



Dear Readers,

As is known well, IJI is an international peer reviewed journal abstracted/indexed in significant databases and has been published twice a year since 2008. In its ten-year lifetime, IJI has been open to researchers from all over the world and it has had an open access policy. While evaluating the manuscripts sent for publication, IJI always bears in mind its principles which are:

- IJI welcomes papers based on innovative method.
- IJI considers original contribution to the field and competency in methodology the main criterion for publication.
- IJI gives priority to current studies using advanced research and statistical methods and techniques.
- Articles representing a range of qualitative, quantitative and mixed research methods are invited.
- The journal prioritizes studies done using meta-analysis
- The journal would like to publish analytical studies setting out the key issues related to educational sciences and proposing solutions. However, such studies should not look like a book chapter and not be based on only literature review.
- For qualitative research, the reliability and validity studies and in depth analysis of the data is of utmost importance.
- Quantitative research based on a single variable, or that analyze mainly frequency, percentage, difference and correlational statistics are usually rejected in preliminary assessment.
- Empirical studies need to be supported, detailed and further elaborated on with qualitative data.
- For studies reporting the development of a measurement tool, the authenticity, scope, the quality of the group that has been worked on, the efficiency of the reliability and validity studies are taken into consideration to decide whether the measurement tool can be published independently (www.e-iji.net).

Today, IJI draws attention of lots of researchers interested in education from all over the world. For example, just in March 2017, the number of manuscripts submitted via the manuscript submission system (<http://www.e-iji.net/article-submission>) is about 45. Moreover, in some periods of the year, this number may be well exceeded. For this month (March), ten of the manuscripts passed the pre-evaluation phase and were sent to reviewers for evaluation, which gives a ratio of 22%. In general, the acceptance ratio of IJI can be said to be nearly 15%. As a result of all these facts, it can be seen that there is an increasing high demand and in order to meet the increasing demand and to give researchers worldwide the opportunity to publish their scientific studies, as of 2017 (from this issue on) it has been decided by the editorial board to publish IJI four times a

year. Taking into consideration the progress IJI has made, I would like to express my sincere thanks to all the authors, editorial and advisory boards and anyone who contributed to IJI.

In this issue, a range of interesting and informing studies about education and instruction are covered. There are two studies in this issue about teaching mathematics. “A Scale for Measuring Teachers’ Mathematics-Related Beliefs: A Validity and Reliability Study” by Purnomo and “Elementary School Students’ Spoken Activities and their Responses in Math Learning by Peer-Tutoring” by Baiduri are two interesting studies about the matter.

About language and skills teaching, four studies carried out in different countries are presented in this issue. Thang and Jaafar discuss “new insights for the Asian context” on the basis of Malaysian ESL learners. Al-Bulushi and Al-Issa investigate “the role of communicative games in Arab language teaching system”. Sinaga and Feranie’s study on critical thinking and writing skills and Başar and Gürbüz’s study on reading comprehension are the two studies about teaching skills.

In this issue, there are also studies about teachers and teacher training. From Turkey “The Relationship between Attention Levels and Class Participation in First-Year Students in Classroom Teaching Departments” and “Pre-Service Teachers’ Metaphorical Perceptions Regarding the Concept of Curriculum” and from Myanmar “Teacher Training in Myanmar: Teachers’ Perceptions and Implications” are the studies about teacher education and training. Besides these, Koutrouba and Michala’s study is about professional satisfaction of the teachers in Greece. Another innovative article is “The Development of Practical Item Analysis Program for Indonesian Teachers” offering a new item analysis program for teachers.

There is one study about counselling in this issue which is “Influence of Counselling Services on Perceived Academic Performance of Secondary School Students in Lagos State” by Bolu-Steve and Oredugba and one article about teaching physics by Korsun.

Teaching-learning process, skills and strategies are also covered in this issue in four articles which are “Using Group Drawings Activities to Facilitate the Understanding of the Systemic Aspects of Projects”, “Teachers’ and Learners’ Inclinations towards Animal Organ Dissection and Its Use in Problem-Solving”, “Difference among Levels of Inquiry: Process Skills Improvement at Senior High School in Indonesia” and “Creative Thinking of Low Academic Student Undergoing Search Solve Create and Share Learning Integrated with Metacognitive Strategy”.

We hope that this issue will be useful and worth to read for researchers, specialists, students and anybody interested in education and instruction.

Sincerely,
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