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International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

About the Journal

The *International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)* is a scholarly, open-access, quarterly, peer-reviewed, international print and online research journal dedicated to the advancement of knowledge in education, learning sciences, pedagogy, curriculum studies, and educational leadership. INJELPS serves as a global platform for educators, researchers, school leaders, policymakers, and academic practitioners to disseminate high-quality empirical, theoretical, and practice-based research that contributes to the improvement of teaching and learning across diverse educational contexts. The journal is committed to maintaining rigorous scholarly standards, ethical research practices, and global visibility through international indexing, Crossref DOI registration, and print and electronic ISSN accreditation.

Aims and Scope

Aims

INJELPS aims to:

1. Promote **innovative, evidence-based research** in education and learning sciences
2. Advance **theoretical and practical understanding** of pedagogy across levels of education
3. Provide a venue for **global and comparative educational studies**
4. Support **educational leadership, policy development, and curriculum reform**
5. Foster interdisciplinary dialogue linking education with psychology, technology, sociology, and policy studies

Scope

The journal welcomes original research articles, systematic reviews, conceptual papers, and practice-based studies in, but not limited to, the following areas:

- Teaching and learning sciences
- Curriculum development and evaluation
- Educational leadership and school management
- Teacher education and professional development
- Assessment, measurement, and evaluation
- Educational psychology and learner development
- Technology-enhanced learning and digital pedagogy
- Inclusive education and special education
- Higher education, basic education, and lifelong learning
- Comparative and international education
- Education policy, reform, and governance



Publication Frequency and Format

- **Frequency:** Quarterly (4 issues per year)
- **Formats:** Print and Online
- **Review Type:** Double-blind peer review
- **Identifiers:**
 - Print ISSN
 - Electronic ISSN
 - Crossref DOI assigned to all published articles

Submission Guidelines

Author Guidelines / Instructions to Authors

Manuscripts are received with the understanding that they contain **original scholarly work** that has **not been previously published** nor is under consideration for publication elsewhere.

Authors must submit manuscripts through <https://tinyurl.com/INJELPS>

For manuscripts with **two or more authors**, the **corresponding author** must submit the manuscript on behalf of all co-authors.

For inquiries, authors may contact:

- **ETCOR Mobile:** 0939-202-9035
- **Email:** embracingthecultureofresearch@gmail.com

Funding Disclosure

All authors must disclose **all funding sources or financial support**, if any, related to the research.

With regard to research submitted for possible publication, authors must ensure that they follow **the journal format**, including the template, header, footer, font size and font style. Author/s must download and follow the sample manuscript found via this link: <https://tinyurl.com/TemplatesINJELPS> Kindly reduce the manuscript to **10-12 pages only, including the References**. Kindly choose only the most salient parts of the paper

Additionally, kindly comply with the following:

1. **Academic Significance, Contribution to Discipline or Community, Technical Novelty**
The paper should demonstrate importance to the academic community or to research in general. It must offer a material contribution to its discipline and present novel or unique ideas that may be useful to the community. Clearly show the research gap, why there was a need to investigate the present study, and how it is different from previous works.
2. **English Usage (or Filipino, as may be applicable)**

The manuscript must adhere to the rules of grammar and language usage, whether in English or Filipino.

- Use **past tense** consistently since the study is already completed.
- Avoid first-person point of view (“I,” “we”); instead, maintain a **third-person scientific tone**.
- Avoid contractions; spell out complete words to retain formality.
- Provide **English translations** for words, terms, or items not understandable to international readers.

3. Abstract

The abstract should follow the journal’s prescribed format and accurately reflect the study’s major components. Ensure that it correctly presents the **aim, methodology, key findings or results, and conclusion** in a concise and logical manner.

4. Introduction / Background of the Study

The introduction must:

- Present a clear rationale or background from the **global to Philippine/local contexts**.
- Show the **trends and issues** related to the study, supported with recent and relevant citations (2021–2026 preferred).
- Identify and explain the **research gap/s**, highlighting why the present study is necessary and how it differs from prior works.

