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Educational System Theory, Concept, and Framework

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ABSTRACT

The study aims to identify the contribution of educational system theory concept and framework of the respondents in the aspect of collaborative learning, outside learning environment, social media learning, classroom learning interaction, management learning, immersive learning with Augmented Reality (AR) and Virtual Reality (VR), and gamification learning. The research employs quantitative design in the study to measure and quantify educational system theory concept and framework. Likewise, random sampling utilizes selection of the participants. It utilizes a key approach and selection point of random sampling. The study comprised sixty (60) respondents only. Results show that collaborative learning provides trends to pave options on concept and framework in teaching and learning approach access development of interaction in building interpersonal skills, outside learning environment provides trends in technology learning to keep educational process in adopting the latest trend of teaching and learning, social media learning provides technological trend in a changing world full of knowledge and challenges in teaching and learning and to utilize the trend in enhancing powerful tool in teaching and learning process of the social media atmosphere, classroom learning interaction brought new technology in teaching and learning function concept, and framework educational system, management learning analysis for student outcome and performance in the academic achievement process to develop an action plan in the teaching process for students' improved performance, immersive learning with Augmented Reality (AR) and Virtual Reality (VR) compels learning trends, gamification learning guarantees the trend of increased engagement, competition, and participation of students in teaching and learning techniques and strategies improve student retention and performance classroom output. Findings show that there is a significant relationship between the contribution of educational system theory concept and framework as observed by the respondents.

Keywords: Educational system theory, Collaborative learning, Social media learning, and Immersive learning.

INTRODUCTION:

The educational system theory, concept, and framework are designed to improve teaching and learning processes. The theory adopted the concept and framework for educational lecturers to equip knowledge of learning based on needs of students as the centers of learning. It emerges from the application of interdisciplinary field educational intelligence instructional

design and transformation for student learning. It provides a prospective technology trend system and setting of education. It achieves deeper understanding and complex role on instructional process elements of education. It fills the gap on adaptive educational system theory concept and framework perspective. It utilizes a systematic approach in the educational system process. It indicates an added systematic educational system as

to direct mediator in teaching and learning, new subject category, and supplement instruction for students' learning process as to theory, concept, implication and development framework (Xu & Ouyang, 2021, pp. 1-29). On the other hand, the educational theory system provides complex teaching and dominant concept learning. It enacts teaching and learning practice in a simple concept activity and impact for students and teachers to generate educational system theory. It is a dynamic concept and framework in educational system theory process tool nature of teaching and learning (Strom & Viesca, 2021, pp. 209-224).

Furthermore, the educational system comprises both public and private which consist of teachers and students arrangement context. It attempts and explores to guide students as the centers of learning. It is a social and economic factor in facilitating teaching resource institutions and function processes. It analyzes cultural aspects and quality education concept systems. It determines the educational system and approach to scientific learning. It ensures mechanism for improved quality education and analysis. It utilizes an effective model world quality educational system. It aims to ensure development quality educational system (Juraevich & Bulturbayevich, 2021, pp. 11-21). In addition, the educational system innovation and transition introduces new requirement and quality system. It determines the potential platform of educational accumulation and formation. It utilizes scientific effective educational systems and stability potential learning and teaching. It reforms the process of sustainable development mechanism for educational systems to ensure training and quality instrument standard system in the school organization (Cada, 2021; Viache-slavna and Anatoli-evna, 2020, pp. 85-87).

Moreover, the concept of education theory system concept and framework is directed transformation knowledge to foster character traits and skills. It includes understanding, and development rationality education process and system. It is a reflection mechanism of reality knowledge educational concept of learning. It is based on bloom's taxonomy process as to various domains of learning. It describes taxonomy learning in understanding academic performance as to psychomotor, affective, and cognitive domains of learning. It

includes techniques and strategies of teaching comprehensive analysis learning, academic performance, attitude, and student study habits. It provides cognitive structure learning domain module and lesson function. It provides proper motivation and active attention process satisfaction of various domains of learning and teaching (Mallillin *et al.*, 2021). Hence, the various domains of teaching learning are designed based concept of educational system and academic performance. It explores various active-ties knowledge and in-depth learning. It provides style techniques and teaching based concept of educational system setting (Mallillin, 2020, pp. 1-11).

Indeed, the educational system theory system is based on a teaching and learning framework. It characterizes and specifies a framework to observe outcome and description of educational system and interaction. It identifies a proximate learning framework of education. It organizes a plan and curriculum framework set standard outcome for learning. It defines educational framework assessment and standard content. It is a process of education that analyzes a framework toward theory system in teaching and learning (Mallillin *et al.*, 2020). It advances approaches for novel opportunities in the framework of education tools, techniques, and strategies in teaching and learning process (Demir, 2021, pp. 1-36).

Educational System Theory, Concept, and Framework Illustration and Explanation Statement of the Problem –

1. What is the contribution of educational system theory concept and framework of the respondents in the aspect of –
 - a) collaborative learning,
 - b) outside learning environment,
 - c) social media learning,
 - d) 1.4 classroom learning interaction,
 - e) 1.5 management learning,
 - f) 1.6 immersive learning with Augmented Reality (AR) and Virtual Reality (VR), &
 - g) 1.7 gamification learning?
2. Is there a significant relationship on the contribution of educational system theory concept and framework as observed by the respondents?

