



Vision ,Mission &



Specific Objectives

▪ **VISION AND MISSION**

Research in the College shall generally support and enhance instruction and community extension services. As such it aims to:

1. Develop an institutional research role and help build a culture of research that is conducive, supportive, constructive and motivating;
2. Assist the institution in meeting its research requirements, and in developing and extending the professional competence and experience of the college faculty and students;
3. Improve the quality of research outputs especially addressing the impact of research on policy and development, in the dissemination and utilization of research findings by business and industry and ultimately improving the quality of life community.

Thus the Center for Research and Development (CReDe) of CELTECH College envisions itself to be at the forefront in research in the City of Pampanga and the Province of Zambales. To help this mission, the Center of Research and Development shall:



1. Promote and nurture a culture of genuine intellectual inquiry and academic integrity;
2. Rapidly disseminate research and intellectual output to a wider audience;
3. Recommend and implement means to improve faculty research productivity;
4. Assists faculty in the protection of their intellectual property rights;
5. Promote faculty cooperation in multi-disciplinary studies;
6. Serves as clearinghouse for information related to faculty research activities;
7. Coordinate and monitor research activities on campus.

■ **SPECIFIC OBJECTIVES**

1. To conduct institutional, social and academic research projects that are geared towards the attainment of the vision, mission and goals of the College;
2. To provide the necessary guidance. Assistance and technical knowhow in the conduct and completion of approved research proposals and projects for faculty and students;
3. To build capabilities in conducting research among the faculty members
4. To create and train a faculty pool of reviewers / examiners for students' research outputs
5. To come out with a research journal at least once a year;
6. To provide the research requirement needs of the College for the accreditation of its programs and development plans.



7. Provide accurate and timely information to support data based decision making by senior administrators.

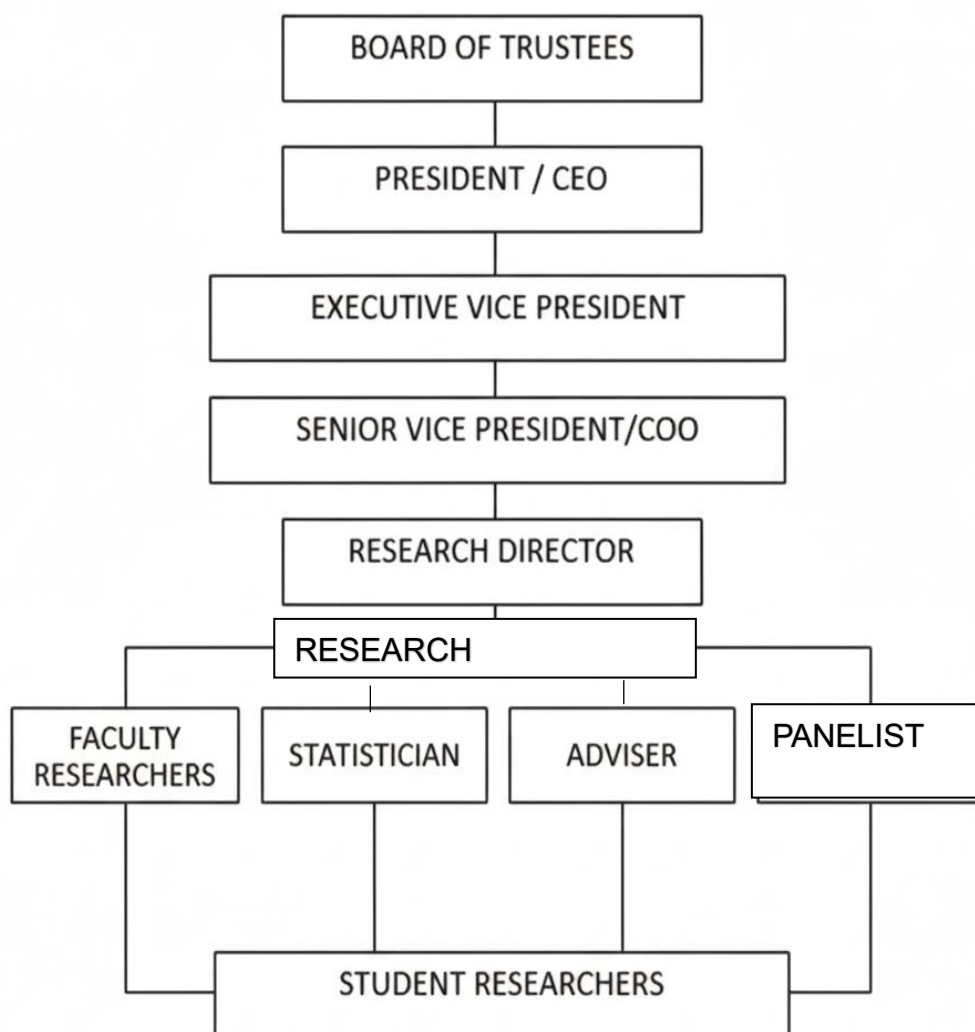
It is therefore in view of the above-mentioned vision, mission, goals and objectives that the Research and Development Program Plan of the College is being presented for implementation by all concerned,

Organizational



Structure & Pro grams

- **ORGANIZATIONAL STRUCTURE**



The CENTER FOR RESEARCH AND DEVELOPMENT (CReDe) exists in the service of research practice and production, a very significant mandate of a College.

In CELTECH College, CReDe leads in the operationalization of the College's research thrusts. CReDe functions in cultivating a research and publication culture in the College. Specifically, it facilitates the planning, implementation, monitoring, and evaluation of the research programs, processes, and projects in Central Luzon College of Science and Technology.

The office is animated by the Director for Research, Departmental Research Coordinators, Faculty Researchers and Student Researchers.



Research Director. The Research Director leads the Center for Research and Development (CReDe), overseeing all research programs, ensuring alignment with the College's research thrusts. The Director supervises coordinators, faculty, and student researchers, promotes a research culture, and ensures quality and ethical standards in all research activities. Thus, The Research Director leads and manages the entire research program of the College, ensuring that all research initiatives align with institutional goals and standards.

Research Coordinator. The Research Coordinator serves as the link between the Research Director and their department. They assist in implementing research projects, guide faculty and students, monitor progress, and promote active participation in research within their department. Thus, The Departmental Research Coordinators assist in implementing and monitoring research activities within their respective departments, serving as a bridge between the director and the faculty.

Faculty Researchers. Faculty Researchers conduct studies aligned with the College's research agenda. They develop proposals, implement projects, publish results, and mentor student researchers, while upholding ethical and scholarly standards in their work. Therefore Faculty Researchers are responsible for conducting scholarly research, publishing findings, and mentoring students.

Research Instructor. A Research Instructor is primarily responsible for teaching and guiding students in the principles and processes of research. They assist learners in formulating research problems, developing proposals, applying proper methodologies, and analyzing data. Beyond classroom instruction, they also mentor student researchers throughout the research process to ensure academic rigor and ethical compliance.

Student Researchers. Student Researchers carry out academic research under faculty supervision. They develop proposals, collect and analyze data, and present findings, contributing to the research culture of the College while fulfilling academic requirements. Thus, Student Researchers engage in academic research under faculty guidance, contributing to the College's research output while fulfilling their course requirements.

Statistician. Statisticians provide technical expertise in data management and quantitative analysis. They assist researchers in determining appropriate sample sizes, selecting valid statistical tests, and interpreting numerical results to ensure the empirical rigor of the study. Thus, Statisticians serve as



methodological consultants, ensuring that data-driven conclusions are accurate, reliable, and scientifically sound.

Adviser. Advisers serve as the primary mentors and supervisors throughout the research process. They provide specialized guidance on the study's direction, oversee the ethical conduct of the researchers, and review drafts to ensure academic quality and alignment with institutional standards. Thus, Advisers act as facilitators of learning and gatekeepers of quality, steering the research project from conception to its final completion.

Panelist. Panelists act as independent evaluators who critically review the research work during defense proceedings. They provide objective feedback, challenge the researchers' assumptions, and verify the validity of the methodology and findings to ensure the study meets the criteria for academic excellence. Thus, Panelists serve as examiners who uphold the academic integrity of the institution by validating the depth and quality of the student's scholarly work.

▪ **PROGRAMS**

It is an institutional research capacity building mechanism designed to create a pool of CELTECH College competent and conscientious researchers. This program has two components, namely, research and proposal writing training, and research coaching. The research and proposal writing training aims to encourage and guide researchers during the conceptualization and the initial stages in the conduct of research. Complementary to this, the research coaching aims to establish a system of guiding the researchers during the implementation of research projects.

It is an institutional mechanism that facilitates the use of research results for the benefit of identified stakeholders. This program includes the integration of research results in intervention; support to regional, national, and international paper presentations; research policy translation; and support to publication. The research utilization program aims to facilitate the dissemination of research results, inform policy makers and stakeholders, and increase publication by and support the professional development of faculty and staff.



FACULTY RESEARCH PROGRAM (FRP)

This program provides faculty members with research opportunities for personal and intellectual growth, as well as improved teaching capability. It likewise helps faculty members comply with their responsibility of producing quality research as required by the Commission on Higher Education (CHED) and at the same time receive incentives according to existing institutional practices. In addition to supporting the scholarly interests of the faculty, the office also encourages the different colleges to identify their own research thrusts.

Research projects may be basic or applied. Materials development projects may take the form of developing or evaluating textbooks and instructional materials (e.g. courseware, software, audio-visual materials) to meet the current needs of CELTECH students.

Research projects submitted as requirement for the Master's or Doctoral program cannot be accepted under the program.

Mechanics:

1. Who may participate:
 - 1.1. Full time faculty members are required to participate
 - 1.2. Probationary faculty members, provided that the project duration does not go beyond their appointment period
 - 1.3. Part time faculty members provided they have taught in the College for at least two consecutive semesters and must have proven research experience
 - 1.4. Non-teaching personnel for research projects related to their workplace.
2. Participants of the program must attend the research capability building seminar-workshops initiated by the Center for Research and Development of the College (CReDe).

Incentives

1. De-loading of one subject for full time faculty members
2. Three thousand pesos for every approved proposal, and an additional Php 4,000.00 upon submission of the final draft of the research. Unfinished approved proposals may be completed by another faculty member upon the approval of the Director for Research and Development and will get the final full payment upon submission of the final draft.



3. Free attendance to the research capability building seminar-workshop sponsored by the CReDe.
4. A chance to present the research output in a major college conference or outside conference.
5. A chance for the research output to be published in the research journal of the college
6. A chance to be a member of the College Committee of Oral Examiners for Thesis Writers with honorarium (to be paid by students as part of the oral defense fee).
7. A chance to act as Thesis Adviser to students enrolled in Research II who are working on their thesis with a corresponding honorarium.
8. A chance to participate in the President's Search for the Best Research Writer of the Year, with an additional incentive of Php 5,000.00
9. Assistance from the college in the research through the use of computers and the internet and/or availment of the services of the CReDe if needed, at the least possible cost (i.e., statistical treatment, editing, printing etc).

STUDENT RESEARCH PROGRAM

Student research in CELTECH College is an integral part of the curriculum for all Baccalaureate Degree Programs. Thus, all students enrolled in Feasibility Study, Research I and II are automatically enrolled in the program, under the following terms and condition:

1. Methods of Research and Feasibility Study: a research proposal is required which should be presented before and approved by the Committee on Oral Defense. In cases where Thesis Writing is not a requirement in the curriculum, a research proposal should be presented before the Committee. Upon submission of the revised proposal, the Center for Research and Development shall assign a Thesis Adviser who shall guide them in developing a final thesis which must again be presented before the Committee on Oral Defense before the end of the semester.
2. Thesis Writing (Research II):
 - 4.1 Only students who have defended and submitted their revised thesis proposal shall be allowed to enroll.
 - 4.2 Student/s enrolled shall proceed to the Center for Research and Development for their Thesis Adviser.



4.3 A Thesis Advising contract shall be signed by both the faculty and the student/s.

4.4 Schedule for oral defense shall be done by the Center for Research and Development upon recommendation by the faculty thesis adviser.

CONDUCT OF ORAL PRESENTATION AND EXAMINATION/DEFENSE

1. Oral Examination / Defense shall be scheduled by the Center for Research and Development upon recommendation by the faculty member assigned to the subject or as thesis adviser using the specified form.
2. Student/s must pay the oral defense fee at the Accounting Section.
3. The Oral Defense Committee shall be composed of the following:

Chairman: Director, Center for Research and Development / Representative

Vice-Chair: Representative where the candidate is enrolled

Members: Editor (an English Instructor): to check on the technical English used in the manuscript

Statistician (a Math Instructor): to check on the statistical treatment of data

****An Accountant may sit in the panel in lieu of the Statistician for Feasibility Studies*

4. Only faculty members certified by the Center for Research and Development can sit as a member of the Oral Defense Committee.
5. Faculty members assigned as Statistician or Editor shall not be allowed to sit in the panel of the students whom he/she rendered services.
6. Students are given a grace period of one month to revise their manuscripts before they get their grade for the subject.
7. Strictly no gifts are allowed in the conduct of oral defense.

