrealistic timelines, tools, or process flow
5. **Ethical Concerns**
   - Missing ethical safeguards, especially for vulnerable groups (e.g., minors, IPs, learners with disabilities)
   - No mention of informed consent, voluntary participation, or confidentiality
   - Proposals involving unethical data collection practices (e.g., coercion)
6. **Plagiarism or Lack of Originality**
   - Uncited content taken from other works
   - Large sections copied from previous studies or templates with minimal revision
7. **Unclear or Unjustified Timeline and Budget**
   - Missing or impractical work plan/Gantt chart
   - Budget proposal (if applicable) includes disallowed or excessive items
8. **Failure to Follow Prescribed Format**
   - Non-compliance with the standard proposal format in Annex 7
   - Disorganized content, missing required sections, or inconsistent formatting
   - Submission through improper channels or without necessary prior consultations

D. Required Preliminary Documents

The complete proposal package must include:

- Permit to Conduct Action/Basic Research
- Checklist of Documentary Requirements *(Annex 12)*
- Declaration of Anti-Plagiarism and Absence of Conflict of Interest *(Annex 6)*
- Basic/Action Research Proposal Evaluation Form (Annex 9)
- Validated tools (e. g. Pre/Post-test Instrument, Table of Specifications (TOS), Survey Questionnaires or SLMs or video lessons

E. Tool Validation

All research instruments and materials must undergo rigorous validation to ensure their reliability, appropriateness, and alignment with research objectives.

Who May Validate the Tools?

Validated tools must be reviewed and approved by any of the following designated personnel based on their expertise and area of responsibility:

- *Concerned Learning Area Supervisor*
  For subject-specific tools (e.g., tests, lesson plans, video lessons) to ensure alignment with curriculum standards and competencies.

- *Master Teachers*
  For classroom-based interventions or instructional materials to ensure practical applicability and pedagogical soundness.

- *Other Designated Technical Experts*
  As endorsed by the Schools Division Office (e.g., researchers, content specialists, EPS in research), particularly for specialized tools or interdisciplinary studies.

⚠ *Reminder: Tools must be validated prior to proposal submission and included in the proposal package.*

F. Submission Protocol

All validated tools, along with required forms, must be submitted to the SDO Records Section for official logging, routing, and tracking.

IV. PROPOSAL PRESENTATION AND EVALUATION

A. Schedule and Announcement of Proposal Defenses

Researchers will receive formal notifications about the schedule, modality (face-to-face or online), and specific requirements of their defense through official channels.

Additionally, information regarding the schedule and venue of proposal defenses will be disseminated through School Heads, Public Schools District Supervisors (PSDS), Education Program Supervisors (EPS), and official multimedia communication platforms of the Schools Division Office.

To ensure timely preparation, all researchers are strongly encouraged to regularly monitor these platforms for updates, announcements, and detailed instructions related to their proposal defense.

B. Mode of Proposal Defense

Proposal defenses may be conducted through face-to-face or virtual modalities, depending on prevailing circumstances and operational needs. The choice of defense mode shall be based on:

a. Availability of Schools Division Research Committee (SDRC) members (e.g., Chairperson, CES, EPS, other evaluators)

b. Logistical feasibility and government advisories, including health and safety protocols

c. Nature and complexity of the research proposal, which may require in-person clarification or demonstration

C. Virtual Defense Guidelines

When conducted virtually, the following conditions must be met:

- ☑ Prior approval of the virtual setup by the SDRC Chairperson
- ☑ Strict observance of official protocols, including:
  - Attendance tracking
  - Recording of proceedings, where applicable
  - Documentation of minutes and evaluation results

D. SDRC Evaluation Process

All submitted research proposals will undergo a rigorous evaluation by the Schools Division Research Committee (SDRC) to ensure quality, relevance, alignment with the Division Research Agenda, and potential for positive impact on teaching, learning, and governance.

Evaluation Tools Used. *The SDRC shall utilize the following official DepEd evaluation rubrics, depending on the stage of submission:*

a. Basic/Action Research Proposal Evaluation Rubric (Annex 8)
Used during the initial review and proposal defense stage to assess clarity, relevance, and feasibility of the proposed study.

b. Completed Research Evaluation Rubric (also in Annex 8)
Used during the final defense and evaluation of completed research reports to assess methodological soundness, data interpretation, findings, and utilization potential.

These tools guide the SDRC in providing constructive feedback and ensuring that all research outputs meet DepEd standards.

