Republic of the Philippines

Department of Education

CORDILLERA ADMINISTRATIVE REGION

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February 23, 2023

REGIONAL MEMORANDUM
No. 093 . 2023

GUIDE IN WRITING THE RESEARCH PROPOSAL AND FINAL REPORT

To: Assistant Regional Director
Schools Division Superintendents
Senior Education Program Specialists (Planning and Research Unit)
All Schools Divisions
Others Concerned

1. This Office hereby issues the enclosed Guide in Writing the Research Proposal and Final Report for those who are interested in conducting research. This is in support to DepEd Order No. 16, s. 2017 (Research Management Guidelines), DepEd Order No. 014, s. 2022 (Adoption of E-*Saliksik*: The DepEd Research Portal), and DepEd Memorandum No. 028, s. 2022 (Adopting Tools to Improve Quality Management of Completed Research at the Department of Education).

2. The research guide aims to help the researchers in developing action and basic research proposals; and in writing the research final report. This may also guide research managers in evaluating research and in providing technical assistance on the conduct of research.

3. For more information, please contact the Policy, Planning, and Research Division (PPRD) at telephone no. 422-1318 or thru the email address car.pprd@deped.gov.ph.

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

ESTELA P. LEON-CARIÑO EdD, CESO III
Director IV / Regional Director

Enclosure/s as stated
PPRD/GCD/CPP

Enclosure 1 of Regional Memorandum No. 093 . 2023

GUIDE IN WRITING THE RESEARCH PROPOSAL AND FINAL REPORT

Requirements of Research Papers: Styles and Formatting

APA Style (7th Edition)

Font style – Arial

Font size – 11

Spacing – double space (except for tables)

Paper size – A4

Margins – Normal (1 inch on all sides)

Pagination – Upper – right corner

Alignment – Left

Folder – A4 brown folder, fastener

BASIC RESEARCH

BASIC RESEARCH PROPOSAL

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Customizing Implementation of Brigada Eskwela in the New Normal:

A Program Evaluation

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Department of Education - Cordillera Administrative Region

Basic Research Proposal

November 2022

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Typically, a research paper for publication is between 5,000 to 9,000 words inclusive of references. Hence, a research proposal should not be more than this. The word limit for research proposal will give you enough space later for a greater emphasis on the results, discussion and conclusion because these sections provide you the opportunity to present, discuss and argue for your findings and their potential contribution to knowledge, practice or policy.

A high-quality research proposal has the following elements:

1. Relevance. The research topic is relevant to the present issues or concerns. Always scan the current educational discourse and landscape. Identify the current issues in education (conceptual, theoretical and practice) both nationally and internally. Although your aim is not to solve a global issue/s, it is necessary that your research proposal is aligned to the existing issues or concerns.

2. Potential Contribution. It must address the existing gap in the literature by either contributing a new or extending the existing knowledge, concept, theorization or model (or improving practice). This must be well-articulated in the research proposal. There is no point of conducting a research that will duplicate only the existing studies.

3. Feasible. Assessing the feasibility of your research proposal includes the criteria for your capability, time and resources. Make sure you are writing a research proposal that is within your area of specialization or something that interests you. Also, consider the scope of your study. It should be manageable within a given time frame and your workload. Further, consider your access to resources including participants, data, software and among others.

4. Delimited. A high-quality research proposal clearly articulates the parameter of the study. It should set realistic scope with a clear focus or topic area.

5. Follows Ethical Standards. The research proposals clearly identify potential ethical and legal issues that may arise in the study. Issues on privacy, anonymity, potential risk (both physical and emotional) should be acknowledged and risk assessment and mitigation procedures should be clearly indicated.

Introduction and Rationale

The introduction and rationale provides the context of and argues for the importance of the research area. Therefore, it needs to be concise but clearly articulates the context, rationale, related studies, and how your proposed research relates to those related studies. It also includes the general aim and the potential contribution of the proposed research.

Key elements that you need to include:

1. Introduction of the research proposed study. What is the general situation/circumstance that makes you develop your research proposal? Why is the proposed research significant in education particularly in supporting the Basic Education Research Agenda? Define also key concepts and variables.

2. Importance of your research proposal. Why the research is important, interesting and problematic?

3. Aims of your proposed research. What are the aims of your research proposal?

4. Related studies. What has been done by other researchers in this area?

5. Gaps related to the proposed research. Given those relevant researches cited in item 3, what are the current gaps in the literature? Your answer to this question will provide evidence that your research proposal will "fill the gap" in the literature.

6. Potential contribution. Your answer to this question will highlight the value of your research proposal. You need to clearly argue for your proposed research's practical and theoretical value.

- Will it solve a particular problem?
- Will it offer a new way of thinking?
- Will it give a new direction towards enhancement of practice?
- Will it prove/disprove something?
- Will it solve a certain debate?
- Will it add evidence to a developing body of knowledge?
- Will it develop a new theory, prototype, model, artefact, process, tool and etc?

Example of an argument	**Support from the literature**
When you say that : "There is no study so far in the context of high performing students"	This should be supported by literature where you have to cite that the present studies used all mainstream students. You can say from the literature: "studies in this area were conducted using students from mainstream classes (i.e., Alonzo, 2014; Baker, 2015; Sullivan, 2015; Gared, 2018 & Inder, 2018). Here, you are enumerating studies which used only mainstream classes.
When you claim that: "This proposed study will address the methodological limitations of the present studies to provide empirical evidence to the present understanding of the effect of factor X to student achievement."	You need to show that the existing studies did not sue empirical approach. You can say from the literature: "The papers of Andi (2006), Kluse (2006), Menard (2012) and Hendir (2018) used only theoretical approach and hence lacking rigour.
When you argue that: Although the association between Factor X and Factor Y is well founded in the literature, the direct effect of Factor Z is not fully established.	To have this argument, you need to have read studies that show the association of Factor Z to the relationship of Factors X and Y. Two studies (Mattin, 2017; Mendy, 2018) provided an implicit evidence for the controlling effect of Factor Z to the expression of Factor X, which is theorised to impact Factor Y as well.

Literature Review

Having clear arguments for the need and the potential contribution of your proposed research, this section of your proposal contains your original arguments that demonstrate that you have made an extensive literature review. The literature review for research proposal builds on prior research papers published. You need to demonstrate your familiarity with relevant literature in the field. You have to demonstrate also that you have made a critical analysis of the literature in relation to your proposed research topic.

As an unwritten rule in writing a research proposal, *you need to cite at least five of the most prominent works* related to your proposed study to show evidence that you are familiar with the field. In terms of structure, it is often desirable to start with international literature to argue that the research proposal has a widespread concern, issue or interest. Then, you have to discuss the context of your proposed research to demonstrate that the local concern, issue or interest resonates the international context.

You have to keep in mind that a literature review is not a report of what has been done in relation to your research proposal but rather it contains your argument related to the gap in the literature. In other words, the literature review is not a summary of the existing studies, but rather your arguments that are supported by existing literature that highlight the importance of your research topic, gap/limitations/issues in the existing knowledge and appropriate theory/ries that guide your overall research design.

Your literature review is the expanded version of your introduction that contains more supporting details. You have to demonstrate your ability to write concise and coherent arguments to support the rationale of your proposed research.

Key elements that you need to include in the literature review:

1. Current understanding related to the proposed study. You have to discuss what is already known in the field in relation to your proposed research. You need to present a concise critical analysis of the findings of the previous studies. Your aim in this section is to situate your research proposal in the existing studies and to show that your proposed study is of wide interest and concern.

