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Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

No. 807, s.2025

DEPARTMENT OF EDUCATION REGION I RESEARCH STYLE GUIDE

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Section and Unit Heads
Public Elementary and Secondary Schools

1. In compliance to **Regional Memorandum No. 1415, s. 2025** titled, "*Department of Education Region I Research Style Guide*", this Office issues the enclosed Policy Guidelines on Region I Research Style Guide.
2. These guidelines shall be effective immediately upon issuance and shall remain in force and in effect until revoked.
3. All regional memoranda, and other related issuances, provisions, rules and regulations, which are inconsistent with these guidelines are hereby replaced, repealed, or amended accordingly.
4. Immediate dissemination and strict compliance with these guidelines are directed.

VILMA D. EDA, CESO V
Schools Division Superintendent

Encl: Regional Memorandum No. 1415, s. 2025
Reference: As stated
To be indicated in the Perpetual Index
under the following subject:

RESEARCH MANAGEMENT POLICY GUIDELINES RESEARCH STYLE GUIDE

SGOD/HRDD/aff/DM_PolicyGuidelinesResearchStyleGuide
October 22, 2025





Republic of the Philippines
Department of Education
REGION I



OCT 20 2025

REGIONAL MEMORANDUM

No. 1415 s. 2025

DEPARTMENT OF EDUCATION REGION I RESEARCH STYLE GUIDE

To: Assistant Regional Director
Schools Division Superintendents
Chiefs of Functional Divisions and Unit Heads

1. The Department of Education- Regional Office I (DepEd- R.O. I) issues the enclosed Policy Guidelines on Region 1 Research Style Guide.
2. These guidelines shall be effective immediately upon issuance and shall remain in force and in effect until revoked.
3. All Regional Memoranda, and other related issuances, provisions, rules and regulations, which are inconsistent with these guidelines are hereby replaced, repealed, or amended accordingly.
4. Immediate dissemination and strict compliance with these guidelines is directed.

TOLENTINO G. AQUINO
Director IV

Incl: As stated
To be indicated in the Perpetual Index
under the following subjects:

Research Management

Policy Guidelines

Research Style Guide

PPRD/satm/RM_PolicyGuidelinesResearchStyleGuide
September 22, 2025



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DepEd RO1

PPRD250373

DEPARTMENT OF EDUCATION REGION I RESEARCH STYLE GUIDE

I. GENERAL PROVISIONS

SECTION 1. RATIONALE

The Department of Education widely acknowledges the importance of research on the professional development of teachers and their practices. It serves as an opportunity for educators to evaluate their teaching practices and it allows teachers to make a change in their pedagogical practices that will have a positive impact upon teaching and learning. It is a great form of improving teachers' lifelong learning and of continuing professional development.

The Region's task is to enable the conduct of research studies towards the formulation of regional policies to address the unique requirements of learners in the Ilocos Region. The different operational requirements of DepEd Schools Division Offices (SDOs), and the different conditions or situations of the learners in the Ilocos Region necessitate the need for research-based decisions.

In support to the RMG, DO 16 s. 2017 or the Research Management Guidelines (RMG), this policy guideline helps the researchers follow a standard format for the researches in DepEd Region I. The consistent and uniform presentation of researches will not only be visually appealing but will also create a trademark for DepEd Region I researches and continue to promote and strengthen the culture of research in basic education.

SECTION 2. DEFINITION OF TERMS

For purposes of these Guidelines, the terms shall be defined as follows:

- **Action Research-** a process of systematic, reflective inquiry that resolve practices and operations in any operating unit and resolves a pressing problem in a specific operating unit (units, section or division)
- **Basic Research-** a systematic study that develops and tests theories and derive generalizations from it, in which, an output or new theory that contributes to the wide body of knowledge is being generated after
- **Research Manuscript-** Final approved research output submitted in soft (1 PDF file) and (3) hard copies to the Regional Research Committee (RRC)
- **Research Proponent/s-** an individual or group of people who submits research proposal
- **Research Proposal-** contains the details of the proposed study

II. OPERATIONAL GUIDELINES

SECTION 3. RULES AND REGULATIONS

A. General Format and Style for Research Proposal and Research Manuscript

1. The research document must be encoded in an A4 bond paper.
2. The margins are as follows:
 - a. Top : 1 inch
 - b. Bottom : 1 inch
 - c. Left : 1.5 inches
 - d. Right : 1 inch

