

Editor's Statement

Michael Arthus Go Muega

As the editor of this issue, I would like to thank all the contributors and referees whose patience and cooperation with the Education Quarterly's (EQ) editorial board made the publication of this volume possible. We started with a very long list of contributions from different areas of education, and the search for outstanding works proved difficult. After what appeared to be a never-ending search for publishable articles, the editorial board has finally assembled a package of seven articles for this issue. Certainly, more articles will be published after our masked reviewers and the members of the EQ editorial board have concluded their evaluation of the submissions that are still being and will be considered for publication. All of the articles in this issue are either quantitative or qualitative (or both) studies conducted by Filipino educationists and researchers. Their academic *researchlights* were zeroed in on learning environment and styles, regular and assistive teaching, school management, and materials that may be used to sharpen problem-solving abilities. Their works were all carried out in response to the current, and possibly most significant, realities and problems encountered in various contexts of Philippine education.

The first article, "Ethno-Scientific Teaching Approach, Student Proficiency, and Attitude Toward Science and Ethnic Culture," by April Daphne Hiwatig, suggests that learning in science could be made more meaningful if the teacher will employ familiar objects or materials found in the student's own cultural milieu. Hiwatig investigated whether culture-sensitive teaching gives rise to significant learning in science.

Rachel Patricia Ramirez and Mildred Ganaden's paper, "Creative Activities and Students' Higher Order Thinking," is an attempt to determine whether creative thinking activities could significantly help teachers advance students' critical thinking abilities. They conducted this study to add to the existing literature and to further strengthen the science education researchers' efforts to help develop highly effective decision-makers.

The third paper, "Shadow Teaching Scheme for Children with Autism and Attention Deficit-Hyperactivity Disorder in Regular Schools," by Maryola Manansala and Edilberto Dizon, showed that a shadow teacher, aside from the main teacher, has a vital role to play in maximizing the education and training of students with special needs. Manansala and Dizon suggest that good shadow teaching requires skills and knowledge that lie outside the scope of what the regular teacher is trained to do. This study signals the possible birth of a new sub-area in special education.

Ingrid Yap and Mercedes Adorio's paper, "School-Based Management: Promoting Special Education Programs in Local Schools," investigated the performance of selected public schools and school divisions in line with the Philippine government's policy mandating the opening of public elementary education to children with special needs. Yap and Adorio found that an indicator of a school's *accessibility*, in terms of public education for children with special needs, is the number of special students enrolled in these schools. *Quality* of

special education in regular public school is associated with the availability of special education teachers and relevant resources. Finally, for most administrators, *participation* in special education means parents' involvement in the education of children with special needs.

In "Effects of Prior Knowledge and Lesson Outline on Note Taking and Test Scores," Oscar Olmos and Maria Vanessa Lusung-Oyzon conducted an experimental study of two teaching-learning situations and their possible influence on the students' note taking strategies and test scores in social studies. Results show that prior knowledge and lesson outline are not related to any note taking strategy. It has been found though that the quantity of information in student's notes could be tied to better test performance.

Josefa Carina Clavio and Amelia Fajardo's paper, "Toys as Instructional Tools in Developing Problem-Solving Skills in Children," argued that, while toys are often viewed as mere instruments of fun, a carefully selected set of toys could be very helpful in developing the problem-solving abilities of preschool children. Clavio and Fajardo stressed that a competent teacher can identify the appropriate toys for a certain lesson and can therefore help fortify little children's foundational knowledge and skills for higher order problem-solving activities.

Finally, in "Goal Modification, Learning Styles, and Achievement in Mathematics," Ma. Nympha Joaquin, Mildred Ganaden, and Milagros Ibe studied the factors behind the students' drive to learn Mathematics. Their study showed that adjusting the classroom situation may lead to learning goal modification. For instance, an atmosphere that promotes learning for learning's sake may result in the development of mastery goals, whereas an environment that encourages academic rivalry may result in the development of competitive goals. Of the goals that were investigated, it was found that avoidance goals predict achievement in math.

With this issue, many current and relevant problems in modern Philippine education were raised and addressed. But we certainly agree that many more concerns within the sphere of local and international educational scenes need intensive discussion and study. I therefore take this opportunity to encourage our thinkers and researchers in education to continue seeking answers, not only to empirical and practical questions, but also to enduring problems in various areas of specialization.

Finally, I close this statement with the editorial board's report on future plans and direction. This issue and the next ones will be submitted to the Office of the Vice Chancellor for Research and Development for inclusion in the UP Diliman Journals Online (UPDJOL). Inclusion in the UPDJOL means that published articles in the EQ will become highly visible and accessible to local and international academic communities on the Internet. This will afford other institutions the opportunity to consider using the EQ to advance their academic research. EQ's inclusion in the online journals of the University will further link us to the UP Main library's website, the Google Scholar, and the ReserchSEA. With this development, I hope and pray that scholars and researchers in education will continue to write and do research with an eye toward publishing their outputs in the EQ.