5. Statement of the Problem, Research Objectives and Research Questions

The Statement of the Problem, Research Objectives and Research Questions must be clearly, explicitly, and logically stated.

- The **statement of the problem** is a detailed explanation of the issue, gap, or challenge that the study seeks to address. It frames the context and justifies why the study is necessary, usually written in declarative form as a narrative or paragraph. Its purpose is to highlight the significance, scope, and urgency of the study, providing a broad and contextual background of the issue at hand. For example, a study may state: *“Despite government programs, many senior citizens in rural areas experience delays in receiving social pensions, raising concerns about accessibility and efficiency.”*
- The **research objectives** represent the specific aims or intentions of the study, focusing on what the researcher seeks to accomplish. These are written in infinitive form such as “To determine...” or “To examine...,” ensuring that the targets are clear, measurable, and achievable. Unlike the broad statement of the problem, objectives are narrower and centered on actionable outcomes. For instance, a general objective could be *“To assess the implementation of the Social Pension Program in Balbalan, Kalinga.”* This may be broken down into specific objectives, such as: (1) To determine the accessibility of the program, (2) To examine its impact on beneficiaries, and (3) To identify challenges faced in its implementation.
- The **research questions** are the interrogative form of the objectives, expressed as direct questions the study seeks to answer. They are usually written in formats such as “What is...?” or “How does...?” and serve the purpose of guiding data collection

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and analysis by pointing to specific inquiries. Research questions are even more specific than objectives, as they operationalize the study's goals into answerable items. Using the same example, the research questions could include: *RQ1: How accessible is the Social Pension Program to senior citizens in Balaban? RQ2: What impact does the program have on the beneficiaries' quality of life? RQ3: What challenges hinder the effective implementation of the program?*

6. Review of Related Literature and Studies

This section must include sufficient, relevant, and **up-to-date references** to support the rationale and conduct of the research.

- Avoid outdated sources (1–2 decades old) for dynamic or evolving concepts.
- Do not use sources with “no date (n.d.).”
- Ensure citations are aligned with the arguments and logically linked to the study.
- There must be a clear synthesis at the end of the RRLS that captures key insights, connects the reviewed works, and justifies the need for the present study.

7. Theoretical and/or Conceptual Framework

An appropriate theoretical and/or conceptual framework must be presented to anchor the study.

8. Research Methodology (Research Design, Population and Sampling, Instrument, Data Collection, Treatment of Data, Ethics in Research)

The methodology section should be well-structured, detailed, and properly organized. Each subsection should only contain content appropriate to it:

- **Research Design:** Describe what design was used, how it was applied, and why it was the most suited.
- **Population and Sampling and Other Source/s of Data:** Provide the exact number of participants/respondents, how and why they were selected. If you used other source/s of data (documents, policies, other contents), describe each document, how each was accessed, and why each is needed in the study.
- **Instrument/s:** State whether the instrument was adopted or researcher-made. Describe its validation process, including the qualifications of validators.
- **Data Collection:** Focus on *how, when, and where* the data was collected. Do not include ethics approval here.
- **Treatment of Data:** Clearly describe the methods of data analysis or statistical treatment. For qualitative analysis, avoid generic discussions (e.g., what thematic analysis is according to authors). Instead, show how the method was applied in your study.
- **Ethical Considerations:** Include ethical approval, informed consent, and permissions here, not in other subsections.

Important Reminders:

- Avoid “chop-suey” writing (mixing unrelated topics).
- If the study used a **mixed-method approach**, discuss both parts separately (quantitative and qualitative)—design, participants, instruments, data collection, treatment of data, ethical considerations—and explain how the two sets of data were integrated.

- Use plural (“researchers”) consistently if the paper has co-authors.

9. Results and Discussion

- Present results clearly, logically, and aligned with the research questions.
- Support findings with **relevant and recent literature**.
- Integrate discussion immediately after each result to enhance coherence.

10. Conclusions and Recommendations

- Conclusions must be logically drawn from the study’s findings.
- Recommendations should be **specific, actionable, and relevant** to the results. Avoid generic statements.

