Editorial

The International Journal of Emotional Education

The first edition of the International Journal of Emotional Education was published 10 years ago. IJEE was established as a peer-reviewed, international, electronic journal providing space for high quality, empirically based papers on effective intervention and evaluation in the area of emotional education. Areas covered by the journal include, among others: emotional intelligence, social and emotional development, educational resilience, social and emotional health, social and emotional learning, social and emotional competence, social, emotional and behaviour difficulties, health promotion in schools, mental health in children and young people, mental health in schools, behaviour management and behaviour modification, teaching and learning.

We (the founding co-editors) chose to emphasise ‘emotion education’ in the title (as opposed to the more common term ‘social-emotional education’) in order to emphasise what we see as the primacy of emotion in human functioning and motivation. We were concerned to help guide the educational focus away from a long established preoccupation with social control in schools and towards what is now more widely acknowledged as the central importance of unmet emotional needs in schools.

This is not to say that IJEE is only concerned with education in the school context. The IJEE editors are primarily interested in the ways in which children and other young people can be nurtured to emotional security. Emotional security is the foundation upon which effective learning and social interaction are based. Of course, social experiences and emotional development interact, but it is a mistake to assume that emotional outcomes can be ensured by social manipulation. Whether or not schools (as we know them) are well positioned to deliver in this area is, to us, an open question (i.e. this not for us a closed question). IJEE is all about questions, answers to which will promote the emotional well-being of our children and, therefore, the future of our world. We do not know the answers; we simply provide a platform for people who share our interest in these questions.

Since then we have published two editions per year, with an average of 5 to 6 papers per edition. To-date (including this edition) we have published about 125 papers, discussion papers, short research reports, running commentaries and postscripts, with an overall acceptance rate of 35%. We have also published about
70 book reviews. A testament to the quality of IJEE is the fact that it has qualified for inclusion in 15 prestigious international indices, including SCOPUS, PsycINFO, Eric, ProQuest, AEI, DAIJ, DOAJ, DRJI, ERIH PLUS, ESCI, OAJI, OAR, and Google Scholar. This particular development has helped increase the visibility of the journal to the wider community, and this has also led to ever increasing numbers of submissions to the journal from throughout the world, making IJEE a truly international journal. We are also proud that IJEE is an open access journal, which is not only available free of charge to the entire online community, but unusually, does not require contributors to pay publication fees. This would not be possible were it not for the generous support the University of Malta which has been our publisher from the beginning.

The success of IJEE is, of course, largely attributable to the high quality of papers submitted by contributors, without whom there would be no journal, and to whom we are very thankful. However, it is also important to acknowledge the ‘behind the scenes’ work of the many people who enable the production of the journal. The Editorial Assistant, Natalie Galea, keeps the IJEE machine in motion by coordinating the production schedule and maintaining contact between the many other actors in the IJEE production process. Without the excellent organizing skills of Natalie, our authors’ great work would never see the light of day under the IJEE banner. On the academic side there is a regiment of editors, including our recently instituted group of four Associate Editors (Professors Liberato Camilleri, Helen Cowie, Paul Downes and Ilaria Grazzani), whose role is to support the co-editors in ensuring that the journal maintains its focus on the journal’s key aims and to provide a consultative forum for the editors. We also have the services of a Reviews Editor (currently Paul Downes, who succeeded Neil Humphrey in 2013), and the reviews board.

At the academic centre of this complex editorial process are the various members of our editorial board who have experienced an increasing workload providing detailed, expert reviews of submitted papers to very tight schedules. These colleagues give their time freely because of their commitment of high academic standards. It is because of their excellent work that the journal has grown to its current stature. We would like to take this occasion to pay a special tribute to two of the journal’s regular reviewers who are no longer with us, Professor Zopito Marini (Brock University, Canada) and Dr. Stella Suk-Ching Chong (The Education University of Hong Kong – formerly the Hong Kong Institute of Education). We would also like to thank those colleagues who have edited special issues of the journal over the past ten years.

