IMRaD Structure in Research Writing: Guidelines for Journal Submission

IMRAD format refers to a research paper that is structured by four main sections: **Introduction, Methods, Results, and Discussion.**

PAGE NUMBER. Page numbers appear **in the top right corner of every page**, **flushed right**, using **12-point Times New Roman font**.

RESEARCH TITLE. Capitalize the first letter of each major word. The title must contain **no more than 20 words** and **not to exceed two lines** in a standard page layout. Use **12-point Times New Roman font, bold,** and **centered.**

AUTHOR NAME. Below the title, add the author's full name: **First name, middle initial, and last name** (no titles like Dr., Ph.D). Use **12-point Times New Roman font** and **centered.**

Spacing: 1.0

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Understanding the Realities of Teacher Education Institutions in the Philippines: Basis for Policy Development

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ABSTRACT. The abstract of **150-200 words** should briefly state the ***background of the study*** *(deductive approach)****, research objectives, methodology, results and findings, conclusion, and recommendations***. It is written in **one paragraph only**. No indentation. Use **12-point Times New Roman font**, **single-spaced**. **No citations, tables, or figures**.

KEYWORDS. Provide **4–6 keywords**. Write the label "*Keywords"* in italics and in small letters, followed by the **keywords separated by commas**. Arranged **by importance or relevance**.

Example:

ABSTRACT

This study examined the factors influencing research productivity among university faculty members, aiming to provide insights for enhancing scholarly output in higher education. Using a descriptive-correlational design, data were collected from 120 faculty members through a structured questionnaire. Results revealed that institutional support, adequate research funding, and a manageable workload were significant predictors of research productivity. Faculty members who received strong administrative support, access to funding opportunities, and balanced workload responsibilities demonstrated higher levels of scholarly output. These findings highlight the critical role of comprehensive research support systems in cultivating a productive research environment. By identifying key determinants, this study offers actionable recommendations for universities to strengthen research engagement, including enhancing institutional support, allocating resources strategically, and implementing policies that optimize faculty workload. Ultimately, fostering these conditions can promote a vibrant research culture, improve academic performance, and contribute to the overall excellence of higher education institutions.

Keywords*:* research productivity, faculty development, higher education, research funding, research support system

FOOTNOTE. Include **institutional affiliation** and **country** in the footnote. Indicate **email address**. Use **10-point Times New Roman font.**

Example:

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INTRODUCTION, METHODOLOGY, RESULTS AND DISCUSSION, CONCLUSION, RECOMMENDATION, AND REFERENCES. Use **Two-Column Layout**, **12-point Times New Roman font**, **single-spaced, margin justified**. **First line is indented**. Include **in-text citations**. Write in **continuous paragraphs.**

INTRODUCTION. Introduce the topic vividly. A good introduction contains the following sections: ***purpose or objectives, background of the study, research gap, statement of the problem, hypothesis*** *(if any)* ***theoretical framework, significance or rationale of the study, and scope or limitations.***

INTRODUCTION

Teacher education institutions (TEIs) in the Philippines play a critical role in shaping the quality of education by preparing competent and professional teachers. These institutions face a complex landscape influenced by policy reforms, licensure requirements, and the evolving needs of learners in a rapidly changing society.

Understanding the realities of these institutions is essential to identify areas for improvement and to design programs that are responsive to both educational standards and community needs. This study aims to explore the current conditions, experiences, and challenges within Philippine TEIs, providing a foundation for evidence-based program development that can enhance the preparation of future educators.

Given these circumstances, it is essential to examine the realities of TEIs to identify the factors that influence their operations, highlight areas needing improvement, and inform the development of programs that are responsive to both educational standards and community needs. This study seeks to answer the following questions:

1. What are the current conditions and institutional realities of teacher education institutions in the Philippines?
2. What challenges do faculty members and administrators encounter in delivering teacher education programs in terms of:
   2.1 instructional materials;
   2.2 faculty workload;
   2.3 curriculum and program design; and
   2.4 student-related challenges?
3. How can these findings inform program development to enhance the preparation of future educators?

METHODOLOGY. Present all subtopics, such as ***research design, locale, sample size and techniques, instrumentation, validity and reliability of the instrument, data gathering procedure and statistical analysis, and ethical considerations***, in **continuous paragraphs.**

Example:

METHODOLOGY

This study employed a **descriptive-qualitative research design** to explore the realities of teacher education institutions (TEIs) in the Philippines. The focus was on understanding the experiences, challenges, and institutional conditions that influence the preparation of future teachers. The participants were **30 faculty members and administrators** from five purposively selected TEIs representing both public and private institutions. Participants included deans, program chairs, and senior faculty with at least three years of experience in teacher education.