2. The gaps in the existing literature. You have to clearly argue that your proposed study will fill the existing gap in the literature. There is no point of conducting your research if you will not contribute to the existing knowledge in the field. The key to identifying gaps in the literature is a thorough review of previous studies published. The gaps may include limitations of the existing papers in terms of :

a. Methodology
b. Conceptualization
c. Relationships
d. Entirely new research

3. The position of your paper in the literature. You need to clearly argue how your paper relates to, builds on, or differs from the existing papers published. You need to critically analyse related studies that inform your proposed study.

4. The theoretical framework of your proposed study. You need to briefly discuss the theoretical background of your proposed study. You have to cite theory/ies that would help you develop your conceptual or analytical framework. DO NOT just simply summarize the

theory/ies that will be used. Rather, explain the theory/ies how it will guide the research design, data collection and interpretation. If there are competing theoretical perspectives, justify your choice and clearly articulate why it is superior above other theories.

a. For quantitative research, your theoretical framework should discuss hypothesised interaction model of the constructs/variables. You need to use theory/ies to establish the links of the different constructs/variables you are studying. You need to clearly argue why Variable X is associated with Variable Y, Z and *n*.

b. For qualitative research, you need to identify a particular theory or theories that you will use as your lens to interpret the phenomenon of interest in your proposed research. Your theoretical framework should be used to argue for the analytical framework that will be used for your data analysis.

Research Questions

Your research questions are the directly linked to the aims of your paper. They are specific statements of what the proposed research is trying to answer. Good research questions will guide the overall approach of the proposed study. They establish the focus of the proposed research, determine the most appropriate methodology, guide the data collection, analysis and interpretation. In a quantitative research, there is no need to write the hypothesis/es if you have clearly articulated your research questions.
The question whether how many research questions are needed is purely dependent on specific issues related to the aim of your study.

Characteristics of good research question:
1. Clarity – you should clearly state what you want to do.

2. Concise – not too broad and not too specific. If it is too broad, you might find it hard to answer thoroughly using your data. However, if it is too narrow, you might find that some of your data are useless.

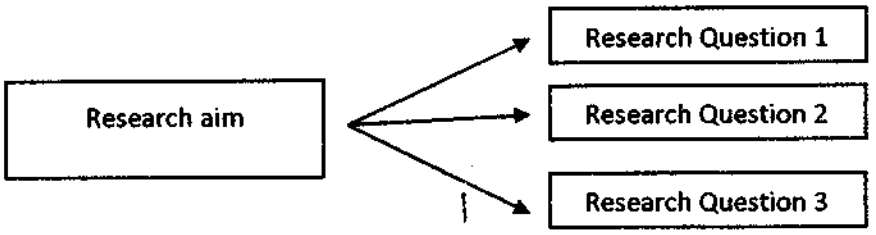
3. Consistent – they should be aligned to the aims of your proposed research.

4. Measurable within a specific timeframe– make sure your research questions can be answered by analysing data. Also, you need to ensure that your research questions can be answered within the proposed timeline.

5. Complex – complex in a sense that it will allow you to analyse data, interpret data and identify findings. The research questions should allow you to produce an analysis rather a simple description.

How to develop research questions
So, how to develop good research questions, which are clear, concise, consistent, measurable and complex,
1. You start by having a clear general aim of your study. The aim is broad statements of desired outcomes, or the general intentions of the research, which emphasizes what is to be accomplished.

2. From the aim of your research, identify the key issues to be focused on and state them in the form of questions. Any questions that you have that are not aligned to the aim of the study should not be included.



The aim/purpose of this study is to investigate/explore/ determine/establish the relationship between/factors that...

Specific issues that your research plans to investigate

Example:

This study aimed to investigate the competence of the ALS teachers in the Division of Apayao in teaching the Learning Strand 6 – Digital Citizenship. Specifically, it sought answers to the following:

1. What is the level of competence of teachers in the content standards of Learning Strand 6 – Digital Citizenship?

   Qualitative – What is the competence . .

2. Is there a significant difference in the level of competence of teachers in the content standards of Learning Strand 6 – Digital Citizenship according to their profile?

a. age

b. highest educational attainment

c. years of teaching experience

d. Number of seminars/trainings attended related to Digital Citizenship

Ho: There is no significant difference in the level of competence of teachers according to age, highest educational attainment, length of teaching experience and number of seminars attended related to Digital Citizenship.

3. What are the challenges encountered by ALS teachers in teaching Digital Citizenship?

   Quantitative – degree of seriousness of the challenges encountered

   **Is there a significant difference.....*

4. What are the coping mechanisms of ALS teachers to address the challenges in teaching Digital Citizenship?

   Quantitative – level of agreement on the coping mechanisms/strategies

   **Is there a significant difference....*

Scope And Limitations

The Scope and Limitation defines the depth and coverage of the proposed study. You have to clearly articulate what you will do and what you will not do. You have to discuss the restrictions of the study.

The limitations of the study may be due to:
1. Methodological limitation – this is due to inability to obtain sufficient appropriate evidence. Limitations may include to access to data, availability of respondents, time constraint and many others.

2. Data interpretation – this is due to access to or limited use of a particular data analysis technique or software.

3. Scope of the study – this is due to an intentional setting of parameters that define the boundary of the study.

Research Methodology

Research methodology should argue for the appropriateness of your sampling technique, data collection, ethical issues and data analysis plan. What you need to ensure in writing your research methodology is the coherence of your research design in gathering and analysing data to answer your research questions while adhering to the ethical and legal practice.

Components of Methodology

You need to start by discussing the specific research design you have selected. You need to argue for the appropriateness of the research design to answer the research questions. These research design could be of one the following: action research, design-based, case study, causal design, cohort design, cross-sectional, descriptive, correlational, experimental, exploratory, historical, longitudinal, meta-analysis, mixed-method, observational, philosophical, sequential and systematic review

After discussing your research design, you need to include specific parts. These are:

Population and/ Sampling – you need to specify how do you select your samples. You need to clearly argue for the benefits and limitations of your selected sampling design. Indicate the strength of the sample design or its practicality. It is desirable to always use a random sampling technique, but it is not always practical. Consider ethical issues if you do random sampling of students. If you ask for informed consent, most likely the random samples you have selected may not expressed their consent to participate in your study. Always consider the practicality and plausibility of your sampling design. Unless you are using secondary data, then random sampling would be possible.

Data Collection – you need to identify how do you collect your data. Then, justify why the chosen data collection method will answer your research questions. This answers the question, what data collection method will best help you collect the data to answer your research questions. For quantitative research, argue why would you use experiments, surveys, test, or secondary data. For qualitative data, why would you use interviews, focus groups and narrative texts. A good argument relates the definition of the data collection method to the research questions. Do not simply include a long definition of data collection method here. If you will use a questionnaire or a test, you need to attach them in the appendix.

A clear description of the tool and its psychometric properties should be included. If the tool is yet to be developed along the process of research, a clear description of a theoretical and/or empirical approach for tool development should be included. For qualitative research, the interview guide and/or observation checklist should be appended. A description on how the interview guide/observation checklist was developed should be included. Any plan for pilot testing the interview guide/checklist should be clearly discussed as well.

Plan for Data Analysis – this subsection details your analysis plan. For quantitative data, it requires you to justify the chosen statistical tool and how it will generate results to answer your research questions. On the other hand, for qualitative research, you need to argue for a specific data analysis (see Appendix B for some examples of qualitative data analysis techniques).

