



Republic of the Philippines  
**Department of Education**  
 NATIONAL CAPITAL REGION



August 8, 2024

**REGIONAL MEMORANDUM**

ORD No. 800, s. 2024

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

**PUBLICATION OF THE REGIONAL RESEARCH JOURNAL  
 "MANYUSKRIP 2024"**

1. The Department of Education – National Capital Region through the Policy, Planning and Research Division shall publish the *manyuskrip 2024*: The Official DepEd – NCR Research Journal Vol. 8, No. 1 series 2024. 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 utilize research results from the field.
2. In relation to this, authors of completed Basic Education Research Fund (BERF) research and non-BERF research from SY 2023-2024 who are interested in possible inclusion in the journal is requested to submit an IMRAD format of the manuscript to their respective Research Coordinator for selection and review following the format in enclosure 1 and 2. Non-BERF should also submit a Declaration of Anti-Plagiarism. Each Division may submit a maximum of three (3) manuscripts only that is aligned in the Regional Research Priorities found in RM ORD No. 174, s. 2024. All submissions are subject for review by the editorial board. The deadline for submission in the region by the Division Research Coordinator is on **August 28, 2024, 6:00 PM** through this Microsoft Form: **[bit.ly/manyuskrip2024Submission](https://bit.ly/manyuskrip2024Submission)**.
3. The Schools Division Research Committee must ensure all submissions has a signed letter of attestation and non-BERF submissions have been reviewed using the Quality Control Checklist (QCC) found in this link: **[bit.ly/NCRBERFForms](https://bit.ly/NCRBERFForms)**. Use the template found in enclosure 2 for the submission, maximum of five (5) pages.
4. Please refer to the following enclosures for your guidance: Enclosure 1 for the IMRAD Format, Enclosure 2 for the Template for Manuscript Submission,



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Enclosure 3 for the sample of the letter of attestation, Enclosure 4 for the Editorial Board, and Enclosure 5 for the Editorial Board Roles and Responsibilities. Enclosures can be downloaded from this link [bit.ly/RMEnclosures2024](https://bit.ly/RMEnclosures2024).

5. For questions and clarifications, please contact your Division Research Coordinator or Mr. Vergel Jairus Emas, Regional Research Coordinator through this email address: [research.ncr@deped.gov.ph](mailto:research.ncr@deped.gov.ph).

6. Wide dissemination of and compliance with this Memorandum is desired.

**JOCELYN DR. ANDAYA**  
Director IV

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" 2024

August 8, 2024



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**Enclosure 1: Synthesize and Simplified IMRAD Format**

Parts of IMRAD Format	Simplified Descriptions
<b>Title</b>	Not more than 17 but not less than 8 key words
<b>Abstract</b>	<p>One paragraph of not more than 250 words but not less than 150 words with the following brief contents:</p> <ol style="list-style-type: none"> <li>1. A sentence to identify the general research problem/purpose/objective.</li> <li>2. A sentence to describe the participants/respondents.</li> <li>3. A sentence to describe the research method and design.</li> <li>4. Two to three sentences to give the general summary from the specific findings.</li> <li>5. A sentence to conclude from the general findings.</li> <li>6. One to two sentences to state the key recommendation based on the general finding and conclusion.</li> </ol>
<b>Keywords</b>	<p>Enumeration of NOT more than SIX but NOT less than THREE key words.          Arranged alphabetically.          Capture the most important aspects of your paper.</p>
<b>Introduction</b>	<p>Generally, the Introduction is the outcome of the operational review of related literature that you will have to conduct. The Introduction with 3-5 paragraphs must be logically interconnected with one another.</p> <p>Specifically, the Introduction must begin with one or two paragraphs that clearly reflect the rationale of the study: what triggered or promoted you to conduct this study. This rationale must be taken from the GAPS that you will establish in your theoretical review and practical review. State the gaps in theory or in concept first; and then; the gaps in practice.</p> <p>Practice by logically connecting or relating these identified gaps to at least 5 theoretical reviews and another 5 practical reviews. Then, clearly show how these 10 researchers' or authors' frameworks or issues or discourses logically fortify or relate to your study specifically with the identified GAPS as the KEY CONCEPTS. Then, show clearly the engagement of key concepts to be argued in the study.</p> <p>From the GAPS leading you to the arguments of the study, formulate the Statement of Problems (SOPs) or research questions.</p>



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	<p>The SOPs or research questions will start with a very short sentence that states your general research objective or purpose to be followed by the enumeration of specific research problems or SOPs. All must be reflected in one or two paragraphs.</p>
<p><b>Methodology</b></p>	<p>Conduct an operational review of related literature for your Methodological Review to be able to come up with the following:</p> <p>One to two paragraphs for the Rationale of the Research Design and Method, which justifies the use of qualitative/quantitative research design in relation to your research objectives and SOPs or research questions which you stipulated in your Introduction. You have to specify which sub-type of qualitative/quantitative research design you will be using. Then, fortify your justification on the use of such research design by citing at least three authors from your Methodological Review.</p> <p>One or two paragraphs for the discussion of CONSTRUCTION and VALIDATION Stages of the Data-Gathering. In the CONSTRUCTION Stage, you have three options for your data-gathering tools:</p> <ol style="list-style-type: none"> <li>1. <b>fully adopted tool with no try-out.</b> This happens when your theoretical review offers you a theoretically made research tool which is anchored on your argument in the Introduction. Usually, this is already a standardized research tool. When you intend to use it, you have to indicate that you have sought the approval of the author for its use in your research. That letter has to be appended together with the research tool. No more validation process will be done.</li> <li>2. <b>partly adopted (modified) research tool.</b> Perhaps, you have the intention of using a published research tool; however, it still needs a try-out validation to reveal its appropriateness to your target research locale or setting especially your participants or respondents. The results of the try-out validation will be incorporated to revise the research tool. Moreover, you need at least three content experts to validate the theoretical boundaries of the specific items in the revised tool, and at least one language expert to validate and counter check your language construction. Again, you have to indicate that you have sought the approval of the author for its use in your research. That letter has to be appended together with the original and the revised research tools.</li> </ol>



