

From Classroom Research to Scholarly Publication: An Editorial Introduction to the 2026 Advanced Research Management Special Volume

Noel Fidel A. Ariola¹, Anna Chery Alvarez¹, Emelyn S. Bandong¹, Kathrina O. Gamuza¹, Randy Joy M. Ventayen¹

¹Pangasinan State University, Open University Systems

Abstract

This editorial introduces the 2026 Advanced Research Management Special Volume, a collection of 29 scholarly articles developed by students of the Pangasinan State University Open University Systems who were enrolled in the Advanced Research Management class during the Summer Term of 2026, together with academic friends, colleagues, and collaborators of the University. The class was organized as an experimental, publication-oriented graduate learning experience in which research was expected to move beyond classroom submission and toward journal publication. Students prepared manuscripts according to journal standards, submitted their work for editorial evaluation, responded to comments, revised their papers, and resubmitted when necessary. Selected participants were also invited to undertake peer-review assignments, allowing them to experience scholarly communication from the perspectives of both authors and reviewers. The articles address interconnected concerns involving artificial intelligence, digital learning, literacy, language education, intercultural teaching, instructional innovation, learner engagement, school governance, child protection, health, inclusion, youth development, entrepreneurship, and community resilience. Collectively, the studies demonstrate that educational research becomes more meaningful when it responds to real problems encountered by learners, teachers, schools, and communities. The volume also shows that publication can serve as an authentic graduate learning outcome when supported by mentoring, ethical peer review, constructive feedback, and opportunities for revision. More than a compilation of articles, this special volume documents a pedagogical experiment that positioned publication not merely as an academic credential but as a process of disciplined inquiry, scholarly responsibility, professional growth, and public contribution.

Keywords: graduate education, research management, scholarly publication, peer review, educational research, authentic assessment, Pangasinan State University

Introduction

Research is often completed within the boundaries of the classroom . A proposal is defended, data are gathered, a manuscript is submitted, and a grade is awarded. Afterward, even potentially valuable studies may remain unread in personal files, institutional repositories, or library shelves. Such work may satisfy an academic requirement, but its contribution to professional practice and public knowledge remains limited when it is not communicated beyond the course in which it was produced.

The 2026 Advanced Research Management Special Volume was developed to challenge this familiar pattern. Published under the Philippine Technical Institute's journal platform, the volume brings together studies prepared by students of the Pangasinan State University Open University Systems, their academic friends, mentors, and research collaborators. The papers are presented as part of PJBS Volume 2, 2026.

The primary contributors were enrolled in the Advanced Research Management class during the Summer Term of 2026. Unlike a conventional research course that concludes with the submission of a classroom manuscript, the class was designed as an experimental publication-oriented experience. The students were expected to prepare their research for journal submission and to engage with the actual processes involved in scholarly publishing. Publication was integrated into the course as its principal culminating output rather than treated as an optional activity to be pursued sometime after the class had ended.

This approach required the participants to move from being students who completed research requirements to becoming authors accountable to readers, reviewers, editors, and the broader academic community. They had to present their problems clearly, justify their research designs, support their interpretations, respond to criticism, and revise their work according to scholarly standards. Some manuscripts were accepted during their initial submission cycle, while others underwent rejection, correction, and resubmission. The publication record therefore reflects both successful outcomes and the less glamorous—but equally instructive—parts of research dissemination. The submission history demonstrates that publication was not automatic; some papers passed through several declined submissions before reaching a publishable form.

Selected class participants were also invited to serve as peer reviewers for manuscripts outside their own submissions and subject areas where conflicts of interest could arise. This added another layer to the learning experience. As reviewers, they were required to examine the logical organization of a study, the appropriateness of its methods, the sufficiency of its evidence, and the clarity of its presentation. Through this process, peer review became more than a concept discussed in class. It became an ethical and professional responsibility.

From Course Requirement to Scholarly Practice

The publication-oriented design of the class was grounded in a straightforward principle: research management cannot be learned fully through lectures alone. Students may understand research planning, manuscript preparation, publication ethics, editorial workflows, and peer review conceptually, yet still remain unprepared for actual publication unless they participate in the process themselves.