Ethical Issues – you need to consider ethical issues related to privacy, anonymity, copyright, child protection, voluntary participation of respondents and sensitivity of data.

Timetable/Gantt Chart

You need to give a sensible timeline indicating plans from commencement right through to submission. In the timetable, you need to indicate the major milestones with specific activities of your proposed research. A Gantt chart offers an advantage in visualizing your timeline.

Your timetable helps the assessors and evaluators to make critical decisions related to the feasibility of your proposed study. Timetable functions to:

1. help assessors and evaluators to understand how you will conduct your study;
2. convince them that you have your detailed action plan;
3. convince them that you have plan to finish your research within a specific timeframe; and
4. clarify the main activities you need to accomplish to complete your research.

(Milestones and Activities could be modified depending on the research, this is just an example.)

Milestone and Activities	Date (Week)																							
	November				December				January 2023				February				March				April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Milestone 1: Planning and Design																								
Developing the tool/instrument/interview questions/ observation guide																								
Submission of research proposal for evaluation																								
Milestone 2: Data Collection																								
Validation of Tool/Instrument																								
Piloting the tool/ instrument/interview questions/ observation guide																								

	Date (Week)																							
	May				June				July				August				September				October			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Conducting the survey/interview/observation																								
Milestone 3: Data Analysis																								
Cleaning the data/Transcribing/Translating																								
Interpreting the results																								
Milestone 4: Completing the research paper																								
Revising the proposal (particularly the Research Methodology into past tense)																								
Writing the Results and Discussion section																								
Writing the Conclusion and Implications																								
Reviewing/editing/ proof reading																								
Submission of Final Report																								
Milestone 5: Dissemination of final results																								
Conducting forum with stakeholders (teachers, principals, students?)																								
Presenting in a conference																								

Cost Estimates

You need to follow the accounting and auditing rules.

A. Supplies and Materials					
Activity	Item	Unit	Quantity	Estimated Cost	Total
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream			
	A4 Folder Tagboard with fastener	pc			
	Printer Ink Black	bottle			
	Printer Ink Cyan	bottle			
	Printer Ink Magenta	bottle			
	Printer Ink Yellow	bottle			

B. Domestic Travel Expenses					
Submission of deliverables- First Tranche documents with wet signatures.	Courier (J&T)				
C. Food and other incurred expenses during the conduct of research					
D. Reproduction, Printing, and Binding Cost					
E. Communication Expenses for the Implementation / Conduct of the Study					
Validation of Instruments	Load of Validators/ Experts	card			
Implementation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents	Regular Load of proponent	card			
	Internet Load of proponent	card			
F. Other Expenses					
					00,000.00

Prepared by:

JUAN D. CRUZ
Proponent
(Name and Signature)

Plans for Dissemination and Advocacy

In this section, you need to discuss how will you disseminate the outcomes of your proposed research. Keep in mind that outcomes are different from outputs. Outcomes should be closely linked to the possible contribution of your proposed research. You need to indicate how will you disseminate the results of your study for a wider education community and for specific group of people, teachers, students, parents or other stakeholders that may benefit from your finding. The key here is to make your results and findings accessible for key stakeholders.

To maximize the dissemination of the findings of your study, you are encouraged to present in:

1. Learning Action Cell. If your study will benefit your colleagues, then it is worthwhile to share your study with emphasis on how the implications of the findings on learning and teaching.

2. Research Forum in your division or region. This is a good way to reach a wider community in the same context.

3. Research Conference. Select the highly-reputable research conference. You will meet people who have the same research interest as you. You can get feedback from them and establish connections for future research collaboration.

4. Alternatively, you can convert the findings of your study into a *flyer/brochure for distribution*. This is an efficient way of reaching people who might benefit from the findings of your research.

5. In cases where your research findings would have policy implications, organizing a meeting with policy makers within your division or region is recommended. Your task is to present the findings and lead the discussion on how these findings could inform the development of new policy or revision of the existing one.

Reference

Your list of references is as important as the other parts of your proposal. Having a consistent referencing style demonstrate that your proposal is well-thought and well-written. For references, we follow the **APA 7th edition guidelines.** This referencing style is the most preferred and accepted in Social Science Research.

- Minimum of 15 references
- Recent related studies - at least 5 years

Appendices

- Data gathering instruments (test questions, questionnaire, interview guide questions)
- Letters
- Consent form
- Assent form (Learners 18y.o and below)
- *Align with your discussions*

BASIC RESEARCH FINAL REPORT

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Customizing Implementation of Brigada Eskwela in the New Normal:

A Program Evaluation

Juan A. Dela Cruz

Head Teacher III

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September 2023

Abstract

An abstract is a **concise summary** that enables readers to quickly assess the contents and direction of the paper. The abstract concisely describes the **topic/ purpose/scope, method, principal findings, and conclusion/ implication**.

- **200 – 250 words** in **one (1) paragraph, double space, left alignment**
- **3 to 5 keywords** separated by a comma (avoid repeating words from the title)

Guide in writing:

Introduction -1 sentence
Aim -1 sentence
Method (research design, participants, data analysis) – 2 to 3 sentences
Findings (bulk of discussion)
Conclusion – 1 sentence (answers the question: If these are the findings SO WHAT?)

Acknowledgments

- Contains words of gratitude and appreciation to people / institution/s that helped in any way to the researcher in the conduct of the action research
- BERF as the funding source

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Introduction and Rationale

Literature Review

Research Questions

Scope and Limitation

Research Methodology

Research Design

Population and/or Sampling

Data Collection

Data Analysis

Ethical Issues

Results and Discussions

Results should be presented in relation/aligned to the research question/s.

Results can be presented through tables, graphs, charts, and diagrams which can be made more interesting.

Narrative explanations should precede tables and graphs.

Discussion of findings should be clearly and concisely presented

Guide in writing:

Explanation – explain the data presented in the table or graph, avoid repeating/presenting the numerical data that is already in the table..explain what the table is showing. For example, you may focus explaining on the indicator or variable that has the highest and/or lowest mean.

Implication – what does the result mean or implicate (aligned to your explanation)

Corroboration and/or Contradiction – present related studies or literature that support and/or contradict your finding/s

Conclusions and Recommendations

Conclusion – aligned to research questions (direct answer to the research questions)

Recommendation – aligned/ based on the conclusions

Dissemination and Advocacy Plans

Discuss how will you disseminate and utilize the outcomes of your proposed research.

Keep in mind that outcomes are different from outputs. Outcomes should be closely linked to the possible contribution of your proposed research.

Indicate how will you disseminate the results of your study for a wider education community and for specific group of people, teachers, students, parents or other stakeholders that may benefit from your finding.The key here is to make your results and findings accessible for key stakeholders.

Guide in writing:

1. Discuss how your going to dessiminate your research, to whom, how?
2. Present ways on how your research will be utilized?

References

Appendices

Financial Report

Same with the approved Cost Estimates in your research proposal, except for the additional column for Actual Cost.

