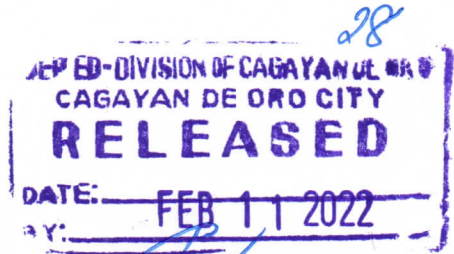




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



February 9, 2022

MEMORANDUM

To :

**Evaluators, Basic Education Research Fund (BERF) Proposal/
Research Committee Members**

Ray O. Maghuyop, EPS Math
Helen Lucman, EPS Filipino
Jerly H. Eluna, EPS English
Jean S. Macasero, EPS Science
Shirley A. Merida, PSDS, Division Bichro-Focal Person
Jinky M. Arnejo, PSDS
Joel D. Potane, SEPS/LRMDS Manager/Division Research Coordinator
Mark John T. Gabule, Division Program Holder
Catalina Oliveros, SH, member Academic Doctors' Circle
Rochelle A. Luzano, member, Academic Doctors Circle
Nina D. Leyson, member Academic Doctors' Circle
Norma B. Delima, member Academic Doctors' Circle
Rosalinda Tantiado, member Academic Doctors' Circle
Eden C. Acaylar, member Academic Doctors' Circle
Kareen Agcopra, member Academic Doctors' Circle

1. In accordance with the Division Memorandum No. 611, s.2021 and Regional Memorandum No. 48, s. 2022, you are hereby directed to evaluate the research proposals for CY 2022 under Basic Education Research Fund (BERF). The submission of results (in hardcopies) will be on or before February 17, 2022 through the LRMDS office.
2. All BERF evaluators are required to attend the virtual orientation on February 11, 2022 at 2:00pm via <https://meet.google.com/mxz-ovoy-bcc> . Enclosed are the templates of the rating sheets which shall be used in the evaluation process. According to DepEd Order 16, 2017 on the research management guideline, BERF proponents must have a minimum score of 70% to qualify for the BERF grant.
3. In adherence to Equal Opportunity Policy (EOP), inclusive and fair treatment shall be accorded to all concerned proponents/participants regardless of disability, sexual orientation, gender, age, religion and ethnicity.
4. For queries, please contact Ms. Gemma Pajayon, LRMDS Project Development Officer.
3. For guidance and compliance.

CHERRY MAE L. LIMBACO - REYES
Schools Division Superintendent




Address: Fr. William F. Masterson Avenue, Upper Balulang, Cagayan de Oro City
Telephone: (08822) – 8550048