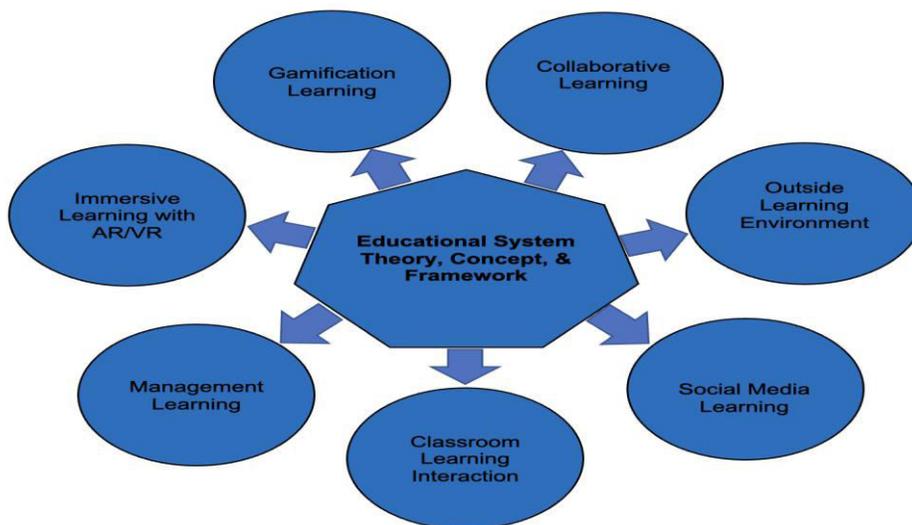


Fig. 1: Educational System Theory, Concept, and Framework.

Table 1: Theory Details of Concept and Framework.

| Theory Details | Concept and Framework |
|------------------------------|--|
| Collaborative Learning | <ul style="list-style-type: none"> • It innovates trends in collaborative learning to stay connected in the concept and framework of the system in education and setting. • It provides impact in collaborative learning trends to pave options on concept and framework in teaching and learning. • It gains the necessary collaborative learning approach in the teaching and learning process. • It encourages a model of classroom collaborative learning tasks and activities for student learning output. • It builds skills in a collaborative learning process to improve engagement and understanding educational system concepts and framework. • It features a traditional teaching model to bridge the gap in collaborative learning educational system concept and learning framework. • Collaborative learning approach accesses development of interaction in building interpersonal skills. |
| Outside Learning Environment | <ul style="list-style-type: none"> • Provides technology learning to keep the educational process in adopting the latest trend of teaching and learning. • It utilizes technology devices in teaching and learning to bring education in an outside learning environment. • It helps students to learn at their own time and pace depending on the learning modality. • It delivers a convenient method of learning expectation in an educational setting concept and framework. • It designs responsive educational content modules for students anywhere and anytime. • It embeds features and learning experienced enhancement in the system of education concept and framework. • It adopts flexible learning benefits for both teachers and students even outside learning environment. |
| Social Media Learning | <ul style="list-style-type: none"> • Social media accepts learning process to influence the concepts and framework learning and teaching. • It is a technological trend in a changing world full of knowledge and challenges in learning and teaching. • It provides various platforms of social media in teaching and learning educational concept and framework process. • It utilizes a trend in enhancing powerful tools in the teaching and learning process of the social media atmosphere. • It institutes educational concepts and framework in utilizing social media communication tools for interaction process. • It features social media learning, opinion, sharing knowledge, materials, projects, and assignments. • It allows social media learning models to increase engagement teaching concepts and framework process improved learning experiences. |

| | |
|--|--|
| Classroom Learning Interaction | <ul style="list-style-type: none"> • It brings classroom interaction lively based on the trend of technology teaching and learning. • It allows interaction to take place in classroom learning through audio, and augmented teaching and learning. • It allows student classroom learning interaction at home, school, and practical work. • Classroom learning interaction brought new technology in educational system function concept, and framework process. • Classroom learning interaction is based on motivation process implementation for student guidance in teaching and learning. • It discusses classroom activities to complete teaching and learning process involvement and interaction. • It creates engagement and interaction priority school system setting concept and framework. |
| Management Learning | <ul style="list-style-type: none"> • Management learning is necessary in the educational system concept and framework convenient in teaching and learning. • It analyzes teaching and learning for student outcome and performance in the academic achievement process. • It evaluates results of formative and summative assessment established in management learning concept and framework. • It focuses on the subject module and in depth-guidance of the course intended for educational system and setting concept framework. • It measures student academic performance and engagement classroom management learning process analysis. • It develops an action plan for management learning in the teaching process for student improved performance. • It measures appropriate management learning in monitoring activities of the student teaching process. |
| Immersive Learning with Augmented Reality (AR) and Virtual Reality (VR) | <ul style="list-style-type: none"> • It introduces Augmented Reality (AR) and Virtual Reality (VR) classroom learning experience and educational system tremendous change process. • Learning becomes traditional in an immersive method where Augmented Reality (AR) and Virtual Reality (VR) enhanced device learning in teaching. • It compels learning trend Augmented Reality (AR) and Virtual Reality (VR) in learning teaching experience educational system concept and framework. • It provides Augmented Reality (AR) and Virtual Reality (VR) to enhance learning teaching process in school system setting, concept, and framework. • It explores better learning in teaching technique and strategy in the technical dimension learning process. • It increases to explain and to utilize the complex concept and framework of Augmented Reality (AR), and Virtual Reality (VR) in immersive learning. • It explores teaching and learning student academic performance utilization in the educational system concept and framework process. |
| Gamification Learning | <ul style="list-style-type: none"> • It increases engagement for students through educational technology trends in learning and teaching gamification process. • Gamification learning utilizes various techniques to improve student academic performance. • It guarantees a trend of increased engagement, competition, and participation in the student teaching and learning process. • It involves increased classroom activities in the latest trend and concept framework of students as the centers of learning. • Gamification techniques and strategies improve students retention and performance classroom output. • Gamification incentives explore learning and practice of student process concept and framework school setting and system. • It increases engagement, interactive classroom environment, and boosts motivation of student academic performance and innovation learning model. |

Hypothesis

There is a significant relationship on the contribution of educational system theory concept and framework as observed by the respondents.

