



Welcome to the Journal of Education and Learning Advancements (JELA): A Maiden Issue

Arlon P. Cadiz

Associate Editor

Journal of Education and Learning Advancements (JELA)

arlon.cadiz@deped.gov.ph

One of the exciting parts in the life of a researcher is to communicate the research findings through publishing research articles. It is considered as one of the treasured moments in the academic journey of every researcher. As such, a researcher knows how to understand how the published research can contribute to wider society targeting a range of readers – stakeholders, policy and decision makers, other researchers from the academe, and the general public.

On behalf of the Editorial Board of JELA, I humbly present to you the 13 featured articles of the maiden issue consisting of 11 research articles (7 in English and 4 in Filipino) and 2 policy briefs contributed by authors in various disciplines and from the diverse academic communities – Department of Education (DepEd) and Higher Education Institutions (HEIs) within and outside the Philippines. The ***Journal of Education and Learning Advancements (JELA)*** is the official biannual open-access journal of the ***Philippine Association of Graduate Students in Teacher Education, Inc. (PAGSTE)*** that aligns with the journal's mission to advance teacher education and learning globally. It is a peer-reviewed, interdisciplinary, and multidisciplinary journal. JELA welcomes original research, literature reviews, case studies, and policy

briefs on a wide range of themes and topics related to teacher education and learning revolving under (a) Curriculum design and development; (b) Teacher training and professional development; (c) Pedagogical approaches and strategies; (d) Educational technology and digital learning; (e) Assessment and evaluation in teaching and learning; (f) Educational policies and their impact on teacher education and learning; (g) Cross-cultural and international perspectives on teacher education and learning; (h) Inclusive education and diversity in the classroom; and (i) Research methods and approaches in the field of teacher education and learning. All submissions will be subject to a rigorous peer-review process to ensure their quality and relevance to the journal's mission. The four main sections of the journal—***research articles, literature reviews, policy briefs, and case studies***—reflect the journal's commitment to promoting critical reflection and scholarly exchange. Through these sections, the journal aims to contribute to the advancement of teacher education and learning and facilitate the translation of research into policy and practice. Overall, JELA is a valuable resource for scholars, practitioners, and policymakers in the field of teacher education and learning.

The Journal of Education and Learning Advancements (JELA) is committed to publishing works that satisfy a high level of scholarship. Hence, it underscores the importance of respect for ethical considerations and research practices. Furthermore, it ensures the accuracy of knowledge production, the protection of the rights and welfare of research participants, and the protection of intellectual property rights. The Publication Ethics of JELA are based on the standards of the Code of Conduct and Best Practice Guidelines published by the Committee on Publication Ethics (COPE). As such, journal editors, authors, and reviewers are expected to follow the ethical behaviors prescribed in this Journal.

JELA is highly committed to support professional engagement, development, and advancement. Thus, its logo, as a fitting emblem, reflects the journal's commitment to advancing education and learning. Moreover, in order to encapsulate its core values, each element of the logo has symbolic meaning reflecting its dedication to education, innovation, and continuous improvement. The three important elements of the logo: (a) reading books; (b) spectrum of colors; and (c) a person striving for excellence and continuous improvement manifest the solid view of the mission and vision of the journal which implies the importance of education, innovation, and reaching for aspiration and progress in the pursuit of excellence.

The first issue depicts the strong commitment of JELA in upholding the importance of the academic community through research-driven and policy-based informed decisions in advancing education: leveraging technology, curriculum innovation, policy reform, and cultural

sustainability which are the focus of the research articles in this maiden issue. Likewise, the contributions of the author across disciplines and areas of research are crucial in realizing the mission and vision of the journal.

The maiden issue of this journal highlights the five major themes: (1) Innovations in Educational Technology and E-Learning for the first five articles; (2) Curriculum Development and Instructional Models for the sixth and seventh articles; (3) Cultural and Linguistic Preservation for eight to tenth articles; (4) Educational Support Systems and Student Development for the eleventh article; and (5) Educational Policy and Management for the two policies.

