

## Message from the Chief Editor

Welcome to the first issue of volume 5 of the Journal of Technical Education and Training. Once again we will share with our readers the concerns and success stories of our TVET practitioners that have been elicited via rigorous research in the respective areas. Six articles focussing on teaching and learning and development of holistic students' attributes are presented.

The first article by Sanmugam and Raja Haron raises concerns about the readiness of technical and vocational teachers in teaching technical content in English when the first language of the teachers and students is not English. The article discusses how teachers' attitude towards using English can be a contributing factor to the level of readiness and identified several concerns that need to be addressed in order to assist TVET teachers become effective in their practices. The second article by Yee *et al* discusses the issue of ideas generation. As we know, the ability to generate multiple ideas is the foundation to creativity and innovations as well as in successful problem solving. Thus, knowing how our students fare in this respect is important as it can provide teachers with the basis to further this ability among students.

The third article by Mohd Reza, Ismail, Mhd. Sarif and Ismail *et al* discusses the different types of learning approaches - either deep or surface learning approach - and how they influence learning among business ethics students. The fourth paper by Jaba, Hamzah, Bakar and Mat Rashid reports on a study that looks at how teachers' acceptance is a contributing factor towards the success of school based assessment among agriculture teachers. Similar to the second paper, teachers' readiness is again of concern especially when a new initiative is being undertaken as teachers' readiness is influential in the success of a new initiative.

The fifth paper by Tee *et al*, discusses the appropriate steps of developing a self-instructional module - taking a thinking skills module as an example - that can provide an alternative teaching and learning method that is effective in producing the desired learning outcomes. Although modules can be an effective learning tool, best practices have not been used in developing learning modules resulting in less than desirable outcomes. The paper by Tee *et al*, describes how a self-instructional module for thinking skills was developed and evaluated using a rigorous research and development process to result in an effective thinking skills module for secondary school students.

The last article is by Alvi, Md Sail and Awang highlights how people in authority namely teachers and parents can influence youth in their choice of career. In this article, Alvi *et al* discusses how teachers and parents' negative perceptions of TVET have deter youths from making TVET as their first choice.

Lastly, to our readers, I sincerely hope that you benefit from this issue as well as from the previous ones; to all our reviewers and authors, thank you for your contributions that make this issue possible.

Professor Dr. Maizam Alias