The class therefore treated the journal workflow as a learning environment. Manuscript preparation required the application of academic writing, referencing, research ethics, data interpretation, and technical formatting. Submission required students to comply with author guidelines and communicate professionally with an editorial office. Revision required intellectual humility—the willingness to reconsider wording, methods, arguments, and conclusions in response to informed criticism.

Rejection also became part of the curriculum. In ordinary classroom assessment, students may regard a returned paper as a failure. In scholarly publication, however, a declined manuscript may indicate that the work requires clearer framing, stronger evidence, better organization, or a more appropriate publication venue. Learning to distinguish criticism of a manuscript from judgment of the researcher is an important part of becoming a mature scholar.

At the same time, publication should not be reduced to a mechanical compliance requirement. A course cannot ethically guarantee that every manuscript will be published, because editorial decisions must remain independent and based on academic quality. What

a publication-oriented class can guarantee is a structured opportunity to prepare, submit, receive criticism, revise, and improve. The value of the experiment therefore lies not only in the number of published articles but also in the development of researchers who understand that scholarship requires persistence, accountability, and respect for editorial standards.

Digital Technologies, Artificial Intelligence, and Changing Learning Environments

A prominent theme across the volume is the changing role of technology in teaching and learning. Several articles investigate how social media, artificial intelligence, digital platforms, instructional videos, and online assessment can support education while also creating new responsibilities and risks.

The opening research article examines social media as an academic support mechanism among public secondary school students in Roxas, Isabela. Students and teachers regarded social media as moderately effective in supporting access to resources, collaboration, communication, engagement, and productivity. However, differences between student and teacher perceptions indicate that educational technology must be implemented through dialogue, digital-literacy preparation, and clear academic guidance rather than through unrestricted platform use.

Artificial intelligence is examined from several perspectives. The study of Thai university students using the Technology Acceptance Model found that perceived usefulness had the strongest relationship with students' intention to use ChatGPT for academic purposes. This suggests that adoption is shaped less by novelty than by whether learners believe the technology meaningfully improves academic performance.

A phenomenological study of junior high school learners presents a more cautionary account. Students reported that ChatGPT could strengthen vocabulary, knowledge, and access to personalized assistance, but they also associated its use with dependence, reduced motivation, weaker focus, and diminished independent thinking. The paper therefore frames ChatGPT as both a blessing and a curse and calls for a balanced approach to its educational use.

Technology also appears as a direct instructional intervention. AI-driven levelled reading instruction was used with Grade 5 learners performing at the frustration level. The intervention was associated with improved comprehension, reduced reading anxiety, greater learner ownership, and more efficient use of teacher time through automated text differentiation. Instructional videos likewise produced significant improvements in the pastry-making performance of Grade 11 Technical-Vocational-Livelihood learners, demonstrating the value of repeatable visual demonstrations in performance-based education.

The study of online instruction in a Philippine school in Oman adds an institutional perspective. Educators reported high compliance with online teaching standards and frequent use of online assessment instruments, but the results also pointed to continuing needs in differentiated instruction, learner engagement, professional development, and systematic assessment.

Taken together, these studies reject both blind enthusiasm and blanket resistance toward educational technology. Technology can increase access, personalization, engagement, and instructional efficiency, but its educational value depends on how it is designed, supervised, and connected to clear learning objectives. Tools do not replace sound pedagogy. They magnify it—or magnify its absence.

Literacy, Language Development, and Context-Responsive Instruction

Another major cluster of articles addresses literacy and language education. These contributions examine reading, writing, listening, speaking, phonological development,

morphological awareness, learner beliefs, cultural influences, and the experiences of Filipino English teachers working internationally.

At the foundational level, the Picture–Word Association strategy improved the phonological accuracy of Grade 1 learners. Following the intervention, learners demonstrated stronger oral-reading accuracy, participation, confidence, and readiness. Similarly, the Claveria Technique was used to enhance the mother-tongue reading skills of Grade 2 pupils, producing a substantial movement from slow-reader classifications toward faster and more proficient reading performance.

Writing development is addressed through the relationship between morphological awareness and English writing proficiency among Grade 7 learners. The study found that stronger understanding of word formation and structure was associated with better writing performance, supporting the explicit teaching of morphology alongside regular writing practice.