Research Design

The research employs descriptive quantitative approach in the study. It describes the educational theory system concept and framework which focuses on the

contribution in the organization setting of school as to collaborative learning, outside learning environment, social media learning, classroom learning interaction, management learning, immersive learning with Augmented Reality (AR) and Virtual Reality (VR), and gamification in education. It strives knowledge, intervention, and theory promising. It novices expert descriptive quantitative research design fullest. It frames teaching and learning practice, goal, and recognition as to various aspects of educational system theory. It focuses on descriptive quantitative essential feature validity and reliability of tools and instruments (Duc-kett, 2021, pp. 456-463).

Sampling Techniques

Random sampling is employed in the selection of the participants. They are chosen based on set criteria of the sampling techniques. It provides effective semantic segmentation in gathering population and size of the study. It relies on the process and steps of sampling

techniques. Therefore, random sampling is the most appropriate selection of participants from various educational entities and experts. It utilizes key approach and selection point of random sampling. It introduces a novel key feature of progressive sampling technique and selection adapted to the study. It increases detail of random sampling technique segment and performance (Hu *et al.*, 2021).

Respondents of the Study

The participants of the study are the selected expert in quantitative research. They are from the various educational institution entities in both private and public. They are doctors degree holders. They are knowledgeable in formulation of theories especially in the educational system and setting. The study comprised sixty (60) respondents only.

Instruments Used

Table 2: Contribution of educational system theory concept, and framework collaborative learning.

| Scale | Verbal Interpretation | Explanation |
|-----------|-----------------------|---|
| 4.20-5.00 | Strongly Agree | Collaborative learning is highly observed |
| 3.40-4.19 | Agree | Collaborative learning is observed |
| 2.60-3.39 | Neutral | Collaborative learning is limited |
| 1.80=2.59 | Disagree | Collaborative learning is not observed |
| 1.00-1.79 | Strongly Disagree | Collaborative learning is not observed at all |

Table 3: Contribution of educational system theory concept, and framework outside learning environment.

| Scale | Verbal Interpretation | Explanation |
|-----------|-----------------------|---|
| 4.20-5.00 | Strongly Agree | Outside learning environment is highly observed |
| 3.40-4.19 | Agree | Outside learning environment is observed |
| 2.60-3.39 | Neutral | Outside learning environment is limited |
| 1.80=2.59 | Disagree | Outside learning environment is not observed |
| 1.00-1.79 | Strongly Disagree | Outside learning environment is not observed at all |

Table 4: Contribution of educational system theory concept, and framework social media learning.

| Scale | Verbal Interpretation | Explanation |
|-----------|-----------------------|--|
| 4.20-5.00 | Strongly Agree | Social media learning is highly observed |
| 3.40-4.19 | Agree | Social media learning is observed |
| 2.60-3.39 | Neutral | Social media learning is limited |
| 1.80=2.59 | Disagree | Social media learning is not observed |
| 1.00-1.79 | Strongly Disagree | Social media learning is not observed at all |

Table 5: Contribution of educational system theory concept, and framework classroom learning interaction

| Scale | Verbal Interpretation | Explanation |
|-----------|-----------------------|---|
| 4.20-5.00 | Strongly Agree | Classroom learning interaction is highly observed |

| | | |
|-----------|-------------------|---|
| 3.40-4.19 | Agree | Classroom learning interaction is observed |
| 2.60-3.39 | Neutral | Classroom learning interaction is limited |
| 1.80=2.59 | Disagree | Classroom learning interaction is not observed |
| 1.00-1.79 | Strongly Disagree | Classroom learning interaction is not observed at all |

Table 6: Contribution of educational system theory concept, and framework management learning.

| Scale | Verbal Interpretation | Explanation |
|-----------|-----------------------|--|
| 4.20-5.00 | Strongly Agree | Management learning is highly observed |
| 3.40-4.19 | Agree | Management learning is observed |
| 2.60-3.39 | Neutral | Management learning is limited |
| 1.80=2.59 | Disagree | Management learning is not observed |
| 1.00-1.79 | Strongly Disagree | Management learning is not observed at all |

Table 7: Contribution of educational system theory concept & framework immersive learning with AR and VR.

| Scale | Verbal Interpretation | Explanation |
|-----------|-----------------------|---|
| 4.20-5.00 | Strongly Agree | Immersive learning is highly observed |
| 3.40-4.19 | Agree | Immersive learning is observed |
| 2.60-3.39 | Neutral | Immersive learning is limited |
| 1.80=2.59 | Disagree | Immersive learning is not observed |
| 1.00-1.79 | Strongly Disagree | Immersive learning is not observed at all |

Table 8: Contribution of educational system theory concept, and framework gamification learning.

| Scale | Verbal Interpretation | Explanation |
|-----------|-----------------------|--|
| 4.20-5.00 | Strongly Agree | gamification learning is highly observed |
| 3.40-4.19 | Agree | gamification learning is observed |
| 2.60-3.39 | Neutral | gamification learning is limited |
| 1.80=2.59 | Disagree | gamification learning is not observed |
| 1.00-1.79 | Strongly Disagree | gamification learning is not observed at all |

RESULTS:

Table 9: Contribution of Educational System Theory Concept, and Framework Collaborative Learning among the Respondents.

