

Chief Editor's Note

We all agree that education aims to improve the quality of a country's human resources. Thus, all our children are expected to have the right to quality education of which the components are generally healthy learners, healthy educational environment, well-designed curricula that support the learners' growth, healthy learning processes with well-trained teachers offering learner-centred teaching approaches to produce expected learning outcomes that enhance desirable knowledge, skills and attitudes for proper living in future society. In brief, quality education could be achieved through an educational program which empowers people to think and act right in their life.

This issue of RJES presents six articles all of which enable us to make sense of the real world and all of which are related to the key players in education: the teachers and the students. These articles explore what the teachers think about their practices, instructional strategies and instructional competencies as well as how students should be helped to enhance their skills and to better their quality of life.

The first article by Lhadon and Cheki Wangmo entitled "***Improving Essay Writing Skills through Scaffolding Instruction in Grade Six Bhutanese Students***" reveals the significance of the essay writing skills but the teachers' scaffolding plays an important role in supporting the students. In the second article, "***A Study on the Perceptions towards Education Quality of Integrated Classroom Learning in Primary Schools in Ethnic Minority Areas of Guangxi Province, China***", Suping Yang, Huiyuan Lin and Yan Ye shared the teachers' perceptions about their teaching practices to offer quality education to primary school kids. In "***Exploring University Teachers Instructional Competencies Model Based on Exploratory Factor Analysis in Guizhou, China***," Yifang Han presents the expected competencies of lecturers at the university level. The fourth article "***Vlogging as Instructional Strategy: Improving English Oral Communication Skills of Generation Z Students: A Case Study*** by Myla M. Loreto proposes an appropriate teaching and learning strategy for our digital natives who were born into the world with digital readiness. The fifth article by Sirinda Palahan entitled "***Relationships between Students' Social Roles and Academic Performance based on Social Network Analysis***" touches on students' academic performance and social network. Indeed, it is very clear to us now that we cannot escape from the influence of social media in our life. We have to find ways to cope with it. Finally, as educators, we need to be aware that learners deserve a good quality of life. They are required to study hard but their well-being is also of utmost importance. Watcharin Chongkonsatit investigated "***Quality of College Life of Dental Students at a Private University in Thailand***". This article makes us aware of how our students should also be supported so that they can be healthy human beings.

I would like to end this note with my appreciation for the authors who have submitted their papers to our journal. This is proof in itself that we, in the education field, need to be genuine and determined lifelong learners to offer our contributions to education that makes all of us ready for the future world. Let me quote Malcolm X "***Education is the passport of the future, for tomorrow belongs to those who prepare for it today***. I sincerely hope that our RJES authors and readers enjoy this issue of the journal.

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30 May 2022