Do NOT use any borderline on the margins

3. Font style to be used is Arial, font 11.
4. Generally, follow double spacing in encoding the research proposal.
5. Do not abbreviate or contract words.
6. The research proposal is encoded in a Justified format.
7. The parts are written in Title Case, Boldface and flush left alignment.
8. All major parts of the research should appear as side headings and sub-parts are indented.
9. Indention:
 - a. Set an automatic 0.5" TAB (1/2 inch) for regular paragraph indention:

The implementation of programs and activities designed to provide inspiration and motivation to employees is one of the best practices of human resource practitioners. Employee recognition is essential for engaging and retaining skillful and top-caliber employees, as well as for enhancing organizational efficiency.

- b. Use parallel indention for Table Titles:

Table 1. Extent of Teachers' Implementation of Catch-Up Fridays'
Classroom-Based Reading Program Along Reading Intervention

- c. Use hanging indention for References:

Balbin, L. B., Alota, A., & Lapada, A. (2024). Students' Perception, Motivation, and Engagement in the Implementation of "Catch-Up Friday" Program. *DMMMSU Research and Extension Journal*, 8, 62–81. <https://doi.org/10.62960/dmmmsu.v8i.52>

- d. Use set-off indention for long quotations (more than 40 words). Block quotations shall not use quotation marks. The quoted item is written single spaced. Set a 0.5 inch space-margin from the left margin:

The effect of social media on teenagers' mental health is a growing concern for parents and researchers. A 2025 study by de Villa found that:

Adolescents who spend more than three hours a day on social media are at a significantly higher risk of experiencing symptoms of depression and anxiety compared to those who use it less frequently. The constant exposure to curated online lives can lead to feelings of inadequacy and social comparison (de Villa, 2025).

10. Pagination:

- a. Preliminaries: Pagination in the Preliminary Sections appears at the bottom, center of the page using the lower case Roman numeral (i, ii, iii, iv...)
- b. Main Body: Pagination in the main body appears in the bottom center of the page using the Hindu-Arabic numeral 1, 2, 3...)

11. Double space separates minor-parts (second and third level headings).

12. For multi-level headings, follow the presentation below:

First Level Heading (boldface, flushed to the left margin)

Second Level Heading (boldface, indented half inch (TAB 0.5") from the left margin)

Third Level Heading (Boldface, italicized, indented half inch (TAB 0.5") from left margin)

Sample of Multilevel Heading and Typing Instruction:

Introduction and Rationale

A global phenomenon, the K to 12 program is seen as a bridge to quality education. It has been implemented by almost all countries and that the Philippines was the last country to implement it in Asia. The advancement of education in the Philippines was placed into proper perspective with the passing of the Republic Act 10533 or the "Enhanced Basic Education Act of 2013.

Literature Review

The study is anchored on the Enhanced Basic Education Act of 2013 or Republic Act 10533 which was the educational milestone of the Aquino Administration.

Curriculum Exits in Senior High School

There are four curriculum exits that is open for senior high school graduates. These are entry to college for a university degree, employment, business opportunity and middle skills development.

Enrollment in college. The SHS prepares students to pursue higher education as SHS classes, most specifically in the academic track serves as an introduction to some college courses.

Research Questions

13. For acronyms, state the full term during first mention of the word and parenthetical explanation for the use of the abbreviation/acronym in subsequent mentioning of the term.
14. Use transition markers for smoother flow of ideas and make a more cohesive presentation of ideas.
15. Use words for numbers 1-9. Use figures for 10 and above, except if it is the start of a sentence.
16. Use word "percent" in textual presentation and the figure (%) in parentheses and tabular/graphical presentation.
17. Tenses, Voice, and Point of View:
Foreground the research using the third person point of view. Avoid using the "I", "we". Use the future tense for Research Proposal and past tense for the completed Research Manuscript. Tables are always read in the present tense.

B. Preliminary Format and Style for Research Proposal and Research Manuscript

The following comprises the preliminary section of the manuscript:

1. Title Page
2. Abstract
3. Acknowledgment

The Title Page

The Title page is written using Arial, font size 11. The entries are written single spaced and the parts are evenly spaced.

Title

The title must be written in upper case letters; boldface, follows an inverted pyramid and a center alignment format, and shall not exceed three (3) typewritten lines. However, the lines must follow proper division of phrases (i.e., no instances of hanging prepositions or adjectives).

