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## Editorial

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**Biographical notes:** Timothy Teo is Associate Professor at the Faculty of Education, University of Auckland. His research interests are multi-disciplinary in nature and include both substantive and methodological areas. These are educational psychology (self-efficacy-teachers and students; beliefs about teaching and learning; meta-cognition), ICT in education (technology acceptance and adoption; e-learning), music education (psychological processes of music teaching and learning), and quantitative methods (psychometrics; instrument development and validation; cross-cultural measurement; issues in survey development and administration; structural equation modelling; multilevel modelling; latent growth modelling; Item Response Theory modelling).

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With this first issue, I am pleased to announce the launch of the *International Journal of Quantitative Research in Education (IJQRE)*. The *IJQRE* aims to enhance the practice and theory of quantitative research in education. It publishes peer-reviewed, empirical research employing a variety of quantitative methods and approaches, including but not limited to surveys, cross-sectional studies, longitudinal research, structural equation modelling, multilevel modelling and Rasch modelling.

Specifically, *IJQRE* publishes original papers that include at least one method of quantitative data analysis. In addition, innovative or provocative approaches to quantitative research as well as the way research is reported are encouraged. We will also include theoretical papers that discuss original methods useful for the applied statisticians in educational research such as new methods of analysis, critical reviews of current practice or tutorials of less well-known methods.

Starting from this issue, the *IJQRE* will be published quarterly. Each paper will undergo rigorous review by experts in quantitative methods. In addition, the journal may occasionally publish special issues on various topics of interest to the research community.

I take great pleasure in welcoming the members of the *IJQRE* editorial board members. Their willingness to offer their time and expertise to review manuscripts and provide suggestions is invaluable. For this, I am confident that this journal will grow and develop in significance among the academic community.

In the same token, I wish to give credit to the authors who have submitted their manuscripts to the first issue of *IJQRE*. I applaud their courage and kindness to share their research outputs in a new and unlisted journal. Many thanks are due to other reviewers who provided thorough and well-considered feedback to the manuscripts submitted for the first issue.

We hope that the *IJORE* will serve the needs of researchers, practitioners, and students in education. It is hoped that this journal will be a key avenue for them to present their ideas and research outputs in the near future. Please direct your suggestions and ideas to improve the *IJORE* to the chief editor at any time.