

About the Journal

It is with great pride and a sense of purpose that we present the inaugural volume of **UBBOG: The Pre-Service Teachers' Research Journal** of Philippine Normal University North Luzon, Philippines.

The name of this journal, "**Ubbog**," carries profound significance. In its literal sense, it refers to a spring with continuously flowing water. Within these pages, it serves as a powerful metaphor for the nature of action research as an academic inquiry: a tireless and continuous quest for knowledge. Just as a natural spring provides a constant stream of life-sustaining water, the research conducted by the students provides a constant stream of fresh insights and evidence-based practices that sustain the field of education.

Crucially, this journal features the classroom-based action researches (CBARs) of pre-service teachers. These studies represent the vital intersection of theory and practice, where emerging educators investigate real-world dynamics to improve learning outcomes. By focusing on the classroom, our pre-service teachers are not only solving immediate pedagogical challenges but are also contributing to the broader body of educational knowledge.

For a pre-service teacher, engaging in this research is more than an academic requirement. It is the beginning of a lifelong commitment to professional growth and reflective practice. The studies featured here are the first ripples of what we hope will become a vast ocean of contribution to the teaching profession.

As you read through these articles, we invite you to appreciate the dedication and curiosity of these emerging educators. May the "Ubbog" of their research inspire you to continue your own flow of discovery, ensuring that the pursuit of excellence in education remains a journey without end.

-Faculty of Teacher Development