A. Supplies and Materials						
Activity	Item	Unit	Quantity	Estimated Cost	Total	**ACTUAL COST**
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream				
	A4 Folder Tagboard with fastener	pc				
	Printer Ink Black	bottle				
	Printer Ink Cyan	bottle				
	Printer Ink Magenta	bottle				
	Printer Ink Yellow	bottle				
					00,000.00	00,000.00

Prepared by:

JUAN D. CRUZ
Proponent
(Name and Signature)

ACTION RESEARCH

(Most parts of basic research and action research are the same except that the literature review of action research is focused on critically analyzing the innovation, intervention, or strategy that you intend to implement to solve the issue)

ACTION RESEARCH PROPOSAL

Title page
Table of Contents
Context and Rationale
Action Research Questions
Proposed Innovation, Intervention, and Strategy
Action Research Methods
Research Design
Participants and/or Other Sources of Data and Information
Data Gathering Methods
Data Analysis Plan
Ethical Issues
Action Research Work Plan and Timelines
Cost Estimates
Plans for Dissemination and Utilization
References
Appendices

Context and Rationale

The context and rationale of your action research proposal should include a brief description of the **following:**

1. General description of the context of the problem identified.

- **Provide a description of the problem.** Include what has been done so far in this area.

2. Importance of your research proposal. Why the research is important, interesting and problematic?

3. Related studies. What has been done by other researchers in this area?

4. Aims of your proposed research. What are the aims of your research proposal?

5. Potential contribution. Your answer to this question will highlight the value of your research proposal. You need to clearly argue for the practical and theoretical value of your proposed research.

- Will it solve a particular problem?
- Will it offer a new way of thinking?
- Will it give a new direction towards enhancement of practice?
- Will it prove/disprove something?
- Will it solve a certain debate?
- Will it add evidence to a developing body of knowledge?
- Will it develop a new theory, prototype, model, artefact, process, tool and etc?

Identify and briefly describe the underachieving group you are interested in, and the school, or schooling system, in which they are located.

Briefly research the characteristics and needs of this specific group of students, the nature of the teaching and learning programs required for these students, and the classroom teaching strategies that can be used to build and support the engagement of these students with learning. The group may comprise students with special needs (e.g. students with an intellectual disability, physical disability, vision or hearing impairment, language disorder, mental health conditions, autism) or students who are indigenous, from a low socio-economic background, rural or remote area or are gifted academically or in sport, music or the arts, or seemingly disengaged and apparently unmotivated students.

Evaluate how well the provider (the school or schooling system) is meeting the needs of these students using evidence from sources such as school or system websites, annual reports, media posts and articles, 'My School' website, NAPLAN testing, etc.

Action Research Questions

Example:

The focus of this study is primarily on determining the effect of Coins-Ladders in developing and enhancing reading comprehension in terms of finding the main idea, important facts and supporting details; sequencing/retelling; and drawing conclusions of Grade 3 learners of Calamagan Elementary School during pandemic. Specifically, it aims to answer the following questions:

1. What is the level of reading comprehension of the learners in the control and experimental groups in their pretest and post-test?
2. Is there a significant difference in the level of reading comprehension between the pretest and post-test scores of the learners in the control and experimental groups ?

H_o: There is no significant difference.....

3. Is there a significant difference in the level of reading comprehension in the pretest and post-test scores of the learners between the control and experimental groups?

H_o: There is no significant difference.....

Proposed Innovation, Intervention, and Strategy

- **appropriate** innovation/ intervention/ strategy
- Make sure to provide **strong theoretical support**.
- You need to have a **clear argument why you have selected/developed** the innovation/intervention/strategy you are planning to implement.
- You can draw from various **theories and related studies** to build your argument.

Guide in writing:

1. Discuss on what is the intervention
-supported by theory, related studies...
-Discussion shows the appropriateness of the intervention to address the problem.
Present what is new/
2. Discuss on the implementation of the intervention
- procedures (activities, time frame)
-presents the role of the participants (researcher/s, learners, parents, etc)

Action Research Work Plan and Timelines

Example:

Milestones and Activities	DATE (WEEK)			
	JULY 2022	AUGUST 2022	SEPT. 2022	OCT. 2022
Milestone 1a: Planning & Design				
Preparing Research Proposal.				
Seeking Approval				
Milestone 2: Data Collection				
Validation of Pretest and Post-test				

DATE	WEEK			
		NOVEMBER 2022	DEC. 2022	JANUARY 2023
Milestone 3: Implementation Phase				
Distribution of Pre -Test				
Implementation of Action Research				

DATE	*WEEK*			
	FEB. 2023	MARCH 2023	APRIL 2023	MAY 2023
Milestone 4: Data Analysis				
Cleaning the data/Transcribing /Translating				
Interpreting the Results				
Milestone 5: Completing the Research Paper				
Writing the Results and Discussion Section				
Reviewing/Editing/Proofreading				
Submission of Final Report to SDRC for review				
Incorporation Of comments and suggestions.				
Seeking of Approval				
Submission of Final Report to Division for review				
Incorporation Of comments and suggestions.				
Milestone 6: Dissemination of Final Result				
Presenting in PTA Meeting				

ACTION RESEARCH FINAL REPORT

Title page
Abstract
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Context and Rationale
Action Research Questions
Innovation, Intervention, and Strategy
Action Research Methods
Research Design
Participants and/or Other Sources of Data and Information
Data Gathering Methods
Data Analysis
Ethical Issues
Discussion of Results and Reflection
Conclusions and Recommendations
Action Plan
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Appendices
Financial Report

Reflection (Discussion of Results and Reflection)

Following a narrative format, the researcher shares what s/he has learned from the outcomes of the study.

- *What have you learned from the conduct of the study as a researcher? As a teacher?*
- *What contributed to the success of the research?*
- *What could be changed or improved in the future implementation of the interventions?*

Action Plan

- Based on the results of the study, develop your action plan for disseminating, utilizing,
- and expanding the research results. (Following a narrative format)

Reference / Sources:

Adapted from the DepEd Research Modules (draft) Writing a High-Quality Research Proposal, and Action Research Tool Kit and Slide Decks

DepEd Order No. 16, s. 2017. Research Management Guidelines

DepEd Memorandum No. 144, s. 2017. Supplemental Research Guides and Tools

DepEd Order No. 39, s. 2016. Adoption of the Basic Education Research Agenda

DepEd Order No.0 14, s. 2022. Adoption of E-*Saliksik*: The DepEd Research Portal

DepEd Memorandum No. 028, s. 2022. Adopting Tools to Improve Quality Management of Completed Research at the Department of Education

Agreements during the Training Workshop on the Use of Quality Control Checklist (QCC) on Completed Action and Basic Research, February 7-9, 2023 partcipated by Regional and Division Research Committee members and Technical Working Groups

Enclosure 1 to Regional Memorandum No. _____

GUIDE IN WRITING THE RESEARCH PROPOSAL AND FINAL REPORT

Requirements of Research Papers: Styles and Formatting

APA Style (7th Edition)

Font style – Arial

Font size – 11

Spacing – double space (except for tables)

Paper size – A4

Margins – Normal (1 inch on all sides)

Pagination – Upper – right corner

Alignment – Left

Folder – A4 brown folder, fastener

BASIC RESEARCH

[redacted]

BASIC RESEARCH PROPOSAL

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Research Questions
Scope and Limitations
Research Methodology
Research Design
Population and/or Sampling
Data Collection
Plan for Data Analysis
Ethical Issues
Timetable / Gantt Chart
Cost Estimates
Plans for Dissemination and Advocacy
References
Appendices

[redacted]

Customizing Implementation of Brigada Eskwela in the New Normal:

A Program Evaluation

Juan A. Dela Cruz

Head Teacher III

Mabili National High School

Pillar, Abra

Schools Division Office – Abra

Department of Education - Cordillera Administrative Region

Basic Research Proposal

November 2022

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Typically, a research paper for publication is between 5,000 to 9,000 words inclusive of references. Hence, a research proposal should not be more than this. The word limit for research proposal will give you enough space later for a greater emphasis on the results, discussion and conclusion because these sections provide you the opportunity to present, discuss and argue for your findings and their potential contribution to knowledge, practice or policy.