| Indicators | WM | I | R |
|--|-------|----|-----|
| 1. It innovates trends in collaborative learning to stay connected in the concept and framework of the educational system and setting. | 4.00 | A | 4 |
| 2. It provides impact in collaborative learning trends to pave options on concept and framework in teaching and learning. | 4.21 | SA | 1.5 |
| 3. It gains the necessary collaborative learning approach in teaching and learning process. | 3.86 | A | 5 |
| 4. It encourages a model classroom collaborative learning tasks & activities for students learning output. | 3.38 | N | 6.5 |
| 5. It builds skills in collaborative learning processes to improve engagement and understanding educational system concepts and framework. | 4.12 | A | 3 |
| 6. It features a traditional teaching model to bridge the gap in collaborative learning of educational system concepts and learning framework. | 3.38 | N | 6.5 |
| 7. Collaborative learning approach accesses development of interaction in building interpersonal skills. | 4.21 | SA | 1.5 |
| Average Weighted Mean | 3.88 | A | |
| Standard Deviation | 0.362 | | |

Table 9 presents the weighted mean and the corresponding interpretation on the contribution of educational system theory concept, and framework in the aspect of collaborative learning among the respondents. It shows that rank 1 is shared by the two indicators which are “It provides impact in collaborative

learning trends to pave options on concept and framework in teaching and learning”, and “Collaborative learning approach accesses development of interaction in building interpersonal skills”, with a weighted mean of 4.21 or Strongly Agree which means collaborative learning is highly observed. Rank 2 is “It builds skills in collaborative learning process to improve engagement and understanding educational system concept and framework”, with a weighted mean of 4.12 or Agree which means collaborative learning is observed. Rank 3 is “It innovates trends in collaborative learning to stay connected in the concept and framework of the educational system and setting”, with a weighted mean

of 4.00 or Agree which means collaborative learning is observed. The least in rank is shared by the two indicators which are “It encourages model of classroom collaborative learning tasks and activities for students learning output”, and “It features traditional teaching model to bridge the gap in collaborative learning of educational system concept and learning framework, with a weighted mean of 3.38 or Neutral which means collaborative learning is limited. The overall average weighted mean is 3.88 (SD=0.362) or Agree which means contribution of educational system theory concept, and framework in the aspect of collaborative learning is observed among the respondents.

Table 10: Contribution of Educational System Theory Concept, and Framework outside Learning Environment among the Respondents.

| Indicators | WM | I | R |
|---|-------|----|-----|
| 1. Provides a trend in technology learning to keep educational process in adopting the latest trend of teaching and learning. | 4.20 | SA | 1 |
| 2. It utilizes technology devices in teaching and learning to bring education in an outside learning environment. | 3.71 | A | 5 |
| 3. It helps students to learn at their own time and pace depending on the learning modality. | 4.00 | A | 2.5 |
| 4. It delivers a convenient method of learning expectation in an educational setting concept and framework. | 3.39 | N | 6.5 |
| 5. It designs responsive educational content for the module of students anywhere and anytime. | 3.89 | A | 4 |
| 6. It embeds features and learning experienced enhancement in the educational system concept and framework. | 3.39 | N | 6.5 |
| 7. It adopts flexible learning benefits of both teachers and students even outside the learning environment. | 4.00 | A | 2.5 |
| Average Weighted Mean | 3.79 | A | |
| Standard Deviation | 0.314 | | |

Table 10 presents the weighted mean and the corresponding interpretation on the contribution of educational system theory concept, and framework in the aspect of outside learning environment among the respondents. As noted in the table, rank 1 is “Provides trend in technology learning to keep educational process in adopting the latest trend of teaching and learning”, with a weighted mean of 4.20 or Strongly Agree which means outside learning environment is highly observed. Rank 2 is shared by the two indicators which are “It helps students to learn at their own time and pace depending on the learning modality”, and “It adopts flexible learning benefits of both teachers and students even outside the learning environment”, with a weighted mean of 4.00 or Agree which means outside learning environment is obser-

ved. Rank 3 is “It designs responsive educational content for the module of students anywhere and anytime”, with a weighted mean of 3.89 or Agree which means outside learning environment is observed. The least in rank is “It delivers a convenient method of learning expectation in an educational setting concept and framework”, and “It embeds features and learning experience enhancement in the educational system concept and framework”, with a weighted mean of 3.39 or Neutral which means outside learning environment is limited. The overall average weighted mean is 3.79 (SD=0.314) or Agree which means contribution of educational system theory concept, and framework in the aspect of outside learning environment is observed among the respondents.

Table 11: Contribution of Educational System Theory Concept, and Framework Social Media Learning Among the Respondents.

| Indicators | WM | I | R |
|---|-------|----|-----|
| 1. Social media is part of the accepted learning process to influence teaching and learning concepts and framework. | 3.58 | A | 5 |
| 2. It is a technological trend in a changing world full of knowledge and challenges in teaching and learning. | 4.23 | SA | 1.5 |
| 3. It provides various platforms of social media in teaching and learning educational concepts and framework processes. | 3.37 | N | 6.5 |
| 4. It utilizes trend in enhancing powerful tools in the teaching and learning process of the social media atmosphere. | 4.23 | SA | 1.5 |
| 5. It institutes educational concepts and framework in utilizing social media communication tool for students and teachers interaction. | 3.63 | A | 4 |
| 6. It features social media learning, opinion, sharing knowledge, materials, projects, and assignments. | 3.37 | N | 6.5 |
| 7. It allows social media learning models to increase engagement in teaching concept and framework process improved learning experiences. | 3.91 | A | 3 |
| Average Weighted Mean | 3.76 | A | |
| Standard Deviation | 0.369 | | |

Table 11 presents the weighted mean and the corresponding interpretation on the contribution of educational system theory concept, and framework in the aspect of social media learning among the respondents. As gleaned in the table, rank 1 is shared by the two indicators which are “It is a technological trend in a changing world full of knowledge and challenge in teaching and learning”, and “It utilizes trend in enhancing powerful tool in teaching and learning process of the social media atmosphere”, with a weighted mean of 4.23 or Strongly Agree which means social media learning is highly observed. Rank 2 is “It allows social media learning models to increase engagement in teaching concept and framework process improved learning experiences”, with a weighted mean of 3.91 or Agree which means social media learning is observed.