V. RESEARCH IMPLEMENTATION AND POST-EVALUATION

A. Monitoring of Research Implementation

Once the proposal is approved, the implementation phase will be monitored by:

a. SEPS for Planning and Research – for overall compliance and research progress

b. Concerned Learning Area EPS, in coordination with the School Head/Principal – for content-specific and contextual alignment

Monitoring visits or check-ins may be scheduled **regularly** to ensure fidelity to the research design.

B. Local Monitoring and Technical Assistance

At the school and district levels, Public Schools District Supervisors (PSDSs) and School Heads are expected to:

- Track the progress of approved research projects

- Provide regular technical assistance

- Ensure timely and quality implementation of research activities

C. Provision on Changes and Extension

The SDRC through the SEPS for Planning & Research must be informed immediately if there are deviations from the original and approved research proposal.

➤ If modifications on the research design shall be made, the researcher must write a letter to the SDRC detailing the changes to be made. The SDRC will evaluate the changes for their approval. However, the approved research topic cannot be changed anymore by the researcher once the study has started.

➤ If there is a need for an extension, a letter request for extension with justification must be submitted to the SDRC Chair. Valid reasons for the extension will be decided by the committee. The researcher will be allowed only one request for extension. The duration of the extension will be assessed and decided by the SDRC. Granted extensions, however, will not exceed one (1) year.

Note:
For BERF funded research, the request for extension will be approved, provided there will be no additional cost to DepEd.

➤ In cases where unforeseen circumstances force the cessation of the conduct of research, the researcher shall write a letter to the SDRC with justification and documentary support.

D. Oral Presentation of Completed Researches

Upon submission of the completed research report, the Senior Education Program Specialist (SEPS) for Planning and Research shall conduct an initial evaluation using the prescribed checklist to verify completeness and compliance with required standards.

Following this initial review, the Schools Division Research Committee (SDRC) shall schedule an oral presentation—either face-to-face or virtual—where researchers will present their findings for further validation and quality assurance.

During the oral presentation, the SDRC will assess the technical quality, relevance, alignment with DepEd priorities, and the overall acceptability of the research outputs. Should the committee identify any deficiencies, the report will be returned to the researcher with detailed feedback for revision and resubmission.

E. Final Manuscript Format

All final research manuscripts must conform to the official format outlined in Annex 7 of this manual and adhere to the standards of DepEd Order No. 16, s. 2017.

The final submission **MUST** include the following:

- A signed Permit to Conduct Research
- Completed SDRC Evaluation Forms for both proposal and final defense
- Any required revisions duly incorporated based on SDRC feedback

Incomplete submissions or outputs that do not address recommended revisions shall be returned immediately for correction.

Once approved, researchers **MUST** submit:
- One (1) soft copy in PDF format, and
- One (1) printed hard copy of the final manuscript

A **Certificate of Completion**, signed by the SDRC Chairperson and approved by the Schools Division Superintendent (SDS), will be issued upon acceptance of the final manuscript.

VI. DISSEMINATION AND UTILIZATION OF RESEARCH RESULTS

To maximize the impact and relevance of research conducted within the Division, the SDRC in close collaboration with researchers, shall implement appropriate strategies to ensure the systematic dissemination and meaningful utilization of the research findings.

a. Researchers, in coordination with their respective school heads or immediate superiors, shall implement immediately their approved Dissemination and Utilization Plans to ensure that findings inform practice and policy.

b. Master Teachers, as instructional leaders and research mentors, are required to disseminate and utilize their research outputs. They shall model and lead research-sharing initiatives within their respective schools and clusters, aligned with their approved dissemination plans.

c. Research findings shall be presented through Division-initiated activities such as Research Conferences, Colloquia, and Professional Learning Forums. These venues shall serve as avenues for cross-school collaboration and knowledge exchange.

d. To ensure broader reach, research outputs may also be published through a Division Research Journals, Division official website, LRMDS, and bulletins. At the school level, teachers are encouraged to share their findings and integrate relevant insights through:

a. Learning Action Cells (LAC) sessions

b. In-Service Trainings (INSET)

c. School Organizational Cluster (SOC) meetings

d. Enhanced School Improvement Plans (eSIP)

e. Annual Implementation Plans (AIP)

f. School Report Cards (SRC)

e. An Activity Completion Report (Annex 13) shall be submitted to the SEPS for Planning and Research Section for every dissemination activity conducted. This report shall form part of the Division's monitoring and evaluation system to track the reach, relevance, and impact of research utilization.