A high-quality research proposal has the following elements:

1. Relevance. The research topic is relevant to the present issues or concerns. Always scan the current educational discourse and landscape. Identify the current issues in education (conceptual, theoretical and practice) both nationally and internally. Although your aim is not to solve a global issue/s, it is necessary that your research proposal is aligned to the existing issues or concerns.

2. Potential Contribution. It must address the existing gap in the literature by either contributing a new or extending the existing knowledge, concept, theorization or model (or improving practice). This must be well-articulated in the research proposal. There is no point of conducting a research that will duplicate only the existing studies.

3. Feasible. Assessing the feasibility of your research proposal includes the criteria for your capability, time and resources. Make sure you are writing a research proposal that is within your area of specialization or something that interests you. Also, consider the scope of your study. It should be manageable within a given time frame and your workload. Further, consider your access to resources including participants, data, software and among others.

4. Delimited. A high-quality research proposal clearly articulates the parameter of the study. It should set realistic scope with a clear focus or topic area.

5. Follows Ethical Standards. The research proposals clearly identify potential ethical and legal issues that may arise in the study. Issues on privacy, anonymity, potential risk (both physical and emotional) should be acknowledged and risk assessment and mitigation procedures should be clearly indicated.

Introduction and Rationale

The introduction and rationale provides the context of and argues for the importance of the research area. Therefore, it needs to be concise but clearly articulates the context, rationale, related studies, and how your proposed research relates to those related studies. It also includes the general aim and the potential contribution of the proposed research.

Key elements that you need to include:

1. Introduction of the research proposed study. What is the general situation/circumstance that makes you develop your research proposal? Why is the proposed research significant in education particularly in supporting the Basic Education Research Agenda? Define also key concepts and variables.

2. Importance of your research proposal. Why the research is important, interesting and problematic?

3. Aims of your proposed research. What are the aims of your research proposal?

4. Related studies. What has been done by other researchers in this area?

5. Gaps related to the proposed research. Given those relevant researches cited in item 3, what are the current gaps in the literature? Your answer to this question will provide evidence that your research proposal will "fill the gap" in the literature.

6. Potential contribution. Your answer to this question will highlight the value of your research proposal. You need to clearly argue for your proposed research's practical and theoretical value.

- Will it solve a particular problem?
- Will it offer a new way of thinking?
- Will it give a new direction towards enhancement of practice?
- Will it prove/disprove something?
- Will it solve a certain debate?
- Will it add evidence to a developing body of knowledge?
- Will it develop a new theory, prototype, model, artefact, process, tool and etc?

Example of an argument	**Support from the literature**
When you say that : "There is no study so far in the context of high performing students"	This should be supported by literature where you have to cite that the present studies used all mainstream students. You can say from the literature: "studies in this area were conducted using students from mainstream classes (i.e., Alonzo, 2014; Baker, 2015; Sullivan, 2015; Gared, 2018 & Inder, 2018). Here, you are enumerating studies which used only mainstream classes.
When you claim that: "This proposed study will address the methodological limitations of the present studies to provide empirical evidence to the present understanding of the effect of factor X to student achievement."	You need to show that the existing studies did not sue empirical approach. You can say from the literature: "The papers of Andi (2006), Kluse (2006), Menard (2012) and Hendir (2018) used only theoretical approach and hence lacking rigour.
When you argue that: Although the association between Factor X and Factor Y is well founded in the literature, the direct effect of Factor Z is not fully established.	To have this argument, you need to have read studies that show the association of Factor Z to the relationship of Factors X and Y. Two studies (Mattin, 2017; Mendy, 2018) provided an implicit evidence for the controlling effect of Factor Z to the expression of Factor X, which is theorised to impact Factor Y as well.

Literature Review

Having clear arguments for the need and the potential contribution of your proposed research, this section of your proposal contains your original arguments that demonstrate that you have made an extensive literature review. The literature review for research proposal builds on prior research papers published. You need to demonstrate your familiarity with relevant literature in the field. You have to demonstrate also that you have made a critical analysis of the literature in relation to your proposed research topic.

As an unwritten rule in writing a research proposal, *you need to cite at least five of the most prominent works* related to your proposed study to show evidence that you are familiar with the field. In terms of structure, it is often desirable to start with international literature to argue that the research proposal has a widespread concern, issue or interest. Then, you have to discuss the context of your proposed research to demonstrate that the local concern, issue or interest resonates the international context.

You have to keep in mind that a literature review is not a report of what has been done in relation to your research proposal but rather it contains your argument related to the gap in the literature. In other words, the literature review is not a summary of the existing studies, but rather your arguments that are supported by existing literature that highlight the importance of your research topic, gap/limitations/issues in the existing knowledge and appropriate theory/ries that guide your overall research design.

Your literature review is the expanded version of your introduction that contains more supporting details. You have to demonstrate your ability to write concise and coherent arguments to support the rationale of your proposed research.

Key elements that you need to include in the literature review:

1. Current understanding related to the proposed study. You have to discuss what is already known in the field in relation to your proposed research. You need to present a concise critical analysis of the findings of the previous studies. Your aim in this section is to situate your research proposal in the existing studies and to show that your proposed study is of wide interest and concern.

2. The gaps in the existing literature. You have to clearly argue that your proposed study will fill the existing gap in the literature. There is no point of conducting your research if you will not contribute to the existing knowledge in the field. The key to identifying gaps in the literature is a thorough review of previous studies published. The gaps may include limitations of the existing papers in terms of :

a. Methodology
b. Conceptualization
c. Relationships
d. Entirely new research

3. The position of your paper in the literature. You need to clearly argue how your paper relates to, builds on, or differs from the existing papers published. You need to critically analyse related studies that inform your proposed study.

4. The theoretical framework of your proposed study. You need to briefly discuss the theoretical background of your proposed study. You have to cite theory/ies that would help you develop your conceptual or analytical framework. DO NOT just simply summarize the

theory/ies that will be used. Rather, explain the theory/ies how it will guide the research design, data collection and interpretation. If there are competing theoretical perspectives, justify your choice and clearly articulate why it is superior above other theories.

a. For quantitative research, your theoretical framework should discuss hypothesised interaction model of the constructs/variables. You need to use theory/ies to establish the links of the different constructs/variables you are studying. You need to clearly argue why Variable X is associated with Variable Y, Z and *n*.

b. For qualitative research, you need to identify a particular theory or theories that you will use as your lens to interpret the phenomenon of interest in your proposed research. Your theoretical framework should be used to argue for the analytical framework that will be used for your data analysis.

Research Questions

Your research questions are the directly linked to the aims of your paper. They are specific statements of what the proposed research is trying to answer. Good research questions will guide the overall approach of the proposed study. They establish the focus of the proposed research, determine the most appropriate methodology, guide the data collection, analysis and interpretation. In a quantitative research, there is no need to write the hypothesis/es if you have clearly articulated your research questions.
The question whether how many research questions are needed is purely dependent on specific issues related to the aim of your study.