The challenges of English listening comprehension among Thai university students are examined through the processes of perception, parsing, and utilization. Difficulties in recognizing syntactic structures, processing auditory information, and constructing meaning suggest that listening assessment should be paired with deliberate instructional support rather than treated merely as a test of learner ability.

Other studies demonstrate that language learning cannot be separated from social and cultural context. Foreign teachers in Phetchabun perceived Thai culture as having a strong influence on classroom management, language instruction, linguistic competence, and language interference. The study consequently recommends culturally responsive and interactive teaching strategies that connect global language expectations with local cultural realities. Research on the sociodemographic profiles of foreign-language learners similarly shows that age, gender, and year level may shape beliefs concerning language aptitude, difficulty, communication, grammar, and motivation.

A study involving adult Thai EFL learners found that a single-point rubric improved English-speaking performance while supporting clarity, self-assessment, learner autonomy, and sustainable learning practices. These findings remind educators that assessment tools can do more than measure performance; when properly designed, they can guide learning and help students understand what quality work looks like.

Filipino Teachers in International and Intercultural Contexts

The volume gives considerable attention to Filipino educators working beyond the Philippines. Their experiences in Thailand and Japan show that international teaching involves more than the transfer of pedagogical knowledge. It also requires cultural adaptation, identity negotiation, communication across language barriers, and resilience within unfamiliar institutional systems.

The study of Filipino English teachers in Japan identifies negotiated professional identity, language- and culture-related challenges, adaptive coping, and relational support as central themes. Teachers served as intercultural bridges, but their professional autonomy and adaptation were affected by contract arrangements, workplace hierarchies, role expectations, and access to collegial support.

A related phenomenological inquiry involving Filipino EFL teachers in Thailand found experiences of discrimination, communication difficulty, workplace inequity, and cultural adjustment. Despite these pressures, teachers responded through cultural openness, relationship building, adaptive communication, and professional commitment.

The comparative examination of Filipino English-language teachers in Thailand and the Philippines during the COVID-19 pandemic found high levels of knowledge and utilization of emerging instructional practices. At the same time, online learning presented

continuing problems involving connectivity, technological resources, and student engagement.

These contributions move beyond celebratory accounts of Filipino teachers as globally competitive professionals. They acknowledge competence and adaptability while also documenting structural inequalities, cultural pressures, unclear job expectations, and the emotional demands of teaching abroad. Internationalization, the studies suggest, must be supported by equitable employment practices, clear role definitions, culturally responsive leadership, and institutional systems that protect the dignity and professional growth of foreign teachers.

Instructional Innovation, Academic Integrity, and Learner Engagement

Several articles examine instructional interventions designed to strengthen academic performance, higher-order thinking, ethical behavior, and classroom engagement.

Design Thinking-Based Mathematics Instruction produced significantly better mathematics achievement and problem-solving performance than conventional teacher-centered instruction. Students also reported positive experiences involving collaboration, creativity, confidence, engagement, and authentic problem-solving. The study reflects a broader shift from instruction focused on memorizing procedures toward learning environments where students define problems, test ideas, reflect, and construct solutions.

Academic integrity is addressed through a teacher-developed module on plagiarism awareness. Grade 10 learners who used the module achieved significantly higher posttest scores than those taught through conventional lecture, with a large reported effect size. The study supports preventive, instructional approaches to plagiarism rather than relying exclusively on detection and punishment.

The implementation of the MATATAG Curriculum's 45-minute class duration is examined through the experiences of junior high school learners. Students recognized gains in focus and time efficiency, yet also reported pressure, anxiety, reduced opportunities for reflection, limited collaboration, accelerated pacing, and difficulty completing complex learning tasks. The study recommends adaptive strategies such as flipped learning, scaffolded digital resources, differentiated subject-time allocation, and professional development for teachers.

These studies show that innovation is not defined simply by introducing a new tool, module, schedule, or instructional model. Genuine innovation must be evaluated according to its effect on understanding, participation, independence, ethical behavior, and learner well-being. Efficiency matters, but not at the expense of depth. Speed is not the same as learning. That one hits different—but it is true.

School Governance, Collaboration, and Sustainable Operations

Educational quality depends not only on classroom instruction but also on the systems through which schools manage finances, personnel, programs, accountability, and institutional collaboration.