11. References (APA 7th Edition)

References must strictly adhere to APA 7th edition. Authors must review their entire manuscript carefully:

- Ensure proper formatting (e.g., italicizing journal names, use of “&” vs. “and,” correct application of *et al.*, punctuation, spacing, quotation marks).
- All in-text citations must appear in the References list and vice versa. **No mismatches allowed.**
- Avoid old references; prioritize recent ones.
- If a citation was included but missing in the References, update it properly (do not erase it without explanation). Similarly, remove unused entries from the References list.
- The paper will not be published if even one citation/reference entry is non-compliant.

APA 7th requires:

- All sources listed in the References Section must match 100% with the actual sources used in the entire manuscript, and all sources cited in the entire manuscript are reflected in the list of sources in the References section.
- Author/s should provide a link to every research article or literature/document, where we can find the journal or document, or best, where we can find the specific research article/document. Must provide the DOI for it, or URL if the journal is not yet DOI accredited, or link to the document.
- Arranged alphabetically regardless of classifications (Do not categorize or classify if books, or journals, or other documents. Just arrange alphabetically all sources)
- Used hanging indent.
- Author(s) last name, initials.
- Year of publication in parentheses.
- Title of article in sentence case (only first word, proper nouns, and first word after a colon capitalized).
- Journal titles in italics and title case.
- Volume numbers italicized; issue numbers in parentheses (not italicized).
- Page ranges given without extra words.
- DOI formatted as URL (<https://doi.org/...>).

- Retrieval statements are used sparingly (only when content is likely to change).
- For secondary sources, only the work actually consulted (the secondary source) is included in the References list; the original source cited indirectly (e.g., “as cited in”) must not be listed unless it was directly read by the author.

12. Acronyms and Abbreviations

Always define acronyms upon first mention in the manuscript. Do not assume that readers will automatically know them.

Authors are also required to submit a **duly signed Authorship and Contribution Declaration Form**, which can be accessed via this link: <https://tinyurl.com/TemplatesINJELPS>

Review Process

Upon receipt, authors receive an **acknowledgment email**.

Manuscripts not following the journal template will be returned.
Compliant manuscripts undergo:

1. Initial screening by the **Associate Editor**
2. **Plagiarism check**
3. **Double-blind peer review** by two subject-expert reviewers

Review decisions may be:

- Publish unaltered
- Accept after minor revisions
- Accept after major revisions
- Reject

In cases of split reviewer decisions, a **third reviewer** will be assigned. Authors are given **two weeks** for revisions. Final decisions are made by the **Editor-in-Chief**.

Publication Policies and Ethics

Changes to Authorship

Authors retain copyright under a licensed agreement and may archive:

- Pre-print
- Post-print
- Publisher’s PDF

Conflict of Interest

All authors must disclose any actual or potential conflicts of interest.



Article Retraction

Retractions may occur due to ethical violations such as plagiarism, duplicate submission, or data fabrication.

Retraction fee: PHP 6,000 (USD 120)

Article Withdrawal

Withdrawal after completion of review and editorial processing incurs a fee of:
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Article Removal

Articles may be removed only under **legal or safety circumstances**.

Additional Information

- **Call for Research Articles:** Rolling basis
- **Application for Peer Reviewers and Language Editors:** Open
- **Publication Charges and Discounts:** Available for ETCOR Research Consultants and External Reviewers
- **Indexing and Archiving:** International databases and institutional repositories
- **Editorial Board:** International and multidisciplinary



Editor's Note

Volume 1, Issue 2 (April–June 2026)

International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

The publication of Volume 1, Issue 2 of the *International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)* represents another significant milestone in our continuing mission to promote high-quality, ethical, and impactful educational research. Following the successful launch of our maiden issue, this second quarterly issue demonstrates the growing confidence of researchers, educators, and academic institutions in INJELPS as a trusted international platform for scholarly publication. The publication of **58 peer-reviewed research articles** reflects not only the increasing reach of the journal but also the vibrant and evolving landscape of educational research.