VII. WRITING STANDARDS AND DOCUMENTATION GUIDELINES

A. Language Use

1. Use clear, direct, and professional language throughout the manuscript.

2. Avoid jargon, overly technical terms, or linguistic devices that may confuse the reader. Adopt DepEd terminologies and lexical.

3. Integrate operational definitions and key terms naturally within the discussion. Avoid listing them separately without context.

4. Maintain a tone that is objective, evidence-based, and focused on addressing identified educational gaps or issues.

B. Citation and Referencing

1. Follow the American Psychological Association (APA) 7th Edition style for in-text citations and reference lists.

2. Prioritize the use of updated and credible sources, preferably published within the last five (5) years.

3. Include only the references actually cited in the proposal or final manuscript.

C. Documentation Guidelines

To validate the conduct and integrity of the research process, researchers are required to submit visual documentation of project activities. The following standards must be observed:

Submit **4 to 8 digital photographs** in JPEG format that clearly capture key activities related to:

    a. Implementation of the intervention
    b. Data gathering sessions
    c. Stakeholder involvement (e.g., meetings, training, classroom sessions)
    d. Label each photo with the following details:

- Title of the Activity
- Date and Venue
- Names or Roles of Participants (if applicable)
- Brief Description of the Activity

D. Ethical Considerations for Photo Documentation:

When photographs include minors (learners below 18 years old), researchers must:

- Secure a signed Photo Release Consent Form (Annex 4) from the child's parent or legal guardian.
- Ensure that the images respect the dignity and privacy of the learners.
- Avoid any visuals that may be sensitive, compromising, or personally identifiable unless clearly authorized.
- For adult participants (e.g., teachers, parents), verbal consent is acceptable for informal group photos, but written consent is required for any image used in official publications, presentations, or digital platforms.
- Photo documentation is intended solely for research and reporting purposes, and must not be shared on social media or other public platforms without proper consent and authorization from the Schools Division Office (SDO).

Note: Ethical compliance with DepEd policies on Child Protection and Data Privacy must be strictly observed in all aspects of documentation.

E. General Format and Style for Research Proposals

Element	Specification
Paper Size	A4 (8.27" × 11.69")
Margins	1 inch on all sides
Font Style	Times New Roman
Font Size	12 pt
Line Spacing	1.5 for main text; single for tables, figures, footnotes
Alignment	Justified
Page Numbering	Bottom-center, Arabic numerals
Indentation	First-line indent: 0.5 inch
Referencing Style	APA 7th Edition
Language	Clear, concise, and formal English
Voice	Third person (except in action research reflections if allowed)

A. BASIC RESEARCH TEMPLATE

I. Title

Craft a clear, concise, and descriptive title that reflects the central theme or focus of the research. It should indicate the variables studied, the target group, and the context (school, division, etc.).

II. Abstract

A brief summary (150–250 words) covering the objectives, methods, major findings, and key recommendations of the study. It should give a snapshot of the research's significance and outcomes.

III. Acknowledgment

Recognize the individuals and institutions that contributed to the research—funding agencies, mentors, administrators, or colleagues who provided support.

IV. Introduction of the Research

Introduce the background of the study, the problem context, and why the study is relevant to education in the local, regional and national setting. Include a clear statement of the problem.

V. Literature Review

Present a synthesis of related studies, theories, and previous findings. Show how this support the current research and identify gaps the study aims to address.

VI. Research Questions

List the main and sub-questions the research intends to answer. These guide the direction and focus of the study.

VII. Scope and Limitation

Clarify the boundaries of the study: geographic coverage, timeframe, subjects/participants, and the constraints encountered during the research process.

VIII. Research Methodology

Detail the approach used to collect and analyze data.

a. Sampling – Describe the population, sampling techniques, and sample size. Justify your selection method.
b. Data Collection – Discuss instruments used (e.g., surveys, interviews), how data were gathered, and the validation process.

IX. Discussion of Results and Recommendations

Interpret the data objectively, relating it to the research questions and literature. Provide clear, actionable recommendations based on the findings.

XI. References

List all sources cited, following APA format (7th edition or latest). Include literature, laws, DepEd policies, and other documents.

XII. Financial Report (BERF Funded)

Present a breakdown of research expenditures aligned with the approved budget. Include receipts and liquidation documents where applicable.

B. ACTION RESEARCH TEMPLATE

I. Title

Include the full title, name of researcher(s), school/division, date of completion, and funding source (if any).

II. Abstract

Summarize the key elements of the action research (100–200 words): context, problem addressed, innovation, key findings, and implications for practice.

III. Acknowledgment

Thank individuals and organizations who contributed to the completion of the research, such as LAC teams, principals, mentors, or co-researchers.

