

# Advice on writing PERJ refereed articles

Manuscripts submitted for possible publication as Philippine Education Research Journal (PERJ) refereed articles are more likely to be accepted if the authors follow the recommendations listed here.

## Follow the PERJ guidelines

The PERJ Author Guidelines (Philippine Education Research Journal, 2019a) state the general requirements for Refereed Article submissions. (The requirement for the abstract has changed since these Author Guidelines were published. “Structured abstracts” (2019) are now required.) More requirements are in the included Submission Preparation Checklist (SPC). Additional rules on citation are in the addendum to the editorial policies and procedures (in this issue).

The title and the ordered list of authors in the SPC must be the same as the ones in the manuscript.

Use the American Psychological Association (APA) (2022) style for numbers and statistics. Do not use both numerals and words to denote the same number. For example, you may write “There were 40 participants” or “Forty participants volunteered” but not “forty (40) participants.”

You may use an online citation generator to help you write the reference list in APA style.

The PERJ Review Guidelines for Refereed Articles (Philippine Education Research Journal, 2019b) are intended for referees but they can also guide authors in creating submissions that are more likely to be accepted.

## Be clear and succinct

Be clear. Include all the important details. Be succinct. Remove all the unimportant details.

For example, instead of writing “Participants were interviewed,” consider including relevant information and writing something like “Participants were individually given face-to-face semi-structured interviews at the same venue by the same interviewer.”

Instead of writing “After obtaining the ages of the participants, it was determined that the mean of the ages was 18.2 years and the standard deviation of the ages was 2.1 years,” write “Participants were on average 18.2 years old ( $SD = 2.1$ ).”

## Support statements presented as facts

Facts that are common knowledge (that is, found in many sources) and statements presented as opinions do not

need to be supported with citations or evidence. For example, there is no need to provide citations or evidence for Newton’s law of universal gravitation or for the statement “it seems that many student teachers have misconceptions about gravity.”

Statements presented as facts but are not common knowledge should be supported by a citation (to a reference claiming it) or by evidence (presented in the study described in the manuscript).

For example, the statement “A common misconception of some student teachers is that heavier objects fall faster” needs to be supported, either by a citation (such as Syuhendri (2019)), or by results presented in the manuscript.

Short direct quotations should be enclosed in quotation marks; long direct quotations should be in a separate indented block paragraph. If not, then you are implying that the words are your own (when they are not). This is considered plagiarism (even if the source is cited).

All references cited in the text should be in the reference list; all references in the reference list should be cited in the text.

Do not overgeneralize. If a sample is not representative of a population, then a statement about the sample is not applicable to the population.

## Rewrite theses or dissertations

A thesis or a dissertation is a complete documentation of a study; a journal article is a summary of the study. When converting a thesis or a dissertation into a journal article, do not simply delete entire sections and leave the other sections unchanged. This can remove important information and retain nonessential details. For each section, write a concise summary.

If a table or a figure is removed, then renumber the remaining tables and figures and the references to them if needed.

Appendices containing raw data, copies of the research instruments used, letters or correspondence, and the author’s curriculum vitae are generally not included in a journal article and so should not be included in a submitted manuscript.

Some theses or dissertations have the reference list divided into categories (such as “Books,” “Periodicals,” and “Documents and Unpublished Works”). This is not done in journal articles.

Limit acknowledgments to those who provided financial support (grants, scholarships, fellowships), ac-

cess to resources (facilities, equipment, materials, information), technical assistance (in data collection, entry, analysis), or comments (from peers, mentors, referees). Acknowledgments to those who provided moral or emotional support may be appropriate in theses and dissertations but are often inappropriate in journal articles.

### Revise and resubmit

Submissions that are not declined are most often returned for revision (instead of accepted as is). Submissions are reviewed independently (that is, referees do not see the other reviews), so reviews can be in conflict in some aspect. Look at the entirety of the reviews and address most, if not all, of the concerns. In the cover letter accompanying your revision, answer each question and respond to each suggestion of the reviewers.

A manuscript returned for revision may have its title changed but its list of authors and the order of their names should be the same.

### Get published

If your manuscript is relevant, valid, original, ethical, clear, significant, and follows the prescribed format, then it is likely to be accepted for publication in the PERJ.

### References

- American Psychological Association. (2022). *APA Style numbers and statistics guide*. <https://apastyle.apa.org/instructional-aids/numbers-statistics-guide.pdf>
- Philippine Education Research Journal. (2019a). *Author guidelines*. <https://peac.org.ph/author-guidelines/>
- Philippine Education Research Journal. (2019b). *Review guidelines for refereed articles*. <https://peac.org.ph/review-guidelines/>
- Structured abstracts. (2019). *Philippine Education Research Journal*, 2019(1), 22–23.
- Syuhendri, S. (2019). Student teachers' misconceptions about gravity. *Journal of Physics: Conference Series*, 1185, 012047. <https://doi.org/10.1088/1742-6596/1185/1/012047>