The studies featured in this issue address a wide range of educational concerns that continue to shape contemporary teaching, learning, and educational leadership. The collection includes investigations on instructional leadership, teacher competence, curriculum implementation, literacy and numeracy development, Mathematics education, educational technology, artificial intelligence, educational assessment, inclusive education, special education, learning recovery initiatives, entrepreneurial education, environmental education, library services, multicultural education, maritime education, educational psychology, and school management. Collectively, these studies demonstrate the breadth and depth of educational scholarship being conducted across diverse educational settings and disciplines.

One of the defining characteristics of this issue is the growing integration of technology into education. Numerous articles examine the influence of artificial intelligence, digital learning environments, media literacy, ICT competency, assistive technologies, educational applications, and technology-enhanced instructional strategies. Rather than viewing technological advancement merely as an emerging trend, the published studies critically evaluate how these innovations influence learner engagement, instructional effectiveness, writing development, critical thinking, assessment, and educational decision-making. Such research provides valuable evidence for educators seeking to navigate rapidly changing learning environments.

Equally notable is the strong emphasis on educational leadership and organizational development. Several studies investigate instructional supervision, school leadership, organizational culture, conflict management, psychological safety, resilience, teacher productivity, and professional competence. These investigations reinforce the enduring importance of effective educational leadership in fostering positive learning environments, improving teacher performance, and achieving institutional excellence.



The issue also reflects a continuing commitment to equity, inclusion, and learner-centered education. Research on learners with special educational needs, co-teaching, Alternative Learning System implementation, inclusive instructional practices, parental engagement, socio-emotional learning, multicultural education, and early childhood education highlights the importance of ensuring that educational opportunities remain accessible, responsive, and meaningful for diverse learner populations. Such scholarship contributes significantly to the ongoing pursuit of inclusive and equitable educational systems.

Every manuscript published in this issue successfully completed INJELPS' rigorous **double-blind peer review process**, during which reviewers and editors carefully evaluated the originality, methodological rigor, ethical compliance, scholarly contribution, and practical significance of each submission. Our editorial process is designed not merely to determine publication suitability but also to mentor authors through constructive feedback that strengthens the quality of their research. This commitment to rigorous peer review remains one of the defining strengths of the journal and ensures that every published article contributes meaningfully to educational scholarship.

As INJELPS continues to expand its international presence, we remain committed to maintaining the highest standards of publication ethics, editorial integrity, and research excellence. Through DOI registration, international indexing, and continuous enhancement of our editorial processes, we strive to maximize the visibility, accessibility, and scholarly impact of every article we publish. We believe that educational research achieves its greatest value when it informs policy, improves classroom practice, strengthens educational leadership, and ultimately enhances learning outcomes.

On behalf of the Editorial Board, I extend my sincere appreciation to all authors, reviewers, editorial consultants, language editors, and partner institutions whose dedication made this issue possible. Your collective commitment to scholarly excellence has enabled INJELPS to continue growing as an internationally recognized venue for educational research. We likewise invite researchers from around the world to contribute to future issues as we continue advancing educational knowledge, fostering innovation, and promoting evidence-based practices that benefit learners, educators, and communities worldwide.

