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It is with great pleasure that I welcome readers to the initial collection of scholarly articles published by Sapiientia Filipina: Review of Education and Multidisciplinary Studies (SFREMS).

The publication of these first articles marks an important milestone in the development of the journal. SFREMS was established with the vision of providing a scholarly platform for researchers, educators, practitioners, and scholars to disseminate rigorous and meaningful research that contributes to the advancement of education and the broader multidisciplinary community. The articles presented in this initial publication reflect this commitment through their diverse topics, methodological approaches, and educational contexts.

This initial collection brings together studies addressing important concerns in language education, social studies, heritage and civic education, Filipino language proficiency, student experiences, and financial behavior among college students. These contributions demonstrate the breadth of contemporary educational research and underscore the value of evidence-based inquiry in understanding learners, teachers, educational practices, and the broader social contexts in which education takes place.

Among the featured studies, “Communicative Competence and Willingness to Communicate among Tertiary Learners: An Explanatory Sequential Mixed-Methods Study” examines the relationship between learners’ communicative competence and their willingness to communicate, offering insights relevant to language teaching and learning in tertiary education. “Grade 8 Students’ Perceptions of Teachers’ Instructional Competence as a Predictor of Social Studies Process Skills” explores the connection between students’ perceptions of instructional competence and the development of process skills in Social Studies.

The qualitative study “Exploring Students’ Challenges and Coping Mechanisms in English Writing” provides a closer examination of students’ lived experiences in academic writing, particularly the difficulties they encounter and the ways they respond to these challenges. Meanwhile, “From Narratives to Nationhood: A Mixed-Methods Study of Philippine Primary Sources Toward a Proposed PAMANA Model for Heritage, Identity, Historical Consciousness, and Civic Engagement” contributes to the continuing discourse on Philippine history, heritage, identity, and civic engagement through the development of a proposed conceptual model.

The collection also includes “Level of Proficiency in the Correct Use of Filipino Words among Filipino Major Students at Mindanao State University–General Santos,” which addresses Filipino language proficiency among future language educators, and “Money Attitudes as Predictors of Spending Behavior among College Students,” which examines an important dimension of student financial behavior and its implications for higher education and financial literacy.





Taken collectively, these articles represent the kind of scholarship that SFREMS seeks to encourage: research that is contextually grounded, methodologically sound, relevant to educational and societal concerns, and capable of generating knowledge that can inform teaching, policy, practice, and future research.

As a journal committed to timely scholarly communication, Sapientia Filipina follows an In Press publication policy. Rather than waiting for a conventional issue to be completed before making accepted articles available, articles that have successfully undergone the required editorial and publication processes and are finalized for publication are made available as soon as they are ready. This approach allows research findings to enter the scholarly conversation more promptly while maintaining the journal's commitment to editorial quality and responsible publication practices.

We recognize that the establishment of a scholarly journal is a collective endeavor. I therefore extend my sincere appreciation to the authors who have entrusted their work to SFREMS, to the reviewers whose expertise and constructive assessments contribute to the quality of the manuscripts we publish, and to the members of the editorial and technical teams whose dedication makes the publication process possible. I also thank our readers and the wider academic community for supporting the journal's emerging scholarly mission.

The publication of these initial articles is not merely the beginning of a journal; it is the beginning of a continuing scholarly conversation. We look forward to expanding this conversation by welcoming further contributions from researchers and scholars in education and related multidisciplinary fields.

On behalf of the Editorial Board, I invite our academic community to read, engage with, critique, and build upon the research published in Sapientia Filipina: Review of Education and Multidisciplinary Studies. May these contributions serve not only as records of scholarly inquiry but also as catalysts for further research, reflection, innovation, and meaningful educational transformation.

Dr. Brandon N. Obenza

Editor-in-Chief

Sapientia Filipina: Review of Education and Multidisciplinary Studies