Rank 3 is “It institutes educational concepts and framework in utilizing social media communication tools for students and teachers interaction”, with a weighted mean of 3.63 or Agree which means social media learning is observed. The least in rank is shared by the two indicators which are “It provides various platforms of social media teaching and learning educational concept and framework process”, and “It features social media learning, opinion, sharing knowledge, materials, projects, and assignments”, with a weighted mean of 3.37 or Neutral which means social media learning is limited. The overall average weighted mean is 3.76 (SD=0.369) or Agree which means contribution of educational system theory concept, and framework in the aspect of social media learning is observed among the respondents.

Table 12: Contribution of Educational System Theory Concept, and Framework Classroom Learning Interaction among the Respondents.

| Indicators | WM | I | R |
|---|------|----|-----|
| 1. It brings classroom learning interaction lively based on trend technology teaching and learning. | 3.77 | A | 4 |
| 2. It allows interaction to take place in classroom learning through video, audio, and augmented teaching and learning. | 3.36 | N | 6.5 |
| 3. It allows student classroom learning interaction at home, school, and practical work. | 3.52 | A | 5 |
| 4. Classroom learning interaction brought new technology in teaching and learning function concept, and framework educational system. | 4.21 | SA | 1 |
| 5. Classroom learning interaction is based on motivation process implementation for student guidance in teaching and learning. | 4.01 | A | 2.5 |

| | | | |
|---|-------|---|-----|
| 6. It discusses classroom activities to complete teaching and learning process involvement and interaction. | 3.36 | N | 6.5 |
| 7. It creates engagement and interaction priority in the school system setting concept and framework. | 4.01 | A | 2.5 |
| Average Weighted Mean | 3.74 | A | |
| Standard Deviation | 0.342 | | |

Table 12 presents the weighted mean and the corresponding interpretation on the contribution of educational system theory concept, and framework in the aspect of classroom learning interaction among the respondents. As observed in the table, rank 1 is “Classroom learning interaction brought new technology in teaching and learning function concept, and framework educational system”, with a weighted mean of 4.21 or Strongly Agree which means classroom learning interaction is highly observed.

Rank 2 is shared by the two indicators which are “Classroom learning interaction is based on motivation process implementation for student guidance in teaching and learning”, and “It creates engagement and interaction priority in the school system setting concept and framework”, with a weighted mean of 4.01 or Agree which means class-room learning interaction is

observed. Rank 3 is “It brings classroom learning interaction lively based on trends of technology teaching and learning”, with a weighted mean of 3.77 or Agree which means class-room learning interaction is observed.

The least in rank is shared by the two indicators which are “It allows interaction to take place in classroom learning through video, audio, and augmented teaching and learning”, and “It discusses classroom activities to complete teaching and learning process involvement and interaction”, with a weighted mean of 3.36 or Neutral which means classroom learning interaction is limited. The overall average weighted mean is 3.74 (SD=0.342) or Agree which means contribution of educational system theory concept, and framework in the aspect of classroom learning interaction is observed among the respondents.

Table 13: Contribution of Educational System Theory Concept, and Framework Management Learning among the Respondents.

| Indicators | WM | I | R |
|--|-------|----|-----|
| 1. Management learning is necessary in the educational system concept and framework convenient in teaching and learning. | 4.07 | A | 3 |
| 2. It analyzes teaching and learning for student outcome and performance in the academic achievement process. | 4.20 | SA | 1.5 |
| 3. It evaluates results of formative and summative assessment established in management learning concept and framework. | 4.00 | A | 4.5 |
| 4. It focuses on the subject module and in depth-guidance of the course intended educational system and setting concept framework. | 3.41 | A | 6 |
| 5. It measures student academic performance and engagement analysis in the classroom management learning process. | 3.34 | N | 7 |
| 6. It develops an action plan for the management learning teaching process for student improved performance. | 4.20 | SA | 1.5 |
| 7. It measures appropriate management learning in monitoring activities of the student teaching process. | 4.00 | A | 4.5 |
| Average Weighted Mean | 3.88 | A | |
| Standard Deviation | 0.360 | | |

Table 13 presents the weighted mean and the corresponding interpretation on the contribution of educational system theory concept, and framework in the

aspect of management learning among the respondents. As glanced in the table, it shows that rank 1 is shared by the two indicators which are “It analyzes

teaching and learning student outcome and performance in the academic achievement process”, and “It develops an action plan for management learning teaching process for student improved performance”, with a weighted mean of 4.20 or Strongly Agree which means management learning is highly observed. Rank 2 is “Management learning is necessary in the educational system concept and framework convenient in teaching and learning”, with a weighted mean of 4.07 or Agree which means management learning is observed. Rank 3 is shared by the two indicators which are “It evaluates results of formative and summative assessment established in management learning concept

and framework”, and “It measures appropriate management learning in monitoring activities of student teaching process”, with a weighted mean of 4.00 or Agree which means management learning is observed. The least in rank is “It measures student academic performance and engagement analysis in the classroom management learning process”, with a weighted mean of 3.34 or Neutral which means management learning is limited. The overall average weighted mean is 3.88 (SD=0.360) or Agree which means contribution of educational system theory concept, and framework in the aspect of management learning is observed among the respondents.