IV. Context and Rationale

Describe the classroom or school situation that prompted the study. Explain why the issue is important and how the research aims to solve it.

V. Innovation, Intervention, and Strategy

Clearly outline the new practice, approach, or intervention introduced. Explain how it is expected to improve current practices.

VI. Action Research Questions

Formulate focused, practical questions that guide the investigation, centered on improving teaching and learning outcomes.

VII. Action Research Methods

a. Participants and/or Other Sources of Data and Information
Describe who was involved in the study (students, teachers) and why they were chosen.

b. Data Gathering Methods
Explain tools and techniques used to gather data (e.g., checklists, student work, surveys, observations).

VIII. Discussion of Results and Reflection

Summarize the key elements of the action research (100–200 words): context, problem addressed, innovation, key findings, and implications for practice.

IX. Action Plan

Present concrete steps for sustaining or scaling the innovation. This may include training, integration into SIP/AIP, or policy adjustments.

X. References
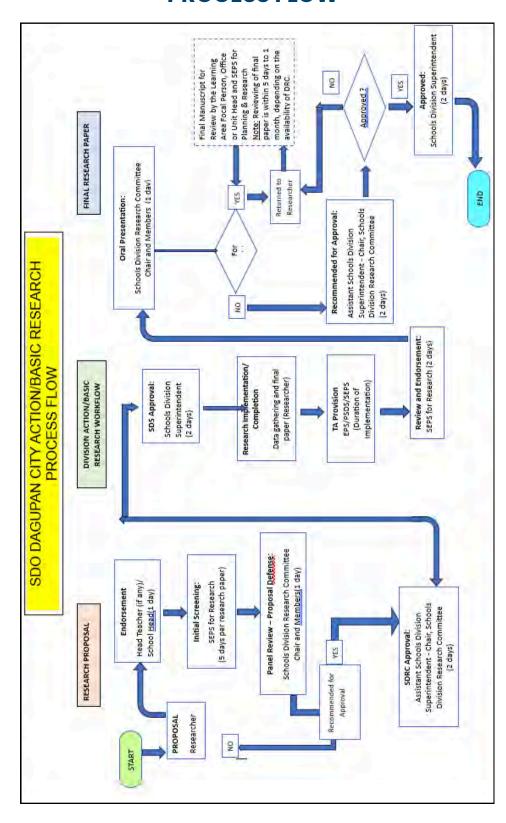
Cite all materials and sources consulted, including DepEd policies, research studies, and instructional frameworks.

XI. Financial Report (BERF Funded)

Document how the research funds were used. Provide a breakdown of expenses in accordance with the approved proposal and applicable financial guidelines.

SDO DAGUPAN ACTION/BASIC RESEARCH PROCESS FLOW

SDO DAGUPAN CITY ACTION/BASIC RESEARCH PROCESS FLOW

RESEARCH PROPOSAL

START

PROPOSAL
Researcher

Endorsement
Head Teacher (if any)/
School Head(1 day)

Initial Screening:
SEPS for Research
(5 days per research paper)

Panel Review – Proposal Defense:
Schools Division Research Committee
Chair and Members(1 day)

Recommended for Approval

NO

YES

SDRC Approval:
Assistant Schools Division
Superintendent - Chair, Schools
Division Research Committee
(2 days)

DIVISION ACTION/BASIC RESEARCH WORKFLOW

SDS Approval:
Schools Division
Superintendent
(2 days)

Research Implementation/
Completion
Data gathering and final
paper (Researcher)

TA Provision
EPS/PSDS/SEPS
(Duration of
Implementation)

Review and Endorsement:
SEPS for Research (2 days)

FINAL RESEARCH PAPER

Oral Presentation:
Schools Division Research Committee
Chair and Members (1 day)

For :

NO

YES

Returned to
Researcher

Final Manuscript for
Review by the Learning
Area Focal Person, Office
or Unit Head and SEPS for
Planning & Research
Note: Reviewing of final
paper is within 5 days to 1
month, depending on the
availability of DRC.

Recommended for Approval:
Assistant Schools Division
Superintendent - Chair, Schools
Division Research Committee
(2 days)

Approved ?

NO

YES

Approved:
Schools Division Superintendent
(2 days)

END

INFORMED CONSENT FORM

You are invited to participate in a research study being conducted by (insert name of researcher/s) under the Schools Division of Dagupan City. This study aims to (insert general objective of the study). Before you decide whether to participate, please carefully read this Informed Consent Form.