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	<p><b>3. researcher-made tool.</b> This usually happens when the Theoretical and Practical Reviews do not offer any research tools for your research. Therefore, you have make your own research tool. In the Construction Stage of your tool, you have to reflect that you will undergo the following processes:</p> <ol style="list-style-type: none"> <li>1) Decide which type of research tool you will have to prepare according to the mandates of the SOPs.</li> <li>2) See to it that the main components and all specific indicators or items in your research tool are theoretically or conceptually anchored as well as SOP directed. Therefore, to be guided and directed, you have to go back to your argument.</li> </ol> <p>In the VALIDATION stage, you have to reflect that you will undergo the following processes:</p> <ol style="list-style-type: none"> <li>1) try it out to a small group of participants or respondents to reveal its construct or content validity. This requires written permission letter to the head of the target participants.</li> <li>2) subject it to a statistical procedure to reveal its internal consistency.</li> <li>3) incorporate the try-out and internal consistency results to revise the research tool.</li> <li>4) subject it to three content experts to validate the theoretical boundaries of all the specific items; and then, at least one language expert to validate and counter check your language construction.</li> </ol>
<p><b>Results and Discussion</b></p>	<ol style="list-style-type: none"> <li>1. Start with one paragraph that generally introduces the contents of this section.</li> <li>2. Be sure to organize your tabular presentation and discussion following strictly the sequence of your SOPs.</li> <li>3. Discussion should connect to the main argument as well discourses in the Introduction.</li> <li>4. Flesh out answer to your key questions by presenting data through tables, graphs, themes, and statistics as evidence.</li> <li>5. Look for specific patterns from the data, and state them as findings.</li> <li>6. Put together all specific patterns into a general finding.</li> <li>7. Formulate Conclusion from the general finding with theoretical or conceptual affirmation or contradiction which you expressed in the Introduction.</li> <li>8. Provide concise explanation for the affirmation or contradiction by practical and theoretical citation.</li> <li>9. Provide a key recommendation that either suggests the sustainability or the modification or affirmed Practice.</li> </ol>



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	10. Provide a stronger recommendation to reconcile the contradiction between theory and practice or from theory to practice.
<b>References</b>	<p>Every manuscript must include Reference section that contains ONLY those works cited within the text. Each entry should contain all information necessary or unambiguous identification of the published work. The style format is based from American Psychological Association (APA) with hanging indention of 0.2. The reference list must be arranged in order of appearance in the manuscript. There should be majority of which should come from printed and online journals.</p> <p>You have to reflect a total of 15 references (5 from Theoretical Review; 5 from Practical Review, and 5 from Methodological Review), if possible.</p> <p>Carefully check whether all these 15 references accurately appear as your citations in the Introduction, Methodology, and Results and Discussions.</p>



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**METHODOLOGY**

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**RESULTS AND DISCUSSION**

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SAMPLE TABLE


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**REFERENCES**

APA Style

(Maximum of 5 pages)



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**Enclosure 3: Sample Letter of Attestation**

August 8, 2024

**CRISTITO A. ECO**

Assistant Regional Director  
Chair, Regional Research Committee  
Department of Education – National Capital Region

Thru: **VERGEL JAIRUS J. EMAS**  
Education Program Specialist II, PPRD  
Editor-in-Chief, *manyuskrip 2024*

Dear SIR,

I/We, \_\_\_\_\_, (position/s), who are signed below  
attest that the research entitled: \_\_\_\_\_

\_\_\_\_\_ ,  
submitted by the author/s \_\_\_\_\_ and \_\_\_\_\_ has been  
thoroughly reviewed, including the content, originality, and ethical considerations  
before submission to the regional office for possible inclusion in the Regional  
Research Journal: *manyuskrip 2024*.

I/We are hereby recommending the said research for publication in the Regional  
Research Journal: *manyuskrip 2024*.

Thank you!

Very truly yours,

**NAME HERE**

Division Research Coordinator  
Schools Division Office of \_\_\_\_\_

*(Additional signatories may be added)*



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**Enclosure 4: MANYUSKRIP Editorial Board**

**Editorial Consultants**

Jocelyn DR. Andaya  
Director IV

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

Lilia A. Ricero  
Education Program Supervisor, PPRD  
Co-Chair, Regional Research  
Committee

**Editor-in-Chief**

Vergel Jairus J. Emas  
Education Program Specialist II

**Associate Editor**

Herbert D. Vertucio  
Education Program Supervisor, PPRD

Arnold C. Gatus  
Education Program Supervisor, CLMD

**Copy Editors**

Richard T. Catain  
Education Program Supervisor, QAD

Arren V. Aduan  
Education Program Supervisor, HRDD

Leah Ailah C. Vicencio  
Senior Education Program Specialist,  
HRDD-NEAP

Rowena B. Dino  
Administrative Officer II

Joseph T. Indicio  
Statistician I, PPRD

**Layout Artist**

Vergel Jairus J. Emas  
Education Program Specialist II, PPRD



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**Enclosure 5: Editorial Board Roles and Responsibilities**

<b>Designation</b>	<b>Roles and Responsibilities</b>
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.



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