Data were collected through **semi-structured interviews** and document analysis. The interviews, lasting approximately 30–45 minutes each, focused on participants' perceptions of institutional strengths, challenges, and areas for program improvement. Institutional documents, such as curriculum guides and strategic plans, were reviewed to triangulate interview findings.

All interviews were audio-recorded, transcribed verbatim, and analyzed using **thematic analysis**. Emerging themes were identified, categorized, and interpreted in the context of existing literature on teacher education in the Philippines. Document analysis provided supplementary evidence to support or contrast the participants' perspectives.

Informed consent was obtained from all participants prior to data collection. Confidentiality was ensured by anonymizing responses, and ethical approval was secured from the university's research ethics committee.

RESULTS AND DISCUSSION. Merge Results and Discussion into a **single section**. Present the results that answer each question from the Statement of the Problem. Briefly present the results first and then discuss immediately after the result. As for the discussion, interpret the result and relate it to the literature or theory. Synthesize by **comparing or contrasting results with previous studies**. Use **text, tables, and figures** to summarize findings. Use **past tense** when describing what were discovered. Use **present tense** when discussing general conclusion or theoretical implications.

Table 1

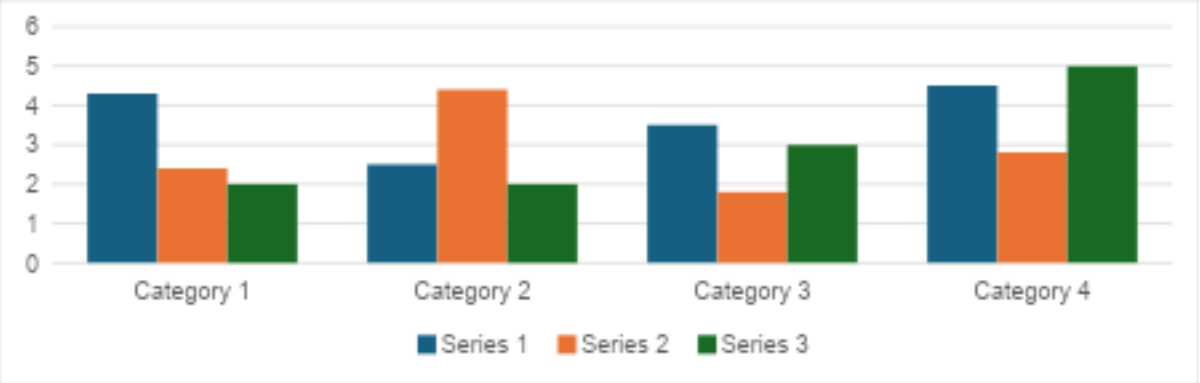
Table Caption

Particular	Column 2	Column 3	Column 4
Row 1			
Row 2			
Row 3			
Row 4			
Row 5			
Row 6			
Row 7			

Note. (Additional explanation, if any)

Figure 1.

Figure Title



Note. (Additional explanation, if any)

Example:

RESULTS AND DISCUSSION

1. Institutional Conditions and Realities of Teacher Education Institutions

The findings indicate that TEIs in the Philippines navigate a multifaceted landscape that requires balancing regulatory compliance with program quality. Consistent with prior research (Mariano, 2020), institutional resources and administrative support emerged as critical determinants of program effectiveness, suggesting that inequities in these areas may affect the preparation of future teachers.

Table 1

Perceptions of Institutional Conditions Among TEI Faculty and Administrators

Institutional Condition	Agree (%)	Neutral (%)	Disagree (%)
Adequate instructional materials	30%	20%	50%
Sufficient administrative support	40%	25%	35%
Adequate faculty development opportunities	25%	30%	45%
Curriculum aligns with current teaching needs	35%	25%	40%
Facilities support effective teaching	45%	20%	35%

Note: N=30

2. Challenges in Delivering Teacher Education Programs

2.1. Instructional Materials

Faculty reported that access to instructional materials was often limited or outdated, particularly in public TEIs.

These constraints align with findings from similar studies (Torralba, 2018) showing that inadequate instructional resources can hinder both teaching effectiveness and student learning outcomes. TEIs must prioritize updating and diversifying instructional materials to ensure that teacher candidates are exposed to current pedagogical approach. Some participants noted difficulties in obtaining current textbooks, laboratory equipment, and educational technology, which constrained teaching strategies. For example, one dean stated, "We often rely on old editions of textbooks because funding for new materials is insufficient."