Name of the School, Campus, SDO, Address (Town and Province only)

Capitalize all names referring to the institution with Center alignment.

Author(s)

1. Authorship may be by individual or group. For group study, there shall be a maximum of three (3) researchers to compose a group.
2. For group research, the name of the lead researcher shall appear first, followed by the names of the other members.
3. Capitalize the first letter of each names and follow center alignment.
4. The order of presentation is: First Name, Middle Initial, Family Name.

Date of Completion includes the month and year of the end of term (March 2024 or May 2024 or October 2024)

Abstract

1. The Abstract is an abridged version (maximum of 250 words) of the most important results of the study.
2. It is a one-page part of the preliminary which includes the following:
 - a. one sentence situation/background of the study

- b. the objectives/problems of the study
- c. the methodology and
- d. the salient findings
3. The body of the Abstract shall be single spaced.

Acknowledgment

1. The acknowledgment section shall be presented in a formal language, narrative in form, and using the third person point of view. There shall be no pictures or graphics displayed on the page.
2. Initials of author(s) with no punctuation mark shall be placed at the end of the section, flush to the right.
3. There shall be no limit as to the number of pages.
4. Do not use boldface fonts in the body.

C. Body Format and Style for Research Proposal and Research Manuscript

Presentation of Table

1. Table numbering must use continuous coding in Hindu-Arabic numeral (Table 1, 2, 3, etc.). Alphanumeric or decimal coding is not allowed.
2. The table title must be written in Title Case flush to the left margin. In case of a two-liner title, the first letter in the second line should be aligned to the first letter in the first line (parallel indentation).
3. Table titles must not be written in boldface or italics.
4. Table header must not be written in boldface or italics.
5. The table shall be drawn from margin to margin.
6. Use a compound line (same thickness) for the top and bottom lines of the table (Top and Bottom-line weight is 1 ½ pt ; Inside line weight is 1 pt).
7. Use a single line to separate the grand mean.
8. Use single space in the table.
9. The MEAN shall be entered up to two decimal places only. For uniformity of presentation, use two decimal places (e.g. 9.50 not 9.5).
10. Properly align numerical values when presenting data (ones, tens, hundreds, etc.). Add zero before the decimal point for value less than 1.
11. The font size may be reduced up to font size 10 (Arial).
12. Single space separates the table title and table.
13. In case of long tables and there is a need to cut the table, cut tables properly. Data that go together must not be separated.
14. If the remaining part of a cut table consists of 2-3 lines only, the font size may be reduced (up to font 10) so that the table can be accommodated in just one page.
15. Indicate in the legend the necessary interpretation of symbols used in the table.
16. Include also the whole range of values, descriptive phrases, and acronyms used in categorizing and interpreting data. Font 8 shall be used for the Legend.

Presentation of Figure

1. Figures shall be enclosed in a box.
2. Needed data, such as percentages/frequencies, shall be evident.
3. Number and title shall be placed below the enclosed figure.
4. Figure numbering must use continuous coding in Hindu-Arabic numeral.
5. The figure title must be written in Title Case, center alignment.
6. Figure title must not be written in boldface or italics.

Presentation of Plate/Photograph

1. The size of the plate is preferably half page of the paper.
2. Two (2) plates/ photographs in one page may be allowed.
3. Number and title shall be placed below the enclosed plate/ photograph.
4. Plate numbering must use continuous coding in Hindu-Arabic numeral.
5. The plate/ photograph title must be written in Title Case, center alignment.
6. Plate title must not be written in boldface or italics.

Presentation of Qualitative Data

1. For qualitative research, present data in any of the following forms:
 - i. Extracts (for documents, texts, transcripts, interviews, observations, case stories, narratives, field notes, journals, logs, diaries, essays, articles, vignettes, thick description of speech act, body movement, gestures, etc.).
 - ii. Excerpts (for literary selections of both prose and verse form).
 - iii. Plates (for photographs, drawings, paintings, maps, prints, print screens, snapshots, etc.).
 - iv. Samples (audio-video recordings, artifacts, realias), and other ways to support a claim or thesis.
- b. Use continuous coding in Hindu-Arabic numeral (e.g. Extract 1, 2, 3... Plate 1, 2, 3... Sample 1, 2, 3...).
- c. Present textual data in a free-standing block of typewritten lines as you would do a long quotation.
- d. The heading must use second level font format. (boldface, indented half inch [Tab 0.5"] from the left margin).