AUTHORIZED FEES



1. Oral Defense Fee:
Topical Defense – P1,000 per group
Final Defense – P 8,320
per group
Adviser's Fee: P1,300 per group
Statistician: P3,000 per group
Panel Fee: P200 per panel member
2. A form for this purpose should be filled out by the student/s to be submitted to the Center for Research and Development.
 - 2.1 The form is available at the office of CReDe
3. All fees must be coursed through the Accounting Office.



Research Annual Activities



RESEARCH AND DEVELOPMENT ANNUAL ACTIVITIES

Academic Year 2025 - 2026

Date	Time	Venue	Topic/ Activity	Speaker/ Facilitator	Target Output	Remarks
August, 2025	Whole Day	CRDe Office	Preparation for Research Documents and Forms	CREDE	Completion of Forms and other documents	Successfully Done
September 2025	1:00pm – 5:00pm	CRDe Office	Research Seminar-Workshop For Students	Research Advisers	understanding the Research and preparation for topical	Successfully Done
September 2025	5:00-8:00pm	CRDe Office	Students' Research Topical Defense	Selected Panel Members	Approved Topics	Successfully Done
October 2025	1:00-5:00pm	CRDe Office	Dissemination of Advisers	Group members	Chapter 1 completion	Successfully Done
January 2026	3:00-5:00pm	CRDe Office	Scheduling for Final Defense	CRDe	Chapter 2 and 3 completion	Scheduled
February 2026	8:00-8:00pm	CRDe Office	Students' Research Final Oral Defense	Students' Research Final Oral Defense	Chapter 3-5 Completed	Scheduled
March-April 2026	8:00-8:00pm	CRDe Office	Students' Research Final Oral Defense	Students' Research Final Oral Defense	Chapter 3-5 Completed	Scheduled
April 2026	8:00am - 5:00pm	CRDe Office	Students' submission of Final Manuscripts	CRDe	Checking and Revision	Scheduled
July 2025	3:00-5:00pm	CRDe Office	Students' submission of Final Manuscripts for printing	CRDe	Hardbound theses collation	For Implementation
July 2025	1:00-5:00pm	Function Room	Research Colloquium	DAR Referee	Scholarly work	Scheduled



				Panel Members Licensed Statistician	Research presentation	
July 2025	3:00-5:00pm	CReDe Office	Faculty Submission of Revised Final Thesis	DAR	Submitted Research papers	Scheduled
July 2025	4:00-6:00pm	CReDe Office	Semestral Customer Satisfaction Survey Finalization	DAR Program Heads	Customer Satisfaction Survey Result	For Implementation
August 2025	8:00-5:00pm	CReDe Office	Planning, Layouting of Research Journal	DAR	Journal for Printing	For Implementation
August 2025	8:00-5:00pm	CReDe Office	Research Journal Distribution	DAR	Research Journal Available to all	For Implementation

From July 2024 to August 2025, the CReDe Office carried out research activities based on a structured timeline, with most milestones achieved as planned, though some required adjustments. The process began in **August 2025** with the preparation and completion of research documents and forms. In **September 2025**, the Research Capability Seminar-Workshop was successfully conducted, equipping participants with essential research knowledge. By **October 2025**, students completed their Research Topical

The **Students' Final Oral Defenses**, is set on February to March 2025. Likewise, the submission of students' final manuscripts, initially due in April 2025. Other tasks progressed on schedule.

The Research Colloquium, will be scheduled on July 2025. Another round of the Semestral Customer Satisfaction Survey was finalized in July. As of August 2025, the planning and lay-outing of the Research Journal is ongoing, along with its distribution, marking the final stage in the documentation and dissemination of the research efforts for the academic year. Overall, despite minor delays and one canceled event, the research activities were largely implemented successfully.





Prepared by:

A handwritten signature in black ink, appearing to read "Carol A. Abucay".

CAROL A. ABUCAY, LPT, MASE
Coordinator, Center for Research and Development

Approved by:

RENE PAULO M. LEGASPI, Ph.D
Senior Vice President/COO



Research Agenda



INSTITUTIONAL AND DEPARTMENTAL RESEARCH AGENDA

Central Luzon College of Science & Technology, Inc. Research Agenda, with the cross-cutting priority disciplinary thrusts, leans towards academic and social development by means of effective, sustainable, relevant, and quality knowledge transfer. Research is maximized through cross-college cooperation, external linkage and collaboration, and multidisciplinary/interdisciplinary approach to come up with advancing the contributions of the college in the nation's social, cultural, health, environmental, educational, and economic development. The enrichment of the research culture in the college by utilizing the capability and productivity of its faculty members and students is greatly emphasized to attain the institution's vision, mission, and objectives.

■ **INSTITUTIONAL RESEARCH AGENDA**

At CELTECH College, the pursuit of academic excellence and holistic institutional development is deeply rooted in a culture of inquiry, reflection, and continuous improvement. Guided by our commitment to provide quality education and community service, the Institutional Research Agenda serves as a strategic framework that informs decision-making, enhances operational effectiveness, and fosters a learner-centered environment.

This agenda encompasses a wide range of research priorities that are both responsive and proactive in addressing the evolving needs of students, employees, and stakeholders. Core to this agenda are Tracer Studies, which assess the employability and career progression of graduates, and Student Satisfaction studies that ensure we continually meet the expectations of our learners. By examining Study Habits, Student Retention, and Student Discipline, we aim to better understand and support the academic journey and personal development of our students.

Equally significant is the focus on institutional dynamics, including Employee Performance, Empowerment, Satisfaction, and Morale, and the Health Profile of both students and staff—factors essential to building a motivated and healthy academic community. In line with the demands of the 21st century, the agenda also promotes research on Technology-Based Multimedia Literacy, enabling innovation in teaching and learning.

To ensure relevance and excellence, we regularly conduct Reviews of Departmental Practices and Programs, integrating core Filipino values through



Values Integration while promoting responsible citizenship through initiatives like Waste Management, advocacy for Children and Women's Rights, and heightened awareness of Environmental Issues and Concerns. We also emphasize institutional readiness through studies on Disaster Preparedness, and preparations for PAASCU/PACUCOA Accreditation and ISO 9001:2015 Re-Certification, ensuring compliance with quality standards and best practices.

Finally, through research on Gender Awareness and Sensitivity, we affirm our commitment to inclusivity, equity, and respect for diversity.

Collectively, CELTECH College's Institutional Research Agenda is more than a compilation of topics—it is a dynamic roadmap toward academic integrity, social responsibility, and continuous institutional transformation. It embodies our vision of being a catalyst for change in the community and a benchmark for excellence in Philippine higher education.

The institutional research agenda of CELTECH College holds significant relevance and strong alignment with the **Harmonized National Research and Development Agenda (HNRDA) 2022–2028**, as it addresses multiple national priorities across various development sectors. Aligned with the Inclusive Nation-Building agenda, CELTECH's focus on tracer studies, student satisfaction, study habits, student retention, and discipline directly supports the national goal of providing equitable, accessible, and quality education. These studies help improve teaching strategies, reduce dropout rates, and ensure that academic programs remain responsive to students' needs and the demands of the job market. Research on employee performance, morale, and departmental practices further strengthens institutional governance and workforce development, echoing HNRDA's emphasis on building capable, ethical, and well-supported professionals in both education and public service sectors.

CELTECH's inclusion of health-related topics, such as the health profile of students and employees, as well as disaster preparedness and first aid awareness, aligns with the Health and Disaster Risk Reduction and Climate Change Adaptation (DRR-CCA) components of the HNRDA. These efforts contribute to a safer, healthier school community and enhance resilience during emergencies. Research on environmental concerns, waste management, and sustainability connects directly to the Environment and Climate Change agenda, helping localize the nation's climate action strategies and promoting ecological responsibility. The integration of technology through multimedia literacy, account-based systems, and administrative innovations aligns with the Industry,



Energy, and Emerging Technology agenda, advancing the digital transformation of education and institutional operations.

Furthermore, CELTECH's agenda places importance on values integration, gender awareness, and the rights of children and women, which support the national drive for inclusivity, equality, and social protection. Efforts toward quality assurance, such as preparations for PAASCU/PACUCOA accreditation and ISO 9001:2015 re-certification, also reflect the institution's alignment with the HNRDA's call for improved governance, institutional efficiency, and educational excellence.

1. Tracer Studies
2. Student Satisfaction /Customer Satisfaction
3. Study Habits
4. Student Retention
5. Student Discipline
6. Employee Performance, Empowerment, Satisfaction and Morale
7. Technology –Based Multi-media Literacy
8. Values Integration
9. Waste Management
- 10.Children and Women's Rights
- 11.Environmental Issues and Concerns
- 12.Disaster Preparedness
- 13.Gender Awareness and Sensitivity

Overall, CELTECH College's research agenda does more than address internal academic and operational goals it actively contributes to the fulfillment of the Philippines' broader research and development vision by supporting inclusive education, sustainable practices, digital innovation, disaster readiness, and human development. It is a model for how local institutions can align their priorities with national strategies to produce impactful, community-driven research.



ALIGNED MAPPING OF CELTECH RESEARCH AGENDA TO HNRDA 2022–2028

CELTECH Research Agenda	Aligned HNRDA 2022–2028 Agenda Sector	Rationale
1. Tracer Studies	Inclusive Nation-Building (ATIN Agenda)	Focuses on employability and educational impact on graduates' career success.
2. Student Satisfaction / Customer Satisfaction	Inclusive Nation-Building (ATIN Agenda)	Measures education quality, access, and student experience.
3. Study Habits	Inclusive Nation-Building (ATIN Agenda)	Aims to improve learning strategies and academic success, ensuring inclusive and equitable learning.
4. Student Retention	Inclusive Nation-Building (ATIN Agenda)	Addresses student success, dropout prevention, and access to sustained education.
5. Student Discipline	Inclusive Nation-Building (ATIN Agenda)	Promotes a safe and inclusive learning environment; aligned with social justice and inclusion.
6. Employee Performance Empowerment Satisfaction and Morale	Inclusive Nation-Building (ATIN Agenda)	Promotes a respectful, safe, and inclusive workplace environment grounded in fairness, equality, and social justice, ensuring that all colleagues feel valued, supported, and empowered.
7. Technology-Based Multi-media Literacy	Industry, Energy, and Emerging Technology	Promotes digital literacy and education innovation.
8. Values Integration	Inclusive Nation-Building / Cultural Integration	Promotes moral education, civic responsibility, and cultural values.
9. Waste Management	Environment / Climate Change / DRR-CCA	Aligned with RA 9003 and environmental sustainability practices.
10. Children and Women's Rights	Inclusive Nation-Building / Health	Supports gender equity, protection, and inclusive education policies.
11. Environmental Issues and Concerns	Environment / Climate Change / DRR-CCA / AANR	Addresses pollution, biodiversity, marine protection, and conservation.
12. Disaster Preparedness	Disaster Risk Reduction and Climate Change Adaptation (DRR-CCA)	Enhances community and institutional readiness for natural disasters and emergencies.
13. Gender Awareness and Sensitivity	Inclusive Nation-Building / Health	Promotes gender equity, diversity, and inclusive school and work environments.

■ DEPARTMENTAL RESEARCH AGENDA



The research agenda of CELTECH College demonstrates a strong alignment with the Harmonized National Research and Development Agenda (HNRDA) and significantly contributes to the advancement of the Philippine educational system. Within the College of Criminology, research focusing on education and capacity building, governance and justice, peace and security, health and well-being, education-industry linkages, education policy and quality assurance, and disaster risk reduction directly supports the HNRDA's call for inclusive nation-building, effective governance, human security, and quality education. These research priorities help prepare students to meet the demands of the justice sector while ensuring their holistic development and alignment with national security and disaster preparedness efforts.

For the Non-Teaching Academic Personnel, initiatives such as tracer studies, employee empowerment, reinforce institutional effectiveness and workforce development. These focus areas contribute to the HNRDA's goals of enhancing public service quality and employee well-being, which are vital for sustaining a competent educational workforce that supports student success and institutional excellence within the Philippine education system.

In the College of Maritime Education, the emphasis on health, environmental sustainability, climate change adaptation, industry innovation, and natural resource management addresses critical HNRDA sectors like environment, DRR-CCA, industry, and inclusive development. These research themes not only enhance students' competencies in maritime fields but also contribute to national priorities on sustainable development and environmental stewardship, areas highly relevant to the Philippines' geographic and economic context.

The NSTP and Community Extension programs focus on waste management, children and women's rights, environmental concerns, and disaster management, reinforcing the HNRDA's agenda on environmental protection, social justice, and disaster risk reduction. This community-oriented research ensures that CELTECH's educational mission extends beyond campus, promoting civic responsibility and social inclusivity in line with national development goals.



Research within the College of Travel, Tourism, and Hospitality, market positioning, student retention, and health aligns with the HNRDA's inclusive nation-building and health priorities. These studies support the Philippine educational system's efforts to maintain relevant and sustainable programs responsive to industry demands, ensuring continuous student engagement and well-being.

