



DEPARTMENT OF EDUCATION  
Region X- Northern Mindanao  
**DIVISION OF MALAYBALAY CITY**  
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**DIVISION MEMORANDUM**

No. 463 s. 2017

**TO:** Chief Education Supervisors and Staff, SGOD and CID  
Public Elementary and Secondary School Heads  
All other concern  
This Division

**FROM:**   
EDILBERTO L. OPLENARIA, CESO VI  
OIC- Schools Division Superintendent

**DATE:** September 8, 2017

**SUBJECT:** **DISSEMINATION OF THE DEPED MEMORANDUM NO. 144, S. 2017 RE:  
SUPPLEMENTAL RESEARCH GUIDES AND TOOLS**

2017-09-123  
SEP 08 2017 3:50  
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1. For the information and guidance of all concerned, this Office hereby disseminates the herein DepEd Memorandum No. 144, s. 2017 dated August 29, 2017 re: SUPPLEMENTAL RESEARCH GUIDES AND TOOLS.
2. Immediate and wide dissemination of this memorandum is highly desired.

Encl:

As stated  
Copy furnished:  
Records Unit  
To be posted on the website.



Republic of the Philippines  
**Department of Education**

29 AUG 2017

DepEd MEMORANDUM  
No. **144**, s. 2017

**SUPPLEMENTAL RESEARCH GUIDES AND TOOLS**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
All Others Concerned

1. The Department of Education (DepEd) hereby issues the enclosed **Supplemental Research Guides and Tools** for DepEd personnel who are interested in conducting research. This is in support of DepEd Order No. 16, s. 2017 entitled *Research Management Guidelines*
2. The research guides and tools aim to provide guidance for those who intend to conduct research as well as those who plan to seek funding through their respective schools division, regional, and national research committees. These tools may also guide research managers in evaluating research proposals and may be used in providing technical assistance on conducting research.
3. The following tools are enclosed:

Tool	Description
Enclosure No. 1 Writing a Research Proposal	This form aims to help researchers develop the structure of their research proposal and to ensure alignment of the overall approach to the research problem.
Enclosure No. 2 Classroom-based Action Research	This tool aims to guide teachers in the process of developing and implementing action research to improve student learning.
Enclosure No. 3 Response to Suggestions and Comments of Research Committees	This tool aims to aid the researchers in addressing and incorporating the suggestions and comments from the research committees.

4. These supplemental tools and guides are properties of the DepEd. All the enclosures, in whole or in part, are not for sale and shall not be used for any profit-generating activities. Violation by any individual or organization will be dealt with accordingly.

5. For more information, all concerned may contact the **Policy Research and Development Division-Planning Service (PRD-PS)**, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone no. (02) 635-3976 or through email at [ps.prd@deped.gov.ph](mailto:ps.prd@deped.gov.ph).

6. Immediate dissemination of this Memorandum is desired.



**LEONOR MAGTOLIS BRIONES**  
Secretary

Encls:

As stated

Reference:

DepEd Order No. 16, s. 2017

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

BASIC EDUCATION  
BUREAUS AND OFFICES  
COMMITTEES  
FUNDS  
POLICY  
RESEARCH  
SCHOOLS

MCDJ/DM Supplemental Research Guides and Tools  
0729-August 10, 2017

# WRITING a RESEARCH PROPOSAL



This form aims to help you develop the structure of your research proposal and to ensure alignment of your overall approach to your research problem.

**DIRECTIONS:** Answer the questions in bullet form. Once you have a clear outline of your research proposal, convert each row into paragraph/s to serve as one subheading in your research proposal. Not that the parts of the research proposal indicated in the Research Management Guidelines (RMG) (DepEd Order No. 16, s. 2017) should not be taken as chapters like in thesis or dissertation, but rather as just subsections of the research proposal.

GUIDE QUESTION	RESPONSE
<b>TITLE</b>	
What is the title of your research? - Answer this later. - Be creative with your title. Make it catchy and interesting.	
What is the issue / problem/ relationship you want to solve / establish / explore?	
<b>INTRODUCTION AND RATIONALE</b>	
- What is the general situation / circumstance that makes you develop your research proposal? - Why is this situation / circumstance important?	
- What do you intend to do? o <i>This is the aim of your study. This should also be embedded in your main arguments above.</i>	
- Significance of your research o Why is your study important? o Who or what industry will benefit? How?	
- What would be the potential contribution or insight of my research?	

GUIDE QUESTION	RESPONSE
<ul style="list-style-type: none"> <li>○ Will it solve a particular problem?</li> <li>○ Will it offer a new way of thinking?</li> <li>○ Will it give a new direction towards enhancement of practice?</li> <li>○ Will it prove / disprove something?</li> <li>○ Will it solve / contribute to a certain debate?</li> <li>○ Will it add evidence to a developing body of knowledge?</li> <li>○ Will it develop a new theory, prototype, model, process, tool, etc.?</li> </ul>	
<b>LITERATURE REVIEW</b>	
<ul style="list-style-type: none"> <li>- What are the current / relevant topics and literature related to this situation / circumstance?</li> <li>- What are the gaps in the existing literature?</li> <li>- What makes your study different from previous studies?</li> <li>○ <i>These arguments will demonstrate that you made an extensive literature review, and you have made a critical analysis of the literature in relation to your proposed research topic.</i></li> <li>○ <i>The more gaps you have identified, the stronger your paper is.</i></li> </ul>	

