



Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OFFICE OF ABRA

RELEASED
05 AUG 2024
DEPED-ABRA TIME 4:11

August 5, 2024

DIVISION MEMORANDUM

No. 340, 2024

**ORIENTATION AND GUIDANCE FOR RESEARCH PROPONENTS (BATCH 1),
SCHOOLS AND DIVISION POOL OF EVALUATORS ON THE UTILIZATION OF
THE QUALITY CONTROL CHECKLIST (QCC)**

To: Asst. Schools Division Superintendent
CES CID & SGOD
SDRC Members
Other Persons Concerned

1. Relative to the evaluation and approval of Research Proposals as per Deped Order No. 16, s. 2017, otherwise known as the Research Management Guidelines (RMG) of the Department of Education, this office through the School Governance and Operations Division provides technical assistance to researchers that includes online orientation and one-on-one coaching on August 6, 2024 at 2 pm.
2. This activity aims to provide remote technical assistance to research proponents and research evaluators and to provide valuable insights and feedback on the content of the research utilizing the evaluation checklist and Quality Control Checklist (QCC) to come up with a Credible, Contributory, Communicable and Conforming (4C's) Research.
3. All schools and division research committees are encouraged to join the orientation using MS Teams. The link will be forwarded later.
4. Please see the attached research proponents and QCC in the enclosures. The participants are advised to email a copy of their research proposals to sdoabra.research@gmail.com on or before August 6, 2024.
5. For further inquiries, please contact the Planning and Research section or communicate through cp number 09771044932.
6. Meals and other incidental expenses relative to the conduct of the activity shall be charged to local funds subject to the usual accounting and COA rules and regulations.
7. Immediate dissemination of this memorandum is earnestly desired.

AMADOR D. GARCIA SR. PhD, CESO VI
Schools Division Superintendent



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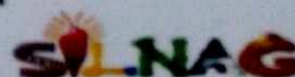
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Enclosure No. 1 of DM No. 340s. 2024

LIST OF RESEARCH PROPONENTS

PROPONENTS	POSITION	SCHOOL	TITLE
Ariel Babo C. Basingan	Teacher I	Penarrubia IS	Utilizing the Question- Answer Generating (QAG) Form in Improving Acquisition of Concepts in Araling Panlipunan
Rhoda P. Asencio	SEPS	SDO	Project Hybrid Learning Implementation Challenges in the Schools Division of Abra
Bhenjo Agaloos	EPS		
Hedwig M. Balmes	CES-CID		
Aures Oindy T. Valera	MT II	Abra High School	Implementation of the National Learning (NLC) in the School Division of Abra
Rolando S. Cabañero	Teacher III	Christina B. Gonzales Memorial High School	Student-Led Fitness Challenges Strategy and Physical Education Performance of Grade 8 Students
Jodel E. Vasquez	Teacher III	Dumayco ES	Peer Concept Mapping Techniques in Teaching Science 6
Estrella B. Benabese	Teacher III/TIC	Patoc ES	Role of Classroom Observations and Instructional Supervision in Shaping Teacher's Effective Pedagogical Practices
Leo Mark D. Vasquez	Teacher III	Suyo NHS	Inclusive Education Policy Framework: Its Implementation in the School Division of Abra
Sherwin B. Zapatero and Silvestre B. Quiday	Master Teacher II, Master Teacher II	Peñarrubia IS	Unraveling Threads: A Comprehensive Exploration of Abel Diversity in La Paz Abra
		Bulbulala ES	
Marlou Borja	Information Technology Officer	SDO	The Level of Utilization of Technologies in the Teaching Learning Process
Felimar C. Molina	Principal I	Ba-I IS	Prevalence of Bullying to Learners in Ba-I Integrated School
Pheby M. Valera	Teacher III	Nalbuan ES	Project Care (Comprehensive Approach for Reading Enhancement): Combating