BERF Proposals

No.	Name of Proponents	Title of Research	School	Proposal Evaluators	Proposal Rating
1	Alien Bonita Villarte Alie Tiong Nainque Eleanor Daguintas Orog	The effects of Mathematical Interactive Game Strategy (MIGS) on the Academic Performance of Grade 8 Bichronous Learners	Bulua National High School Bulua National High School Bulua National High School	Ray O. Maghnyop	
2	Santos Ocoy Ombay Mary Jane Labadan Esclicut Agnes Bongalon Ladera	The effects of Bichronous Learning Modality Instruction on Student's Performance in Grade 10 Mathematics	Bulua National High School Bulua National High School Bulua National High School	Ray O. Maghnyop	
3	Ivory Grace Baba Jaraula Ritche Razel Moranta Celestial	The extent of the strategic intervention approach (SIA) to instruction reinforcement in times of crisis: Basis for Sustainable Plan	Bulua National High School Bulua National High School	Catalina Oliveros and Mark John T Gabule	
4	Francisca Fernandez Aguilar Ritche Razel Moranta Celestial Emalyn Magno Lampines	Maximizing online learning delivery (MOLD) and its perceived quality indicators and challenges	Bulua National High School Bulua National High School Bulua National High School	Shirley A. Merida	
5	Evelyn Quimbo Sumanda Francisca Fernandez Aguilar	Modular Learning, home climate, parent's support and academic performance of secondary school students in the new normal	Bulua National High School Bulua National High School	Mark John T Gabule	
6	Anelyn Espejo Labadan	Project Games: Game-Based activities to maximize engagement of students in online distance classes	Bulua National High School	Shirley A. Merida	
7	Anelyn Espejo Labadan	English Teachers' Anxieties on ICT use and coping practices in Bulua National High School	Bulua National High School	Jerry H Eluna and Nina D Leyson	
8	Jessa Jade Obedencio Remie M. Tedlos Bea Claudine E. Uayan August Joy E. Waga	The motivational level of the Grade 5 Learners under the Modular Distance Learning	Pigsag an Elementary School Pigsag an Elementary School Pigsag an Elementary School Pigsag an Elementary School	Jinky M Arnejo	
9	Brenda Pagutayao Galarpe Cathelyn Data Matias Rosalina Buhayan Fantiaga	CO-LAB: Collating and organizing learners' advancement and balance for sustained learning among STEM Learners of Lumbia National High School	Lumbia National High School Lumbia National High School Lumbia National High School	Jean S. Macasero	
10	Ivy Grace H. Olivares Lovely Bonote Ponce Joyce Mhae C. Azucenas Esther Lacre Salazar Gerlie Katipunan Labiano Lilani Lioc Alcala	Facebook Messenger as a venue to administer the PHIL-IRI: a basis for Macabas reading program for frustration reading level of Grade 4 Learners in Macabalan Elementary School	Macabalan Elementary School Macabalan Elementary School Macabalan Elementary School Macabalan Elementary School Macabalan Elementary School Macabalan Elementary School	Mark John T Gabule	
11	Rubylinda Ellis Peralta Leah Lyn Amista Lingatong	Autoform System: An automated tool to improve teachers' timeliness, accuracy and productivity in the completion of essential school forms in the new normal	CDO NHS - JHS CDO NHS - JHS	Rochelle A Luzano	
12	Juan Grace Suazo Bolingot Araceli Ballan Melliza	Bichronous Online Learning: Its Implication to the new normal Learning System	Lumbia National High School Lumbia National High School	Shirley Merida	
13	Analiza Velez Sabelle	Improving the level of parental involvement in an online learning modality through Technology Talk (Tech Talk) in Grade 5 Level in City Central School SY 2021-2022	City Central School	Jinky M Arnejo	

14	Daisy Sabayanan Sabidor Romel Insepedo Sabidor Marisa Dajao Cayetuna	Pagkakatulad at Pagkakaiba ng mga Salitang Sebuano at Tagalog ayon sa Tunog at Bigkas	CDO NHS - SHS Lapasan NHS - SHS CDO NHS - SHS	Helen R. Lucman	
15	Marichelle F. Saga Nina Dumaron Leyson Lordson Quijano	Improving Learners Learning Assessment through Explicit Instruction Techniques in Teaching Bichronous classes in North II District		Shirley A. Merida	
16	Aisa Tongco Badana Leonor Caranzo Reyes	IPEMA: School-Based Initiative for the Performance Evaluation Management Assessment on School Programs and Projects	Bayanga National High School Bayanga National High School	Norma B. Delima	
17	Adam Ray Huerte Manlunas Jeany Mae Daa Macalam Jerico Valdehueza Parrano	Mindfulness youth novel dynamics (MYND): A stress management strategy for Junior High School students	Gusa Regional Science HS Gusa Regional Science HS Gusa Regional Science HS	Rochelle A Luzano	
18	Ryan Z. Roa	AROW (Augmented Reality Overlaid Worksheets): Strengthening Engagement of Learners in Modular Distance Learning Modality for Grade 5 Science Jamboard as virtual whiteboard: The Benefits of its use in Teaching Literacy in Kindergarten Pupils	South City Central School	Joel D. Potane	
19	Maria Jonna Nabatiao Uy Maria Lhea Maslog DeGuzman Ruth Esther Sales Alvarez		Kauswagan Central School Kauswagan Central School Kauswagan Central School	Mark John T Gabule	
20	Marisa M. Linog Evalyn M. Calangi Reden S. Valdez	Advisers' Toolkit Software: Aid in Managing Efficient and Systematic Advisers' Workload	Macabalan National High School Macabalan National High School Macabalan National High School	Rosalinda Tantiado	
21	Suzy May R. Fabular Arlene B. Valmorla Josephine D. Capagngan	Descriptive Study to Assess the causes of stress and coping strategies among students: A basis for virtual school based stress management intervention program thru Macabalan TV as Social Media Platform	Macabalan National High School Macabalan National High School Macabalan National High School	Eden Acaylar	
22	Arlene B. Valmorla	Kumustahan Program: An Intervention in uplifting learners' well-being and academic performance on modular distance learning delivery modality	Macabalan National High School	Kareen Agcopra	
23	Marian Grace C. Esmade	Cornell and Mind Mapping Method Note-Taking Strategies to Enhance Student Performance in Science	Macabalan National High School Lumbia National High School	Joel D Potane	


