



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



August 9, 2023

REGIONAL MEMORANDUM

No. 774, s. 2023 ⁷⁷⁴

To: Assistant Regional Director
Functional Division Chiefs
Schools Division Superintendents
All Others Concerned

**PUBLICATION OF THE REGIONAL RESEARCH JOURNAL
"MANYUSKRIP" 2023**

1. The Department of Education – National Capital Region through the Policy, Planning and Research Division shall publish the *manyuskrip 2023*: The Official DepEd – NCR Research Journal Vol. 7, No. 1 series 2023. This is in pursuant to DepEd Order No. 16, s. 2017 entitled "Research Management Guidelines," to disseminate evidence-based research results and continuously provide an avenue for DepEd personnel and its stakeholders to learn from research findings gathered from the field.
2. In line with this, interested parties (BERF and non-BERF) may submit their manuscripts to their respective Research Coordinators on or before **August 28, 2023** for possible inclusion in the journal. The research should have been completed within the SY 2022-2023 and should be aligned with the MATATAG Agenda. Please refer to Enclosure 1 for the sub-components of the MATATAG agenda.
3. The manuscripts should have a draft abstract in IMRAD format (Introduction, Methods, Results, and Discussion) with reflections. Please refer to Enclosure 2 for the Sample Abstract and Enclosure 3 for the Process for the Uploading of Research Entry Requirements.
4. All submitted manuscripts will undergo review and quality checking using the Quality Control Checklist (QCC) by the Division Research Coordinator (DRC). Received manuscripts shall be uploaded in this Google Drive bit.ly/MANYUSKRIP2023Submission on or before **September 6, 2023, 10AM** by the DRC with the proper endorsement and documentation. The Division Office may submit a maximum of fifteen (15) manuscripts. Regional Office Personnel (ROP) researchers who wish to submit their research abstract may send their entries to research.ncr@deped.gov.ph with the subject title: "Research Journal ROP Submission – Last Name" on or before **August 29, 2023**. Other submissions to this email address not from the Regional Office



Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>

Doc. Ref. Code	RO-ORD-F004	Rev	00
Effectivity	01.26.23	Page	1 of 9



2.55



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

(RO) will not be accepted. Please refer to Enclosure 3 for the Process for the Uploading of Research Entry Requirements.

5. The Regional Editorial Board shall facilitate the process of selecting and reviewing research abstracts endorsed by the Schools Division Offices (SDOs) Please refer to Enclosures 4 for the *manyuskrip* Editorial Board and Enclosure 5 for their Roles and Responsibilities.
6. For questions and clarifications, please contact your Division Research Coordinator or Mr. Jai Emas, Regional Research Coordinator through this email address: research.ncr@deped.gov.ph.
7. Wide dissemination of and compliance with this Memorandum is desired.

WILFREDO E. CABRAL, CESO III
Regional Director

Encl.: As stated
Reference: DO 16, s. 2017
To be indicated in the Perpetual Index
RESEARCH EDUCATION

PPRD/JAI - Publication of the Regional Research Journal "Manyuskrip" 2023

August 9, 2023



Misamis St., Bago Bantay, Quezon City
Email Address: ncr@deped.gov.ph
Website: <http://www.depedncr.com.ph>



Doc. Ref. Code	RO-ORD-F004	Rev	00
Effectivity	01.26.23	Page	2 of 9



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Enclosure 1: MATATAG AGENDA

MAke the curriculum relevant to produce competent, job-ready, active, and responsible citizens. **(M)**

1. Revise the K to 12 Curriculum to make them more responsive to our aspiration as a nation
2. Reduce the number of learning areas to focus on foundational skills
3. Strengthen our literacy and numeracy programs
4. Revitalize our Reading, Science and Technology, and Math programs
5. Improve English proficiency while recognizing linguistic diversity
6. Review the implementation of the Mother Tongue-based Multilingual Education Policy
7. Intensify the values formation of learners in curriculum and teaching
8. Embed the culture of peace in our curriculum
9. Be transparent with curriculum guides and test scores
10. Share test items with schools and teachers to strengthen the use of assessment
11. Engage with CHED and TESDA, and various industry partners to address the issue of skills mismatch

TAke steps to accelerate the delivery of basic education facilities and services. **(T1)**

1. Created the School Infrastructure and Facilities Strand
2. Build more resilient schools and classrooms
3. Close the remaining gaps in school infrastructure with policies to eliminate corruption
4. Establish fully-functional library hubs
5. Provide schools with electricity
6. Provide e-classroom packages for teaching and learning
7. Digitize our essential processes, including our national assessments
8. Launch our National Education Portal
9. Strengthen the complementarity between public and private schools
10. Work closely with Congress in pushing for the expansion of GASTPE coverage to include kindergarten and elementary learners.
11. Support BARMM School Building Program and GASTPE direction.
12. Creation of the Procurement Strand

TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment. **(T2)**

1. Provide education to children and youth in situations of disadvantage
2. Strengthen and institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Law (CICL)
3. Strengthen the mechanism in safeguarding our learners against all forms of discrimination and dangers
4. Seek out mental wellness experts to form interventions at the school level





Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

5. Strengthen inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities
6. Establish of Inclusive Learning Resource Centers
7. Provide assessment assistive mechanisms to students with disabilities
8. Eradicate illiteracy through relevant policy issuances, and community literacy program interventions.
9. Involve our parents and guardians in the education of our children.