Table 14: Contribution of Educational System Theory Concept, and Framework Immersive Learning with AR and VR among the Respondents.

| Indicators | WM | I | R |
|--|-------|--------|-----|
| 1. It introduces Augmented Reality (AR) and Virtual Reality (VR) in the classroom learning experience and educational system in a tremendous change process. | 3.71 | A | 4 |
| 2. Learning becomes traditional in an immersive method where augmented reality and virtual reality enhance device teaching and learning. | 3.37 | N | 6.5 |
| 3. It compels learning trends for augmented reality and virtual reality in teaching and learning experience concept and framework in the educational system. | 4.23 | S A | 1.5 |
| 4. It provides augmented reality and virtual reality to enhance teaching and learning process in school system setting, concept, and framework. | 3.54 | A | 5 |
| 5. It explores better teaching and learning techniques and strategies in the technical dimension learning process. | 4.23 | S A | 1.5 |
| 6. It increases to explain and to utilize complex concepts and framework augmented reality, and virtual reality in immersive learning. | 3.37 | N | 6.5 |
| 7. It explores teaching and learning student academic performance utilization in educational system concept and framework process. | 4.00 | A | 3 |
| Average Weighted Mean | 3.77 | A | |
| Standard Deviation | 0.376 | | |

Table 14 presents the weighted mean and the corresponding interpretation on the contribution of educational system theory concept, and framework in the aspect of immersive learning with AR and VR among the respondents. As acknowledge in the table, rank 1 is shared by the two indicators which are “It compels learning trend for augmented reality and virtual reality in teaching and learning experience concept and framework in the educational system”, and “It explores better teaching and learning techniques and strategies in technical dimension learning process”, with a weighted mean of 4.23 or Strongly Agree which means immersive learning with AR & VR is highly observed. Rank 2 is “It explores teaching and learning student academic performance utilization in the educational

system concept and framework process”, with a weighted mean of 4.00 or Agree which means immersive learning with AR & VR is observed. Rank 3 is “It introduces Augmented Reality (AR) and Virtual Reality (VR) classroom learning experience and educational system in a tremendous change process”, with a weighted mean of 3.71 or Agree which means immersive learning with AR & VR is observed. The least in rank is shared by the two indicators which are “Learning becomes traditional in an immersive method where augmented reality and virtual reality enhance device teaching and learning”, and “It increases to explain and to utilize complex concept and framework of augmented reality, and virtual reality in immersive learning”, with a weighted mean of 3.37 or Neutral

which means immersive learning with AR & VR is limited. The overall average weighted mean is 3.77 (SD=0.376) or Agree which means contribution of

educational system theory concept, and framework in the aspect of immersive learning with AR and VR is observed among the respondents.

Table 15: Contribution of Educational System Theory Concept, and Framework Gamification Learning among the Respondents.

| Indicators | WM | I | R |
|---|-------|--------|---------|
| 1. It increases student engagement through educational technology trends in teaching and learning gamification process. | 3.47 | A | 6 |
| 2. Gamification learning utilizes various techniques in teaching and learning to improve student academic performance. | 3.81 | A | 3 |
| 3. It guarantees a trend of increased engagement, competition, and participation of student in teaching and learning. | 4.20 | S A | 1. 5 |
| 4. It involves increased classroom activities in the latest trend of teaching and learning concept framework of students as the centers of learning. | 3.59 | A | 5 |
| 5. Gamification techniques and strategies improve students retention and performance classroom output. | 4.20 | S A | 1. 5 |
| 6. Gamification incentives in teaching and learning improve learning and practice of student process concept and framework school setting and system. | 3.38 | N | 7 |
| 7. It increases engagement, interactive classroom environment, and boosts student academic performance and innovation learning model. | 3.64 | A | 4 |
| Average Weighted Mean | 3.75 | A | |
| Standard Deviation | 0.332 | | |

Table 15 presents the weighted mean and the corresponding interpretation on the contribution of educational system theory concept, and framework in the aspect of gamification learning among the respondents. As noted in the table, rank 1 is shared by the two indicators which are “It guarantees trend of increased engagement, competition, and participation of student in teaching and learning”, and “Gamification techniques and strategies improve students retention and performance classroom output”, with a weighted mean of 4.20 or Strongly Agree which means gamification learning is highly observed. Rank 2 is “Gamification learning utilizes various techniques in teaching and learning to improve student academic performance”, with a weighted mean of 3.81 or Agree which means gamification learning is observed. Rank 3 is “It increases engagement, interactive classroom environ-

ment, and boosts student academic performance and innovation learning model”, with a weighted mean of 3.64 or Agree which means gamification learning is observed. The least in rank is “Gamification incentives in teaching and learning improved learning and practice of student process concept and framework school setting and system”, with a weighted mean of 3.38 or Neutral which means gamification learning is limited. The overall average weighted mean is 3.75 (SD=0.332) or Agree which means contribution of educational system theory concept, and framework in the aspect of gamification learning is observed among the respondents.

Table 16 presents the test of significant relationship on the contribution of educational system theory concept and framework as observed by the respondents.

Table 16: Test of Significant Relationship on the Contribution of Educational System Theory Concept and Framework as Observed by the Respondents.

| Test of Variables of Educational System Theory | z computed value | comparison | z critical value | Decision |
|--|------------------|------------|------------------|----------|
| ● Collaborative Learning | 49.8831 | > | ±1.96 | Rejected |
| ● Outside Learning Environment | 52.3901 | > | ±1.96 | Rejected |
| ● Social Media Learning | 47.9547 | > | ±1.96 | Rejected |
| ● Classroom Learning | 49.5375 | > | ±1.96 | Rejected |

| | | | | |
|---|---------|---|-------|----------|
| • Management Learning | 50.0905 | > | ±1.96 | Rejected |
| • Immersive Learning | 47.6236 | > | ±1.96 | Rejected |
| • Gamification Learning | 50.4124 | > | ±1.96 | Rejected |
| Two-tailed test at 0.05 level of significance | | | | |

It shows that when the variables are tested, it shows that all z computed values are higher than the z critical value of ± 1.96 at 0.05 level of significance; two tailed tests resulted in significance of the relationship and rejection of hypothesis. Therefore, it is safe to say that there is a significant relationship on the contribution of educational system theory concept and framework as observed by the respondents.