I. Purpose, Procedure, and Duration of the Study

The purpose of this study is to (insert specific objective). You are invited to participate by (*briefly describe what the participant will do: e.g., answering a survey, joining an interview, etc.*). Your responses will be recorded solely for the purposes of this research.

II. Risks and Discomforts

There are no anticipated physical, psychological, or social risks involved in participating in this study. However, should any discomfort arise, you are free to skip questions or withdraw from the study at any time, without any negative consequences. (If any minimal risks exist, specify them clearly here.)

IV. Voluntary Participation and Withdrawal

Your participation in this study is entirely voluntary. You may decline to participate or discontinue your involvement at any point without any penalty or loss of benefits. You are also free to ask questions before or during your participation.

V. Confidentiality and Data Protection

All information collected in this study will be treated with confidentiality. Your identity will not be disclosed in any part of the report or publications resulting from this research.

VI. Data Privacy Compliance

This research adheres to the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). Your personal information will be processed lawfully and fairly, and only for the stated purpose of this research.

VII. Approval and Contact Information

This study has been reviewed and approved by the Schools Division Research Committee (SDRC) of the Schools Division Office of Dagupan City.

If you have any questions or concerns about your participation or your rights as a participant, you may contact the researcher at the details provided above. You may also reach the Schools Division Office at dagupan.city@deped.gov.ph or through its official contact numbers.

Consent Statement

I have read and understood the information provided in this form. I have been given the opportunity to ask questions, and all my questions have been answered to my satisfaction. I understand that I may request a copy of this form for my personal reference. I voluntarily agree to participate in this study.

Participant's Name (Printed): _____

Signature: _____

Date: _____

Annex 3

PARENTAL CONSENT FORM
(For Participants Aged 17 and Below)

I, **(Name of Parent/Guardian)**, the parent/legal guardian of **(Name of Learner/Participant)**, hereby give my informed consent for his/her voluntary participation in the research study entitled:

[Insert Full Title of the Research Study]

I understand that the research will involve the collection and processing of information from my child/ward for purposes related to the above-mentioned study. I acknowledge that the data gathered will be analyzed and used solely for educational or policy-related research purposes.

I have been informed that:

> Participation is voluntary, and my child may choose to withdraw from the study at any time without penalty or consequence;
> There are **no known risks** associated with participation;
> All information collected will be kept strictly confidential and handled in accordance with the **Data Privacy Act of 2012 (RA 10173);**
> Any personal or sensitive data will not be disclosed without our consent.

By signing this form, I express my voluntary consent for my child to participate in this research activity and complete the data collection process (e.g., answering surveys, participating in interviews, or any other research-related task).

Should I have any questions or concerns, I may contact the researcher or the Schools Division Office of Dagupan City via the contact details provided in the Informed Consent Form.

Parent/Guardian's Name (Printed): _____
Signature: _____
Date: _____
Contact No.: _____
Email Address: _____

The following guidelines shall be observed in the development and revision of the Informed Consent Form used in research projects and activities within the Schools Division of Dagupan City:

1. Standard Format
The provided template is the official Division format for the Informed Consent Form and must be followed in all research submissions.

2. Font Style and Size
Use Bookman Old Style, font size 11 pt throughout the document to maintain consistency and formality.

3. Header, Footer, and Pagination
The header and footer on the first page of the template must be retained and must not be altered or removed.

All succeeding pages must include a page number at the top right corner.

4. Required Study Information
Ensure the **REQUIRED** details are completely, clearly and accurately provided.

5. Non-Modifiable Sections
The following sections are standard and must not be modified, except for filling in the required details (e.g., names, dates, contact info):

Section IV – Voluntary Participation
Section V – Confidentiality
Data Privacy Act
Contact Information
Parental Consent Form
Distribution Requirement

6. The Informed Consent Form must be attached to and distributed **BEFORE** the actual conduct of the study. Participants (or their parents/guardians, for minors) must be given sufficient time to review the document and provide their informed consent.

PHOTO RELEASE CONSENT FORM
(for research-related documentation)

Title of Research Study:_____

Researcher/s:_____

School:_____

Date(s) of Research Activities:_____

I, the undersigned, hereby grant permission to the researcher/s listed above to photograph and/or video record my child/me in connection with the aforementioned research activity. I understand that:

The photographs/videos will be used strictly for documentation and reporting purposes required by the Schools Division Office, in line with DepEd Order No. 16, s. 2017.

The images will not be published or shared publicly (e.g., on social media, websites, or printed materials) without additional written consent.

The images will be handled with confidentiality and used in a manner that respects privacy and dignity.