Mary Ashley H. Largo, Trisha Mae S. Sederia, Franz Czearyv P. Villadores, and Marisol D. Andrada's article titled "*Smart Chat, Bright Minds: Does Chat GPT Propel Students to Academic Heights?*" is the first article. The study examines the effect of Chat GPT on the students' engagement, efficiency, autonomy, and overall learning experience of the Senior High School students using the adapted survey questionnaire. The findings show that utilizing ChatGPT has a positive effect on students' engagement, academic efficiency, and academic autonomy. Moreover, there is a significant difference as to the effect of ChatGPT on learning outcomes across three groups (STEM, CSS, and GAS) of respondents. However, the study identified a challenge on academic integrity when it comes to the use of ChatGPT. Hence, the authors recommend the responsible and ethical use as well as the monitoring of this AI-generated material through the conduct of academic sessions and seminars for students and teachers.

The second article is titled “*Utilization of Interactive E-Learning Instructional Supplemental Material in TLE Cookery Exploratory Course*” authored by Razelle C. De Galicia. Her study investigates the utilization and evaluation of the developed interactive e-learning supplemental instructional material in the TLE Cookery Exploratory Course through Google Sites for Grade 7. The interactive e-learning material was evaluated following the Learning Resources Management Development System (LRMDS) guidelines prescribed by the Department of Education in the aspects of content quality, instructional quality, technical quality, and other findings (i.e., conceptual errors, factual errors, and grammatical errors). A developmental research design was employed utilizing ADDIE (Analyze, Design, Develop, Implement, and Evaluate) as the Instructional Design Model. Based on the findings of the study, e-learning interactive supplemental material supports the acquisition of learning among learners. The researcher argued that it is essential to assess the extent of learning challenges in online learning settings, ensuring that the complexity of instructional materials matches the needs and abilities of students. Similar to the other interactive materials that can only be accessed online, internet connectivity has been a challenge. Therefore, the study recommends the development of e-learning material which can be accessed offline to provide inclusive support for learners.

The article written by Marjorie F. Batan titled, “*Project NICE: A Remediation Digital Kit for Improving the Least Mastered Mathematics Skills of Grade II Learners*” is the third featured article. The study evaluates the effectiveness of Project NICE which is a researcher-made

technology-based remediation tool aimed at addressing the least-mastered mathematics skills of Grade 2 learners through personalized learning. The author employed the pretest and posttest design consisting of a 20-item validated test based on the 2nd quarter Most Essential Learning Competencies to measure the mastery level of the learners. Pretest results have shown the least mastered skills including addition and subtraction within 1000, reading and writing large numbers, and solving word problems involving money. The results of the study also show the effectiveness of the remediation digital kit based on the t-Test results.

The study authored by Jonathan F. Alorro titled “*Onlayn vs. Tradisyunal na Pagtataya sa Filipino ng mga Piling Mag-aaral sa Filipino: Tungo sa Mabisang Pagtatasa at Propesyunal na Pag-unlad*” is the fourth featured article. The author evaluates the assessment methods (online and traditional assessments) and suggests an efficient way of assessing students' learning using the lessons prepared and taught by the researcher during the third grading period. Aside from using Google Forms for the tests, the researcher also used MS PowerPoint for teaching grammar and literature lessons, and incorporated other innovative strategies and applications in the online class such as Quizzes and Mentimeter in various parts of the teaching to further engage students in the Filipino subject. The researcher personally visited the homes of students involved in the traditional assessment (paper and pencil test) who needed to take a pretest and a posttest, while students involved in the online assessment (online tests) took their pretest and posttest using Google Forms. The findings revealed that students scored higher in online

assessments (online tests) using Google Forms compared to traditional assessments (paper and pencil tests). His study also showed that Grade 7-Faraday students learned equally well, whether through traditional or online methods. In view of the findings, the researcher suggests the use of both methods in teaching and assessment as they both demonstrate improvement in students' learning.

The fifth featured article titled "*English Reading Partners on the Move: A Pre-Experimental Study to Improve Grade 2 Learners' Reading Skills*" is written by Jenny Rose D. Liwanag, Julie Ann A. Esperida, Janice C. Montante, Michael G. Onato, & Christian G. Tugado. The authors designed a reading intervention program which they conducted for about 4 weeks to determine the improvement in the skills in reading comprehension, sight-word efficacy, and fluency of Grade 2 learners. The intervention program contributes to the improvement in the reading comprehension and sight-word efficacy based on the significant difference in the results of the pre-test and post-test mean scores.