DISCUSSION:

The contribution of educational system theory concept, and framework in the aspect of collaborative learning among the respondents show to provide an impact and trend to pave option on concept and framework in teaching and learning where collaborative learning approach accesses development interaction in building interpersonal skills. It analyzes learning utilization depends on learning pedagogy implementation and readiness to transition process (Mallillin *et al.*, 2020). It processes the outcome of learning approach and collaborative effect of building knowledge, issues, gaps, challenges, cognitive load, and behavioral pattern of learning and teaching (Zheng *et al.*, 2022, pp. 109-125). Hence, it builds skills in collaborative process learning to improve engagement and understanding educational system concepts and framework on educational paradigm, innovation and knowledge application of teaching learning improvement of student skills (Satriani, 2022, pp. 93-102). Indeed, it innovates trends in collaborative learning to stay connected in the concept and framework of school system. It continuously increases the teaching of the educational system and setting collaboratively especially on the analysis of learning process. It evaluates the function of collaborative learning concept and framework. It identifies patterns and trend of educational system theory objectively for students as the centers of teach (Gomez *et al.*, 2022). Similarly, it encourages a model of classroom collaborative learning tasks and activities for students learning output and to feature a traditional teaching model in collaborative process of learning concepts and framework in education. It engages and resembles collaborative learning performance and opp-

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portunity for learning development and potential creativity of students (de Bruin, 2022, pp. 1039-1058). Furthermore, the contribution of educational system theory concept and framework in the aspect of the outside learning environment among the respondents provides trend in technology learning to keep educational process in adopting the latest trend of teaching and learning integration knowledge and enhancement process for students (Mallillin *et al.*, 2020). It introduces devices and tools in education utilization of creative resources. It transforms potential for positive learning atmosphere. It examines challenges and benefits of teaching and learning. It influences utilization of student motivation, collaboration, and communication (Dias & Victor, 2022, pp. 26-34). Yet, it helps students to learn at their own time and pace depending on learning modality, and to adopt flexible learning benefits in learning environment. It provides better technology for teaching and learning quality education to create competitiveness in the educational system and setting trends as to perceive benefits of students, adoption, and intention in teaching and learning enhancement (Dubey & Sahu, 2021). Indeed, an outside learning environment designs responsive educational content modules for students anywhere and anytime. It develops privilege for teachers in facilitating effective practice in learning and teaching professionally. It improves pedagogical content and program as to application of skills, knowledge, reflection, and practical learning activity (Bragg *et al.*, 2021). Lastly, an outside learning environment delivers a convenient method of learning expectation in an educational setting concept and framework, and embeds features and learning experiences. It explores delivery learning perspective for student academic achievement based on grounded theory of learning (Traynor *et al.*, 2022).

Moreover, the contribution of educational system theory concept, and framework in the aspect of social media learning among the respondents shows that technological trend in a changing world full of knowledge and challenge in teaching and learning”, and “It utilizes trend in enhancing powerful tool in teaching

and learning process for the social media atmosphere (Mallillin and Casoco-Mendoza, 2020). It examines techniques and strategies for technical lesson and critical thinking. It focuses on social media learning as to communication skills, interpersonal skills, and cognitive skills of learning. It focuses on the trend of social media and technology of learning in educational setting and system (Brečka *et al.*, 2022). In addition, it allows social media learning models to increase engagement in teaching concepts and framework process improved learning experiences. It identifies and contemplates social media analysis in a comprehensive challenge of learning. It develops a learning system and essential behavior of social media learning. It classifies social media models of learning features (Aldhyani *et al.*, 2022). Nonetheless, it institutes educational concepts and framework in utilizing social media communication tools and interaction to verify digital learning through social media networks in recognizing educational possibility of learning knowledge. It utilizes social media education for a technical approach and learning teaching process in a flexible manner (Alhumaid, 2020, pp. 466-476). Hence, social media learning provides various platforms in educational concept and framework process, and to feature social media learning, opinion, sharing knowledge, materials, projects, and assignments. It plays and argues about social media platforms system and setting norms. It increases the platform for social media learning necessary for the concept of teaching (Carrigan & Jordan, 2022, pp. 354-372). Notably, the contribution of educational system theory concept, and framework in the aspect of classroom learning interaction among the respondents shows that it brought new technology in teaching and learning function concept, and framework which focuses on learning teaching intervention in adapting model and theory of teaching (Mallillin, 2022, pp. 99-121). It synthesizes classroom learning features and trends in terms of high tech integration of teaching. This includes various theories of classroom teaching and learning. It overwhelms teachers' perspective course design, guide, and implementation. It highlights classroom learning interaction model and preparedness for teaching and learning (Jiang *et al.*, 2022, pp. 1218-1249). Certainly, classroom learning interaction is based on motivation process implementation for student guidance in teaching and learning.