In the Customs Administration program, research on inclusive nation-building, customs bureau concerns, customer satisfaction, industry linkages, and educational quality—key components of the HNRDA. This helps bridge education and industry needs while promoting efficient public service delivery.

Lastly, the Information Technology department's focus on emerging technologies, customer satisfaction, and student retention is pivotal to the HNRDA's emphasis on innovation and digital transformation. It supports the national agenda of building a tech-savvy workforce ready to compete in a globalized and digitized economy.

Overall, CELTECH's comprehensive research agenda not only advances its academic programs and institutional growth but also actively contributes to achieving the Philippine government's development goals. It fosters a more inclusive, resilient, and responsive educational system capable of producing graduates who are competent, socially responsible, and aligned with national priorities outlined in the HNRDA.

DEPARTMENT/GROUP	AGENDA
1. College of Criminology	1.1 Education and Capacity Building 1.2 Governance and Justice 1.3 Peace and Security 1.4 Health and Well-being 1.5 Education and Industry Linkages 1.6 Education Policy and Quality Assurance
2. Non-Teaching Academic Personnel	2.1 Tracer study 2.2 Employee Empowerment, Morale and Satisfaction 2.3 Health Service



3. College of Maritime Education	3.1. Health 3.2. Environment, Climate Change & Disaster Risk Reduction (DRR-CCA) 3.3. Industry, Energy, And Emerging Technology 3.4. Agriculture, Aquatic, And Natural Resources (AANR) 3.5. Inclusive Nation-Building (ATIN AGENDA)
4. NSTP /Community Extension	4.1 Waste Management 4.2 Children and Women's Rights 4.3 Environmental Issues and Concerns 4.4 Disaster Management
5. College of Travel, Tourism and Hospitality Management	5.1 Decrease in Enrolment 5.2 Student Retention 5.3 Inclusive Nation-Building (ATIN AGENDA) 5.4 Health
6. Customs Administration	6.1 Inclusive Nation-Building (ATIN AGENDA) 6.2 Customs Bureau Related Concerns 6.3 Customer Satisfaction Survey 6.4 Student Retention
7. Information Technology	7.1 Industry, Energy, And Emerging Technology 7.2 Customer Satisfaction Survey 7.3 Student Retention

ALIGNED MAPPING OF CELTECH RESEARCH AGENDA TO HNRDA 2022–2028

CELTECH Research Agenda	Aligned HNRDA 2022–2028 Sector	Rationale
1. College of Criminology		
1.1 Education and Capacity Building	Inclusive Nation-Building	Develops skilled human capital and promotes quality education and capacity growth.
1.2 Governance and Justice	Governance and Justice	Supports justice system reforms, transparency, and rule of law.
1.3 Peace and Security	Peace and Security	Contributes to national security and peace-building initiatives.
1.4 Health and Well-being	Health	Promotes physical and mental health aligned with public health goals.
1.5 Education and Industry Linkages	Inclusive Nation-Building / Industry and Innovation	Bridges education and industry for employability and innovation.
1.6 Education Policy and Quality Assurance	Education Policy and Quality Assurance	Aligns with national goals for quality education standards and policy reform.



CELTECH Research Agenda	Aligned HNRDA 2022–2028 Sector	Rationale
1.7 Disaster Risk Reduction (Human Security)	Disaster Risk Reduction and Climate Change Adaptation (DRR-CCA)	Supports resilience building and preparedness in education and community.
2. Non-Teaching Academic Personnel		
2.1 Tracer Study	Inclusive Nation-Building	Tracks graduate outcomes to improve education relevance and labor market integration.
2.2 Employee Empowerment, Morale and Satisfaction	Inclusive Nation-Building / Governance	Enhances workforce motivation and productivity for service quality.
2.3 Customer Service/Satisfaction	Inclusive Nation-Building / Governance	Improves institutional responsiveness and stakeholder satisfaction.
2.4 Health Service	Health	Supports well-being through health programs.
3. College of Maritime Education		
3.1 Health	Health	Addresses occupational and community health concerns.
3.2 Environment, Climate Change & DRR-CCA	Environment and Climate Change / DRR-CCA	Focuses on maritime environmental protection and disaster preparedness.
3.3 Industry, Energy, And Emerging Technology	Industry, Energy, and Emerging Technology	Supports technological innovation and modernization in maritime education.
3.4 Agriculture, Aquatic, And Natural Resources (AANR)	Agriculture, Aquatic, and Natural Resources	Aligns with sustainable management of aquatic and natural resources.
3.5 Inclusive Nation-Building (ATIN AGENDA)	Inclusive Nation-Building	Promotes equitable access and participation in maritime education and industry.
4. NSTP / Community Extension		
4.1 Waste Management	Environment and Climate Change / DRR-CCA	Promotes sustainable waste management and environmental protection.
4.2 Children and Women's Rights	Inclusive Nation-Building / Health	Advocates social protection, gender equality, and health of vulnerable groups.



CELTECH Research Agenda	Aligned HNRDA 2022–2028 Sector	Rationale
4.3 Environmental Issues and Concerns	Environment and Climate Change	Addresses environmental challenges and promotes sustainability.
4.4 Disaster Management	Disaster Risk Reduction and Climate Change Adaptation (DRR-CCA)	Builds community resilience and disaster preparedness.
5. College of Travel, Tourism and Hospitality Management		
5.1 Decrease in Enrolment	Inclusive Nation-Building	Addresses access and demand challenges in tourism education.
5.2 Market Share of CELTECH in Enrolment	Inclusive Nation-Building / Industry and Innovation	Supports institutional competitiveness and sector relevance.
5.3 Student Retention	Inclusive Nation-Building	Focuses on student success and retention for quality outcomes.
5.4 Inclusive Nation-Building (ATIN AGENDA)	Inclusive Nation-Building	Ensures equitable education opportunities and promotes national unity.
5.5 Health	Health	Supports wellness programs for students and staff.
6. Customs Administration		
6.1 Inclusive Nation-Building (ATIN AGENDA)	Inclusive Nation-Building	Promotes social inclusion and quality education in customs and trade sectors.
7. Information Technology		
7.1 Industry, Energy, And Emerging Technology	Industry, Energy, and Emerging Technology	Promotes digital innovation, skills development, and modernization.
7.2 Customer Satisfaction Survey	Governance / Inclusive Nation-Building	Enhances service quality and user satisfaction in IT education.
7.3 Student Retention	Inclusive Nation-Building	Supports student success and program sustainability.



Research Budget



CENTRAL LUZON COLLEGE OF SCIENCE AND TECHNOLOGY, OLONGAPO CITY, INC.
CENTER FOR RESEARCH AND DEVELOPMENT (CRDe)

RESEARCH

PROPOSED BUDGET A.Y 2025-2026

Proposed Utilization September 2025	Printing forms	2,000.00
	Office supplies, computer ink	5,000.00
	Revision of Syllabus	500.00
	Revision of Research Manual	1,000.00
October 2025	Survey Research	5,000.00
	Journal Publication	10,000.00
	Implementation of Faculty Research program	25,000.00
	Research Output Fund	20,000.00
	Membership Fee	3,000.00
	Seminar Fee & Transportation	20,000.00
December 2025	Research Fund	10,000.00
	Seminar workshop budget including faculty coordinators	20,000.00
	Statistical tools and software for workshop seminar	20,000.00
	Appointment of five research coordinator	50,000.00
February 2026	Implementation of Faculty Research Program	40,000.00
	Honorarium for statistical director	5,000.00
	Seminar workshops	45,000.00
April 2026	Bookbinding on all research output	15,000.00
RESEARCH BUDGET AY 2025-2026		296,000.00

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Website: www.clcst.com.ph
Founded 1959





CENTRAL LUZON COLLEGE OF SCIENCE AND TECHNOLOGY INC.



ISO 9001:2015
CERTIFIED

Speaker :
AMB. DR. FROILAN D. MOBO
September 21, 2024
Saturday | 2pm - 5pm



Research Publication 101
**Writing and Publishing Research
in the 21st Century**

**Research Capability Seminar
for Administrators, Faculty Members
and Personnel**

Research Capability Seminar For Administrators, Faculty & Personnel

RESEARCH CAPABILITY SEMINAR FOR CELTECH COLLEGE PERSONNEL

General Objectives:

To develop a research culture in the Central Luzon College of Science and Technology.

Specific Objectives:

1. To create research teams and inter-collegiate research committees of Central Luzon College of Science and Technology.
2. To formulate research agenda for each of the colleges of the institution.
3. To develop the research capability of faculty members and non-teaching personnel.



4. To identify and develop faculty members capable of doing statistical treatment of data for research.
5. To come up with research proposals and research outputs per college which will eventually be published in the Research Journal of CELTECH College.
6. To provide a venue for presentation of the research outputs in both oral and written form.

Participants:

Required: Department Heads and Faculty Members

Invited: Part Time Members and Rank and File Employees

Research Team/ In-House Speakers & Facilitators:

Chairman:	JOHN JAMES A. LARAFOSTER, Ed.D. <i>Director, Academics & Research</i>
Assistant Chair:	CAROL A. ABUCAY, MASE, LPT <i>Research Coordinator</i>
Speaker:	Ambr. Dr. FROILAN D. MOBO <i>Philippine Merchant Marine Academy San Narciso, Zambales</i>
Advisers:	DELIA M. LEGASPI, Ph.D. <i>Executive Vice President</i> RENE PAULO M. LEGASPI, Ph.D. <i>Senior Vice President</i>

RESEARCH CAPABILITY SEMINAR

Research Publication 101: Writing and Publishing Research in the 21st Century
September 21, 2024/ 2:00pm – 5:00pm / Webinar

Webinar Facilitators:	DR. JOHN JAMES A. LARAFOSTER Director, Academics and Research JOHN OLIVER F. PANES, LPT General Education Faculty, CELTECH College
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PROGRAMME

- | | | |
|----------------------------|---|--|
| 1.Registration | - | Ms. Joan Pangilinan
<i>Faculty</i> |
| 2. Introductory Activities | | |



Opening Prayer - **Ma. Angelo B. Cerico/ Mr. Jesus B. Salud III**

Philippine National Anthem- Video

CELTECH College Hymn - Video

Opening Remarks - **Dr. John James A. Larafoster**
Director. Academics & Research

Introduction of the Resource Speaker- **Mr. John Oliver F. Panes**
Faculty Member, General Education

3. Seminar Proper - **Dr. Froilan D. Mobo**
Philippine Merchant Marine Academy

4. Question and Answer

5. Closing Remarks -

Mr. John Oliver F. Panes
Master of Ceremony

NARRATIVE

The webinar was called to order at exactly 2:00 PM by Dr. John James A. Larafoster, Director of Academics and Research, to formally discuss the agenda. All participants had been registered prior to the start of the session. For the opening activities, Mr. John Oliver Panes facilitated the overall flow of the program. The prayer was led by Mr. Angelo B. Cerico and Mr. Jesus B. Salud III, followed by the singing of the National Anthem and the CELTECH Hymn. Dr. Larafoster then gave a walk-through of the entire webinar and encouraged everyone to actively participate, particularly in relation to writing a research paper. Certificates of attendance were later sent to each participant via email.

Mr. Panes introduced the guest speaker, Dr. Froilan D. Mobo, who delivered a comprehensive presentation on "How to Write and Publish a



Research Paper.” Dr. Mobo began by discussing the format of a research proposal, which included the introduction, a brief review of relevant literature, method, proposed analysis of data, results, implications and limitations, and appendices. He emphasized the importance of selecting a topic that is understandable and supported by relevant literature. He encouraged listing keywords that can guide research and serve as the foundation of the study.

He elaborated on the structure of the introduction, which must include a problem statement, rationale, research objectives, hypotheses, and definitions of key terms. He explained that a problem statement identifies the issue the research aims to address, while hypotheses serve as tentative answers to research questions, proposing relationships between independent and dependent variables. Keywords, Dr. Mobo noted, are essential terms drawn from the research question or thesis and help in conducting effective literature searches.

Dr. Mobo thoroughly discussed the literature review section, stressing the importance of understanding the current status of the topic, the relationship between literature and the problem statement, and summarizing the findings. He shared a step-by-step approach to crafting a literature review: defining the goal, doing research using scholarly sources, grounding each summary in relevance to the research question, and using proper citation styles such as APA, MLA, or Chicago.

In discussing the method section, he outlined the elements such as participants, research design, data collection plans (including operational definitions and reliability of instruments), and the proposed analysis. Appendices, he added, should include instruments used, pilot study results, IRB approval, consent forms, and a timeline. He advised participants to critically evaluate the studies they read, using criteria like the quality of the literature review, clarity of the problem, appropriateness of the method, and overall discussion and references.

Dr. Mobo then moved on to the planning stage of actual research, emphasizing the need to identify required activities and allocate time accordingly. He spoke about selecting the sample, being aware of group dynamics, and ensuring the correct approach in reaching potential participants. He also discussed how research is evaluated, citing indicators such as publication counts, citation counts, the H-index, and journal reputability.