Richard D. Sanchez, LPT, PhD
Editor-in-Chief

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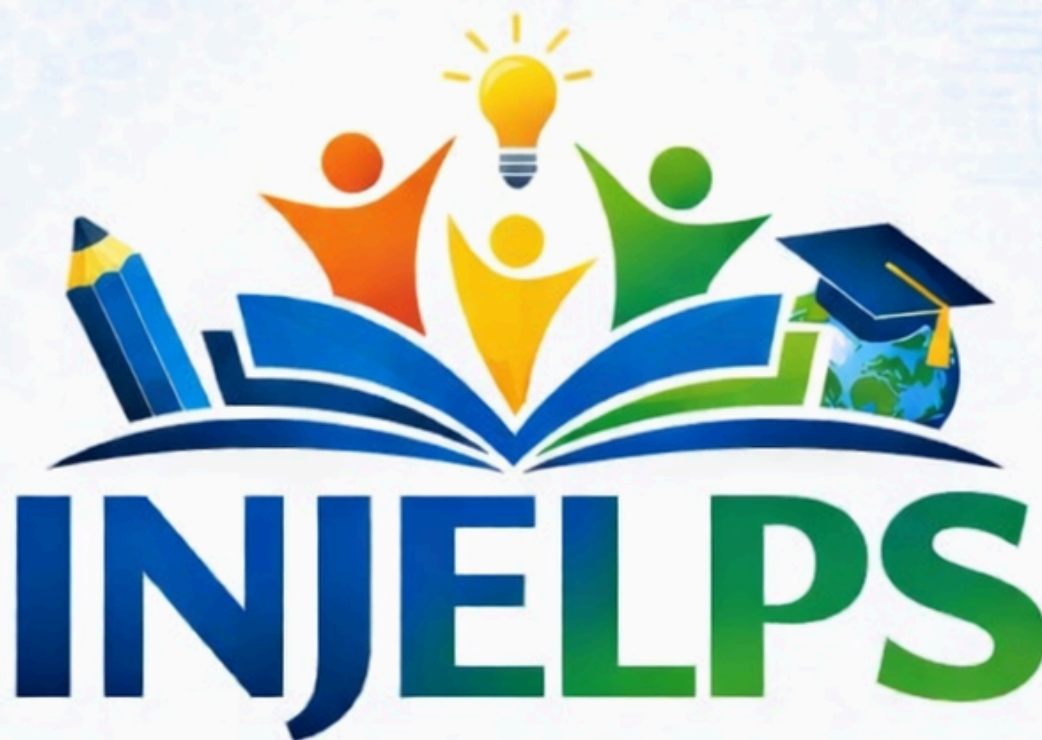
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Copyright Page

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Volume I, Issue 1 (2026)

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International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

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About the Journal

The *International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)* is a scholarly, open-access, quarterly, peer-reviewed, international print and online research journal dedicated to the advancement of knowledge in education, learning sciences, pedagogy, curriculum studies, and educational leadership. INJELPS serves as a global platform for educators, researchers, school leaders, policymakers, and academic practitioners to disseminate high-quality empirical, theoretical, and practice-based research that contributes to the improvement of teaching and learning across diverse educational contexts. The journal is committed to maintaining rigorous scholarly standards, ethical research practices, and global visibility through international indexing, Crossref DOI registration, and print and electronic ISSN accreditation.

Aims and Scope

Aims

INJELPS aims to:

1. Promote **innovative, evidence-based research** in education and learning sciences
2. Advance **theoretical and practical understanding** of pedagogy across levels of education
3. Provide a venue for **global and comparative educational studies**
4. Support **educational leadership, policy development, and curriculum reform**
5. Foster interdisciplinary dialogue linking education with psychology, technology, sociology, and policy studies

Scope

The journal welcomes original research articles, systematic reviews, conceptual papers, and practice-based studies in, but not limited to, the following areas:

- Teaching and learning sciences
- Curriculum development and evaluation
- Educational leadership and school management
- Teacher education and professional development
- Assessment, measurement, and evaluation
- Educational psychology and learner development



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- Technology-enhanced learning and digital pedagogy
- Inclusive education and special education
- Higher education, basic education, and lifelong learning
- Comparative and international education
- Education policy, reform, and governance

Publication Frequency and Format

- **Frequency:** Quarterly (4 issues per year)
- **Formats:** Print and Online
- **Review Type:** Double-blind peer review
- **Identifiers:**
 - Print ISSN
 - Electronic ISSN
 - Crossref DOI assigned to all published articles

Submission Guidelines

Author Guidelines / Instructions to Authors

Manuscripts are received with the understanding that they contain **original scholarly work** that has **not been previously published** nor is under consideration for publication elsewhere.

Authors must submit manuscripts through <https://tinyurl.com/INJELPS>

For manuscripts with **two or more authors**, the **corresponding author** must submit the manuscript on behalf of all co-authors.

For inquiries, authors may contact:

- **ETCOR Mobile:** 0939-202-9035
- **Email:** embracingthecultureofresearch@gmail.com

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All authors must disclose **all funding sources or financial support**, if any, related to the research.