I may withdraw this consent at any time by submitting a written request to the Schools Division Office.

PARTICIPANT INFORMATION (for Minors):
Name of Child: _____
Grade & Section: _____
School: _____

PARENT/LEGAL GUARDIAN CONSENT (Required for minors):
I hereby give my full consent for the use of my child's photo/video for the purposes stated above.

Name of Parent/Guardian: _____
Signature: _____
Date: _____

PARTICIPANT CONSENT (for individuals aged 18 and above):
Name of Participant: _____
Signature: _____
Date: _____

RESEARCH PROPOSAL APPLICATION FORM AND ENDORSEMENT OF IMMEDIATE SUPERVISOR
(as per DepEd Order No. 16 s. 2017)

A. <u>RESEARCH INFORMATION</u>

RESEARCH TITLE	

SHORT DESCRIPTION OF THE RESEARCH	

RESEARCH CATEGORY	RESEARCH AGENDA CATEGORY
o National o Region o Schools Division o District School	o Teaching and Learning o Child Protection o Human Resource Development o Governance
o Action Research o Basic Research	o Priority Area 1: Keeping Every Dagupeño Learner in School o Priority Area 2: Improving Foundational Skills and Learning Outcomes o Priority Area 3: Empowering Teachers and School Leaders o Priority Area 4: Promoting Learner-Centered and Safe School Environments o Priority Area 5: Strengthening Governance and Accountability
FUND SOURCE o (e.g. BERF, SEF, others) *	AMOUNT
TOTAL AMOUNT	

indicate also if proponent will use personal funds

B. PROPONENT INFORMATION

PERSONAL INFORMATION		
Last Name:	First Name:	Middle Name:
BIRTHDAY (MM/DD/YYYY)	Gender:	
POSITION/ DESIGNATION:	Religion:	Nationality:
REGION / DIVISION / SCHOOLS (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:		

Add another entry if there are multiple researchers

IMMEDIATE SUPERVISOR'S CONFORME

I hereby endorse the attached research proposal. I certify that the proponent(s) possess(es) the capability to carry out the research study without compromising their official duties and responsibilities.

_____
Name and Signature of Immediate Supervisor

Signature: _____

Date: _____

DECLARATION OF ANTI-PLAGIARISM AND ABSENCE OF CONFLICT OF INTEREST
(as per DepEd Order No. 16 s. 2017)

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: _____
Signature: _____
Date: _____

Proponent: _____
Signature: _____
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.

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 mat 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: _____

Proponent: _____
Signature: _____
Date: _____

Proponent: _____
Signature: _____
Date: _____

MINIMUM REQUIREMENTS OF THE RESEARCH PROPOSAL
(as per DepEd Order No. 16 s. 2017)

A. BASIC RESEARCH PROPOSAL TEMPLATE

I.   Introduction and Rationale

II.   Literature Review

III.   Research Questions

IV.   Scope and Limitation

V.   Research Methodology

      a. Sampling

      b. Data Collection

      c. Ethical Issues

      d. Plan for Data Analysis

VI.   Timetable / Gantt Chart

VII.   Cost Estimates

VIII.   Plans for Dissemination and Advocacy

IX.   References

B. ACTION RESEARCH PROPOSAL TEMPLATE

I.   Context and Rationale

II.   Action Research Questions

III.   Proposed Innovation, Intervention, and Strategy

IV.   Action Research Methods

      a. Participants and/or other Sources of Data and information

      b. Data Gathering Methods

      c. Data Analysis Plan

V.   Action Research Work Plan and Timelines

VI.   Cost Estimates

VII.   Plans for Dissemination and Utilization

VIII.   References

MINIMUM REQUIREMENTS OF COMPLETED RESEARCH REPORT

(as per DepEd Order No. 16 s. 2017)