The discussion shifted to ethics in research and publication. He highlighted journal reporting standards, the need to avoid plagiarism, and the importance of originality and transparency. Dr. Mobo warned against multiple submissions of the same manuscript to different journals, except in cases where translation or significant updates are involved—with proper citations. He also identified key stakeholders in research evaluation, including authors, university administrators, funding bodies, and publishers.

On the subject of ethical issues in research, he discussed responsibilities concerning research subjects, researchers, institutions, and the submission process. He presented scenarios that could lead to ethical conflicts, such as researchers seeking recognition, pressure to publish, competition for funding, lack of ethics training, or personal ambition. He pointed out that questionable research practices may arise from poor supervision, heavy workloads, insufficient training, or lack of interest.

Dr. Mobo concluded with insights on maintaining research integrity through ethical research, practice, and publication. He explored ethical misconduct in authorship, including disputes about contribution, gift authorship (including individuals who did not contribute significantly), and ghost authorship (excluding those who did). He advised researchers to establish authorship roles early in the process to avoid conflict.

Before closing, Dr. John James A. Larafoster reiterated the importance and necessity of research in academic institutions. He emphasized that research must begin with teachers before being passed on to students, and that faculty members must first have experience as research advisers before serving as panel members. He encouraged the preparation of a research proposal and recommended providing incentives to faculty who complete research work.

The webinar concluded with an evaluation activity and the distribution of certificates to all attendees.





Meet - fvk-upkk-hvc

Dr. Froilan Mobo is presenting

THE FORMAT OF A RESEARCH PROPOSAL

- Introduction
- A (brief) review of the relevant literature

Participants: Dr. Froilan Mobo, Ludrigo Andrada, Fielson Murillo, John James Laraf...

Meet - fvk-upkk-hvc

Participants: John James Laraf..., Angel Diane M..., John Oliver Pa..., Jose Aguilar, Dr. Froilan Mobo, Alennie Sibug, Ludrigo Andrada, Fielson Murillo, Robert Viray, DICK LADRING..., Wren Owen Fel..., JEANDHEL AU..., Princess Villano, Pail Calma, Conrad Alquiroz, Ma. Angelica M..., Amador Baldeo..., Joan Pangilinan, Xiela Dizon, Tricia Yambao, Karen Abias, Minelle Loren Na..., Ruthgail Gangpao..., Pau Calma, Jeniña Pagsanjan, Mina Dela rosa, Bhadz TV, Alennie Sibug, Anamarie Ocam..., Ana Fe Amurao, 20 others, You

2:14 PM | fvk-upkk-hvc

Dr. Froilan Mobo is presenting

Problem Statement

- A problem statement is used in research work as a claim that outlines the problem addressed by a study. The problem statement briefly explains the problem that the research will address.

Participants: Dr. Froilan Mobo, Ludrigo Andrada, Angelo Corico, John James La..., 53 others, You

2:32 PM | Research Capability Webinar

In-call messages

Let everyone send messages

GANGPAO, RUTH GAIL M.
CELTECH COLLEGE - OLONGAPO
ruthgailgangpao@gmail.com

You 2:28 PM
PANES, JOHN OLIVER F.
CELTECH COLLEGE - OLONGAPO
fababierpanesoliver@gmail.com

Hemerson Suba 2:30 PM
Hemerson C. Suba, CELTECH-Pampanga
hemersonsuba0@gmail.com

Ludrigo Andrada 2:31 PM
Ludrigo F. Andrada - CELTECH OLONGAPO
ludrigoandrada@yahoo.com

Send a message to everyone

Dr. Froilan Mobo is presenting

INTRODUCTION

- A. The problem statement
- B. A rationale for the research
Statement of the research objectives
- C. Hypothesis
- D. Definition of terms / Keywords

Participants: Dr. Froilan Mobo, Ludrigo Andrada, Angelo Corico, John James La..., 53 others, You

2:32 PM | Research Capability Webinar

In-call messages

Let everyone send messages

JESUS B. SALUD III, CELTECH VIOTIGAPO
(saludboyel@gmail.com)

OLIVER CRISOLO 2:27 PM
Oliver R. Crisolo-CELTECH Olongapo-
recluzado@gmail.com

Ruthgail Gangpao 2:28 PM
GANGPAO, RUTH GAIL M.
CELTECH COLLEGE - OLONGAPO
ruthgailgangpao@gmail.com



The screenshot displays a Google Meet session. The top bar shows the URL: `meet.google.com/bdk-upkk-hvc?pli=1&authuser=3`. The main video area shows a presentation slide titled "hypothesis" with the following content:

- A hypothesis states your predictions about what your research will find. It is a tentative answer to your research question that has not yet been tested. For some research projects, you might have to write several hypotheses that address different aspects of your research question.
- A hypothesis is not just a guess — it should be based on existing theories and knowledge. It also has to be testable, which means you can support or refute it through scientific research methods (such as experiments, observations and statistical analysis of data).

The right sidebar shows a grid of participant thumbnails. The bottom right corner features a chat window with the following messages:

- In-call messages**
- Let everyone send messages ☒
- GANGPAU, RUTH OALIM.**
CELTECH COLLEGE - OLONGAPO
ruthgallgangpao@gmail.com
- You 2:28 PM**
PANES, JOHN OLIVER F.
CELTECH COLLEGE - OLONGAPO
fababierpanesoliver@gmail.com
- Hemerson Suba 2:30 PM**
Hemerson C. Suba, CELTECH-Pampanga
hemersonsuba0@gmail.com
- Ludrigo Andrada 2:31 PM**
Ludrigo F. Andrada - CELTECH OLONGAPO
ludrigoandrada@yahoo.com
- Send a message to everyone



Meet - fvk-upkk-hvc

242206889_254905996371

My Drive - Google Drive

RESEARCH WEBINAR - Go

Messenger

meet.google.com/fvk-upkk-hvc?pli=1&authuser=3

REC Dr. Froilan Mobo is presenting

THE FORMAT OF A RESEARCH PROPOSAL

- Introduction
- A (brief) review of the relevant literature
- Method
- Proposed analysis of the data
- Results of the data
- Implications and limitations
- Appendices

Dr. Froilan Mobo

Ludrigo Andrada

John Oliver Panes

John James Lirio

Wren Owen Felair

WREN OWEN A. FELAIRE
CELTECH OLONGAPO...

Amador Baldueza

BALDUEZA, Amador V.
Celtech-Olongapo

2:25 PM | fvk-upkk-hvc

REC Angelo Cerico is presenting

Authorship disputes
Two types of Problems

40

- Gift Authorship
 - Inclusion of Authors who did not contribute significantly to the study
 - Hierarchy (Expectation / favour)
 - Colleagues (Increase publications)
- Ghost Authorship
 - Absence of Authors
 - Professional writers (Should be acknowledged)
 - Hierarchical / political / personal reasons

Relson Murillo

Jose Aguilar

Conrad Alquiroz

DICK LADRANGAN



Ethics in Research

31

Research

Publication

REC

Microphone off

Meet - fsk-upkk-hvc

meet.google.com/fsk-upkk-hvc?pli=1&authuser=3

Raymond Pingol

John James La...

anastacio Jr...

John Oliver Pa...

Dr. Froilan Mago

Anamario Oca...

Candice Maric...

Mistiello Loten...

Xieia Dizon

Kaye Abias

Fielson Murillo

Wren Owen Fel...

JEANDHEL AU...

Princess Villano

Ruthgail Gang...

Conrad Alquiros

aljhely Cortez

Ma. Angelica M...

Amador Baldua...

Carlo Cava

Ca James Sim...

Sherry Torres

Alennie Sibug

Ana Fe Amurao

Ludrigo Andrada

DICK LADRING...

Jesina Pagsanj...

Ca Mille

Jose Aguilar

Pau Calma

26 others

You

3:54 PM | fsk-upkk-hvc



Author's ethical misconduct

Sl.No	Sin	Example
1	Carelessness	Citation bias, understatement, negligence
2	Redundant publication	Same tables or literature review reported without noting prior source
3	Undeclared Conflict of Interest	Failure to cite funding source
4	Unfair authorship	Failure to include eligible authors, Honorary authors
5	Human/animal subjects violations	No approval from Review Board or Ethics Committee
6	Plagiarism	Reproducing others' work or ideas without as one's own
7	Other fraudulences	Fabrication of falsification of data, Misappropriation of others ideas or plans given in confidence

Reasons for questionable research practices³⁶

- The reasons for questionable research practices may be due to
 - poor supervision,
 - excessive workloads,
 - poor training and experience in research,
 - lack of interest of researchers and being over ambitions.
- These can be found in principal investigators, study coordinators, research scholars, administrative staff, technicians and even the research subjects themselves.

REC Dr. Froilan Mobo is presenting

LITERATURE REVIEW

A. The importance of the question asked

B. The current status of the topic

C. The relationship between the literature and problem statement

D. Summary

In-call messages

Let everyone send messages

Luango Anarada 2:31 PM

Ludrigo F. Andrada - CELTECH OLONGAPO

ludrigoandrada@yahoo.com

Ana Fe Amurao 2:38 PM

ANA FE N. AMURAO - CELTECH PAMPANGA -

anafe.amurao15@gmail.com

Ma. Angelica Marin 2:39 PM

MA. ANGELICA M. MARIN - CELTECH PAMPANGA

ma.angelicamarin02@gmail.com

Joan Pangilinan 2:40 PM

JOAN A. PANGILINAN- CELTECH COLLEGE

PAMPANGA

pangilinanjoan31@gmail.com

Send a message to everyone

Dr. Froilan M...

Fielson Murillo

Angelo Cerico

John James La...

