

Editor's Note

The College of Education and Human Development is strongly committed to continuously producing quality research despite the challenges and disruptions caused by the pandemic. These researchers conducted by the students aim to contribute to the production of new knowledge through application of scientific method and design.

In this issue of EDUCARE, four (4) selected articles from the Bachelor of Bachelor of Elementary Education, Bachelor of Secondary Education, and Bachelor of Science in Psychology students are featured focusing on language exposure and achievement, *karanasang pang-akademiko* sa online pagkatuto ng mga mag-aaral ng pagkaguro sa panahon ng pandemya, distance learning experiences of intermediate elementary students, and emotional intelligence and stress among adolescents.

The article of Sanchez, Castro, Arrogante and Tomas aimed to investigate the combined and unique contributions of home, friends, school, and media English exposures and their relationship on students' English language achievement using descriptive correlational research design and utilizing questionnaire in gathering the data. The study revealed that there is a significant relationship between the students' combined exposures and English language achievement.

The article of Bucu, Limpiado, Brando, and Domingo used thematic analysis to determine the online learning experiences of BSEd and BEEd students during pandemic. The researchers concluded that students learned in their synchronous classes despite the limitations caused by technical difficulties.

The distance learning experiences of Baliuag University intermediate elementary students during the school year 2020-2021 were studied by Alarcon, Aquino and Castro. Their study utilized the phenomenological design

using an online survey in gathering the needed data and the results were analyzed thematically. Based on the findings of the study, different recommendations were offered to further improve the learning experiences of intermediate elementary students

Lastly, Vivar, conducted a study on the emotional intelligence and stress among adolescents utilizing a descriptive correlational research design. The researcher used the Schutte Self- report Emotional Intelligence Test (SSEIT) and Perceived Stress Scale (PSS) instruments in gathering the pertinent data. The study recommended that in order to reduce stress, students must establish a good time management and work scheduling when planning school activities or accomplishing school related works.