Give support to teachers to teach better. (G)

1. Provide professional development programs
2. Provide support in terms of innovative, responsive, and inclusive teaching approaches following the Philippine Professional Standards for Teachers (PPST).
3. Capacitate our teachers and learners in utilizing technology in remote learning to maximize the benefits of digital learning.
4. Provide training and other learning and development interventions for school leaders
5. Fast-track the implementation of the career progression policy
6. Implement the Merit Selection Policy
7. Make the new Teacher Education Council and Secretariat fully functional
8. Advocate for additional benefits for our teachers
9. Implement the policy on the distribution of teacher workload and payment of teaching overload
10. Expand the coverage for the grant of Special Hardship Allowances
11. Address issues affecting the net-take-home pay of teachers
12. Work with DOH for free annual physical examinations for teachers
13. Coordinate with the GSIS for an improved and superior benefits package for all DepEd personnel
14. Provide a free legal assistance facility for teachers on matters concerning loan contracts and obligations.





Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Enclosure 2: SAMPLE ABSTRACT

ABSTRACT

**HOME FACILITATOR-LEARNER INTERACTION ON MODULAR DISTANCE LEARNING
AND LEARNERS' ACADEMIC PERFORMANCE AND MOTIVATION LEVEL**

Mutya R. Dadizon (*Name*)

Senior Education Program Specialist (*Position*)

School Governance and Operations Division (*Office or School*)

Schools Division Office of Malabon City (*Division*)

March 2021 (*Month and Year of completion*)

BERF (*Funding: BERF, SEF, GAD, MOOE, if personal fund, leave it blank*)

Introduction
& Background

The modular approach to learning during the pandemic gives learners the chance to learn in the comfort of their homes. The absence of face-to-face interaction of learners with teachers in the implementation of modular distance learning made the family members or guardians facilitators of learning. Apparently, the success of modular distance education can be attributed to the enthusiasm of the home facilitators to guide the learners to establish a connection to the school and community. This study aimed to determine the relationship between learners' interaction with the home facilitators and to identify its relation to the learners' academic success and motivation levels. It employed a descriptive research method and selected participants through random sampling. In the absence of gadgets among the respondents, a face-to-face, paper, and pen survey were administered following the set standard of the Inter-Agency Task Force (IATF). The study found that the amount of motivation of the learners has nothing to do with their engagement with the home facilitators, which was operationally defined as "the time spent together in completing modules." However, it has been discovered that the level of education of home facilitators has a substantial impact on the academic success of students. Home facilitators with a high level of education are assumed to have acquired a wide range of learning styles and methodologies as well as a broad understanding of the subject matter during their studies, and as a result, they are utilized to assist students in completing assignments and other tasks. Home facilitators with a poor level of education, on the other hand, are unable to apply learning methods, strategies, or content as facilitators of learning at home. Parents' educational levels were also found to be linked to parental participation, with those with more years of education being more interested in their children's schooling. With a focus on Basic ICT concepts and facilitating methodologies, the study recommended that home facilitators be included in capacity building. It's also a good idea to interact constantly with the local community to increase the family's involvement.

Materials &
Methods

Results

Conclusions/
Recommendations

Keywords: modular distance learning, home facilitator, academic success, motivation level

Reflections

REFLECTION

New programs for the division have been designed as a direct result of this research. For instance, the Project has trained train 1,980 home school facilitators in 2020 and 2,500 in 2021 through a collaboration with the LGU. Because the project was so successful, it was immediately institutionalized, and it is currently being carried out at the school level through the MOOE fund. As a result of carrying out the study, it has become clear that home facilitators ought to be given more chances for involvement throughout the educational process not just during the pandemic but also after it has passed in order to guarantee quality partnerships. Even though this pandemic will end shortly and regular classroom arrangements will return to normal operations, it is imperative that continued efforts be made to strengthen family engagement.