54 others

you



BIO NOTE OF AMBASSADOR DR. FROILAN D. MOBO

Email: froilanmobo@gmail.com / fd.mobo@pmma.edu.ph



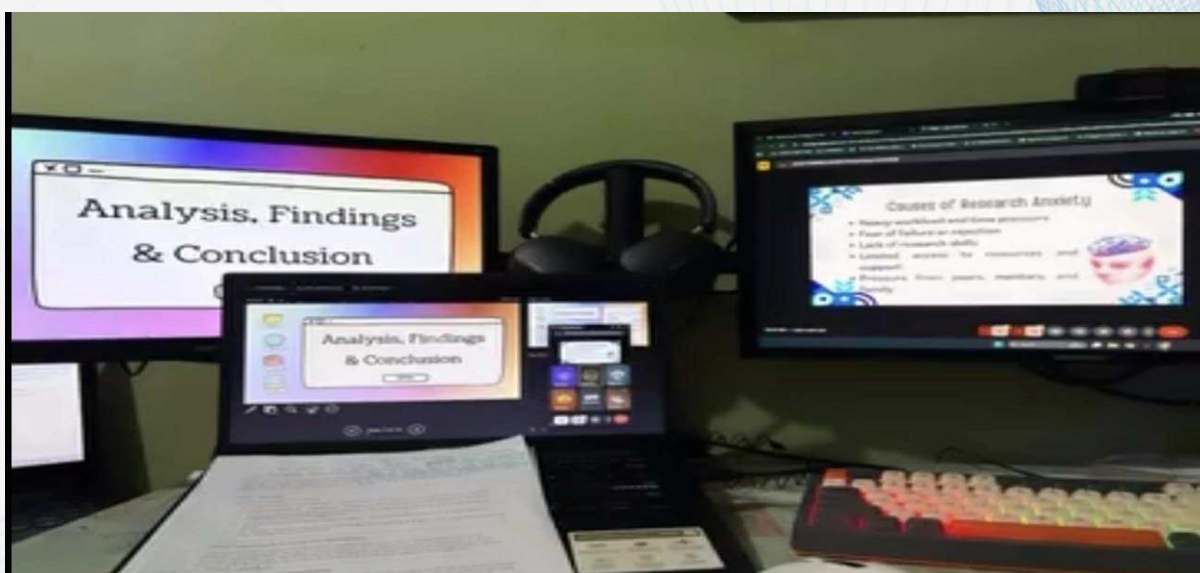
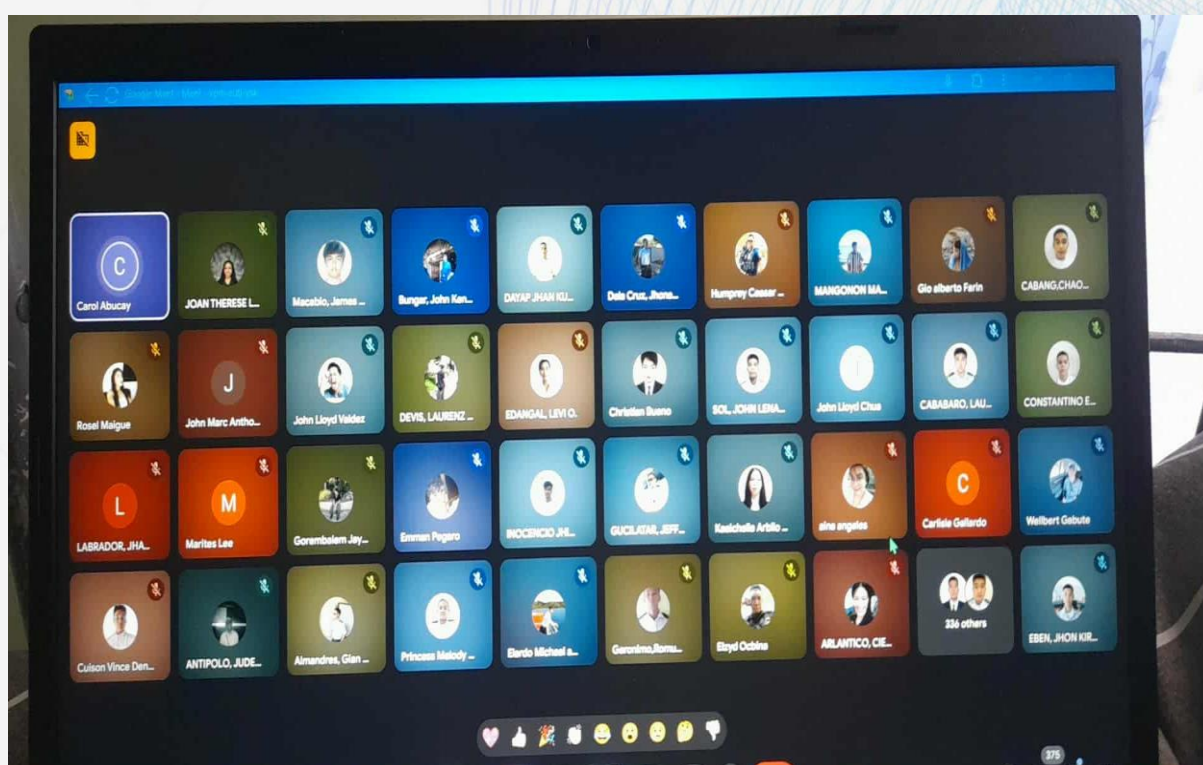
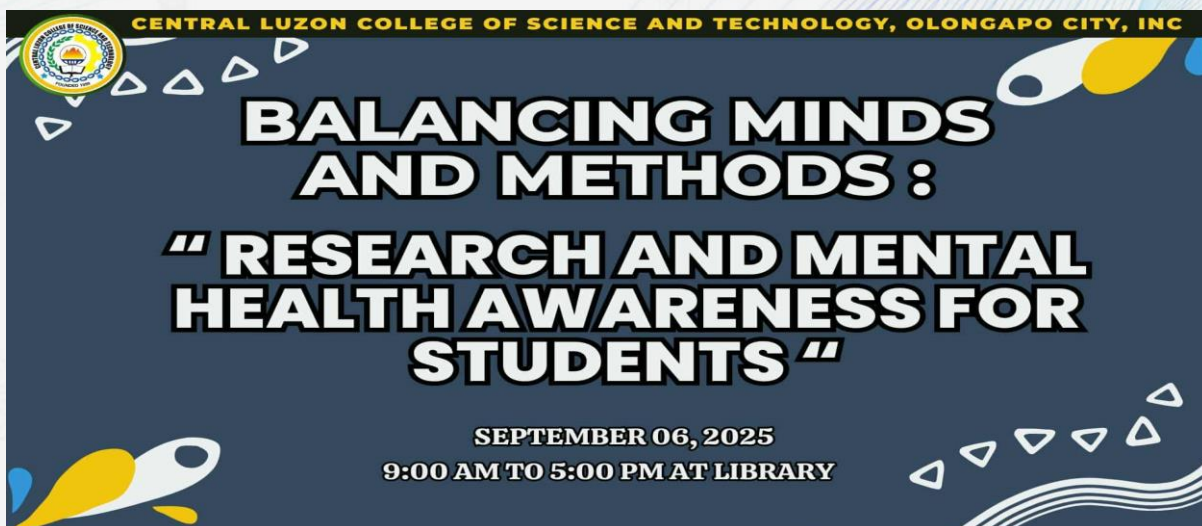
He is a Graduate of Doctor in Public Administration from the Urdaneta City University Class of 2016. He is currently finishing his 2nd Doctorate Degree leading to PhD in Development Education at the Central Luzon State University, Nueva Ecija, Philippines. After obtaining his Doctorate Degree he was promoted and designated to the position of Assistant Director / Extension Coordinator and Associate Professor II of the Department of Research, Development, and Extension in Philippine Merchant Marine Academy (PMMA) and this gave him an opportunity to work with different international research institutions such as Regional Director and PhD Lecturer in Cel Academic, Malaysia., Lecturer in the Graduate School, Columban College, Olongapo City, and Pan Pacific University Executive Program.

He was also appointed as the Editor-in-Chief in the International Journal of Multidisciplinary: Applied Business and Education Research, Malang, Indonesia.

As a researcher by heart, he is an External Peer Reviewer in various international research journals and has been invited as keynote / Resource Speaker in various international conferences abroad and international universities around the globe.

In 2019, he was awarded as an Outstanding Alumnus in the Graduate School of Urdaneta City University, Pangasinan, and was a Multi-Awarded International Researcher and Global Leader from 2020 and at present. Recently, He was appointed as the Ambassador at Large, Country Ambassador and Director for the International Human Rights Movement Philippines under the umbrella of the United Nations.

At present, He is elected as the National President of Samahan ng mga Manunulat na Pilipino and was able to published 51 research articles with 16 citations in ResearchGate and 7 Citations in Google Scholar indexed in Google Scholar, Scopus, ISI, and Cross ref. He also published 11 international books in Europe, Indonesia, and India.





10:42

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RESEARCH-CAPABILITY SEMINAR.pdf 1 / 4 100%

CHAPTER I
THE PROBLEM AND ITS BACKGROUND

Sample Title:
LOCAL RESORT EMPLOYEES' AWARENESS AND RESPONSE TO SAND DREDGING OPERATIONS IN SAN FELIPE, ZAMBALES:
BASIS FOR ENVIRONMENTAL INTERVENTION PROGRAMS

Introduction

- 2 to 3 pages background
- Support with previous studies
- Minimum of 4 paragraphs and with 5-10 sentences per paragraph
- 1st paragraph - general ideas
- 2nd paragraph- research gaps and local gaps
- 3rd paragraph- highlighting the problem of the study & solutions and interventions of the study
- 4th paragraph- legal sources, national and international resources & what motivated you to conduct the study.

Statement of the Problem

John Oliver is presenting, annotating

Trying to speak? Turn on your microphone.

Microphone icons: muted, unmuted, mute, unmute, video call, end call

10:40

← vpm-suti-ysk

Jomari Carl Nico Loren

Gio alberto Farin

John Marc Anthony Fue... Mark Vincent Ivan

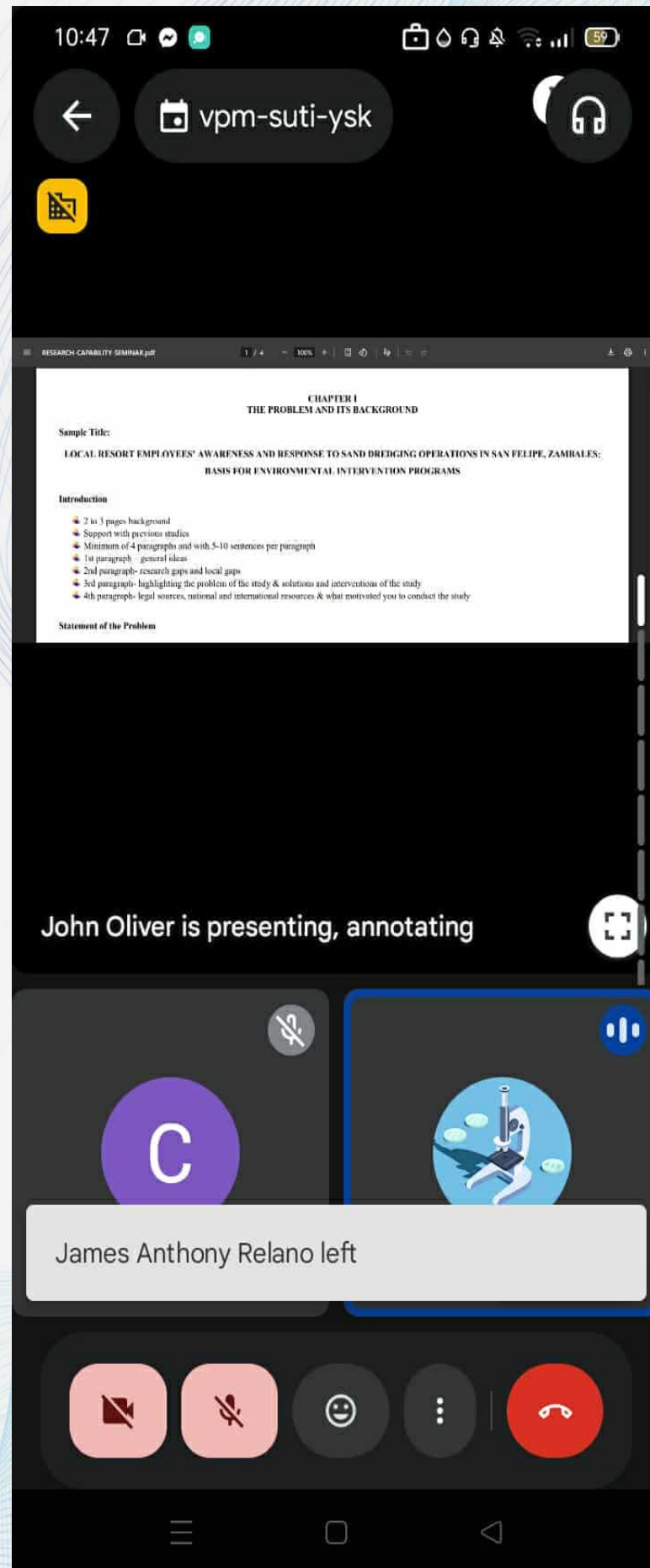
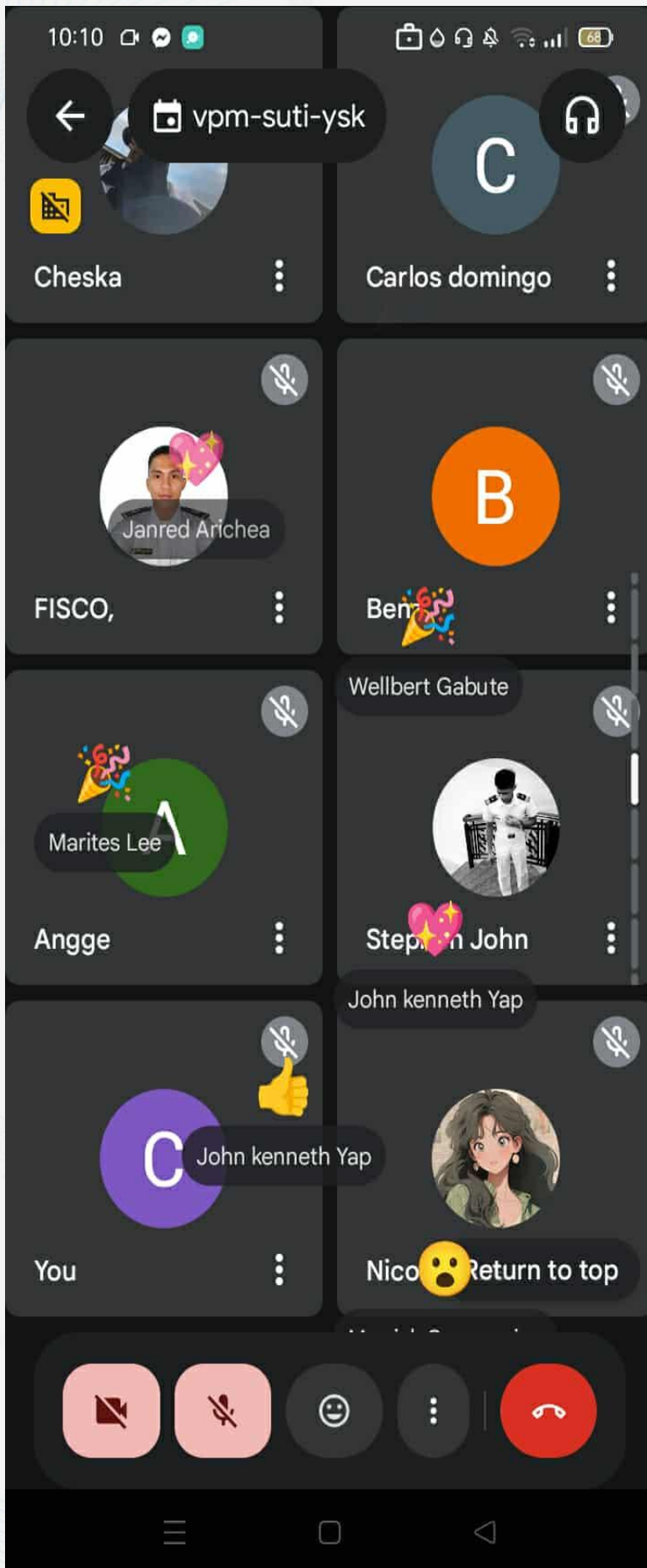
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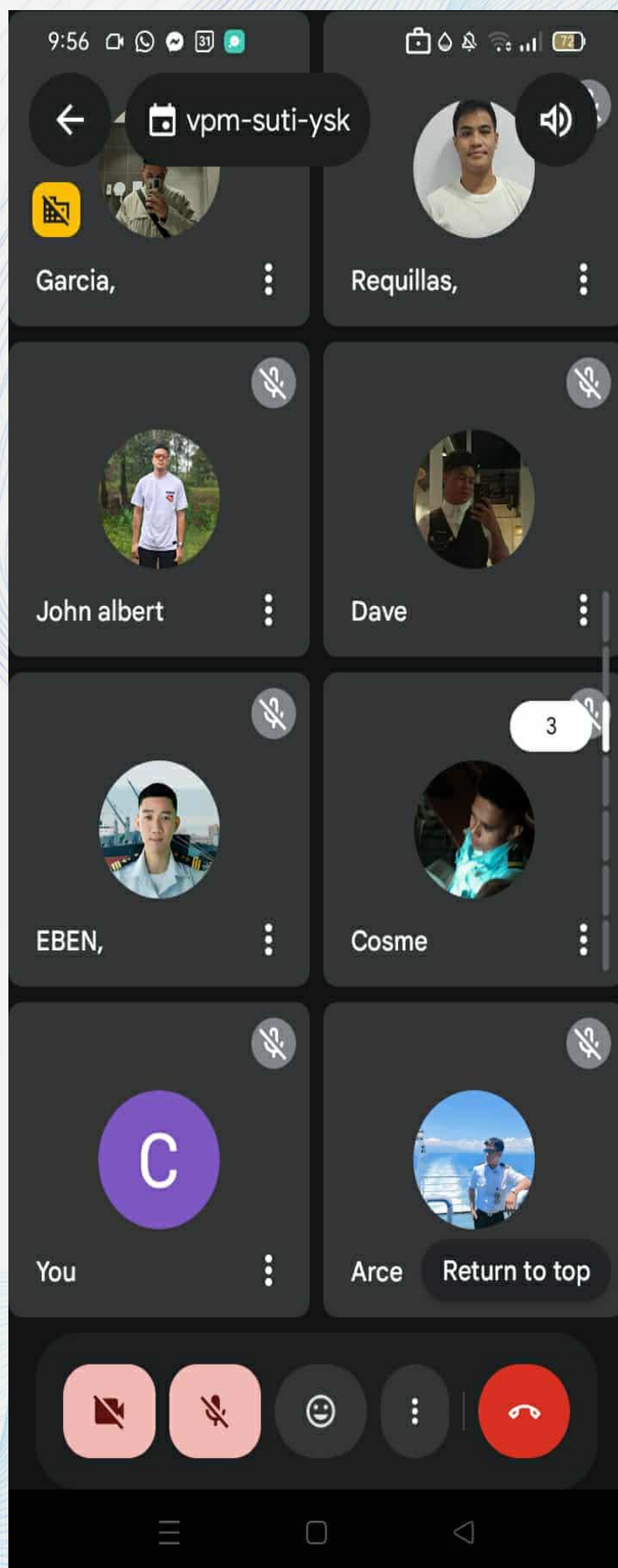
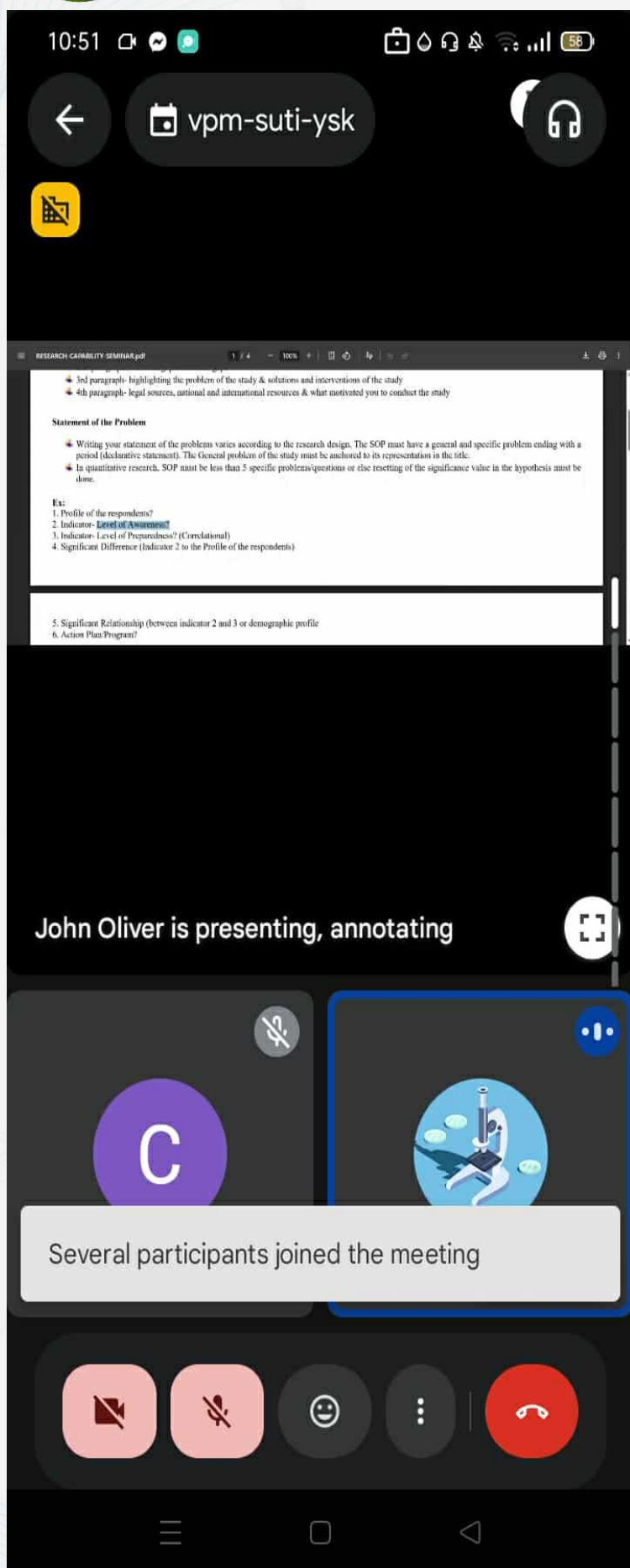
Shellagrace Eugenio