Authors must follow the **journal format**, including the **official manuscript template, header, footer, font size, and font style**.

Author/s must download and strictly follow the sample manuscript template available via this link:

<https://tinyurl.com/TemplatesINJELPS>

Please **reduce the manuscript to 10–12 pages only**, including the **References section**. Select and present only the **most salient and essential parts of the paper** while maintaining clarity and scholarly rigor.

Additional Requirements

1. Academic Significance, Contribution to Education, and Pedagogical Innovation

The manuscript must demonstrate clear **academic and practical significance** in the field of **education, learning sciences, or pedagogy**.

The study should contribute meaningful insights related to:

- Teaching and learning processes
- Curriculum development and instructional design



- Educational leadership and policy
- Assessment and evaluation practices
- Teacher development and professional practice
- Innovative or technology-enhanced pedagogies

The manuscript must clearly present:

- The **research gap in educational research or practice**
- The **importance of the study to educators, institutions, or learning communities**
- The **novel or innovative contribution to teaching, learning, or pedagogy**

Authors must explicitly explain **how the present study advances knowledge or practice in education.**

2. English Usage (or Filipino, as may be applicable)

The manuscript must adhere to the rules of **formal academic language.**

Please observe the following:

- Use **past tense consistently** since the research has already been completed.
- Avoid **first-person point of view** (“I,” “we”); maintain a **third-person scholarly tone.**
- Avoid contractions; write complete words for formal academic writing.
- Provide **English translations** for terms or expressions that may not be understandable to international readers.

3. Abstract

The abstract must follow the **INJELPS structured format** and clearly summarize the study.

It should concisely present:

- The **aim or purpose of the study** within the context of education or pedagogy
- The **research methodology or design**
- The **major findings or results**
- The **implications for teaching, learning, curriculum, or educational practice**

Keywords must also be included.

4. Introduction / Background of the Study

The introduction must clearly establish the **educational context and relevance of the study.**

It must:

- Present a **clear rationale** from global educational contexts to Philippine or local contexts.
- Identify **current educational trends, challenges, or issues** relevant to the study.
- Support arguments with **recent and relevant literature (preferably 2021–2026)**.
- Clearly explain the **research gap**, including why the study is necessary.
- Explain **how the present research differs from or improves upon previous studies**.

5. Statement of the Problem, Research Objectives, and Research Questions

The **Statement of the Problem, Research Objectives, and Research Questions** must be clearly presented and logically connected.

Statement of the Problem

The statement of the problem must clearly describe the **educational issue, gap, or challenge** that the study seeks to address.

It should:

- Be written in **declarative narrative form**, not as questions.
- Provide sufficient **context explaining why the study is necessary in the field of education**.
- Highlight the **significance and scope of the educational issue being investigated**.

Example:

Despite increasing international mobility of educators, little is known about how Filipino teachers adapt their pedagogical practices when teaching in foreign educational systems such as Thailand.

Research Objectives

Research objectives must clearly state what the study intends to accomplish.

They should:

- Be written in **infinitive form** (e.g., “To examine...”, “To explore...”, “To determine...”).
- Include a **general objective followed by specific objectives**.
- Be **aligned with the problem statement**.

Research Questions

Research questions should be written in **clear interrogative form**, such as:

- What are the experiences of Filipino educators teaching in Thailand?
- How do Filipino teachers adapt their pedagogical approaches in foreign educational environments?

Research questions must guide **data collection, analysis, and interpretation.**

6. Review of Related Literature and Studies

The Review of Related Literature and Studies must include **sufficient, relevant, and recent educational research** supporting the study.

Ensure that:

- Sources are **recent and relevant (preferably 2021–2026).**
- Citations are **clearly connected to the arguments presented in the study.**
- Literature reflects developments in **education, pedagogy, curriculum, teacher education, or learning sciences.**
- The section concludes with a **clear synthesis that identifies the research gap and justifies the present study.**

Avoid:

- Outdated references unless historically necessary.
- Sources with **no date (n.d.).**

7. Theoretical and/or Conceptual Framework

The study must be anchored on an appropriate **educational, pedagogical, or learning theory.**

Examples may include:

- Constructivist Learning Theory
- Experiential Learning Theory
- Sociocultural Learning Theory
- Teacher Identity Theory
- Transformative Learning Theory

The framework must clearly explain:

- The **theory used in the study**
- Its **relevance to the research problem**
- How it **guided the research design, data collection, and interpretation of results**

A **conceptual framework diagram** should be included when appropriate.