ANNEX 4.A: GUIDE FOR APPRAISING BASIC RESEARCH PROPOSALS

Main Criteria	Increasing Levels of Quality and their Descriptions			Score
	Low			
Rationale of the Research 10 points	Not described (no points)	The research proposal presents a general description of the topic or focus of inquiry. (5 points)	The educational relevance and timeliness of the research topic are shown. It explains the need to conduct research to understand a phenomenon, advance or validate knowledge, improve a situation, or address an issue/ problem. (8 points)	The nature, extent and salience of the research topic are comprehensively discussed. Different aspects of the research setting are elaborated showing in depth and critical analysis of the situation. Policy implications, benefits and limitations of the study are stated. (10 points)
Research Questions 20 points	Not Stated (no points)	The research proposal has a stated aim, objective, or general research questions. (10 points)	The research questions specify the variable or the focus of inquiry. Key elements of the research questions are reflected in the title of the proposal. (15 points)	The research questions logically proceed from the context of the study. They are formulated to clearly show the extent and different angles of inquiry (ex: different variables of interest, relationships to be probed, geographical and temporal scope). (20 points)
Use of Related Literature and Proper Citation 10 points	Not provided (no points)	The research proposal cites theories and/ or previous studies related to the present research. Sources are properly acknowledged. (5 points)	Viewpoints and issues underlying the present research are discussed and synthesized. They are critically evaluated to identify inconsistencies or gaps in current knowledge or educational policy that the study intends to address. Constructs are defined and presented in a conceptual framework. Citation of literature sources is consistent. (10 points)	

Main Criteria	Sub-Criteria	Increasing Levels of Quality and their Descriptions			Score	
		Low	→			High
Research Methods 40 points	Participants and/or other Sources of Data and Information (10)	Not stated (no points)	The research proposal states the study's target participants and/or other sources of data and information (ex: divisions, districts, offices, schools, learners, teachers, parents, documents, secondary data, others) (5 points)	Details are provided about the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)		
	Data Gathering Method(s) and Research Instruments (20)	Not Described (no points)	The research proposal presents a general description of the methods to be employed for gathering data. (10 points)	Details of data gathering methods are provided: the specific kinds of data, how and when they will be collected. It describes any research instruments (ex: test, scale, survey questionnaire, checklist, interview guide) to be developed or adopted. (15 points)	The proposal explains why the data gathering methods are suited to the nature and purpose of the study. The data gathering methods are aligned with the research questions. Details about research instruments are presented such as their sources or how they will be developed and by whom, and their appropriateness for obtaining the desired kind of data/information. (20 points)	
	Data Analysis Plan (10)	Not stated (no points)	The research proposal presents a general description of how the gathered data/information will be analyzed. (5 points)	Details of the methods of data analysis are given. Techniques (ex: quantitative/statistical, qualitative, or both methods), as well as tools (ex: software) to be employed are specified. (8 points)	The selected methods of data analysis are shown to be appropriate to the nature of the data/information to be gathered and for addressing the research questions. (10 points)	

