

EDITORIAL

As the new chief editor of the Journal of Research, Policy & Practice of Teachers & Teacher Education (JRPPTTE), I hope to continue to improve the content and increase the readership of this journal. Emeritus Professor Nagendralingan Ratnavadivel, the outgoing chief editor and the journal's founding editor, has left me with a very tough act to follow. There is no way that I can hope to match the incredible development and expansion he has made to the quality of the journal since 2012. I hope to fill his shoes in maintaining JRPPTTE as a quality publication that is responsive to the needs of its readers and contributors. Thank you Emeritus Professor Nagendralingan Ratnavadivel for your expertise and contribution. You will always be a part of this journal.

I am pleased to present the June 2016 issue of the journal. We have six excellent articles in this issue. The interdisciplinary nature of education is represented across this issue's articles as authors look at the interrelatedness of factors regarding dropouts, student motivation, mathematics as well as research on the related aspects and importance of the role of technology in education. While each author addresses a specific content area, he or she also locates the content area within the broader context of curriculum, theory and design.

The first article by Siti Eshah Mokshein, Kung Teck Wong and Haniz Ibrahim sought to investigate the dropout trends and patterns among secondary school students by district in the state of Perak, Malaysia. The article reviewed major factors of dropouts, among which were poor academic achievement, lack of interest in schooling, influence from non-schooling siblings and home environmental factors. Various recommendations to overcome the issues were forwarded. Following this, Maria Salih, Mohammed Y.M Mai and Abdullah Al Shibli provided an insightful comparison of motivation in learning science between Malaysian and Omani secondary school students. Their surveys indicated that Omani students were more motivated to science learning than the Malaysian students. On the other hand, the result showed that there was a significant difference between male and female whereas the females were highly motivated to science learning in general, but both of them had the same level of self-efficacy.

In the third paper, Fathimath Azeema, Othman Talib and Azraai Othman presents an examination of teachers' technology knowledge level in teaching and learning and to determine whether there is a relationship between teachers' knowledge, self-efficacy and technology integration in teaching and learning in secondary schools in Maldives. Results reveal that teachers often integrated technology in teaching and learning and teachers have intermediate knowledge regarding how to use technology. Teachers are proficient with basic technology knowledge, however they lack the advance knowledge needed for more complex tasks. The next paper by Siti Shamsiah Sani involves an exploration of postgraduate students' experiences on the online forum found in *MyGuru2* which is an online platform of Sultan Idris Education University (Universiti Pendidikan Sultan Idris). Results show that most of the postgraduate students perceive the online group forum

positively. Nevertheless, technical issues, poor internet connection, uninteresting discussion and time limitations are some challenges that will need to be addressed.

The fifth and sixth articles of the journal are in *Bahasa Melayu* (Malay Language). Suppiah Nachiappan, Nordin Mamat and Munirah Mamud look at the effectiveness of preschool teachers to implement cognitive skills in teaching. To do this, the researchers analyze 14 lesson plans from a practicum teacher using hermeneutics. The results obtained indicate that the practicum teacher is still lacking in practical application involving cognitive skills in teaching and learning. Most of the teaching and learning activities and the teaching aids do little to improve the students' cognitive processes. The final article written by Mohd Azli Yeop, Kung Teck Wong and Noraini Mohamed Noh is a critical discussion of the Frog-Virtual Learning Environment (Frog VLE) which is a blended learning platform initiated by the Ministry of Education, Malaysia. However, the authors contend that the Frog VLE remains new and hardly practiced among educationist. The paper concludes with suggestions for Frog VLE's effective implementation and how it can be productively used in the classroom.

Thank you to our authors for considering this journal. I, together with the editorial board members, strive to make this journal relevant and important in the field of research, teaching and teacher education. The goal of JRPPTTE is to continuously publish two high-quality issues per academic year. Therefore, please do keep us in mind for your next article.

Respectfully,

Pauline Swee Choo Goh
Chief Editor