Characteristics of good research question:
1. Clarity – you should clearly state what you want to do.

2. Concise – not too broad and not too specific. If it is too broad, you might find it hard to answer thoroughly using your data. However, if it is too narrow, you might find that some of your data are useless.

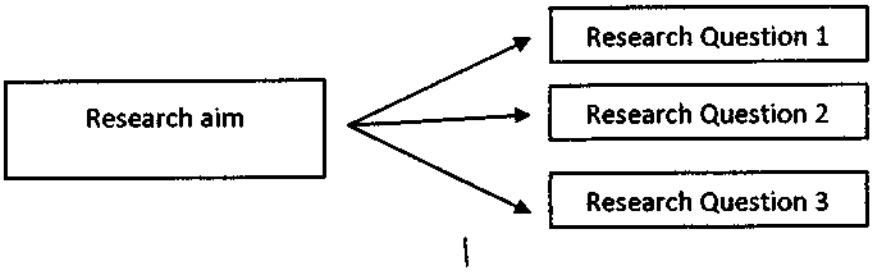
3. Consistent – they should be aligned to the aims of your proposed research.

4. Measurable within a specific timeframe– make sure your research questions can be answered by analysing data. Also, you need to ensure that your research questions can be answered within the proposed timeline.

5. Complex – complex in a sense that it will allow you to analyse data, interpret data and identify findings. The research questions should allow you to produce an analysis rather a simple description.

How to develop research questions
So, how to develop good research questions, which are clear, concise, consistent, measurable and complex,
1. You start by having a clear general aim of your study. The aim is broad statements of desired outcomes, or the general intentions of the research, which emphasizes what is to be accomplished.

2. From the aim of your research, identify the key issues to be focused on and state them in the form of questions. Any questions that you have that are not aligned to the aim of the study should not be included.



The aim/purpose of this study is to investigate/explore/ determine/establish the relationship between/factors that...

Specific issues that your research plans to investigate

Example:

This study aimed to investigate the competence of the ALS teachers in the Division of Apayao in teaching the Learning Strand 6 – Digital Citizenship. Specifically, it sought answers to the following:

1. What is the level of competence of teachers in the content standards of Learning Strand 6 – Digital Citizenship?

   Quantitative – What is the competence

2. Is there a significant difference in the level of competence of teachers in the content standards of Learning Strand 6 – Digital Citizenship according to their profile?

   a. age
   b. highest educational attainment
   c. years of teaching experience
   d. Number of seminars/trainings attended related to Digital Citizenship

Ho: There is no significant difference in the level of competence of teachers according to age, highest educational attainment, length of teaching experience and number of seminars attended related to Digital Citizenship.

3. What are the challenges encountered by ALS teachers in teaching Digital Citizenship?

   Quantitative – degree of seriousness of the challenges encountered

   Is there a significant difference. . .

4. What are the coping mechanisms of ALS teachers to address the challenges in teaching Digital Citizenship?

   Quantitative – level of agreement on the coping mechanisms/strategies

   Is there a significant difference. . .

Scope And Limitations

The Scope and Limitation defines the depth and coverage of the proposed study. You have to clearly articulate what you will do and what you will not do. You have to discuss the restrictions of the study.

The limitations of the study may be due to:
1. Methodological limitation – this is due to inability to obtain sufficient appropriate evidence. Limitations may include to access to data, availability of respondents, time constraint and many others.

2. Data interpretation – this is due to access to or limited use of a particular data analysis technique or software.

3. Scope of the study – this is due to an intentional setting of parameters that define the boundary of the study.

Research Methodology

Research methodology should argue for the appropriateness of your sampling technique, data collection, ethical issues and data analysis plan. What you need to ensure in writing your research methodology is the coherence of your research design in gathering and analysing data to answer your research questions while adhering to the ethical and legal practice.

Components of Methodology

You need to start by discussing the specific research design you have selected. You need to argue for the appropriateness of the research design to answer the research questions. These research design could be of one the following: action research, design-based, case study, causal design, cohort design, cross-sectional, descriptive, correlational, experimental, exploratory, historical, longitudinal, meta-analysis, mixed-method, observational, philosophical, sequential and systematic review

After discussing your research design, you need to include specific parts. These are:

Population and/ Sampling – you need to specify how do you select your samples. You need to clearly argue for the benefits and limitations of your selected sampling design. Indicate the strength of the sample design or its practicality. It is desirable to always use a random sampling technique, but it is not always practical. Consider ethical issues if you do random sampling of students. If you ask for informed consent, most likely the random samples you have selected may not expressed their consent to participate in your study. Always consider the practicality and plausibility of your sampling design. Unless you are using secondary data, then random sampling would be possible.

Data Collection – you need to identify how do you collect your data. Then, justify why the chosen data collection method will answer your research questions. This answers the question, what data collection method will best help you collect the data to answer your research questions. For quantitative research, argue why would you use experiments, surveys, test, or secondary data. For qualitative data, why would you use interviews, focus groups and narrative texts. A good argument relates the definition of the data collection method to the research questions. Do not simply include a long definition of data collection method here. If you will use a questionnaire or a test, you need to attach them in the appendix.

A clear description of the tool and its psychometric properties should be included. If the tool is yet to be developed along the process of research, a clear description of a theoretical and/or empirical approach for tool development should be included. For qualitative research, the interview guide and/or observation checklist should be appended. A description on how the interview guide/observation checklist was developed should be included. Any plan for pilot testing the interview guide/checklist should be clearly discussed as well.

Plan for Data Analysis – this subsection details your analysis plan. For quantitative data, it requires you to justify the chosen statistical tool and how it will generate results to answer your research questions. On the other hand, for qualitative research, you need to argue for a specific data analysis (see Appendix B for some examples of qualitative data analysis techniques).

Ethical Issues – you need to consider ethical issues related to privacy, anonymity, copyright, child protection, voluntary participation of respondents and sensitivity of data.

Timetable/Gantt Chart

You need to give a sensible timeline indicating plans from commencement right through to submission. In the timetable, you need to indicate the major milestones with specific activities of your proposed research. A Gantt chart offers an advantage in visualizing your timeline.

Your timetable helps the assessors and evaluators to make critical decisions related to the feasibility of your proposed study. Timetable functions to:

1. help assessors and evaluators to understand how you will conduct your study;
2. convince them that you have your detailed action plan;
3. convince them that you have plan to finish your research within a specific timeframe; and
4. clarify the main activities you need to accomplish to complete your research.

(Milestones and Activities could be modified depending on the research, this is just an example.)

Milestone and Activities	Date (Week)																							
	November				December				January 2023				February				March				April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Milestone 1: Planning and Design																								
Developing the tool/instrument/interview questions/ observation guide																								
Submission of research proposal for evaluation																								
Milestone 2: Data Collection																								
Validation of Tool/Instrument																								
Piloting the tool/ instrument/interview questions/ observation guide																								

	Date (Week)																							
	May				June				July				August				September				October			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Conducting the survey/interview/observation																								
Milestone 3: Data Analysis																								
Cleaning the data/Transcribing/Translating																								
Interpreting the results																								
Milestone 4: Completing the research paper																								
Revising the proposal (particularly the Research Methodology into past tense)																								
Writing the Results and Discussion section																								
Writing the Conclusion and Implications																								
Reviewing/editing/ proof reading																								
Submission of Final Report																								
Milestone 5: Dissemination of final results																								
Conducting forum with stakeholders (teachers, principals, students?)																								
Presenting in a conference																								

Cost Estimates

You need to follow the accounting and auditing rules.