Main Criteria	Increasing Levels of Quality and their Descriptions			Score
	Low	→ High		
Work Plan and Timelines 10 points	Not included (no points)	The research proposal includes a list of major activities and their timelines. (5 points)	A detailed work plan is provided covering start to completion of the research. Timelines are realistic and show concretely how the research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (10 points)	
Cost Estimates 10 points	Not included (no points)	The research proposal includes a list of major items and their estimated cost. The total cost is shown. (5 points)	A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the research, and adhere to BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he will be accountable for. (10 points)	
Total Score				
Remarks:				

ANNEX 4.B: GUIDE FOR APPRAISING ACTION RESEARCH PROPOSALS

Main Criteria	Sub-criteria	Increasing Levels of Quality and their Descriptions				Score
		Low			High	
Rationale of the Action Research 30 points	Context (15)	Not described (no points)	The action research proposal presents a general description of the problem or issue as its focus of inquiry. (8 points)	The educational relevance and timeliness of the problem or issue are shown. The need to conduct action research as a way to address or improve the situation is explained. (12 points)	The nature, extent and salience of the identified problem or issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing in depth and critical analysis of the situation. (15 points)	
	Proposed Intervention, Innovation, Strategy (15)	Not Presented (no points)	The action research proposal mentions an intervention, innovation or strategy to be tried out to address the problem or issue. (8 points)	The proposal outlines when and where the intervention, innovation or strategy to be tried out to address the problem or issue. (12 points)	The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail. Its plausibility as a way to address the problem or issue is given support. (15 points)	
Action Research Questions(s) 30 points		Not Stated (no points)	The action research proposal has a stated aim, objective, or general research question(s). (15 points)	The research question(s) specifies the action research variable(s) or the focus of inquiry. Key elements of the research question(s) are reflected in the title of the proposal. (25 points)	The research question(s) logically proceed from the context of the inquiry. It clearly relates to the identified problem or issue, and conveys the desired change or improvement. (30 points)	

Main Criteria	Sub-Criteria	Increasing Levels of Quality and their Descriptions			Score
		Low	→ High		
Action Research Methods 30 points	Participants and/or other Sources of Data and Information (10)	Not stated (no points)	The action research proposal states the target participants and/or other sources of data and information (ex: learners, teachers, documents, realia, learner's products, others) (5 points)		Details are provided about the target participants (ex: number, characteristics, sampling procedure, if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points)
	Data Gathering Method(s) and Research Instruments (10)	Not Described (no points)	The action research proposal presents a general description of the method(s) to be employed for gathering data. (5 points)	Details of data gathering method(s) are provided: the specific kinds of data, how and when they will be collected (ex: pretest and posttest scores). Research instruments, if any, are described (ex: test, scale, survey questionnaire, checklist, interview guide, others). (8 points)	The proposal explains why the selected data gathering method(s) are suited to the nature and purpose of the action research. The data gathering method(s) is aligned with the research question(s). Research instruments, if any, are appropriate for obtaining the desired kind of data/information. (10 points)
	Data Analysis Plan (10)	Not stated (no points)	The action research proposal presents a general description of how the gathered data/information will be analyzed. (5 points)	Details of the method(s) of data analysis are given. Techniques (ex: quantitative/statistical, qualitative, or both methods), as well as tools (ex: software) to be employed are specified. (8 points)	The selected methods of data analysis are shown to be appropriate to the nature of the data/information to be gathered and for addressing the research question(s). (10 points)

Main Criteria	Increasing Levels of Quality and their Descriptions		Score
	Low	High	
<p>Action research Work Plan and Timelines</p> <p>5 points</p>	<p>Not included (no points)</p>	<p>The action research proposal includes a list of major activities and their timelines.</p> <p>(3 points)</p>	<p>A detailed work plan is provided covering start to completion of the research. Timelines are realistic and show concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken.</p> <p>(5 points)</p>
<p>Cost Estimates</p> <p>5 points</p>	<p>Not included (no points)</p>	<p>The research proposal includes a list of major items and their estimated cost. The total cost is shown.</p> <p>(3 points)</p>	<p>A detailed breakdown of items with their corresponding costs is furnished. The items and costs reasonably reflect the funding needs of the action research, and adhere to BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he will be accountable for.</p> <p>(10 points)</p>
			Total Score
Remarks:			