A. COMPLETED BASIC RESEARCH TEMPLATE

I. Title

II. Abstract

III. Acknowledgement

IV. Introduction of the Research

V. Literature Review

VI. Research Questions

VII. Scope and Limitation

VIII. Research Methodology

        a. Sampling

        b. Data Collection

IX. Discussion of Results and Recommendations

X. Dissemination and Advocacy Plans

XI. References

XII. Financial Report

B. COMPLETED ACTION RESEARCH

I. Title Page

II. Abstract

III. Acknowledgment

IV. Context and Rationale

V. Innovation, Intervention and Strategy

VI. Action Research Questions

VII. Action Research Methods

        a. Participants and/or other Sources of Data and Information

        b. Data Gathering Methods

VIII. Discussion of Results and Reflection

IX. Action Plan

X. References

XI. Financial Report

BASIC/ACTION RESEARCH PROPOSAL EVALUATION FORM

Domain	Criteria	Outstanding (4)	Very Satisfactory (3)	Satisfactory (2)	Needs Improvement (1)	Score
I. Conceptualization	1. Problem Context & Rationale	Provides deep, critical analysis of the issue with strong relevance and urgency.	Explains the problem well, with clear relevance.	Somewhat describes the issue; limited relevance.	Problem is unclear or not described.	
	2. Proposed Intervention /Innovation	Well-justified, innovative, and clearly aligned with the issue.	Clearly stated and logically aligned intervention.	Mentioned, but lacking details or alignment.	Not presented or irrelevant.	
	3. Research Question(s)	Clear, specific, aligned with context and intervention.	Stated and aligned with issue.	Vague or broad question.	Not stated.	
II. Methodology	4. Participants & Data Sources	Detailed and appropriate, with strong rationale.	Clear and appropriate participant description.	Some participant details, weak justification.	Not described.	
	5. Data Collection Methods	Clearly described and appropriate to the research purpose.	Described with some detail and fit to research.	Limited information or weak alignment.	Not described or inappropriate.	
	6. Data Analysis Plan	Appropriate and detailed; shows good analytical thinking.	Described and aligns with data types.	Basic description, limited clarity.	Not stated or unclear.	
III. Project Management	7. Work Plan & Timelines	Realistic, complete, and sequential.	Reasonable and mostly complete.	Rough outline with weak timelines.	Not included.	
	8. Cost Estimates	Detailed, realistic, aligned with BERF guidelines.	Listed with estimated total cost.	Basic or unclear breakdown.	Not included.	
					TOTAL	

Comments:_____
_____
_____
_____

Evaluated by   : _____

Position/Designation :_____

Date   :_____

COMPLETED ACTION RESEARCH EVALUATION FORM

Domain	Criteria	Outstanding (4)	Very Satisfactory (3)	Satisfactory (2)	Needs Improvement (1)	Score
I. Implementation Quality	1. Fidelity to Research Plan	Executed exactly as planned with well-documented, justified adjustments.	Mostly followed plan with minor, justifiable deviations.	Deviations occurred with limited justification.	Major deviations with no explanation or evidence.	
	2. Data Collection Process	Thorough, ethical, systematic data collection with complete records.	Data collected ethically; documentation mostly complete.	Partially collected or documentation incomplete.	Poor documentation; data collection process unclear.	
II. Data Analysis & Findings	3. Data Analysis Accuracy	Rigorous, appropriate, and clearly presented data analysis.	Appropriate analysis, mostly accurate.	Simplistic or partially inappropriate analysis.	Weak, flawed, or missing data analysis.	
III. Reflection and Application	5. Discussion & Interpretation	Insightful, context-aware interpretation linked to literature.	Reasonable interpretation with contextual connections.	Basic interpretation, weak or vague linkage to context/literature.	Interpretation absent or not supported by evidence.	
IV. Impact and Dissemination	7. Evidence of Improvement / Impact	Strong, measurable improvement or process enhancement.	Moderate impact demonstrated.	Limited or anecdotal evidence of impact.	No impact demonstrated.	
V. Documentation Quality	8. Conclusions and Recommendations	Conclusions are well-founded, clearly derived from findings; recommendations are practical and aligned with results.	Conclusions and recommendations are mostly supported by findings.	Conclusions or recommendations are weakly supported or somewhat unclear.	Conclusions and recommendations are missing, vague, or unsupported.	
VI. Documentation Quality	9. Organization & Clarity of Report	Well-written, structured, professional, and error-free report.	Clear writing with minor issues.	Some unclear or poorly edited sections.	Disorganized and difficult to follow.	
					TOTAL	

Comments:_____
_____
_____
_____

Evaluated by   : _____
Position/Designation   :_____
Date   :_____

INSTRUCTION GUIDE FOR EVALUATORS

1.   This instruction guide is intended to ensure that evaluators are guided systematically in reviewing action research proposals using the prescribed rubric aligned with DepEd standards.

2.   Each criterion and its indicators have been clearly defined. Evaluators must assess the research holistically, considering the proposal as a whole rather than evaluating it in isolated sections.

3.   Evaluators should recognize that some proposals may use different section names or formats from what is indicated in the DepEd Research Management Guidelines (RMG). However, all minimum required components must still be present and identifiable.

4.   Evaluation should be based on the quality and substance of the content, regardless of formatting or structural variations.