John Marc Anthony Fue... You John Mi

Return to top

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I. Introduction

The Center for Research and Development successfully conducted a one-day online seminar titled *“Balancing Minds and Method: Research and Mental Health Awareness for Students”* on September 6, 2025, from 8:00 AM to 5:00 PM. The event aimed to provide students with both academic and personal support by equipping them with knowledge on effective research practices while promoting mental health awareness in the context of their academic journey.

II. Objectives

1. To deepen the understanding of students in research methods and processes.
2. To raise awareness on the importance of maintaining mental health while balancing academic requirements.
3. To encourage resilience, discipline, and healthy coping mechanisms among student-researchers.

III. Participants

The seminar was attended by a total of **383 participants** composed of students and faculty members across different programs. The online modality, conducted via Google Meet, ensured inclusivity and accessibility for all attendees.

IV. Resource Speakers

The event was graced by distinguished speakers from the academe and industry who shared their expertise and insights:

- **Professor Marc Engelbert Alagadan**
- **Ms. Joan Therese Lazaro**
- **Prof. John Oliver Panes**
- **Prof. Carlisle Gallardo**

The discussions highlighted the interconnection between research skills and mental well-being, addressing challenges students face in balancing academic demands with personal wellness.

V. Program Flow

- **Opening Remarks:** Prof. Carol A. Abucay, Research Coordinator
- **Keynote Lectures:** Resource Speakers (Morning and Afternoon Sessions)



- **Interactive Discussion & Q&A**
- **Closing Message and Acknowledgment**

VI. Highlights of the Seminar

- The speakers emphasized practical strategies in handling research-related stress.
- Best practices in writing, presenting, and conducting research were shared.
- Students were engaged in interactive Q&A sessions, sharing their concerns and experiences.
- The importance of mindfulness, time management, and academic resilience was underscored.

VII. Conclusion

The seminar achieved its objectives of fostering both research competence and mental health awareness among students. The participation of 383 attendees reflects the strong interest and commitment of the academic community to holistic student development. The event not only enhanced research literacy but also highlighted the importance of mental wellness in sustaining academic success.

VIII. Acknowledgment

The organizers extend their gratitude to the resource speakers, participants, and the Center for Research and Development for the successful conduct of the seminar. Special appreciation is given to **Prof. Carol A. Abucay**, Research Coordinator, for spearheading the activity.



RESEARCH SEMINAR FOR TEACHERS ADVISERS PANELISTS AND STATISTICIANS







TITLE:

ENHANCING RESEARCH EXCELLENCE THROUGH EFFECTIVE ADVISORY AND STATISTICAL SUPPORT

AGENDA:

Discussion and Finalization of Research Formatting Requirements and Appendices for Student Research Papers

HIGHLIGHTS AND AGREEMENTS

1. Appendices Requirements

The following documents are required to be included in the Appendices section of all student research papers:

A. Approval Letter

- Validation Letter
- Letter to the Coordinator Requesting Permission to Conduct the Study

B. Questionnaire/Research Instrument

C. Validation Form

D. Data Tabulation Form / Excel File

E. Statistical Data Matrix

F. Test of Normality Results

G. Cronbach's Alpha Result

H. Documentation – Six (6) pictures per page with captions; maximum of two (2) pages

I. AI Declaration Form

J. Plagiarism Report (to be generated and submitted by the student)

K. Curriculum Vitae (CV)

2. Formatting Guidelines

- **Font Style:** Georgia
- **Font Size:** 12
- **Spacing:** Double (2.0)
- **Margins:**
 - Left: 1.5"
 - Right, Top, Bottom: 1"



- **Page Number:** Placed at the top right corner
- **No Borders and No Header** on any page

3. Content and Structural Guidelines

- The word “**Respondents**” must not appear in the research title.
- **Theoretical Framework:**
Only **one (1) theory** shall be used in the study.
- **Review of Related Literature (RRL):**
Must follow a **thematic organization**.
- **References:**
A minimum of **thirty (30)** sources following **APA 7th edition**, with publication years **2019–2025**.
- **Research Locale:**
Must include a **screenshot** of the location.
- **Definition of Terms:**
All terms must be presented in **operational** form.
- **Pilot Testing:**
Limited to **20 respondents** only. The adviser will provide the statistical results.
- **Likert Scale:**
Use of a **four (4)-point scale** is required.
- **Chapter 3 – Statistical Analysis:**
Only the **highest** and **lowest** mean scores shall be interpreted. Students must provide supporting literature for these interpretations.

Narrative Summary

The meeting entitled “**Enhancing Research Excellence Through Effective Advisory and Statistical Support**” centered on the discussion and finalization of research formatting requirements, structural standards, and appendices needed for student research papers. Faculty members agreed on a unified set of guidelines to ensure quality, consistency, and academic integrity across all submitted works.

One major highlight of the discussion was the **required appendices**. It was emphasized that each student paper must include a standard set of supplementary documents, beginning with the Approval Letter, which consists of the validation letter and the request addressed to the Research Coordinator for permission to conduct the study. Other essential appendices include the questionnaire or instrument used in data gathering, validation form, data tabulation form or Excel file, the statistical data matrix, test of normality results, and the Cronbach’s alpha reliability test output. Students are also expected to provide proper documentation of research activity in the form of



pictures with captions, limited to six images per page and up to two pages only. In addition, all studies must submit an AI Declaration Form, a plagiarism report to be generated and submitted by the students, and the researcher's Curriculum Vitae.

The group also finalized unified **formatting guidelines** for all research manuscripts. The official font style is Georgia, size 12, with double line spacing throughout the document. Margins were set to 1.5 inches on the left and 1 inch on all remaining sides. Page numbers should be placed at the upper right corner, and no document should include borders or headers. These standards aim to create uniformity and ease of editing during review and evaluation.

Clarifications on **content and structure** were likewise agreed upon. The word "*respondents*" should not be used in research titles. Studies are required to utilize only **one theoretical framework** to maintain clarity of analysis. The Review of Related Literature (RRL) must be organized thematically to reflect logical grouping and flow of concepts. A minimum of **thirty sources**, dated 2019 to 2025 and following APA 7th edition format, is required. For research locale, a screenshot of the location must be included. All definitions of terms should be written operationally so they align with the study's context and measurement. Pilot testing is limited to twenty participants, with advisers handling the statistical computation. A four-point Likert scale remains mandatory for survey-based studies.

Lastly, guidelines for **Chapter 3 statistical analysis** were reiterated. Students must focus their interpretation only on the highest and lowest computed mean values and must support their analysis with related literature.

These agreements aim to strengthen research quality, uphold academic standards, and streamline the advisory and review process for all involved stakeholders.