Misamis St., Bago Bantay, Quezon City

Email Address: ncr@deped.gov.ph

Website: <http://www.depedncr.com.ph>

Doc. Ref. Code	RO-ORD-F004	Rev	00
Effectivity	01.26.23	Page	5 of 9



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Enclosure 3: Process for the Uploading of Research Entry Requirements by the Division Research Coordinator

- A. Go to this Google Drive link: bit.ly/MANYUSKRIP2023Submission using your DepEd email.
- B. Access the folder assigned to your Schools Division Office (SDO)
- C. Create a folder for each specific research using this folder name format:
(MATATAG Agenda-Year of Completion-BERF/nonBERF-Last Name of Author)
e.g.:
 - a. M-2022-BERF-Dela Cruz
 - b. T2-2023-nonBERF-Bonifacio
- D. Upload the following files in each created folder of the specific researcher:
 - a. Complete manuscript in WORD format
File Name: (Manuscript-Last Name)
e.g.: Manuscript-Bonifacio
 - b. Complete manuscript in PDF format
File Name: (Manuscript-Last Name)
e.g.: Manuscript-Bonifacio
 - c. Abstract with Reflections in WORD format following the Sample Abstract format in Enclosure 2
 - d. Accomplished Quality Control Checklist (QCC) signed by the Division Research Coordinator (DRC) in PDF format

Format and Specifications of Abstract

- a. Abstracts shall consist of a maximum of up to 250 words only while the Reflection is up to 200 words maximum
 - b. Font Style: Bookman Old Style
Font Size: 11
Reflections should be *italized*
 - c. Paragraph Format Spacing
Spacing Before: 0, After: 0
Line Spacing: Single
- E. Upload the endorsement letter in PDF format signed by your Schools Division Superintendent (SDS) or Assistant Schools Division Superintendent (Chair, Schools Division Research Committee) to your division folder
 - F. Accomplish the Google Sheet located in your division folder
 - a. Open the Google Sheet and accomplish it online, do not download and reupload the Google Sheet as entries will not be reflected in the Overall Summary
 - b. Title: Complete title written in Sentence Format, do not CAPITALIZE THE TITLE





Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

- c. Scope of Research: School, District, Division, and Region
Note: The scope of BERF research is not automatically Regional
 - d. Type of Research: Action or Basic Research
 - e. Research Theme: Teaching & Learning, Child Protection, Human Resource Development, Governance, DRRM, Inclusive Education, and Gender and Development
 - f. BEDP Pillars: Access, Quality, Equity, Resiliency & Well-Being, and Governance
 - g. MATATAG Agenda: MAke the curriculum relevant to produce competent, job-ready, active, and responsible citizens, TAKE steps to accelerate the delivery of basic education facilities and services, TAKE good care of learners by promoting learner well-being, inclusive education, and a positive learning environment, and Give support to teachers to teach better
 - h. Date of Completion: Accepted dates of completion will be from August 2022 to July 2023 only
 - i. Source of Fund: BERF, if non-BERF, choose among the list give and choose Others if not indicated, then input on the right cell
 - j. Input the submission status of the manuscript, abstract, and letter of endorsement with its corresponding format
 - k. Authors: Input the complete name typed in Sentence Format, do not CAPITALIZE. First name first, then the middle initial, and last name. Input all three authors if applicable
- G. Input in the Google sheet must be filled up according to what has been uploaded. Submissions will be based on the encoded details in the Google Sheet. Make sure that what is encoded is also uploaded before the due date.
- H. All submitted research is not final and will be reviewed by the Editorial board. Research submitted after the due date will not be included in the review.





Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Enclosure 4: MANYUSKRIP EDITORIAL BOARD

Editorial Consultants

Wilfredo E. Cabral, CESO III
Regional Director

Cristito A. Eco
Assistant Regional Director
Chair, Regional Research Committee

Bernadeth C. Daran
Education Program Supervisor, PPRD
Co-Chair, Regional Research
Committee

Editor-in-Chief

Vergel Jairus J. Emas
Education Program Specialist II, PPRD
Regional Research Coordinator

Associate Editor

Lilia A. Ricero, CESE
Education Program Supervisor, PPRD

Arnold C. Gatus
Education Program Supervisor, CLMD

Copy Editors

Richard T. Catain
Education Program Supervisor, QAD

Rhea B. Eden
Education Program Supervisor, HRDD

Jennifer G. Medina
Education Program Specialist II

Joseph T. Indicio
Statistician I, PPRD

Research Ethics Committee

Atty. Annaliza G. Esperanza
Attorney IV, Legal Unit
Head, REC

Ma. Teriz S. Castro
Legal Researcher
Member, REC

Layout Artist

Vergel Jairus J. Emas
Education Program Specialist II, PPRD





Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

Enclosure 5: ROLES AND RESPONSIBILITIES

Designation	Roles and Responsibilities
Editorial Consultant	Provides editorial direction and advice.
Editor-in-chief	Oversees the entire journal and directs the overall strategy of the journal. Works from the vision set by the editorial consultants.
Associate Editor	Reviews research abstracts, collaborate with authors, and copy editors. Handles technical editing of the journal. Responsible for requesting messages from the Secretary, Regional Director, and Chair.
Copyeditor	Excellent in grammar and spelling and has attention to details. Proofread all research abstracts before publishing. Fact-checkers.
Research Ethics Committee	Ensure of the ethical standards on the conducted research was employed. Ensures the rights of the participants/subjects are protected and the researchers.
Layout Artist	Responsible for the overall creation and design of the research journal.