The sixth article titled "*Systematic analysis of instructional models in science: towards the development of instructional model*" written by Mike Z. Piche, & Darry Roy T. Montebon discusses the different instructional models used in science through a systematic literature review from various databases such as ERIC, Google Scholar, and Emerald Insight. They conducted the review and analysis of the development of instructional models in science for the purpose of identifying the categories or criteria that guide the development of instructional models in science and consolidating the procedures or methods used by studies, leading to

the creation of a methodological framework specifically designed for science. A 10-year span, open access, and published journal in English Language were the inclusion criteria which resulted in a total of 1046 articles. A total of 100 articles were incorporated in the second screening conducted reviewing the abstracts and keywords of articles containing the term development. After thorough analysis, the review narrowed down to 15 articles shedding light on the research problem of methodologies used in developing science instructional models. Their study revealed three major themes namely: origins (grounds) of the model, essential elements or variables used in obtaining the models, and supreme guidelines outlining the procedures undertaken to develop the model. The results of the systematic review employed by the authors in this study can be adopted in developing science models for instructional leaders who are involved in designing learning models.

The seventh article titled "*Hambingang-Suri sa Kurikulum ng Programang Edukasyong Pangwika-Filipino ng mga Piling Pamantasan sa Maynila*" written by Maria Fe Hicana, Jhigo Pascual, John Patrick Santos, Ma. Antoinette Ayes, Ricka Leonardo, & Rose Ann Hernandez evaluate the program and develop a comparative analysis model. The authors argued the importance of the language education program in Filipino for those aspiring to specialize as Filipino teachers. The effectiveness of the comparative analysis model was determined through interviews with students, teachers, and alumni of these universities. Furthermore, data collected were validated using triangulation through cross-verification from more than two sources: (1) method and (2) data source. Their study found that the

comparative analysis model was effective as an evaluation tool for a curriculum program in the field of education.

The study of Maureen C. Carasig-Paiton titled "*Kapakinabangan ng Pasyong Mahal sa Pagpapanatili ng Kultura sa Bayan ng Bulakan*" is the eighth article. Her research aims to determine the significance of the *Pasyong Mahal* in preserving the culture in the town of Bulakan. In the study, the researcher argued that this cultural practice plays a significant role, especially since one of the authors of the *Pasyong Mahal*, Father Mariano Pilapil, was a native of San Jose, Bulakan. The respondents in this study are the readers of the passion. The study used a descriptive design through qualitative methods wherein the questionnaire used focused on the manner of reading the passion and its benefits. The study reveals the modern way of reading the passion which involves setting it to the tune of contemporary songs, while the traditional method follows specific tunes that have names such as *Lamentasyon*, *Treskeda*, and others. The researcher also found that the main difference between the modern and traditional passion is the tune used. One of the interesting findings is the crucial role of the family in maintaining this cultural practice among the youth and ensuring its continuation. In this study, the people of Bulakan still prefer to hear the traditional way of reading the passion.

The research titled "*Mungkahing Planong Pagsasanay sa Pagpapalakas ng Mother-Tongue Based Multilingual Education para sa Piling Kaguruan sa Elementarya*" authored by Jhun Dave Aguas, Maria Annie Francisco, Cherry Lou Magsombol, Nicole Navaritte, & Ann Gerrarde Pinili is the ninth article. The study aims to develop a

proposed training plan focused on the enhancement or strengthening of Mother-Tongue Based Multilingual Education (MTB-MLE) for selected elementary school teachers. Their study used documentary and qualitative methods involving validated self-developed questionnaire to identify the challenges faced by Grade 1 to 3 teachers teaching MTB-MLE at Kaunlaran Elementary School. Their study reveals various issues such as the lack of teacher training and rapid student transition between grade levels. The authors developed and subjected the proposed training plan to evaluation prior to its implementation. The training plan is divided into three focus areas namely Content-Based, Strategy-Based, and Classroom Demonstration. The authors recommend for the review of the existing issuances of DepEd in order to strengthen the MTB-MLE and make it more suitable to the demands of the current educational landscape.

The study of Kris Maiden L. Joyosa, Ericka Danielle S. Dimaala, and Albert Andry E. Panergayo titled "*Demographic Moderation in the Relationship of Environmental Awareness and Energy Literacy of Senior High School Students*" is the tenth featured article for this maiden issue. The study is aimed at determining the moderating role of demographic factors in the relationship between environmental awareness and energy literacy of the senior high school students enrolled with different grade levels and strands. Their findings reveal a positive correlation between environmental awareness and energy literacy which implies that the understanding of senior high school students' energy-related matters increase as they become more environmentally conscious. Another interesting result of the study is that there is a significant relationship

between the level of environmental awareness and energy literacy of senior high school students. Moreover, the authors found out that the relationship between environmental awareness and energy literacy of senior high school students is not significantly moderated by their demographic characteristics as to sex, age, socioeconomic status, and junior high type of school. The strands and grade levels demonstrated significant moderating effects in the relationship between environmental awareness and energy literacy. The findings of their study imply that experiential learning activities should be strengthened through immersion activities to develop senior high school student's active engagement in energy-related activities which in turn increase their behavior to work for their environment.