The Current 10th Anniversary Issue

This edition of IJEE consists of a collection of 6 papers, 6 postscripts, 2 short research reports and a book reviews section. The first two papers are focused on the role of social and emotional education in preschool education. In the first paper, Housman, Denham and Cabral (USA) present the findings of a three year evaluation of an emotional, cognitive and social early learning approach that seeks to promote emotional competence and self-regulation in young children. They reported promising results, with programme children demonstrating significant improvements in emotionally regulated/prosocial skills, empathy, self-regulation, attachment and initiative when compared to normative samples. In the second paper, Gershon and Pellitteri (USA) compare four evidence-based, early years social-emotional learning programmes (Preschools PATHS, Incredible Years, Al’s Pals, and Preschool RULER) in relation to areas of focus, context of delivery, structure
of delivery, and intervention strategies. In paper 3, Sachs Leventhal and colleagues (USA) carried out a Participatory Action Research trial of resilience curriculum among 792 middle school youth and 55 teachers at 15 government schools in Bihar, India. On the basis of their findings, they propose three main recommendations to facilitate future scale ups of programmes, namely factors for successful site assessment and program initiation, supporting teacher success via interest and motivation, and responding to varied teacher skill levels.

In Paper 4, Kasik and colleagues (Hungary) developed and evaluated the psychometric properties of the Avoidance Questionnaire for Adolescents (AQ-A) with 12-, 15- and, 18-year-olds, making use of exploratory factor analysis to examine its factor structure, and confirmatory factor analysis and structural equation modelling to support the theoretical process model of avoidance. They propose two versions of the questionnaire (long and short versions) on the basis of their results. In paper 5, Mata, Pedro and Peixoto (Portugal) investigated the potential effects of parental involvement at home on student motivational orientation in school work and achievement, and how such effects may be mediated by the emotional quality of parent-student interactions. The results highlighted the importance of affect in parent-child interactions in order to understand the students’ motivational orientation and academic achievement. In Paper 6, Moreno and Scaletta (USA) discuss the use of more inclusive and effective strategies to behaviour problems in school in view of the recent restrictions on zero tolerance disciplinary practices. They found that special educators, in contrast to general educators, were more professionally prepared to address challenging behaviour problems in the classroom, with implications for initial teacher education in classroom management.

In the first short research report, Valkov (Bulgaria) examined the relationship between birth order and substance use disorder, concluding that last-borns engage in higher alcoholic use than first-borns. In the second report, Scaini and Caputi (Italy) studied the interaction between psychopathological symptoms and conflictual parent-child relationship, reporting that the co-occurrence of psychopathological symptoms and a conflictual parent-child relationship increase the main effect of these two factors in undermining social skills and coping style.

For this special edition, we invited a number of previous authors in the journal to write a brief postscript of their original papers, discussing the developments in their area of research since the publication of the original paper. We are publishing six postscripts ranging from the first edition of the journal ten years ago to more recent publications. In the first postscript, Ogden and & Sørlie (2008, 1 (1), 96-107), discuss the implementation and evaluation of family and community based intervention programs for children and young people in Norway in the last ten years. In the second postscript, Cowie (2011, 3(2), 50-56) reviews the changes that have occurred since 2011 in the ways that children and young people use the social media. Downes (2011, 3(2), 3-36) develops further the emotional relational turn in the prevention of early school leaving, including four further pillars as part of an inclusive, systems approach to the prevention of early school leaving.

In postscript 4, Dane, Volk and Franklin (2012, 4 (2), 4-26) extend their previous research published in this journal about the relationship between parental monitoring knowledge and adolescent anti-social behaviour, adding further insights into this relationship. Cross and Barnes (2015, 7 (1), 35-51) elaborate on
the developments taking place in the Cyber Friendly Schools Project in Australia since the publication of the paper, underlining both strengths and areas for further development. In the final postscript, Poulou (2017, 9 (2), 72-89) discusses recent studies which address teachers’ personal and professional characteristics, teacher-student relationships and students’ social and emotional skills, in an attempt to investigate potential predictors of students’ emotional and behavioural difficulties, with new insights into the interpretation of students’ adjustment in school and teacher-training in helping teachers to develop personal and professional skills.

**Finally**

We are proud of IJEE. We are proud of you, our readers. We hope you share our journal with people you know. In a world of ‘fake news’, thoughtful, well evidenced, honest information is extremely valuable. Our simple intention is to provide thoughtful, well evidenced, honest information in our area of understanding. Nothing more nor less.

Paul Cooper & Carmel Cefai

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