It creates engagement and interaction priority school system setting concept and framework. It increases student attitude and self-efficacy classroom teaching techniques and strategies. It contributes to self-efficacy in classroom learning and positive attitude vital for professional teaching and learning development (Gomez *et al.*, 2022, pp. 896-907). Nevertheless, it brings classroom learning interaction lively based on the trend of technology teaching and learning. It requires learning management system development, class-room learning as to interactive learning environment, technology of learning, integration of learning, and implementation of learning activity (Prahani *et al.*, 2022). In addition, it allows interaction to take place in class-room learning through video, audio, and augmented teaching and learning. It discusses classroom activities to complete teaching and learning process involvement and interaction. It motivates and explains adoption of learning in self-determination theory in the classroom setting. It engages support techniques in teaching and learning engagement and relatedness (Chiu, 2022). Indeed, the contribution of educational system theory concept, and framework in the aspect of management learning among the respondents shows to analyze teaching and learning for student outcome and performance in the academic achievement process, and develops an action plan for management learning teaching process for student improved performance. It adopts the hybrid model of learning management in becoming a daily routine of teaching. It increases demand impact and transformation of management learning to equip with quality education and academic performance (Robert & Pelletier, 2022, pp. 1-10). On the other hand, management learning is necessary in the educational system concept and framework convenient in teaching and learning. It explores adapted teaching instruction utilized by the lecturers based on the needs of students as the centers of learning. It uses various instructional approaches and digital technology to facilitate learning, and assesses learning (Moorhouse & Wong, 2022, pp. 51-70). Nevertheless, it evaluates results of formative and summative assessment established in management learning concept and framework. It measures appropriate management learning in monitoring activities of the student teaching process this includes measures of student academic performance

and engagement analysis in the classroom management learning process. It identifies factors of school teacher and emotions. It influences performance and student outcome in teaching and learning management. It explores student academic performance, possible mechanisms and achievement. It measures classroom management learning engagement for teaching and self-efficacy. It assesses students' achievement through management learning. It mediates self-efficacy for teaching positive impact work performance and engagement (Wang, 2022). Similarly, the contribution of educational system theory concept, and framework in the aspect of immersive learning with AR and VR among the respondent's shows to compel better teaching and learning techniques and strategies in the technical dimension learning process. It also explores teaching and learning academic performance utilization in the educational system concept and framework process. It integrates leadership and framework school intended for immersive learning for augmented and virtual reality. It transforms immersive learning leverage for leadership teaching and learning. It integrates the effect of teaching and learning self-efficacy toward student academic achievement and performance. Immersive learning impact provides positive teaching and learning for students (Li & Liu, 2022, pp. 661-678).

On the other hand, it shows how to introduce Augmented Reality (AR) and Virtual Reality (VR) in the classroom learning experience and educational system in a tremendous change process. Like-wise, it shows that learning becomes traditional in an immersive method where augmented reality and virtual reality enhance the device of teaching and learning, and increases to explain and utilize the complex concept and framework of augmented reality, and virtual reality in immersive learning. It improves immersive technology safety and crucial process in teaching and learning through increased training, skills development, engagement and motivation. It identifies and performs immersive application of teaching and learning techniques. It aims to enhance the learning process, concept, and framework (Fracaro *et al.*, 2022). Lastly, the contribution of educational system theory concept, and framework in the aspect of gamification learning among the respondents shows to guarantee a trend of increased engagement, competition, and participation

of students in teaching and learning. It also shows that gamification techniques and strategies improve students retention and performance classroom output. This includes gamification learning utilizing various techniques to improve student academic performance. It provides attention to the trend gamification learning process for students to enjoy teaching and learning. It benefits massive utilization, gamification learning interaction, motivation, and social effects of learning. It highlights the benefits of gamification learning to achieve better academic performance. It supports the learning process of student rewards, feedback, and challenges (Saleem *et al.*, 2022, pp. 139-159).

However, it shows to increase engagement, interactive classroom environment, and boosts motivation of student academic performance and innovation learning model. It also shows that gamification incentives in teaching and learning improved practice of student process concept and framework school setting and system. It scrutinizes utilization of gamification learning in establishing theory basis in education. It provides valid and complete information for the educational stage through the gamification approach of learning. It improves student learning to facilitate educational process and learning transition (Lampropoulos *et al.*, 2022).

CONCLUSION:

It shows that collaborative learning provides trend to pave options on concept and framework in teaching and learning approach access development interaction in building interpersonal skills where it builds skills in collaborative learning processes to improve engagement and understanding educational system concept and framework. This includes an innovative trend in collaborative learning to stay connected in the concept and framework of the educational system and setting. It shows that an outside learning environment provides a trend in technology learning to keep the educational process in adopting the latest trend of teaching and learning where it helps students to learn at their own time and pace depending on the learning modality to adopt flexible learning benefits for teachers and students. This includes designing responsive educational content modules for students anywhere and any-time. It shows that social media learning provides a techno-

logical trend in a changing world full of know-ledge and challenges in enhancing the powerful tool learning process of the social media atmosphere where it allows learning models to increase engagement in teaching concept and framework process improved learning experiences. This includes educational concepts and framework in utilizing social media communication tools for students and teachers interaction. It shows that classroom learning interaction brought new technology function concept and framework educational system where classroom learning interaction is based on motivation process implementation for student guidance to create engagement and interaction priority in school system setting concept and framework. This includes bringing classroom learning interaction lively based on the trend of technology of teaching and learning. It shows that management learning analyzes teaching and learning for student outcome and performance in the academic achievement process to develop an action plan in the teaching process for student improved performance where management learning is necessary and convenient in teaching and learning. This includes evaluating the result of formative and summative assessment established in management learning concept and framework and to measure appropriate management learning in monitoring activity of student teaching process. It shows that immersive learning with AR and VR compels learning trend teaching experience concept and framework in the educational system and to explore better teaching and learning techniques and strategies in technical dimension of learning process where it explores teaching and learning for student academic performance utilization in the educational system concept and framework process. This includes introducing Augmented Reality (AR) and Virtual Reality (VR) classroom learning experience and educational system tremendous change process. It shows that gamification learning guarantees the trend of increased engagement, competition, and participation of student techniques and strategies to improve student retention and performance classroom output where learning utilizes various techniques to explore student academic performance. This includes increasing engagement, interactive classroom environment, and boosts motivation of student academic performance and innovation learning model.

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The author declares no conflict of interest.

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