RESEARCH MANUAL

RESEARCH PAPER EXPERIMENTAL WRITING GUIDELINES

Font: Georgia

Font Size: 12 points

Spacing: Double-spaced throughout the entire manuscript

Margins:

- **Left:** 1.5 inches
- **Top, Bottom, Right:** 1 inch

Paper Size: Short bond paper (8.5 x 11 inches)

Alignment: Justified

Indentation: First line of every paragraph must be indented 0.5 inch

Pagination: All pages must be numbered consecutively, placed at the upper right corner

I. THE PROBLEM AND ITS BACKGROUND

1. Introduction

This section must present a comprehensive and coherent background of the study. It should provide the historical and contemporary context of the research problem, current conditions, and developments relevant to the topic. The introduction must clearly explain the rationale for conducting the study, supported by scholarly citations when necessary. It should end by leading the reader toward the central problem or issue being addressed.

2. Statement of the Problem



This portion should state clearly the main research problem. It must be followed by specific sub-problems or research questions that guide the investigation. Each sub-problem must be measurable, researchable, and aligned with the objectives of the study. If required by the adviser, the problems may be stated either in narrative form or in interrogative form.

3. Significance of the Study

This part explains the importance, relevance, and contributions of the research. Discuss how the findings will benefit various sectors such as students, teachers, administrators, curriculum developers, the community, and future researchers. The discussion should justify why the study is worth conducting.

4. Definition of Terms

Provide operational definitions of key concepts and technical terms used in the study. Definitions should be concise yet informative and arranged alphabetically. Only terms essential to understanding the research should be included.

II. FRAMEWORK OF THE STUDY

1. Theoretical Framework

This section must present theories, models, or principles that support the study. Each theory should be discussed thoroughly, including the name of the theorist and the year of publication, if available. Explain the relevance of each theory and how it serves as a foundation for your variables or concepts.

2. Review of Related Literature

This portion must contain a well-organized synthesis of local and foreign literature and studies that support the research. Discussions should highlight similarities, differences, research gaps, and the contributions of existing works to the present investigation. All sources must be properly cited following the required referencing style.

3. Conceptual Framework

Present the paradigm of the study, preferably in figure form. The illustration must show the flow, sequence, or relationship among variables. Provide a



detailed explanation of the model and clarify how inputs, processes, and outputs are connected.

4. Features and Specifications

For product, technology, device, or system-based studies, describe the technical features, functions, specifications, and capabilities. This includes materials, structural components, processes, and unique qualities of the developed output.

5. Hypothesis

If the study is quantitative or experimental, present the hypothesis or hypotheses. They must be derived from the theoretical and conceptual framework and stated in declarative form. Null and alternative hypotheses may be included when required.

III. METHODOLOGY

1. Research Design

Identify and describe the research design used (e.g., descriptive, qualitative, experimental, developmental). Provide justification for selecting the design and explain how it aligns with the objectives of the study.

2. Preparatory Stage

Explain all preliminary procedures prior to conducting the actual research. This may include planning, prototype development, initial testing, validation, securing approval, and gathering necessary materials or permits.

3. Materials Used

List all materials, tools, instruments, devices, and equipment used in the study. Provide complete descriptions to ensure replicability.

4. Time Table

Include a comprehensive schedule of activities, preferably in the form of a Gantt chart. This should reflect the entire duration of the research, from planning to completion.

5. Demonstration Stage



Describe the step-by-step procedures conducted to test, demonstrate, or implement the study or product. Provide details on trial sessions, demonstrations, or pilot testing.

6. Final Stage

This section discusses the final production, refinement, or completion phase. Include final testing, evaluation, and adjustments made based on results or feedback.

7. Cost Effectiveness

Provide a detailed analysis of costs incurred and justify the cost efficiency of the research or developed product. Include tables, breakdowns, or computations when applicable.

8. Data Collection Procedure

Explain the procedures used in gathering data. Indicate the instruments used (survey, interview, checklist), the respondents, sampling techniques, permissions obtained, ethical considerations, and the steps in administering the instruments.

9. Data Analysis Technique

Discuss the statistical tools or qualitative techniques used in analyzing the data. Examples include frequency, percentage, weighted mean, t-test, thematic analysis, or coding procedures. Explain why each method is appropriate.

IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study. Data must be arranged systematically according to the statement of the problem. Each table or figure must have a clear and complete title. After every table, provide a narrative analysis and interpretation that explains the meaning of the results and their implications. Statistical results must be accurately presented and interpreted.

V. SUMMARY, CONCLUSION, AND RECOMMENDATION

1. Summary



Provide a concise summary of the major findings in relation to the research problems. Do not include data not previously presented.

2. Conclusions

State conclusions based on the findings. They should directly answer the research questions and must not introduce new ideas.

3. Recommendations

Present practical, evidence-based recommendations for future action. Address beneficiaries, policy implications, improvements, and suggestions for future researchers.

REFERENCES

List all sources used in the study, arranged alphabetically by author's last name. Follow the required citation style consistently (e.g., APA). Only references cited in the manuscript should appear in this section.

APPENDICES

The appendices must include the following, arranged in order:

1. Letter of Approval
2. Letter to Validator
3. Evaluation/Validation Form
4. Data Matrix / Excel File
5. User Guide
6. Assembly Instruction Checklist
7. Grammarly Verification
8. Plagiarism Result



RESEARCH PAPER NON EXPERIMENTAL WRITING GUIDELINES

Font: Georgia

Font Size: 12 pt

Line Spacing: Double

Margins: Left 1.5", Top/Bottom/Right 1"

Alignment: Justified

Indentation: First line of each paragraph 0.5"

Pagination: All pages numbered consecutively, upper-right corner

FRONT MATTER

Title Page (i)

- Include the full title of the research, your name, course/department, institution, and date of submission.
- Center all text vertically and horizontally.
- Use formal capitalization and avoid abbreviations unless standard.

Approval Sheet (ii)

- Include signatures of the research adviser, panelists, and head of the department or Center for Research and Development.
- Ensure proper titles and designations are included.

Acknowledgment (iii)

- Provide a formal expression of gratitude to individuals or organizations who assisted in the research.
- Keep it concise, sincere, and professional.

Abstract (iv)

- A one-paragraph summary of the study, including the problem, methodology, results, and key conclusions.
- Usually not more than 250–300 words.

Table of Contents (v)

- List all chapters, subchapters, tables, figures, and appendices with corresponding page numbers.



List of Tables (vi)

- Include table numbers, titles, and page references.

List of Figures (vii)

- Include figure numbers, titles, and page references.

List of Appendices (viii)

- List all appendices included in the study, with titles and page numbers.

CHAPTER I: THE PROBLEM AND ITS BACKGROUND

1. Background of the Study

- Provide a detailed introduction and context for the research.
- Explain the rationale, historical background, and contemporary relevance.

2. Research Locale

- Describe the geographical and institutional setting of the study.
- Include demographic, social, or economic characteristics relevant to the research.

3. Statement of the Problem

- Present the main research problem clearly.
- List specific sub-problems or research questions.

4. Significance of the Study

- Explain the importance of the research and its benefits to stakeholders (students, faculty, policymakers, community).

5. Scope and Delimitation

- Define the boundaries of the study, including population, location, and timeframe.
- Clarify what the study does not cover.



CHAPTER II: FRAMEWORK OF THE STUDY

1. Theoretical Framework

- Discuss theories or models that underpin the study.
- Include the theorist's name and year.

2. Review of Related Literature

- Summarize local and foreign studies related to the topic.
- Identify gaps in existing literature and show how the study contributes to knowledge.

3. Conceptual Framework

- Present a diagram or model showing relationships among variables.
- Explain each component and its relevance to the study.

4. Hypothesis

- State the null and alternative hypotheses (if applicable).

5. Definition of Terms

- Operationally define key concepts and technical terms, alphabetically arranged.

CHAPTER III: METHODOLOGY

1. Research Design

- Describe the research type (qualitative, quantitative, experimental, descriptive, developmental) and justify its selection.

2. Sample and Sampling Technique

- Describe the population and sample size.
- Explain the sampling method (random, purposive, stratified, etc.).

3. Instrumentation

- Discuss the research instruments (questionnaire, checklist, interview guide).
- Explain validation and reliability procedures.



4. Ethical Considerations

- Describe how confidentiality, informed consent, and ethical treatment of participants are ensured.

5. Data-Gathering Procedure

- Explain step-by-step procedures in collecting data.
- Include timelines, permissions, and protocols followed.

6. Data Analysis Technique

- Describe the statistical or qualitative methods used to analyze data.
- Justify their appropriateness to answer research questions or test hypotheses.

CHAPTER IV: PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

1. Profile of the Respondents

- Provide demographic or background characteristics of participants.

2. Indicators

- Present data for each research indicator or variable (Indicator 1, 2, 3, etc.).
- Use tables, graphs, and charts as necessary.
- Follow each with narrative interpretation.

3. Significant Difference / Relationship

- Report results of statistical tests (t-test, ANOVA, correlation, etc.) and interpret significance.

4. Intervention Plan / Program

- If applicable, describe intervention or program development and evaluation based on findings.

CHAPTER V: SUMMARY, CONCLUSION, AND RECOMMENDATION

1. Summary

- Recap the key findings in relation to the research questions.



2. Conclusion

- Draw conclusions based on the findings.
- Ensure conclusions are consistent with data presented.

3. Recommendation

- Provide actionable suggestions for stakeholders, institutions, or future researchers.

REFERENCES

- List all cited sources alphabetically in the required citation style (APA, MLA, etc.).
- Only include sources cited in the paper.

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RESEARCH PAPER NON EXPERIMENTAL WRITING GUIDELINES

FRONT MATTER

1. Title Page (i)

- Full title of the research, author's name, course, institution, and date.
- Centered vertically and horizontally.
- Use formal capitalization; avoid abbreviations unless standard.

2. Approval Sheet (ii)



- Include signatures of the adviser, panelists, and department/Center for Research and Development head.
- Include full designations.

3. Acknowledgment (iii)

- Formal expression of gratitude to individuals or institutions who assisted in the study.

4. Abstract (iv)

- Concise summary (250–300 words) covering the problem, methodology, results, and conclusions.

5. Table of Contents (v)

- List all chapters, subchapters, tables, figures, and appendices with page numbers.

6. List of Tables (vi)

- Include table numbers, titles, and page numbers.

7. List of Figures (vii)

- Include figure numbers, titles, and page numbers.

8. List of Appendices (viii)

- List all appendices with corresponding page numbers.

CHAPTER I: THE PROBLEM AND ITS BACKGROUND

1. Background of the Study

- Provide detailed context and rationale for the study.
- Highlight the problem, its relevance, and why it merits investigation.

2. Research Locale

- Describe the physical or institutional location, population, and contextual factors relevant to the study.

3. Statement of the Problem



- Present the main research problem and specific sub-problems or research questions.

4. Significance of the Study

- Explain the contribution to stakeholders such as students, teachers, community, and researchers.

5. Scope and Delimitation

- Specify the boundaries of the study regarding location, population, timeframe, and topics included/excluded.

CHAPTER II: FRAMEWORK OF THE STUDY

1. Theoretical Framework

- Present theories or models underpinning the study, including author and year.

2. Review of Related Literature

- Summarize related studies and literature, highlighting research gaps.

3. Conceptual Framework

- Provide diagrams or models showing relationships among variables with clear explanations.

4. Hypothesis

- State null and alternative hypotheses (if applicable).

5. Definition of Terms

- Operationally define key terms, alphabetically arranged.

CHAPTER III: METHODOLOGY

1. Research Design

- Describe type (qualitative, quantitative, experimental, descriptive, developmental) and rationale.



2. Sample and Sampling Technique

- Describe population, sample size, and sampling method (e.g., random, purposive).

3. Instrumentation

- Explain research tools (questionnaire, checklist, interview guide) and their validation.

4. Ethical Considerations

- Discuss confidentiality, informed consent, and ethical treatment of participants.

5. Data-Gathering Procedure

- Explain step-by-step process of collecting data, including permissions and timeline.

6. Data Analysis Technique

- Describe statistical or qualitative analysis used to answer research questions or test hypotheses.

CHAPTER IV: PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

1. Profile of the Respondents

- Present demographic or background information of participants.

2. Indicators

- Present findings for each research indicator (Indicator 1, 2, 3, etc.) using tables, graphs, and narrative interpretation.

3. Significant Difference / Relationship

- Report statistical analysis (e.g., t-test, ANOVA, correlation) and interpret results.

4. Intervention Plan / Program

- Describe intervention or program developed based on findings (if applicable).



CHAPTER V: SUMMARY, CONCLUSION, AND RECOMMENDATION

1. Summary

- Recap the study's main findings.

2. Conclusion

- Present conclusions drawn from the results.

3. Recommendation

- Provide practical and actionable suggestions for stakeholders, institutions, or future research.

REFERENCES

- List all cited sources alphabetically in the required style (APA, MLA, etc.).

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- Include personal information, educational background, professional experience, and relevant achievements.
- Begin on page 101.