The eleventh article titled "*Evaluation of Student Reimbursement System for Research Prototypes: Adopt-A-Prototype Program*" written by Juan Kristopier D. Angeles examines the current financial status of students in the Senior High School K to 12 Program particularly in the two subjects which are: Inquiries, Investigations, and Immersion (I3) and Practical Research I in the context of students' lack of financial capability of students in conducting research as an output for the said subjects. Hence, the author proposed the innovative student reimbursement program involving the private linkages in terms of sponsorship of the students' research prototypes. The researcher analyzed the evaluation of the Adopt-A-Prototype Program using the Index of Success Model, guided by the following criteria in assessing both the implementation and outcomes of an educational program: relevance, fiscal efficiency, effectiveness, impact, and sustainability. The study reveals the positive feedback of the Senior High

School students according to the index of successes model. Moreover, the respondents found the educational program valuable because it provides the development of knowledge and skills, sustainability, and financial and moral support. Addressing the limitations of the study, the author recommends the need for further improvement of the evaluation tool by utilizing the concept of developmental evaluation.

A Policy Brief on CMO 15 s. 2019: Strategies for Enhancing Educational Research Productivity in Philippine Higher Education Institutions is the twelfth article which was written by Nilo Jayoma Castulo explores the educational research productivity in the Philippines using the lens of the international perspective and offers recommendations to strengthen Philippine internationalization in higher education. The author discusses the policy recommendation into three sections: **before** (Rigorous Assessments based on the Institutional Admission Process Criteria), **during** (Implementing and Monitoring Research Practices; Strengthening Institutional Resources: Infrastructure, Funding, and Networks; and Engaged Pedagogy for Research Collaboration), and **after** (Evaluation of the Published Research). In the first section, the author emphasizes the need for robust assessments to identify the preparedness of students for a research-oriented degree program. In the second section, the author put a premium in establishing research practices in the academe in order to achieve a strong research culture which can be done through workshops, seminars, training, and forums for graduate education students. Moreover, in the second section, the author reiterated that institutional resources must be strengthened especially in the areas of

infrastructure (e.g., access to academic databases), allocations for research funding, and research networking by attending local and international research conferences. In the third section, the author highlights the relevance of a strong mentorship program to support graduate students through research collaboration with the faculty members. The author argued that the Commission on Higher Education (CHED) must focus on talent cultivation through support system mechanisms to increase students' research productivity.

The thirteenth and last article is another Policy Brief on Revolutionizing School Autonomy: Insights from the School-Based Management (SBM) System in the Philippines which was written by Jeremiah Paul G. Manuel, Mark Paulo A. Tajanlangit, Florenda P. Aquino, & Leah U. Vallega proposes a revolutionization in the School-Based Management (SBM) mechanism with adaptive countermeasures capable of dealing with the rising challenges of the times. This revolutionized SBM assumes efficacious means of dealing with the threats that the challenges project and implicate new policy considerations across government agencies. The authors investigate the implementation of SBM revealing three challenges encountered by its implementers and researchers which are: low managerial competencies of SBM key leaders, lacking school infrastructures, and confounding presentation of Means of Verifications (MOV) documents. As implications of the study, the authors presented three major policy recommendations which involve: (1) Robust SBM Exposures in Teacher Education Institutions; (2) SBM-Specific Year-Long Programs; and (3) Better Agency Funding. The limitations presented in the paper direct potential

future research involving case studies in local schools and field studies on student-teachers deployed in these schools.

The articles in this maiden issue investigate the multifaceted transformative power of new approaches in education. It explores how cutting-edge technology may improve student learning, using interactive e-learning resources and AI systems like Chat GPT as examples. In addition, it looks at how curriculum and instructional models are created and analyzed to support efficient teaching methods. The maiden issue also includes management systems and strategic educational strategies that are intended to increase school autonomy and research output. Furthermore, it emphasizes how important it is to preserve language and culture through specially designed educational initiatives, guaranteeing a future of multilingual education, cultural heritage, and environmental education which in turn highlights the comprehensive progress made in education.

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