5.   Evaluators must apply the rubric fairly, objectively, and consistently across all submissions.

6.   The Comments section shall be used to provide specific, constructive suggestions for improvement. Evaluators must also uphold ethical standards, ensuring consideration of originality, proper citation of sources, and relevance to educational improvement.

7.   The average total score from all the evaluators and its corresponding interpretation should be used to provide overall feedback and serve as a basis for recommending the proposal and completed research for approval or revision.

SCORING CRITERIA PROPOSAL

Total Score Range	Interpretation	Description
30 - 36	Outstanding	The proposal is exceptionally strong in all areas. It demonstrates a deep understanding of the issue, offers an innovative solution, and provides a detailed and well-thought-out methodology. The research design is clear, feasible, and well-supported.
24 - 29	Very Satisfactory	The proposal is well-constructed with a clear explanation of the problem, a logical intervention, and an appropriate research design. Some minor improvements may be needed, but overall, the proposal is solid and feasible.
18 - 23	Satisfactory	The proposal meets the basic requirements but needs improvement in several areas. Some parts may be underdeveloped or unclear, and the research plan may lack detail or coherence. Further refinement is needed.
9 - 17	Needs Improvement	The proposal is incomplete, unclear, or poorly developed. Many critical components are missing or weak, and the research plan is not clearly defined. Substantial revisions are required for the proposal to meet the necessary standards.

SCORING CRITERIA COMPLETED RESEARCH

Total Score Range	Interpretation	Description
30 - 36	Outstanding	The completed action research is thorough, well-organized, and demonstrates a strong impact. The research plan is executed effectively, and the findings are clearly interpreted and applied. The report is professional and clear, with no significant issues.
24 - 29	Very Satisfactory	The research is solid with only minor issues in following the plan or data collection. The findings and interpretation are reasonable, with clear evidence of impact. The report is mostly clear and organized, but small improvements could enhance it.
18 - 23	Satisfactory	The research is functional but lacks depth or full adherence to the plan. The data collection and analysis may have gaps, and the interpretation is weak or needs more support. The impact is not clearly demonstrated, and the report needs further revision for clarity and structure.
9 - 17	Needs Improvement	The research lacks key components, such as proper data collection or analysis. The findings are unclear or unsupported, and the impact is not evident. The report is difficult to follow, and substantial revisions are required to meet acceptable standards.

Annex 12

CHECKLIST OF DOCUMENTARY REQUIREMENTS (PROPOSAL)

Please ensure that the following documents are properly completed and attached to your action/basic research proposal prior to submission to the Schools Division Office (SDO).

DOCUMENT	SUBMITTED	REMARKS
Permit to Conduct Action/Basic Research		
Basic/Action Research Proposal Evaluation Form (3 copies)		
Research Proposal (3 copies)		
Validated Tools, as applicable		
a. Pretest/posttest		
b. Table of Specifications (TOS)		
c. Survey Questionnaire/s		
d. Self-Learning Modules (SLMs)		
Signed Research Proposal Application and Endorsement of Immediate Supervisor		
Signed Declaration of Anti-Plagiarism and Absence of Conflict of Interest		

Checked by:

_____
Signature Over Printed Name

Date   : _____
Designation: _____

Annex 13

ACTIVITY COMPLETION REPORT
(For Research Dissemination Activities)

I. Basic Information

Title of Research Disseminated	
Date of Dissemination	
Venue/Platform	
Type of Activity (e.g., In-school dissemination, Division Research Congress, LAC Session)	
Name of Research Presenter	
Designation/School/Office	
Research Type (Basic, Action)	
Main Objective of the Dissemination:	

II. Participants' Profile

School Heads	
Teachers	
Learners	
Non-Teaching Staff	
Stakeholders (LGU, NGOs, etc.)	
Total	

III. Highlights of the Activity
- Brief description of how the dissemination was conducted
- Summary of key findings/recommendations shared
- Strategies or platforms used (e.g., PowerPoint, video, printed copies, workshops)

IV. Feedback and Engagement
- Summary of participant feedback (if survey conducted)
- Questions, insights, or reactions from attendees
- Commitments or intended actions from the audience

V. Attachments
- Attendance Sheet (with complete names and signatures)
- Photo Documentation
- Presentation Materials (if applicable)
- Participant Feedback Forms/Summary

Prepared by:
Name & Signature: _____
Designation :_____
School/Office :_____

Reviewed and Endorsed by:
Name & Signature: _____
Designation :_____
Date :_____

REFERENCES

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