III. MISCELLANEOUS PROVISIONS

SECTION 4. MONITORING AND EVALUATION

The Regional Research Committee (RRC), in close collaboration with the Schools Division Research Committee (SDRC) will conduct an initial evaluation of the submitted research proposals and manuscripts before acceptance and will oversee the research management processes and research initiatives at the regional, division, and school level. They will also provide feedback for the improvement of the whole policy.

SECTION 5. SEPARABILITY CLAUSE

Any part or provision of this Regional Memorandum which may be held invalid or unconstitutional shall not affect the validity and effectivity of other provisions.

SECTION 6. REPEALING CLAUSE

All prior Regional Memoranda or other issuances, or provisions thereof, which are inconsistent, are hereby repealed, revised, or modified accordingly.

SECTION 7. EFFECTIVITY

This Regional Memorandum shall take effect immediately upon issuance.

SECTION 8. REFERENCES

- Republic Act No. 9155
- Dep Ed Order 39, s. 2016
- Dep Ed Order 16, s. 2017
- APA Publication Manual 7th Edition

ANNEX A: FORMAT OF RESEARCH PROPOSALS

Basic Research Proposal

- I. Title Page
- II. Introduction and Rationale
- III. Literature Review
- IV. Research Questions
- V. Scope and Limitation
- VI. Research Methodology
 - a. Research Design
 - b. Sampling
 - c. Data Collection
 - d. Ethical Standards
 - e. Plans for Data Analysis
- VII. Timetable/ Gantt Chart
- VIII. Cost Estimates
- IX. Plans for Dissemination and Advocacy
- X. References

Action Research Proposal

- I. Title Page
- II. Context and Rationale
- III. Action Research Questions
- IV. Proposed Innovation/Intervention/Strategy
- V. Action Research Methods
 - a. Research Design
 - b. Participants/Sources of Data and Information
 - c. Data Gathering Methods
 - d. Ethical Standards
 - e. Data Analysis Plan
- VI. Action Research Work Plan and Timeline
- VII. Cost Estimates
- VIII. Plans for Dissemination and Implementation
- IX. References

ANNEX B: FORMAT OF COMPLETED RESEARCH MANUSCRIPTS

Basic Research

- I. Title Page
- II. Abstract
- III. Acknowledgement
- IV. Introduction of the Research
- V. Literature Review
- VI. Research Questions
- VII. Scope and Limitations
- VIII. Methodology
 - a. Research Design
 - b. Sampling
 - c. Data Collection
 - d. Ethical Standards
- IX. Results and Discussions
- X. Summary, Conclusion and Recommendation
- XI. References
- XII. Financial Report

Action Research

- I. Title Page
- II. Abstract
- III. Acknowledgement
- IV. Context and Rationale
- V. Innovation/Intervention/Strategy
- VI. Action Research Questions
- VII. Action Research Methods
 - a. Research Design
 - b. Participants/Sources of Data and Information
 - c. Data Gathering Methods
 - d. Ethical Standards
- VIII. Results and Discussions
- IX. Summary, Conclusion and Recommendation
- X. Action Plan for Utilization
- XI. References
- XII. Financial Report

ANNEX C: SAMPLE TITLE PAGE

PASSENGERLESS AIRPLANE: LIVED EXPERIENCES OF SHS GRADUATES WITHOUT CURRICULUM EXIT SELECTION

**Lussoc National High School, Sto. Domingo, Ilocos Sur
DepEd-Schools Division of Ilocos Sur**

**JENNY ROSE A. GESTOLE, EdD
GLENN A. GUIRA, PhD**

May 2024

ANNEX D: SAMPLE PRESENTATIONS

Table

Table 1. Distribution of Student' Pretest and Post-test Scores

Scores (HPS = 24)	Pretest (Mean=12.044; SD=5.612)			Post-test (Mean=15.308; SD=5.411)		
	N	%	DE*	N	%	DE*
19-24	12	13%	Independent	19	21%	Independent
14-18	22	24%	Instructional	37	41%	Instructional
1-13	57	63%	Frustration	35	38%	Frustration
TOTAL	91	100%		91	100%	

