

EDITORIAL

It is our pleasure to present the new issue of Journal of Research, Policy & Practice of Teachers & Teacher Education (JRPPTTE). The Editorial Board has worked thoughtfully to assemble a differentiated and pertinent publications about education and all that it encompasses. This issue highlights many topics tied together by the growing interest worldwide, be it in teacher education, higher education or education in schools - in upholding quality in education. Each article takes for its author or subject a different aspects of education, but each sets out to advance some facets of educational quality, and more specifically, quality in teaching and learning.

The first issue by Ong Wei Ann, Suyansah Swanto and Asma AlSaqqaf looks at the perceived challenges of a group of English as a Second Language (ESL) pre-service teachers engaging in reflective practice in their practicum. Analysis of their practicum reflection forms indicate a low level of reflection shown by these teachers as they reflect on their lessons. The authors' takeaway note is that some form of strategy to encourage pre-service teachers to conduct critical self-reflection is much needed.

The next two issues pertained to students in higher education. Oscar C. Anoling Jr., Januar D. Dagdag, Jefferson F. Pascual and Ryan P. Salviejo from the Philippines described the development and testing of a Problem-Solving Efficacy Scale in College Algebra instrument. The instrument provided teachers and researchers with an economical yet valid and reliable scale that could measure students' efficacies in solving algebra problems. On the other hand, Maulida Hayatina and Salina Ahdia Fajrina's study highlighted the concerns of reading in the Indonesian language among fifth grade pupils from the district of Kalimantan, Banjar, Indonesia. They found that the use of Cooperative Integrated Reading Composition (CIRC) enhanced the pupils' reading comprehension in the Indonesian language. In addition, CIRC also had other positive impact on the pupils' in terms of achievement and motivation.

School based research took a stronghold in this issue with four authors expanding their research effort towards either advancing, improving or developing some aspects of quality assurances. Thangamalar Paramasivam looked at the management of curriculum change in primary schools. She concluded that curriculum change management processes in Malaysia involved four processes such as planning, dissemination, implementation and evaluation. However, the overall analysis of the curriculum change management showed that empirical rational and normative re-educative rational strategies were less practiced in the Malaysian education system. Sathish Rao Appalanaidu study interests (written in the Malay Language) was to look at the level of moral judgment, and the motivation of Moral Education students in secondary schools, as he felt that there was a need to investigate the success of Moral Education after almost 20 years of it being implemented in schools. In conclusion, his study suggested that although Moral Education played a role in raising the student's moral judgement, students were still low in terms of achieving moral judgment. The implication was that more attention should be given to Moral Education to further enhance student's moral judgement and more importantly the results of the study provided awareness on the need to reinforce moral judgement and motivation. Rusdi Mat Nor, Normarini Norzan, Abdul Jalil Othman, Mohd Rashid Mohd Saad, Riyan Hidayat, Ahmad Rozi Abu conducted an in-depth analysis of the Appreciation, Exploration and HOTs (HEBAT) module for reading (written in the Malay Language). They found the module very beneficial towards teaching and learning of reading of the Malay language as it integrated different teaching approaches, covered strategic aspects of teaching and learning and had suggested activities to provide an interesting and stimulating classroom environment. Last, but not least, Nor Hasnida Che Md Ghazali, Nurulhuda Md Hassan, Norfishah Mat Rabi and Syaza Hazwani Zainia provided a valid, reliable and practical instrument to evaluate teaching strategies used in promoting students' higher order thinking skills (HOTs) and lower order thinking skills (LOTs). The authors felt that, although there had been much talks about alleviating the thinking skills of students in schools, there is a void in terms of how it can be efficiently measured with regards to the Malaysian school context.

The last article may have diverted from aspects of teaching and learning, but is no less important. Ameer Benjamin B. Calderon, Inero V. Ancho delved into aspects of malpractice and

corruption surrounding education. They found that corruption cluster included offenses ranging from illegal collection by the teachers from the students to the misuse of funds by the school administrators. On the other hand, the misconduct cluster included sexual abuse targeted towards students by the teachers, and abuse of power by the school administrators towards the teachers. Data revealed that some cases involving principals whose offenses include misuse of funds and abuse of power were dismissed. Furthermore, involvement of principals was under-reported due to certain interfering reasons like fear, doubt or hesitation, or carelessness on the part of those who file the cases or as a result of the misleading or scheming practices of the offenders. On the other hand, abuses and minor offenses committed by the teachers were magnified.

We hope this issue brings JRPPTTE closer to achieving our aim to continuously provide a platform for scholars embarking on aspects of education-focused research. We remain deeply appreciative for the support and encouragement given by the journal's editors, reviewers, authors and – very importantly – the readers. Happy New Year!

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