8. Research Methodology

The methodology section must be **well-structured, clear, and logically organized**.

Subsections should include:

Research Design

Explain the research design used (e.g., qualitative phenomenology, case study, mixed methods, etc.), how it was applied, and why it was appropriate for the study.

Participants / Population and Sampling

Provide the **exact number of participants** and explain how and why they were selected.

Participants may include:

- teachers
- students
- school administrators
- educational leaders
- curriculum developers

Instruments

State whether the instrument was:

- adopted
- adapted
- researcher-made

Describe the **validation process and qualifications of validators** when applicable.

Data Collection

Clearly describe:

- how the data were collected
- when the data collection occurred
- where the data were collected

Do not include ethical approval in this subsection.



Treatment of Data / Data Analysis
Explain the **analytical procedures used**.

For qualitative studies, avoid generic explanations. Instead, explain how the method (e.g., **thematic analysis or phenomenological analysis**) was applied to your data.

Ethical Considerations
Include:

- ethics approval
- informed consent
- permissions from institutions or participants

Important Reminders

- Avoid “**chop-suey writing**” (mixing unrelated content in different subsections).
- If the study used **mixed methods**, discuss quantitative and qualitative procedures separately.
- Use **plural form (“researchers”)** when the paper has multiple authors.

9. Results and Discussion

Results must be:

- clearly presented
- logically organized
- aligned with the research questions.

Authors must:

- interpret the findings rather than simply repeat results.
- support interpretations with **relevant educational literature**.
- integrate the **discussion immediately after each result**.

The discussion should explain **what the findings mean for teaching, learning, or educational practice**.

10. Conclusions and Recommendations

Conclusions must be **logically drawn from the study’s findings**.

Recommendations must be:



- specific
- practical
- relevant to educators, institutions, or policymakers

Avoid generic recommendations.

11. References (APA 7th Edition)

References must strictly follow **APA 7th edition**.

Ensure that:

- All in-text citations appear in the References list and vice versa.
- References are arranged **alphabetically**.
- DOI links are provided whenever available.
- Hanging indentation is used.

The manuscript **will not proceed to publication if citation errors remain**.

12. Acronyms and Abbreviations

Always define acronyms upon first mention.

Example:

Department of Education (DepEd)

Do not assume that international readers are familiar with local acronyms.

Authors are also required to submit a **duly signed Authorship and Contribution Declaration Form**, which can be accessed via this link: <https://tinyurl.com/TemplatesINJELPS>

X



Review Process

Upon receipt, authors receive an **acknowledgment email**.

Manuscripts not following the journal template will be returned.

Compliant manuscripts undergo:

1. Initial screening by the **Associate Editor**
2. **Plagiarism check**
3. **Double-blind peer review** by two subject-expert reviewers

Review decisions may be:

- Publish unaltered
- Accept after minor revisions
- Accept after major revisions
- Reject

In cases of split reviewer decisions, a **third reviewer** will be assigned. Authors are given **two weeks** for revisions. Final decisions are made by the **Editor-in-Chief**.

Publication Policies and Ethics

Changes to Authorship

Authors retain copyright under a licensed agreement and may archive:

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Conflict of Interest

All authors must disclose any actual or potential conflicts of interest.

Article Retraction

Retractions may occur due to ethical violations such as plagiarism, duplicate submission, or data fabrication.

Retraction fee: PHP 6,000 (USD 120)

Article Withdrawal

Withdrawal after completion of review and editorial processing incurs a fee of:
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Article Removal

Articles may be removed only under **legal or safety circumstances**.