*DE = Descriptive equivalent

Figure

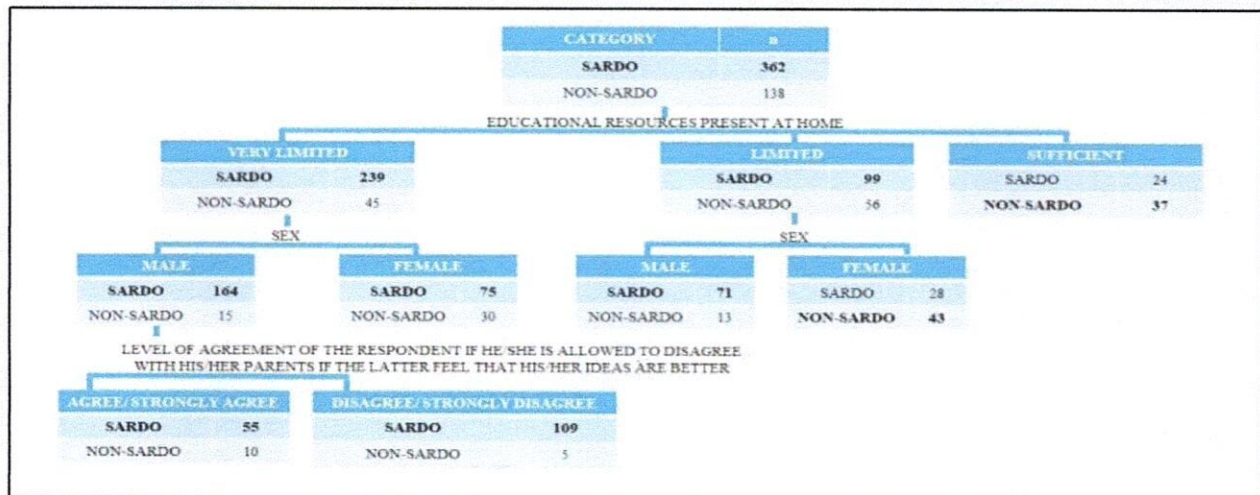


Figure 1. The Decision Tree Model

Plate/ Photograph



Plate 1. Getting Parents' Consent

Qualitative Data

Extracted Significant Statements	Emerged Themes
➤ (<i>Nahihirapan akong mag-aral kaya heto nawawalan ng gana tinatamad na akong mag-aral, tama na siguro ang high school graduation.</i>) I have had trouble in studying and I lost interest and I believed that finishing high school is enough. ➤ (<i>Awan ti mangted ti regta kaniak nga agbasa, ken diak kayat nga talagan ti agbasa, wenno maaddaan iti trabaho wenno negosyo. Agpatinggaak latta ditoyen.</i>) I do not have the excitement to do further study, and I really don't like to go to college or have a job and be employed. SHS graduation is enough for me. ➤ High school would be enough for me, I have no more inclination to go to college, anyway we have a farm which I can help my parents.	Barriers to Career Progression



Republic of the Philippines
Department of Education
REGION I

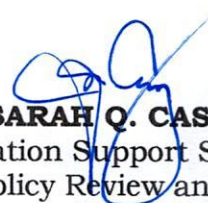
Policy, Planning, and Research Division

ENDORSEMENT OF IMPLEMENTING GUIDELINES

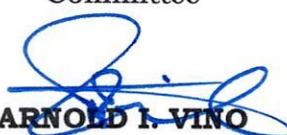
This committee endorses for approval of the **Implementing Guidelines** drafted by **Dr. Stephanie Alyssa T. Montemayor of Policy, Planning, and Research Division (PPRD) DepEd Regional Office I**, relative to the **“Guidelines on the Department of Education Region I Research Style Guide”** which have undergone the review and evaluation process of the Policy Review and Development Committee (PRDC) presented on 24th day of September, 2024.


ARLENE A. NIÑO

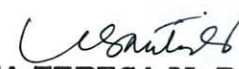
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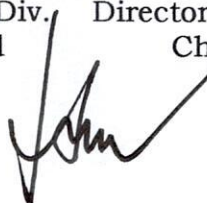

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Chief, Policy, Planning and Research Div.
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RHODA T. RAZON, Ed.D.

Director III, Office of the Asst. Regional Dir.
Chairperson, Policy Review and Development Committee

Approved:


TOLENTINO G. AQUINO

Director IV, Office of the Regional Director