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			Factors Affecting Low Reading Comprehension of Grade 2
Anita V. Reyes	Teacher III	El Bernos ES	Using Reading Flexi in Improving World Recognition and Comprehension Skills of Grade 2 Pupils
Francia Bernadette B. Baula	Teacher III	Bangcagan PS	(Introducing Numerous Developmental Activities to Young Learners Through Networking) INDAYON: Strategy in Reading Fluency among Grade-1 Learners
Ronalyn M. Cada	Teacher III	Pagala East ES	Learner's motivation, problem-solving competence, and learning achievement through Modular-story Approach
Reycilda C. Cabilan	Teacher III	Sn Quintin NHS	Media Literacy Approach in Improving Grade 11 Students' Level of Reading Comprehension
Edralin B. Molina	Teacher II	Mataragan NHS	The Effectiveness of Integer Damath in Teaching Integers to Grade 7 Students
Excelsis Deo T. Tubice	Teacher III	Abas NHS	Addressing Challenges in Implementing Technology-Enhanced Assessments.
Glory L. Paite	Teacher III	Boayan ES	Project BUSOG(Breaking Unhealthy Status of Learners Through Gulay): A Comprehensive School-Based Feeding Program
Lerma B. Gandeza	Maste Teacher I	Cayapa ES	Improving the Reading Skills of Grade 3 Pupils Using Reading Comprehension Organizers
Marites S. Molina	Master Teacher II	Suyo Pilot ES	Effectiveness of Damath Board Game in Mastering the Four Fundamental Operations
Ailinette B. Lalata	Teacher III	Pagala West ES	Utilizing Dialogic Reading Strategy in Developing Reading Comprehension Skills and Reading Fluency of Grade 6



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			Learners
Remedios O. Artienda	Master Teacher II	Tagudtod ES	The use of story mapping as a strategy in improving the reading comprehension skills of grade pupils of Tagudtod Elementary School
Jenalyn C. Lalata	Teacher III		
Marites C. Marquez	Teacher III	Pacoc ES	The English reading comprehension abilities of Grade 3 pupils at Pacoc Elementary School: Basis for Reading Intervention Plan
MARIFI f. Quodala	Master Teacher III	Rpsalio Eduarte NHS	An action proposal unveiling the impact: An Exploration of Infographic Influence on the writing proficiency of Grade 10 Students
Allan B. Benesa	Teacher II	Abas NHS	
Rio Merina A. Tubice	Teacher II		
Excelsis Deo T. Tubice	Teacher III		
Maricon A. Salonga	Teacher III	Bucay CS	Improving MAPEH Performance of Grade 5 MAPEH Pupils
Rowena O. Quiday	Master Teacher II	Cristina B. Gonzales Memorial HS	Art for Art's: Exploring the Intermediality of Musical Interpretation and Figurative Representation Among Grade 10 Students
Alejandra B. Fernandez	Head Teacher I	Pacac ES	Leveling-up struggling readers through reading stations
Febonie C. Stock	Teacher III	Pulot ES	Home Reading Engagement Strategy: A Distance Learning Invention in Improving the Reading Skills of Grade 6 Pupils
Dahlia L. Sylvania	Principal I	Rosalio Eduarte NHS	Levelling-up Struggling Readers of the JHS of Rosalio Eduarte National High School thru' Reading Staions
Prescila B. Tesoro	Principal III	Dolores CS	Transformational Leadership Practices among School Heads in Dolores District



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Kimberlyn G. Balaoag	Teacher III	Danac IS	Visual Comprehension Patterns and the Reading Proficiency of Grade 1 Learners
Rhoda May B. Andallo	Teacher III	Cayapa NHS	Enhancing the performance of Grade 10 Students of Cayapa National High School in Mathematics Using Various Game Activities
Christel C. Perlas	Teacher III	Sulbec ES	Effect of Video Stories to the Beginning Reading Skills of Kindergarten Pupils
Aida E. Bagwang	Teacher III	Presentar PS	Improving Reading Comprehension of Grade 1 and 2 Pupils Through the use of Graphic Organizer
Roselie I. Hermoso	Teacher III	La Paz IS	PROJECT KASAMA: An action Research Proposal Towards Improvement of the Numerical Skills of Grade V-Manzanilla Pupils of La Paz Integrated School
Benjie B. Gupaal and Delmalyn M. Tubban	Head Teacher III, Teacher III	Sal-Lapadan CS	Project HyTEQ in the Science Proficiency Level of the Grade Six Learners of Sal-lapadan Central School
Benjamin B. Daquel Jr.	Teacher III	Sapdaan ES	Socratic Circles and the Grade 6 Mathematics Performance
Darrel Ann T. Bantolina	Teacher III	Pulot NHS	Word Game Apps in Expanding Vocabulary Knowledge of Grade 11 Students