The study of Maintenance and Other Operating Expenses in public schools highlights the importance of planning, allocation, transparency, monitoring, and participatory budgeting. It also identifies delayed fund releases, complex procedures, weak monitoring, and possible resource misuse as barriers to sustainable school operations.

Collaborative expertise among teachers and school heads was found to be highly effective in strengthening teaching and learning in secondary schools in Bolinao, Pangasinan. The study recommends institutionalized collaborative structures, teacher-led inquiry, scheduled professional exchanges, technology-supported collaboration, and regular evaluation of collaborative practices.

The research on pre-service teachers in Zambales during the pandemic similarly emphasizes institutional preparedness. Participants experienced major challenges related to instructional language, subject content, motivation, technology, connectivity, and remote practicum arrangements. The findings support the development of teacher-education models capable of functioning under disrupted or remote conditions.

Collectively, these papers present educational management as a practical responsibility rather than an abstract administrative function. Sustainable schools require responsible financial governance, meaningful professional collaboration, adaptable systems, and leadership capable of responding to changing conditions.

Learner Welfare, Inclusion, Health, and Community Development

A further strength of the volume is its attention to concerns that extend beyond test scores. The articles recognize that educational development is connected to safety, nutrition, health, culture, motivation, youth governance, livelihood, and social inclusion.

The study of learner satisfaction and Child Protection Policy implementation examines how school safety, policy implementation, and learner experience interact across public and sectarian elementary schools in Cagayan. It reinforces the principle that meaningful education requires environments in which children feel protected, respected, and secure.

The evaluation of the School-Based Feeding Program in Umingan District I reports improvements in physical growth and academic performance among beneficiaries. It also calls for stronger partnerships with local government, improved dissemination of program guidelines, parent-oriented skills development, and more systematic implementation.

The article on Indigenous Peoples' Education examines curriculum, learning resources, teacher preparedness, and community participation in IPed-implementing schools in Alfonso Castañeda District. Its emphasis on Indigenous Knowledge Systems and Practices highlights the responsibility of schools to preserve cultural identity while promoting equitable educational opportunities.

Health education is addressed through the assessment of HIV awareness among senior high school students and healthcare practitioners in Nueva Ecija. The study reports limited awareness among students and proposes still-projected displays as intervention materials for strengthening understanding of transmission, prevention, practices, and treatment.

Faith, relationships, and motivation are explored among senior high school learners in an Adventist school. The findings suggest that motivation is strengthened when teachers provide meaningful choice, clear feedback, caring relationships, manageable learning tasks, and a sense of spiritual and academic purpose.

Youth governance is examined through the allocation of Sangguniang Kabataan resources. The study found that sports activities received a disproportionately large share of youth funds, potentially limiting investment in education, health, livelihood, civic engagement, and other dimensions of holistic development.

These contributions demonstrate that learner development cannot be separated from the conditions in which learners live. Hunger affects achievement. Unsafe schools affect participation. Cultural exclusion affects belonging. Poor health awareness affects life choices. Weak governance affects opportunity. Education must therefore be understood as part of a wider social system.

Enterprise, Resilience, and Community-Based Knowledge

The volume also extends beyond formal schooling through its examination of micro-entrepreneurs in rural Benguet. The study identifies financial limitations, health concerns, competition, pest-related losses, inflation, and changing demand as interconnected challenges faced by owner-managed enterprises. Participants responded through budgeting,

capital rotation, credit management, social-media promotion, product adjustment, customer-centered service, and community support networks.

This contribution is significant because it locates learning and research within community life. Research management is not limited to examining schools. It also involves documenting how individuals and communities adapt, make decisions, manage uncertainty, and sustain livelihoods. The micro-entrepreneurs' experiences show that resilience is both financial and relational: enterprises survive not only through money and planning but also through trust, persistence, social networks, and responsiveness to local conditions.

Methodological Breadth and Contextual Relevance

The special volume employs a wide range of research traditions, including descriptive and correlational studies, quasi-experimental designs, action research, mixed methods, phenomenology, document analysis, pretest-posttest interventions, surveys, and thematic analysis. This methodological diversity reflects the different questions asked by the contributors.