GUIDE QUESTION	RESPONSE
<b>RESEARCH QUESTIONS</b>	
<p>What questions would you answer?</p>	
<b>SCOPE AND LIMITATION</b>	
<ul style="list-style-type: none"> <li>- This section sets the restrictions of your study due to time, budgetary requirements and your capability.</li> <li>o What are the parameters of your study (data collection method, analysis, discussion, etc.)?</li> </ul>	

**METHODS**

GUIDE QUESTION	RESPONSE
<b>RESEARCH METHODOLOGY</b>	
<p>What is the design of your study?</p> <ul style="list-style-type: none"> <li>- Descriptive</li> <li>- Evaluative</li> <li>- Theoretical / Philosophical?</li> <li>- Etc.</li> </ul>	
<b>SAMPLING</b>	
<ul style="list-style-type: none"> <li>- Who or what will be the sample for your study?</li> <li>- Why did you choose this / these sample/s?</li> <li>- How many?</li> <li>- How will you select your sample?</li> </ul>	

GUIDE QUESTION	RESPONSE
<b>DATA GATHERING METHOD</b>	
<p>What tool will you use in gathering your data?</p> <ul style="list-style-type: none"> <li>- Document analysis</li> <li>- Interviews / focus group discussions</li> <li>- Assessments</li> <li>- Surveys</li> <li>- Case studies</li> <li>- Observations</li> <li>- Statistical datasets</li> <li>- Etc.</li> </ul> <p><i>Briefly describe your methods supported by references to research applying the methods in similar situations.</i></p>	
<b>ETHICAL ISSUES</b>	
<p>Think of the circumstances in which your respondents/samples' participation will compromise their rights to privacy and confidentiality. Also, consider the data gathering method. Avoid intrusion and do not put them at risk.</p> <p>Consider your respondents:</p> <ul style="list-style-type: none"> <li>- Do you need to obtain informed consent from the parents, DSWD, and other agencies?</li> <li>- Do you need to get the name of your respondents?</li> <li>- Do you need to label your subjects (schools, barangays, region, etc.)?</li> </ul>	
<b>DATA ANALYSIS</b>	
<p>How would you analyze your data?</p> <p><i>Briefly describe your data analysis technique supported by references to research applying the analysis in similar situations.</i></p>	



# CLASSROOM-BASED ACTION RESEARCH

**PURPOSE:** To improve student learning.  
**HOW:** - by identifying issues, concerns, and problems that negatively affect student learning  
 - by developing and implementing a strategy/ intervention to solve the problems

STEPS	STEMS
<p><b>Step 1. Identify the problem</b></p> <p><i>Reflect on your experiences and identify the most critical problem that affects your students' learning.</i></p>	<p>One of the most prevalent issues in my classroom that affects the learning of my students is</p> <p>_____</p> <p>_____</p>
<p><b>Step 2. Search the literature or interview your colleagues for previous strategies / interventions used to solve this problem</b></p> <p><i>Refer to previous studies (use the internet if you do not have access to journals) and see if there have been efforts done to solve the problem or similar problems</i></p>	<p>The strategies/interventions used before to solve this issue are the following: <i>(include the name of the author and the year of publication and briefly discuss their findings)</i></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Step 3. Develop a strategy / intervention</b></p> <p><i>Based on previous studies, along with your experiences, develop a strategy/ intervention to solve the problem. Then, implement the strategy/intervention in your classroom.</i></p>	<p>I will solve the problem by <i>(your strategy/intervention- what will you do)</i></p> <p>_____</p> <p>The data that I will record include <i>(the kind of data that you need to gather and record will provide evidence to the effectiveness of your strategy/intervention)</i></p> <p>_____</p>
<p><b>Step 4. Identify findings</b></p> <p><i>Analyze your data- looking for findings with practical significance. If you are dealing with quantitative data, simple statistical tools are enough. If dealing with qualitative data (interview, observation, discussion) then look for recurring themes or patterns.</i></p>	<p>The data show that</p> <p>_____</p> <p>_____</p> <p>The findings show that I have solved/have not solved the problem because</p> <p>_____</p> <p>_____</p>



STEPS	STEMS
<p><b>Step 5. Make a Decision</b></p> <p><i>Use your findings to make decisions related to the learning of your students.</i></p>	<p>I will continue/discontinue using the strategy/approach because more than half of my students have shown very high scores in reading comprehension test after 3 weeks.</p> <hr/> <hr/> <p>The approach/intervention I used worked/did not work well because</p> <hr/> <p><i>In case where the strategy/intervention failed to solve the problem</i></p> <p>I will try another strategy/intervention like <i>(then go back to Step 3)</i></p> <hr/>

(Enclosure No. 3 to DepEd Memorandum No. 144, s. 2017)

### RESPONSE TO SUGGESTIONS AND COMMENTS OF RRC/SDRC COMMITTEE

**Directions:** To further improve your research proposal, you need to incorporate the feedback given by the RRC/SDRC Committee. Write each suggestion/recommendation/comment on the first column, then explain in the second column the action/s you have taken and write the page number/s where the revision was made.

Suggestions/Comments <i>(Must be suggested/recommended/commented on the proposal)</i>	Response to the Suggestions/Comments <i>(Explain how you have addressed the suggestion/recommendation/comment)</i>	Page Number / Paragraph Number / Line Number
<b>Example</b>  <i>The research instrument identified is inappropriate to measure the level of engagement of parents to students' learning.</i>	<i>I have developed a new research instrument based on the study of Alonzo (2017) and Romulos (2015), which I will validate through the conduct of pilot testing to establish the psychometrics requirement of the tool (validity /reliability of the tool).</i>	<i>Page 5, paragraph 3, under research instrument heading</i>
1.		
2.		
3.		
4.		
n.		