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## **Foreword**

### *The Normal Lights 11(2)*

Quality assurance as described by Bucki (2017) is a methodology used in developing products and services that ensure a level of quality, which encompasses the processes and procedures that systematically monitor several aspects in terms of quality standards. This category is most sought after in all agencies and organizations, even in the academe. Quality assurance in the academe may be related to facets of knowledge generation, knowledge management, and stakeholders' satisfaction. Consequently, institutions of basic and higher learning play a significant role in a knowledge-based society where growth of data and technologies are rapidly occurring. These are agencies that serve as knowledge reservoir, which capitalize through information products (e.g. documents, databases, softwares) or by knowledge exchange, which are codified in records (e.g. publications, reports, documents, etc.). In fact, OECD (2004) spells out the role of institutions in the perspective of knowledge management as a productive tool for knowledge creation, innovation and sustainability (Hasan, et al., 2006; Armbrecht et al, 2001; Suh, Sohn & Kwak, 2004); knowledge flow and transfer (Armbrecht et al., 2001); and technical information systems (Armbrecht et al., 2001).

In the academic world, knowledge management theories and practices govern the concepts, culture and tradition of research, development, and publication (Reilly, 2009). Creating a strategy that will lead to the best outcomes in terms of research and publication impact or innovation requires a highly-specific skill set, systems management, and appropriate tools. The blend of capacitated workforce and concrete content management will make waves for research and publication (Johnson, 2012). This unique

blend, was seen in the formidable outcomes of the efforts of our journals to be within the global quality publication standards. With *The Normal Lights*' inclusion to the ASEAN Citation Index (ACI) database and the CHED's Journal Incubation recognition, we are assured of quality.

Significantly, the Philippine Normal University—Publications Office, along with other respectable colleges and universities in the country and abroad, continuously contribute to knowledge creation and generation of scholarly and academic outputs and products of the faculty, staff and students, disseminated through publication to showcase both in the national and international virtual research world, topnotch articles from authors of remarkable caliber across the globe. Currently, *The Normal Lights* (PNU's Journal on Education and Teacher Education) proudly presents 12 researches that may stimulate the minds of our patron readers on how these research products inform quality assurance in education.”

Featured in this journal issue are articles that provide a glimpse of how research may inform practices in the academe, the society, and the community to achieve quality in education. One of our articles holds a promise of ensuring quality in the institutional level. De Lara developed an Outcomes-based Program Quality Assurance Accreditation Survey Instrument to help thresh out the institution's best practices from matters than need improvement and development. This developed outcomes-based program quality assurance assessment instrument may guide institutions in their quest for education quality.

Quality in education may be dictated by teacher's quality instruction. Six of our submissions modeled different strategies to quality instruction and developed different tools to aid implementation of research products to practice. Capanzana and Avilla coupled Reciprocal

Teaching Approach with Self-Regulated Learning and termed their teaching strategy as RT-SRL to impact students reading comprehension, achievement, and self-regulation in chemistry. In physics teaching, the group of Millanes used Podcast-Integrated Physics Teaching Approach in eliciting students' conceptual understanding in physics. Their study showed that their quantitative results coupled with student entries in their respective online journals significantly improved the conceptual understanding of the experimental group compared to the control group.

Two other submissions highlight how quality instruction may improve language skills and lifelong learning skills of students. Truong investigated attitudes of Vietnamese students towards project works in enhancing autonomous learning in an English Speaking class. She found out that using project work in an English speaking class developed students' positive attitude towards learning the course and eventually enhance their autonomous learning. Relatively, autonomous learning may serve as precursor to the investigation of Nguyen who used Project-based Learning as a teaching method to help students develop their life skills to usher them to the 21<sup>st</sup> century. Nguyen found out that significant creativity surfaced during the investigation and recommends wide implementation of the strategy in Vietnam.

Teaching support materials may fairly assist teachers in delivering quality instruction to achieve quality in education. Two of our submissions presented developed teaching support materials. Dio developed a Number Theory Work Text for teacher education program. Dio saw the dearth of resources in this course and he claimed that his developed material may serve as a work in progress to attaining better delivery of the concepts of Number Theory to students. Similarly, Marquez intended to provide a computer-aided teaching support material in Statistics in the tertiary level customized to students' needs, skills and interests.

Apart from quality instruction, quality teachers fuel and propel quality in education. The group of Jaurena investigated the way university teaching can contribute to overcoming dichotomies of theory and practice, research and action, scientific knowledge and professional knowledge in the training of educators. They underscored significant elements of university teacher training, highlighting emancipatory research, moving beyond dichotomization of theory and practice, and educational praxis. Complementing the study of Jaurena's group, the research article of Rungduin and her colleagues spelled out the different factors affecting career decision-making of Senior High School students leading to a choice of becoming a teacher. These factors include exposures of students to the role of teachers, influence of close family members, positive regard of students to their teachers and the teaching profession, and view of their teachers as role models. These two submission may well inform one another for better and quality teacher training.

Two of our submissions, though, emphasized other indicators of quality teachers. Dela Rosa investigated factors that may contribute to enhanced reflective language teaching and found that significant teaching experience indicate better reflective practices exhibited by experienced language teachers compared to novice teachers. He also recommended to teachers to refrain from the unpreparedness, inattentiveness and absenteeism to improve reflective language teaching practices and deliver quality lessons to students. The second of these submissions featured the exploration of teachers' financial well-being to inform policy and improve the financial welfare of our colleagues. Accordingly, impaired capability of the spouses of the teachers to earn income for the family, low level of housing ownership and significant housing debt, insufficient skills in managing money and financial planning, and the high incidence of informal credit utilization are the identified

root causes of Filipino teachers' burgeoning debt problem. Recommendations to policy may help improve their welfare and be contributory to education quality.

The last article in our issue significantly inform a specific aspect of education to complete the concept of quality in education. Institutions adhere to providing counseling services to students to significantly impact education quality. Our last article, however, emphasized forgiveness and self-compassion not only to students by the counselors but by the counselors to themselves. Roxas and David developed and implemented a Compassion and Forgiveness-based Intervention Program to enhance the subjective well-being of Filipino counselors and found a significant increase in the counselors' self-compassion, forgiveness of others, and subjective well-being. They underscored that self-compassion and forgiveness serve as pathways to the subjective well-being and recommended more interventionist research agenda to further explore the role of compassion and forgiveness to the counselors' well-being.

From our featured articles, scholarly and academic outputs and products may very well inform and improve practices, policies, standards, and implementation programs to inform education quality. Thus, as advocates of change and transformation, we look into research and knowledge dissemination as our way to evaluate and assess what we know and currently have (sensegiving) and act on the identified discrepancies and gaps. Awareness of what is presently existing and which are not, may trigger actions to fill in gaps within the context of quality assurance to achieve education quality.

*The Editor*

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