A. Supplies and Materials					
Activity	Item	Unit	Quantity	Estimated Cost	Total
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream			
	A4 Folder Tagboard with fastener	pc			
	Printer Ink Black	bottle			
	Printer Ink Cyan	bottle			
	Printer Ink Magenta	bottle			
	Printer Ink Yellow	bottle			

B. Domestic Travel Expenses					
Submission of deliverables- First Tranche documents with wet signatures.	Courier (J&T)				
C. Food and other incurred expenses during the conduct of research					
D. Reproduction, Printing, and Binding Cost					
E. Communication Expenses for the Implementation / Conduct of the Study					
Validation of Instruments	Load of Validators/ Experts	card			
Implementation of the study - Data Gathering /Collection, Preparation and submission of research papers and other documents	Regular Load of proponent	card			
	Internet Load of proponent	card			
F. Other Expenses					
					00,000.00

Prepared by:

JUAN D. CRUZ
Proponent
(Name and Signature)

Plans for Dissemination and Advocacy

In this section, you need to discuss how will you disseminate the outcomes of your proposed research. Keep in mind that outcomes are different from outputs. Outcomes should be closely linked to the possible contribution of your proposed research. You need to indicate how will you disseminate the results of your study for a wider education community and for specific group of people, teachers, students, parents or other stakeholders that may benefit from your finding. The key here is to make your results and findings accessible for key stakeholders.

To maximize the dissemination of the findings of your study, you are encouraged to present in:

1. Learning Action Cell. If your study will benefit your colleagues, then it is worthwhile to share your study with emphasis on how the implications of the findings on learning and teaching.

2. Research Forum in your division or region. This is a good way to reach a wider community in the same context.

3. Research Conference. Select the highly-reputable research conference. You will meet people who have the same research interest as you. You can get feedback from them and establish connections for future research collaboration.

4. Alternatively, you can convert the findings of your study into a *flyer/brochure for distribution.* This is an efficient way of reaching people who might benefit from the findings of your research.

5. In cases where your research findings would have policy implications, organizing a meeting with policy makers within your division or region is recommended. Your task is to present the findings and lead the discussion on how these findings could inform the development of new policy or revision of the existing one.

Reference

Your list of references is as important as the other parts of your proposal. Having a consistent referencing style demonstrate that your proposal is well-thought and well-written. For references, we follow the **APA 7th edition guidelines.** This referencing style is the most preferred and accepted in Social Science Research.

- Minimum of 15 references
- Recent related studies - at least 5 years

Appendices

- Data gathering instruments (test questions, questionnaire, interview guide questions)
- Letters
- Consent form
- Assent form (Learners 18y.o and below)
- *Align with your discussions*

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Customizing Implementation of Brigada Eskwela in the New Normal:

A Program Evaluation

Juan A. Dela Cruz

Head Teacher III

Mabili National High School

Pillar, Abra

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September 2023

Abstract

An abstract is a **concise summary** that enables readers to quickly assess the contents and direction of the paper. The abstract concisely describes the **topic/ purpose/scope, method, principal findings, and conclusion/ implication**.

- **200 – 250 words** in **one (1) paragraph, double space, left alignment**
- **3 to 5 keywords** separated by a comma (avoid repeating words from the title)

Guide in writing:

Introduction -1 sentence
Aim -1 sentence
Method (research design, participants, data analysis) – 2 to 3 sentences
Findings (bulk of discussion)
Conclusion – 1 sentence (answers the question: If these are the findings SO WHAT?)

Acknowledgments

- Contains words of gratitude and appreciation to people / institution/s that helped in any way to the researcher in the conduct of the action research
- BERF as the funding source

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Introduction and Rationale

Literature Review

Research Questions

Scope and Limitation

Research Methodology

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Population and/or Sampling

Data Collection

Data Analysis

Ethical Issues

Results and Discussions

Results should be presented in relation/aligned to the research question/s.

Results can be presented through tables, graphs, charts, and diagrams which can be made more interesting.

Narrative explanations should precede tables and graphs.

Discussion of findings should be clearly and concisely presented

Guide in writing:

Explanation – explain the data presented in the table or graph, avoid repeating/presenting the numerical data that is already in the table..explain what the table is showing. For example, you may focus explaining on the indicator or variable that has the highest and/or lowest mean.

Implication – what does the result mean or implicate (aligned to your explanation)

Corroboration and/or Contradiction – present related studies or literature that support and/or contradict your finding/s

Conclusions and Recommendations

Conclusion – aligned to research questions (direct answer to the research questions)

Recommendation – aligned/ based on the conclusions

Dissemination and Advocacy Plans

Discuss how will you disseminate and utilize the outcomes of your proposed research.

Keep in mind that outcomes are different from outputs. Outcomes should be closely linked to the possible contribution of your proposed research.

Indicate how will you disseminate the results of your study for a wider education community and for specific group of people, teachers, students, parents or other stakeholders that may benefit from your finding.The key here is to make your results and findings accessible for key stakeholders.

Guide in writing:

1. Discuss how your going to dessiminate your research, to whom, how?
2. Present ways on how your research will be utilized?

References

Appendices

Financial Report

Same with the approved Cost Estimates in your research proposal, except for the additional column for Actual Cost.

A. Supplies and Materials						
Activity	Item	Unit	Quantity	Estimated Cost	Total	**ACTUAL COST**
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream				
	A4 Folder Tagboard with fastener	pc				
	Printer Ink Black	bottle				
	Printer Ink Cyan	bottle				
	Printer Ink Magenta	bottle				
	Printer Ink Yellow	bottle				
					00,000.00	00,000.00

Prepared by:

JUAN D. CRUZ
Proponent
(Name and Signature)

ACTION RESEARCH

(Most parts of basic research and action research are the same except that the literature review of action research is focused on critically analyzing the innovation, intervention, or strategy that you intend to implement to solve the issue)

ACTION RESEARCH PROPOSAL

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Data Gathering Methods
Data Analysis Plan
Ethical Issues
Action Research Work Plan and Timelines
Cost Estimates
Plans for Dissemination and Utilization
References
Appendices

Context and Rationale

The context and rationale of your action research proposal should include a brief description of the **following:**

1. General description of the context of the problem identified.

- **Provide a description of the problem.** Include what has been done so far in this area.

2. Importance of your research proposal. Why the research is important, interesting and problematic?

3. Related studies. What has been done by other researchers in this area?

4. Aims of your proposed research. What are the aims of your research proposal?

5. Potential contribution. Your answer to this question will highlight the value of your research proposal. You need to clearly argue for the practical and theoretical value of your proposed research.

- Will it solve a particular problem?
- Will it offer a new way of thinking?
- Will it give a new direction towards enhancement of practice?
- Will it prove/disprove something?
- Will it solve a certain debate?
- Will it add evidence to a developing body of knowledge?
- Will it develop a new theory, prototype, model, artefact, process, tool and etc?

Identify and briefly describe the underachieving group you are interested in, and the school, or schooling system, in which they are located.

Briefly research the characteristics and needs of this specific group of students, the nature of the teaching and learning programs required for these students, and the classroom teaching strategies that can be used to build and support the engagement of these students with learning. The group may comprise students with special needs (e.g. students with an intellectual disability, physical disability, vision or hearing impairment, language disorder, mental health conditions, autism) or students who are indigenous, from a low socio-economic background, rural or remote area or are gifted academically or in sport, music or the arts, or seemingly disengaged and apparently unmotivated students.