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QUALITY CONTROL CHECKLIST

INFORMATION SHEET

Instructions: Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: _____
 Funding Year: _____
 Region: _____
 Schools Division Office: _____
 School and/or Functional Division Conducted: _____
 Authors: _____

[Lead Proponent] Name: _____
 Position: _____
 Contact Details: _____

[Author 2] Name: _____
 Position: _____
 Contact Details: _____

[Author 3] Name: _____
 Position: _____
 Contact details: _____

SCORE SHEET

Instructions: Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the "Accept" box only if the completed research has received **ALL** Fully Evident "FE" marks; check the "Return to Proponent" box otherwise. For research for archiving, check the "General public disclosure" box only if the research proposal has received **ALL** "FE" marks and does not fall under the category of research for limited public disclosure; check the "Limited Public Disclosure" box otherwise.

Date of Evaluation: _____ No. of Times Evaluated (including this one): _____
 1st 3rd
 2nd Other: _____

DECISION:

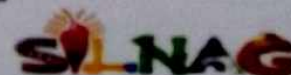
(a) For Acceptance: **ACCEPT** **RETURN TO PROPONENT**

(b) For Archiving: **GENERAL PUBLIC DISCLOSURE** **LIMITED PUBLIC DISCLOSURE**

Full Score **NE** (Not Evident) **PE** (Partially Evident) **FE** (Fully Evident)



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Credible	6		
Contributory	1		
Communicable	2		
Conforming	3		
TOTAL	16		

COMMENTS:

QUALITY CONTROL CHECKLIST
Action Research Proposal

Directions: Put a check (☑) mark in the box under the appropriate column (**NE** = “not evident”; **PE** = “partially evident”; and **FE** = “fully evident”) if the conditions indicated in each criterion below were satisfied by the completed basic research report. Consult the **Instruction Guide for Evaluators** for additional guidance in evaluating each criterion. (**IMPORTANT:** The basic research proposal **must receive all FE marks** to be eligible for

A. Credible

The action research proposal... acceptance.)

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Participates in a scholarly and/or policy discussion by citing relevant theories and/or studies.	Check entire paper but especially the Literature Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Utilizes a research design that is correct and appropriate for the research questions and context.	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	researchers conducting similar work.				
4	Is written in a way that is indicative of coherent research planning.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Uses quantitative (statistical) and/or qualitative (thematic / content analysis, process tracing) tools that are appropriate to the research question and design to analyze data.	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Presents its literature in a manner that is relevant to the study and within the global, national, regional, division and/ or school context.	Literature Review, but also watch for literature cited in other parts of the report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Contributory

The action research proposal

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
7	Addresses issues and challenges that are interesting, novel, and current to the group being studied.	Introduction of the Research and Research Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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C. Communicable

The action research proposal...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
8	Documents the research process and results in accordance with the prescribed rules.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

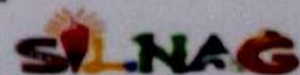
D. Conforming

The action research proposal...

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
10	Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Research Methodology; Also check consent forms in supporting documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Includes a clear and feasible advocacy plan	Dissemination and Advocacy Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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(only for BERF-funded research), a discussion of recommendations for future research, and a set of policy and/or program recommendations.			
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Accomplished by:

SDRC Member

SDRC Member

RHODA P. ASENCIO
SEPS- Planning & Research

Validated by:

RONALD T. MARQUEZ PhD
Chief Education Supervisor
School Governance and Operations Division



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