Additional Information

- **Call for Research Articles:** Rolling basis
- **Application for Peer Reviewers and Language Editors:** Open
- **Publication Charges and Discounts:** Available for ETCOR Research Consultants and External Reviewers
- **Indexing and Archiving:** International databases and institutional repositories
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Editor's Note (Maiden Issue)

International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

It is with great pride and enthusiasm that we present the maiden issue of the *International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)*. This inaugural publication marks an important milestone in ETCOR's continuing commitment to advancing high-quality educational research that informs theory, policy, and practice across diverse academic and professional contexts. Volume I, Issue 1 (2026) brings together **thirty-one peer-reviewed scholarly articles** authored by researchers, educators, and academic practitioners whose works contribute valuable insights to contemporary educational discourse.

Education remains at the heart of societal transformation. As learning environments evolve in response to technological advancement, emerging learner needs, and complex global challenges, the demand for rigorous and ethical educational research becomes increasingly vital. The studies featured in this issue reflect this dynamic landscape by addressing topics such as **conceptual learning in mathematics, technological competencies in international training programs, teacher stress management, disaster preparedness in schools, and instructional innovation across various disciplines.**

This maiden issue also highlights research exploring **curriculum development and subject-specific pedagogy**, including studies on Araling Panlipunan instructional materials, Filipino research writing competencies, and the use of popular media such as *Maria Clara at Ibarra* in teaching literary classics. Other contributions investigate **campus journalism experiences, library education services, and the professional preparation of pre-service teachers**, demonstrating the multifaceted nature of contemporary educational practice and teacher development.

Several articles focus on **educational leadership, professional competencies, and teacher performance**, examining themes such as leadership styles, faculty work attitudes, assessment literacy, teachers' self-efficacy, adversity quotient, and professional standards implementation. These studies contribute important perspectives on how institutional leadership, teacher well-being, and professional development influence educational outcomes and organizational effectiveness.

The issue also features investigations into **student development and learning experiences**, including research on kindergarten readiness, early childhood sensory play and separation anxiety, mathematics anxiety among senior high school learners, cyberbullying experiences, student engagement, and self-regulated learning strategies. Complementing these are studies on **digital learning innovations**, including the use of educational technology tools, smart classroom writing platforms, and proposed digital learning applications designed to enhance reading comprehension and analytical skills.



As a peer-reviewed international journal, INJELPS upholds rigorous academic standards through a **double-blind review process, strict adherence to publication ethics, and commitment to originality and methodological rigor**. Each manuscript underwent comprehensive evaluation by expert reviewers to ensure that the research published contributes meaningful knowledge and practical implications for educators, administrators, curriculum developers, and policymakers.

This inaugural issue is therefore a testament to the collaborative efforts of **authors, peer reviewers, editorial board members, and language specialists** whose dedication has shaped the quality of this publication. The diversity of topics—from classroom practices and leadership dynamics to digital learning environments and multicultural communication—reflects the journal's commitment to promoting interdisciplinary perspectives within the field of education.

INJELPS is intentionally positioned as a platform for **global and cross-cultural scholarly exchange**. Contributions in this issue represent a variety of educational contexts and research methodologies, including quantitative, qualitative, and mixed-method approaches. Such diversity strengthens the dialogue between theory and practice and encourages comparative insights across educational systems.

The journal likewise seeks to support **emerging scholars and practitioner-researchers**, recognizing that meaningful educational innovation often arises from those working directly within classrooms, schools, and academic institutions. By providing a rigorous yet supportive publication venue, INJELPS aims to nurture scholarly growth while maintaining international publication standards.

As we launch this maiden issue, we reaffirm our commitment to **ethical publishing, transparency, scholarly excellence, and continuous improvement**. With the foundation established in this first volume, INJELPS aspires to become a recognized platform for impactful research that informs educational transformation and lifelong learning worldwide.

On behalf of the Editorial Board, we extend our sincere gratitude to all contributors who made this inaugural issue possible. We invite researchers, educators, and academic leaders around the world to continue collaborating with INJELPS in advancing knowledge, innovation, and excellence in education.

Richard D. Sanchez, LPT, PhD

Editor-in-Chief

International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)



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