Evaluate how well the provider (the school or schooling system) is meeting the needs of these students using evidence from sources such as school or system websites, annual reports, media posts and articles, 'My School' website, NAPLAN testing, etc.

Action Research Questions

Example:

The focus of this study is primarily on determining the effect of Coins-Ladders in developing and enhancing reading comprehension in terms of finding the main idea, important facts and supporting details; sequencing/retelling; and drawing conclusions of Grade 3 learners of Calamagan Elementary School during pandemic. Specifically, it aims to answer the following questions:

1. What is the level of reading comprehension of the learners in the control and experimental groups in their pretest and post-test?
2. Is there a significant difference in the level of reading comprehension between the pretest and post-test scores of the learners in the control and experimental groups ?

H_o: There is no significant difference.....

3. Is there a significant difference in the level of reading comprehension in the pretest and post-test scores of the learners between the control and experimental groups?

H_o: There is no significant difference.....

Proposed Innovation, Intervention, and Strategy

- **appropriate** innovation/ intervention/ strategy
- Make sure to provide **strong theoretical support**.
- You need to have a **clear argument why you have selected/developed** the innovation/intervention/strategy you are planning to implement.
- You can draw from various **theories and related studies** to build your argument.

Guide in writing:

1. Discuss on what is the intervention
-supported by theory, related studies...
-Discussion shows the appropriateness of the intervention to address the problem.
Present what is new/
2. Discuss on the implementation of the intervention
- procedures (activities, time frame)
-presents the role of the participants (researcher/s, learners, parents, etc)

Action Research Work Plan and Timelines

Example:

Milestones and Activities	DATE (WEEK)			
	JULY 2022	AUGUST 2022	SEPT. 2022	OCT. 2022
Milestone 1a: Planning & Design				
Preparing Research Proposal.				
Seeking Approval				
Milestone 2: Data Collection				
Validation of Pretest and Post-test				

DATE	WEEK			
		NOVEMBER 2022	DEC. 2022	JANUARY 2023
Milestone 3: Implementation Phase				
Distribution of Pre -Test				
Implementation of Action Research				

DATE	*WEEK*			
	FEB. 2023	MARCH 2023	APRIL 2023	MAY 2023
Milestone 4: Data Analysis				
Cleaning the data/Transcribing /Translating				
Interpreting the Results				
Milestone 5: Completing the Research Paper				
Writing the Results and Discussion Section				
Reviewing/Editing/Proofreading				
Submission of Final Report to SDRC for review				
Incorporation Of comments and suggestions.				
Seeking of Approval				
Submission of Final Report to Division for review				
Incorporation Of comments and suggestions.				
Milestone 6: Dissemination of Final Result				
Presenting in PTA Meeting				

ACTION RESEARCH FINAL REPORT

Title page
Abstract
Acknowledgment
Table of Contents
Context and Rationale
Action Research Questions
Innovation, Intervention, and Strategy
Action Research Methods
Research Design
Participants and/or Other Sources of Data and Information
Data Gathering Methods
Data Analysis
Ethical Issues
Discussion of Results and Reflection
Conclusions and Recommendations
Action Plan
References
Appendices
Financial Report

Reflection (Discussion of Results and Reflection)

Following a narrative format, the researcher shares what s/he has learned from the outcomes of the study.

- *What have you learned from the conduct of the study as a researcher? As a teacher?*
- *What contributed to the success of the research?*
- *What could be changed or improved in the future implementation of the interventions?*

Action Plan

- Based on the results of the study, develop your action plan for disseminating, utilizing,
- and expanding the research results. (Following a narrative format)

Reference / Sources:

Adapted from the DepEd Research Modules (draft) Writing a High-Quality Research Proposal, and Action Research Tool Kit and Slide Decks

DepEd Order No. 16, s. 2017. Research Management Guidelines

DepEd Memorandum No. 144, s. 2017. Supplemental Research Guides and Tools

DepEd Order No. 39, s. 2016. Adoption of the Basic Education Research Agenda

DepEd Order No.0 14, s. 2022. Adoption of E-*Saliksik*: The DepEd Research Portal

DepEd Memorandum No. 028, s. 2022. Adopting Tools to Improve Quality Management of Completed Research at the Department of Education

Agreements during the Training Workshop on the Use of Quality Control Checklist (QCC) on Completed Action and Basic Research, February 7-9, 2023 partcipated by Regional and Division Research Committee members and Technical Working Groups

EVALUATION CHECKLIST – ACTION RESEARCH PROPOSAL

Proponent: _____

Title of proposal: _____

SDO: _____

Key Elements	Evident	NOT Evident	Remarks
Context and Rationale			
- General situation/ description of the context of the problem identified.			
- Importance			
- Aim			
- Related Studies			
- Potential Contribution			
Action Research Question			
- General aim			
- Specific questions			
Proposed Innovation, Intervention, and Strategy			
What is the intervention? -supported by theory, related studies... -Discussion shows the appropriateness of the intervention to address the problem. -Present what is new/modified			
Discuss the implementation of the intervention. - procedures (activities, time frame) -presents the role of the participants (researcher/s, learners, parents, etc)			
Research Methodology			
Research Design			
Participants and/or Other Sources of Data and Information			
- *Who are the population/participant?*			
- *Why choose these population/ samples*			
- *How many?*			

- *How did you select them? – sampling technique*			
Data Gathering Methods			
- *What tool is to be used? Content aligned with the research question.*			
- *Validation*			
- *Reliability test*			
- *Process/ procedure in collecting data*			
Data Analysis Plan			
- Alignment with the research questions			
Ethical Issues			
Action Research Work Plan and Timelines			
Cost Estimates			
Plans for Dissemination and Utilization			
References APA 7th edition			
Appendices			
- Sample of activities/worksheets			
- data collection instrument			
- letter/s to management			
- consent form			
- assent form			

Remarks:

For revision: _____

For approval: _____ (All key elements are evident.)

Evaluator:

_____ Date: _____

EVALUATION CHECKLIST – BASIC RESEARCH PROPOSAL

Proponent: _____

Title of proposal: _____

SDO: _____

Key Elements	Evident	NOT Evident	Remarks
Introduction and Rationale			
- General situation			
- Importance			
- Aim			
- Related Studies			
- Research Gap (literature)			
- Potential Contribution			
Literature Review			
- Aligned with the research question (variables)			
-theoretical/conceptual framework			
Research Questions			
- General aim			
- Specific questions			
Scope and limitation			
- Scope			
- Limitation /s *Methodological limitation* *Data interpretation* *Scope of the study*			
Research Methodology			
Research Design			
Population and/or Sampling			
- *Who are the population/participant?*			
- *Why choose these population/ samples*			
- *How many?*			
- *How did you select them? – sampling technique*			

Data Collection			
- *What tool is to be used? Content aligned with the research question.*			
- *Validation*			
- *Reliability test*			
- *Process/ procedure in collecting data*			
Plan for Data Analysis			
- Alignment with research question			
Ethical Issues			
Timetable / Gantt Chart			
Cost Estimates			
Plans for Dissemination and Advocacy			
References APA 7th edition			
Appendices			
- data collection instrument			
- letter/s to management			
- consent form			
- assent form			

Remarks:

For revision: _____

For approval: _____ (All key elements are evident.)

Evaluator:

_____ Date: _____