CONCLUSION. Summarize the main findings from the study and provide a final interpretation without introducing new data.

Example:

CONCLUSION

In conclusion, this study highlights the complex realities faced by teacher education institutions in the Philippines. Limited instructional resources, high faculty workload, and curriculum constraints emerged as significant challenges affecting the preparation of future teachers.

Addressing these issues through enhanced institutional support, curriculum updates, and faculty development initiatives can strengthen teacher preparation programs. Future research should explore strategies for improving resource allocation and student engagement to ensure the continuous professional growth of teacher candidates.

RECOMMENDATIONS. It summarizes practical actions, policy suggestions or future research directions. Supporting documents such as specific action plans, institutional policies, and related materials may be attached as appendices.

Example:

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

1. Teacher education institutions should allocate additional funding for updated instructional materials to enhance teaching effectiveness.
2. Administrators should consider strategies to manage faculty workload, such as hiring additional staff or redistributing administrative tasks.
3. Curriculum developers should integrate flexible, contextually relevant modules to better prepare teacher candidates for classroom realities.

Future research should examine the impact of faculty workload and resource availability on student learning outcomes using larger samples across multiple regions.

REFERENCES. Provide a complete bibliographic information for all sources (at least fifteen references) cited in your paper. Use a hanging indent and list references in alphabetical order. Please adhere to the 7th APA. Follow the examples below based on the source:

- **Journal publication:** Andreff, W., & Staudohar, P. (2000). The evolving European model of professional sports finance. Journal of Sports Economics, 1(3), 257–276. https://doi.org/10.1177/152700250000100304
- **Book:** Davis, M. L. (2005). Introduction to environmental engineering (3rd ed.). McGraw Hill Inc.
- **Chapter in an edited book:** Mettam, G. R., & Adams, L. B. (1999). How to prepare an electronic version of your article. In B. S. Jones & R. Z. Smith (Eds.), Introduction to the electronic age (pp. 281–304). E-Publishing Inc.
- **Thesis or Dissertation**: Reid, J. O. (2009). Sustainable energy efficiency in households of the Philippines (Doctoral dissertation). University of the People.
- **Conference proceedings:** Weber, D. J., & Hess, W. M. (1985). Simple solar model for irradiance. In E. Bilgen & K. G. T. Hollands (Eds.), Proceedings of ISES World Congress (pp. 123–132).
- **Internet source:** Dunn, L. E. (2013). *Concrete technology manual*. http://www.dot.ca.gov/hq/esc/construction/manuals/OSCCompleteManuals/CTM2013.pdf
- **News article:** Nazario, D. (2020, November 28). Okra toothpaste, anyone? *Manila Bulletin.* https://mb.com.ph/2022/04/20/okra-toothpaste-anyone/
- **Software:** R Core Team. (2014). R Core Team. (2014). R: A language and environment for statistical computing [Computer software]. R Foundation for Statistics

Example:

REFERENCES

Bloch, J. (2002). Student/teacher interaction via email: The social context of Internet discourse. *Journal of Second Language Writing*, *11*(2), 117-134. https://doi.org/10.1016/S1060-3743(02)00064-4

Deng, X., & Yu, Z. (2023). A meta-analysis and systematic review of the effect of chatbot technology use in sustainable education. *Sustainability*, *15*(4), 2940.

AUTHORSHIP TRANSPARENCY AND ETHICAL REPORTING

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Author's 1 initials: xxxxxx. Author's 2 initials: xxxxx. Author's 3 initials: xxxx
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Validation: Juan dela Cruz, Pedrito Cruz, Ramon Encarnacion, Procerfina Macaraeg
Formal Analysis: Juan dela Cruz, Pedrito Cruz, Ramon Encarnacion, Procerfina Macaraeg
Data Curation: Juan dela Cruz, Pedrito Cruz, Ramon Encarnacion, Procerfina Macaraeg
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Supervision: Juan dela Cruz, Pedrito Cruz, Ramon Encarnacion, Procerfina Macaraeg

Declaration of the use of AI (Flush left, Bold, Title Case Heading, Times New Roman, 10)
During the preparation of this manuscript, the authors used _____ (tool name and version) to assist with language editing and polishing of the draft. The tool was used solely to improve clarity, grammar, and overall readability. The authors reviewed and revised the output as necessary and take full responsibility for the content of the manuscript.

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