Experimental and quasi-experimental approaches were used to examine instructional interventions involving plagiarism awareness, Design Thinking, instructional videos, and AI-driven reading. Qualitative approaches were used to understand teacher identity, cultural adjustment, learner motivation, entrepreneurship, school finance, and experiences under compressed instructional time. Descriptive and correlational methods were applied to social media, online teaching, language learning, collaboration, nutrition, and educational program implementation.

The strength of the collection is not methodological uniformity. Its strength lies in the contributors' attempts to select methods appropriate to the realities they sought to understand. The papers are situated in public schools, private schools, international schools, rural communities, faith-based institutions, and universities across the Philippines, Thailand, Japan, and Oman. Together, they affirm that meaningful research begins with context.

Peer Review as a Learning Experience

One of the most distinctive features of the Advanced Research Management class was the participation of selected students in peer review. Reviewing the work of another researcher demands a different level of attention from reading a paper for information or grading.

A reviewer must ask whether the research problem is meaningful, whether the literature supports the inquiry, whether the methods answer the questions, whether conclusions are supported by evidence, and whether ethical and reporting standards have been followed. The reviewer must also communicate criticism respectfully and constructively.

Through invited review assignments, participants learned that peer review is not an exercise in fault-finding. Its purpose is to help editors make informed decisions and to help authors improve their manuscripts. They also learned that confidentiality, impartiality, competence, and disclosure of conflicts of interest are essential to responsible review.

Experiencing peer review from both sides can change how researchers receive criticism. An author who has served as a reviewer is more likely to understand why clarity, methodological transparency, appropriate citation, and careful revision matter. Likewise, a reviewer who has experienced rejection may be more mindful of tone and fairness when evaluating another author's work.

Implications for Graduate Education

The experience represented by this volume offers several lessons for graduate research education. First, publication can function as an authentic assessment. Unlike a conventional classroom paper written primarily for an instructor, a journal manuscript must communicate with readers who were not present during the study. This requires greater clarity, stronger justification, and more disciplined presentation. Second, publication-oriented teaching connects theory with practice. Concepts such as authorship, plagiarism, peer review, conflict of interest, revision, editorial decision-making, and publication ethics become real when students encounter them within an actual journal workflow. Third, rejection can be reframed as part of scholarly development. A declined submission is disappointing, but it can also identify weaknesses that may not have been visible to the author. When supported by mentoring, revision after rejection can become one of the most valuable forms of learning. Fourth, publication requirements must be implemented responsibly. Students should not be pushed toward predatory journals, guaranteed acceptance, artificial authorship, or rushed publication merely to satisfy a course deadline. Editorial independence must remain intact. The objective should be to develop publishable research and responsible scholars—not simply to accumulate publication counts. Finally, publication should not be treated as the end of research. Once an article is published, its ideas should be communicated to schools, communities, policymakers, and practitioners who can use them. Publication gives research visibility, but application gives it consequence.

Conclusion

The 2026 Advanced Research Management Special Volume represents a transition from classroom research to public scholarship. It brings together the work of PSU Open University Systems students and their academic friends and collaborators across a wide range of educational, cultural, technological, administrative, health, and community concerns.

The volume demonstrates that graduate students can participate meaningfully in scholarly publication when they are given structured guidance, authentic responsibilities, ethical safeguards, and opportunities to revise. It also shows that research management is not simply the organization of proposals, instruments, data, and schedules. It includes the management of ideas from conception to communication and from private academic work to publicly accessible knowledge.

This special class was experimental because it placed publication at the center of the learning experience. Its significance lies not only in the articles successfully published but also in the discipline developed through writing, reviewing, revising, responding, and trying again. Some manuscripts progressed smoothly; others required repeated correction and resubmission. Both experiences belong to scholarship.

The articles in this volume may differ in subject, setting, method, and scale, but they share a common direction: each attempts to respond to a real concern and offer evidence that may improve practice. In bringing these studies into publication, the contributors have taken an important step beyond completing a course requirement. They have entered an ongoing scholarly conversation.

That is the real movement from classroom research to scholarly publication—not simply placing an article online, but learning to produce knowledge that can be examined, challenged, shared, and used.

References

No Cited References