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Grammarly Verification Plagiarism Result

Photo Documentation Curriculum Vitae

FORMAT FOR QUALITATIVE RESEARCH



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RESEARCH CONCEPTS

RESEARCH BASIC NOTES

Expected Competencies:

1. Discuss the purpose and characteristics of research.
2. Formulate research questions for a given study.
3. Determine the research design of a particular study.
4. State the research hypothesis in different forms.
5. Apply the criteria in formulating research titles and hypotheses.
6. Identify research problems and the methods of the research to be used.
7. Select appropriate sampling technique for a specific research.
8. Compute for the required sample of stratified variables.



9. Determine the appropriate statistical test to verify the significant relationships, effects or differences of variables.
10. Apply the principles and methods of research in the treatment of variables data.

BASIC CONCEPTS

Research . A systematic process of searching a theory, testing a theory or solving a problem

Research design. A master plan specifying the methods and procedures for collecting and analyzing the needed information used to steady a problem or an issue.

Sample, Any subgroup on –sub-aggregate drawn by some appropriate method from a population.

Hypothesis. A tentative statement about how one or more variables are related.

Variable. A property or characteristics whereby the members of a group or set differ one from another.

Sampling Technique. A procedure of testing the validity of conclusions or inferences from the sample to the population.

Purpose of Research

1. Discover new facts about known phenomena.
2. Find solutions to problems that are partially solved.
3. Improve existing techniques and develop new products.
4. Discover previously unrecognized substances on elements.
5. Validate generalizations into systematic order.
6. Provide basis for decision-making in any undertaking.
7. Satisfy the researcher's curiosity.
8. Acquire better and deeper understanding about one phenomenon top another.
9. Verify existing knowledge.
10. Improve educational practices.
11. Promote health and prolong life.
12. Enhance man's basic life.



13. Find solutions to problems through scientific methods.

Characteristics of Research

1. Empirical- based on direct experience or observation
2. Logical- based on valid procedures and principles.
3. Cyclical- starts with a problem and ends with a problem.
4. Analytical- utilizes analytical procedures in gathering data.
5. Replicable- design and procedures are replicated to arrive at valid and conclusive results.
6. Critical- exhibits careful and precise judgments.

Kinds and Classifications of Research

1. According to Purpose:

- a. *Prognostic*- to determine the future operation of the variables.
- b. *Directive*- to determine what should be done based on the findings
- c. *Illuminative*- to determine the interaction of the components of the variables being investigated.

2. According to Goal:

- a. Basic or *Passé*- to develop a theory or principle
- b. Applied- to test the efficiency of a theory or a principle

3. According to Level of Investigation:

- a. *Exploratory*- studies the variables pertinent to a specific situation
- b. *Descriptive*- studies the relationships of the variables
- c. *Experimental*- studies the effect of the variables on each other

4. According to Types of Analysis:

- a. *Analytic approach*- to identify and isolate the components of the research situation
- b. *Holistic approach*- to study the whole system and its internal relationships

5. According to Scope:

- a. *Action Research*- applies the scientific method in the classroom problem

6. According to Choice of Answers to Problems:



- a. *Evaluation*- applies all possible courses of action
- b. *Developmental*- focuses on findings or developing a more suitable instrument or process

7. According to Statistical Content:

- a. *Quantitative research*- utilizes inferential statistics
- b. *Qualitative research*- gathers descriptive data

8. According to Time Allotment:

- a. *Historical research*- describes *what was*
- b. *Descriptive research*- describes *what is*
- c. *Experimental research*- describes *what will be*

9. According to Types and Kinds of Research:

- a. *Propriety research*- conducted for a specific audience
- b. *Scholarly research*- promoted for public access to knowledge
- c. *Behavioral research*- conducted to identify and tests that can lead to control of behavior
- d. *Phenomenological research*- based on the belief that what people do depends on what they perceive on what goes on their minds.
- e. *Communication research*- investigates the communication elements (source, message, channel, receiver, effects)

Types of Research Questions

- 1. **Factor- Isolating**- starts with “what”
- 2. **Factor- Relating**- seeks information on the relationships or effects of variables on other variables
- 3. **Situation-Relating**- involves the results of the manipulation of one variable on the other.
- 4. **Situation-Producing**- establishes explicit goals on actions.

Types of Research Designs

- 1. **Quantitative Research**- involves statistical analysis
- 2. **Qualitative research**- involves non-statistical data analysis

Forms of Hypothesis



1. Directional hypothesis-

Ex. There will be an improvement on the attitudes of pupils toward eating vegetables after watching the movie on proper nutrition.

Prediction-

Ex. The use of computers will improve the attitude of pupils on problem-solving.

2. Statement of purpose-

Ex. The purpose of this study is to find out the status of the cooperative learning mode in barangay schools.

3. Question-

Ex. Which of the two teaching approaches causes pupils with learning difficulties to perform better?

Types of Variables

1. Discrete variables- one that can take only a finite or potentially countable set of values.

Ex. members of the family, number of pupils

2. Continuous Variables- one that can take an infinite set of values

Ex. weight, height, intelligence, anxiety

3. Independent Variable- the stimulus or the cause that brings change in a situation or in a phenomena

Ex. effects of education qualification, age, learning modes, teaching style

4. Dependent Variable- response or outcome of the change brought about by the independent variable

Ex. change in behavior, performance, study habits

5. Moderator Variable- secondary or special type of independent variable that may or may not be not controlled but alters or modifies the effect between the variables

Ex. effects of an independent variable on the dependent variable but a third factor is suspected to alter or modify the relationships of the variables.

6. Control Variable- variable controlled by the researcher in which the effects can be neutralized by eliminating or removing the variable



Ex. X-independent variable

Y-dependent variable

Z-control variable

7. Intervening Variable-variable which interferes with the dependent and dependent variables but its effect can either strengthen or weaken the two variables.

Ex. X-independent variable (teaching style)

Y-dependent variable (pupil's performance)

Z-intervening variable (age, gender, attitudes)

Procedures in Data Collection

1. **Notation**- process of making brief, written notes, tally marks, or evaluation symbols about people, event, settings, or events being observed
2. **Description**- process of putting observations into verbal form conveying the complete situation replete with details.
3. **Analysis**- process of obtaining data from objects, settings and procedures through careful scrutiny to discover traits, meanings, and relationships.
4. **Questioning**- prompting process used to eliciting and probing responses from participants and informants through interview and survey.
5. **Testing**- process of obtaining data from respondents through written or oral examination.
6. **Measurement**- assessment of traits and abilities through non-testing techniques or schemes using interval, ordinal and nominal scales.

Sampling Techniques

A. Probability Sampling

1. Simple Random Sampling

- a. Lottery or Fishbowl Technique- writing the names or numbers of all the members of the population in small rolled pieces of paper
- b. Table of Random Numbers- selecting the desired sample on a purely chance basis
- c. Systematic Sampling- selecting members of a sample by picking out every *kth* of the population

2. Stratified Random Sampling



- a. Simple Stratified Random Sampling- separating the lists of subgroups in the population and simply drawing randomly the desired sample size from each subgroup.
- b. Stratified Proportional Random Sampling- it is used when the proportions of the subgroups are grossly unequal.

The proportion of each stratum is computed by dividing the number of members in each stratum by the total population. The result is multiplied by the number of sample desired. For the first stratum Grade I: $180 \div 600 \times 500$ is equal to 45.

3. **Cluster Sampling**- an advantageous procedure when the population is spread out over a wide geographical area. Cluster refers to an intact group which has a common characteristic.

To obtain the number of clusters to be selected, divide the required sample size by the average number of the members per cluster. Then number of clusters needed is $400 \div 40$ which is equal to 10. Use the Table of Random Numbers.

4. **Multi-stage Sampling**- a more complex sampling technique with the following steps in the selection of sample size.
 - a. Divide the population into strata.
 - b. Divide each stratum into clusters.
 - c. Draw a sample from each cluster using the simple random technique.

Ex. Take a random sample of Grade IV pupils in the country. The 13 regions of the country from our stratum. From each region, we select public elementary schools which form our second stratum. From these public schools, we select Grade IV classes to form our clusters. From these clusters, we selected Grade IV pupils from each class by using the simple random sampling technique.

B. Non- probability Sampling

1. **Purposive Sampling**- based on subject judgment
2. **Convenience Sampling**- selected samples are conveniently available



3. **Quota Sampling**- used to improve representativeness on samples that possess the factor or characteristics which the researcher intends to measure.
4. **Snowball Sampling**- used when samples are difficult to identify and when there is inadequate information for making the sampling frame.
5. **Networking Sampling**- used to find socially devalued urban populations (addicts, alcoholics, child abusers, and criminal who are usually hidden from outsiders).

Methods of Research

A. Descriptive Method- an investigation which describes and interprets conditions or relationships that exists; practices that prevail; beliefs and processes that are going on; effects that are being felt or trends that are developing.

1. **Case Study**- a detailed study one person or unit over a considerable period of time.
2. **Survey**- a study used to measure existing phenomenon without inquiring why it exists.
3. **Developmental Survey**- study intended to get reliable information about a group or people over a long period of time.
4. **Assessment or Evaluation Study**- a study to verify the efficiency or effectiveness of practices, policies, instruments or other variables that maybe considered.
5. **Comparative Study**- a study that is caused-comparative with the use of intervening variables.
6. **Correlational Study**- a study in determining which different variables are related to each other in the population of interest.
7. **Follow-Up Study**- a study used to follow-up the development of a certain condition.
8. **Trends and Projection Study**- a study used to predict the success of a project in the future using presently existing data and conditions.
9. **Ex-post Facto**- a study which attempts to investigate whether one or more pre-existing conditions have possibly caused subsequent differences in the groups of subjects.
10. **Documentary Analysis**- a study used to gather information by analyzing written records and documents.

B. Experimental Method- the only method that can truly test hypotheses concerning cause and effect relationships.



- C. Historical Method-** deals with the past events and interprets them in light of the present. It is past-oriented giving an account of past events or facts in the spirit of inquiring critically for the whole truth.



Guidelines for Selecting Advisers, Validators, and Recorder

A. Validators

1. Required Number of Validators:



- Students must secure three (3) validators for their research instrument.
- 2. Related-Field Validator (Mandatory):
 - At least one (1) of the validators must be related to the field or specialization of the study.
 - This related validator may come from outside the school.
- 3. Other Validators (Flexible):
 - The remaining two (2) validators may be:
 - A grammarian, or
 - A research expert
 - They do not need to be related to the specialization.
- 4. External Validators:
 - Validators may be sourced outside the school, as long as they meet qualifications.
- 5. Eligibility Requirement:
 - No validator should be holding any administrative position inside the school.

B. Adviser

- 1. Adviser Assignment:
 - The Center for Research and Development (CReDe) will assign advisers from inside the school or outside.
- 2. Criteria for Adviser Selection:
 - If there is a related and qualified adviser within the school, CRD will assign them.
 - If none is available, CReDe may assign an adviser from outside the school.
- 3. Minimum Adviser Qualifications:
 - Advisers must be research experts with significant experience in research writing, academic advising, or scholarly work.
 - Advisers do not need to be related to the specific course, as long as they have strong research expertise.
- 4. Eligibility Requirement:
 - Advisers must not hold any administrative position within the school (e.g., dean, program head, coordinator, director, etc.).
- 5. Adviser's Role:
 - Provide guidance in methodology, content development, structure, and revisions.
 - Ensure the manuscript meets CRD standards.

C. Recorder



1. Qualifications for Recorder:
 - Must be a Licensed Professional Teacher (LPT).
 - May have a Master's or Doctoral degree (optional).
2. Source of Recorder:
 - The recorder may come from inside or outside the school, provided qualifications are met.
3. Eligibility Requirement:
 - Recorders must not hold any administrative position inside the school.
4. Responsibilities:
 - Document the entire defense proceedings accurately.
 - Record comments, recommendations, and final panel decisions.

RESEARCH MEMORANDUM FOR PANELIST AND ADVISER



CENTRAL LUZON COLLEGE OF SCIENCE AND TECHNOLOGY, OLONGAPO CITY, INC.
CENTER FOR RESEARCH AND DEVELOPMENT

Date: September 4, 2025

MEMORANDUM

To: All Concerned Faculty and Staff

From:

Carol A. Abucay, LPT, MASE

Center for Research and Development Coordinator

Endorsed by:

Rene Paulo M. Legaspi, Ph.D.

Senior Vice President/COO

Subject: Guidelines on Panel Composition for Topical and Final Defense

To ensure fair, competent, and objective evaluation of research works, the following guidelines on panel composition for both **Topical and Final Defenses** are hereby issued:

1. **Panel Membership Requirement**

All panel members must be at least a **Master's degree holder** or a **Doctorate degree holder** in their respective fields of specialization.

2. **Eligibility of Panelists**

Panelists may be **full-time or part-time faculty members**, or **external experts** from outside the institution.

3. **Restriction on Administrative Officials**

School administrators and officials holding administrative designations are **not allowed to serve as panel members** during defenses.

These measures are set to strengthen research standards, ensure academic impartiality, and uphold the institution's commitment to scholarly excellence.

For strict compliance.


Carol A. Abucay, LPT, MASE

Center for Research and Development Coordinator

Noted & Approved


Rene Paulo M. Legaspi, Ph.D.

Senior Vice President/COO