

Editor's Statement

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I hope this issue of the Education Quarterly finds you well and in good cheer. The EQ editorial board and the education publications committee have been working hard for the inclusion of the EQ in the list of journals maintained by the Institute for Scientific Information (ISI). With the tremendous effort that we have been exerting to contribute to the advancement of current and future educational studies here and abroad, I believe that our journal have been getting significantly closer to where we want it to be. In this issue, the editorial board has assembled a package of five research articles. While these study outputs are concerned with unrelated sets of problems, all of these works fall within the category of educational research.

The study, "Predictive Models of Adult Distance Learners' Academic Performance: Comparative Analysis of Two Regression-based Models of Path Analysis," by Maria Ana T. Quimbo, has significant implications for distance education as it presents an exploratory investigation of the determinants of academic performance of adult distance learners. The study of these factors is important as it provides better understanding of the meaning and nature of achievement in the context of nontraditional mode of learning. Among the factors analyzed, one's understanding of learning style, quality of materials, and interaction with fellow learners emerged as key determinants of achievement among adult distance learners.

The article, "Identifying Biased Test Items by Differential Item Functioning Analysis Using Contingency Table Approaches: A Comparative Study," by Jose Q. Pedrajita and Vivien M. Talisayon, compared four non-parametric (contingency table) approaches in detecting whether school type, gender, and English proficiency bias is present in a self-constructed and validated Chemistry Achievement Test. Evidence shows that bias is present in the said variables.

In "Decoding the Switch: The Functions of Codeswitching in the Classroom," Romylyn Metila analyzed the English-Tagalog language of teachers and students. Metila sought to determine the place of such kind of language in the context of classroom learning. Results showed that teachers and students were ambivalent about the academic value of such medium of communication. Although evidence shows that codeswitching have fulfilled pedagogical, social, personal, and communicative functions that benefited both teachers and students, some teachers think that codeswitching does not improve students' performance in the test.

In the article titled "Factors in School Leaving: Variations Across Gender Groups, School Levels and Locations," Fe Josefa G. Nava reported that poverty drives students from indigent families to leave school for various purposes. The need to earn a living is common among older dropouts and performance of household chores among female

schoolchildren. Nava also found that low motivation level is widespread among male and younger school dropouts.

In the study titled "Integration of Information and Communication Technology in Mathematics Teaching in Public Secondary Schools in Metro Manila," Norma G. Cajilig attempted to determine the extent to which public secondary schools in Metro Manila are using the computer in teaching Mathematics. The findings show that teachers from small schools tend to view the use of technology in teaching more positively compared with those who come from bigger schools. The study suggests that the Department of Education should sustain teachers' interests in ICT integration and provide the necessary equipment and opportunities in developing the teachers' computer competencies and the accompanying pedagogical skills.

As I had promised in the previous issue, this output will also be submitted to the Office of the Vice Chancellor for Research and Development for inclusion in the UP Diliman Journals Online (UPDJOL). This means that the articles here will also become highly visible and accessible on the Internet. I hope that scholars here and abroad will find useful information in this issue to support their own studies and research claims.