

Editor's Introduction

The foundations of modern education have always been a pursuit of new and brilliant ideas through continuous development and research. Following this tradition of development, this issue of the **Education Review** journal presents papers of high caliber that tackle and review the trends, issues, and systems at work in the academe.

First, is the study of **Dr. Romeo Peña, Nell B. Buenaventura, Ian Jay B. Formacion, and Roan Jessa A. Dino** titled, "*Tracer Study sa mga Nagsipagtapos ng Master ng Artes sa Filipino sa Politeknikong Unibersidad ng Pilipinas (2017-2020)*". The study focuses on the current employment and career status of graduates from the Master of Arts in Filipino of the Polytechnic University of the Philippines where it was concluded that the program has greatly succeeded in the provision of quality education to its students. The paper also provides recommendations for improving sectors that influence graduates to write and publish studies and to be part of discipline-related organizations.

Following this insightful research is the study titled, "*The Evidence-Informed Learning Cycle of Experiential Learning in the Core Subjects and its Relationship to Academic Performance of Grade 10 Students in Manila Ecclesiastical Province School Association (MaPSA), NCR*" by **Dr. Ma. Teresa H. Sandoval**. The study's main objective was to provide evidence for students' ability to build knowledge and skills in the core subjects: Math, Science, and English through DepEd's learning competencies. The study concluded that experiential elements in learning are present in the core subjects and as a result, experiential learning may be included in the basic education curriculum.

Self-efficacy or the belief in one's ability to succeed plays a major role in determining goal achievement but on a larger scale, it affects our purpose in life. This is but an insight to the paper of **Flordeliza R. Zubano** which is titled as, "*Self-Efficacy as Correlates to Purpose in Life of Secondary Public School Teachers: Basis for a Life Skills Program*", which aimed to discover the self-efficacy and purpose in the life of public secondary school teachers. The paper concluded that there is a positive correlation between self-efficacy and purpose in life which means that the higher the self-efficacy, the higher the purpose in life. In line with this, the paper developed the Life Skills Program to address the issue of low self-efficacy.

Following the trend of developing methods to assist educators and faculty members, the research of **Dr. Jerielyn V. Reyes, Arapia C. Ariraya, & Reynaldo A. Guerzon** opens with the thought that faculty evaluation is a crucial part of measuring the performance of the institution's backbone, the employees. As such, their research titled, "*The Implication of Online Faculty Evaluation by Students to PUP Branches and Campuses Faculty: Basis for Policy Review and Implementation*", approaches the topic by aiming to determine the perspectives of PUP faculty from branches and campuses about the

implications of students' online evaluation to their performance. The paper discusses that the four areas of the online evaluation, specifically commitment, knowledge of the subject, teaching for independent learning, and management of learning, are acceptable criteria for the faculty evaluation and that it has assisted the respondents of the research in their personal and social development. It then recommends that administrative concerns of faculties may be identified together with other forms of intervention to further improve the performance of the faculty.

Moving outside Filipino borders, the study *Pagdidiskurso sa Nihonjinron at Kokusaika sa Pagkatuto ng Pangalawa at/o Pangatlong Wika ng mga Mag-aaral na Hapon: Kaso ng Ingles at Filipino* by **Mary Joy Sawa-an & Jeffrixx S. Parajas**, tackles second language learning of Japanese through the analysis of two pervading ideologies in the academe, namely Nihonjinron and Kokusaika. The study was conducted by using Critical Discourse in analyzing the studies of multiple experts on the subject. It concluded that three factors surround the ideologies, namely: the focus on grammar above communication, a lack of global viewpoint, and the intercultural awareness that encompasses how a foreign language is taught.

Finally, the study of **Rizza B. Feeney** and **Dr. Annabelle A. Gordonas**, *The Flipped Classroom and Students' Achievement in Grammar* continues the trend of studying language, specifically in this paper, grammar. It focuses on the Flipped Classroom as a cutting-edge strategy that was tested on the grammar achievement of the students. In its application, it was discovered that the flipped classroom strategy had the same level of effect in the learning of grammar as with that of a traditional classroom setup; and, thus, deemed as an effective tool for syntactical learning.

The brilliance and perseverance of the researchers, educators, and other stakeholders are greatly appreciated in this 2022 issue of the **Education Review** journal. They are the reason for the continuous and great developments in the quality of education both locally and internationally. May this light of knowledge always persevere and may this issue inspire more academic leaders in the pursuit of wisdom.

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