

Letter from the Editor

I am pleased to announce the first issue of European Journal of Research on Education (ISSN: 2147-6284) in 2013. From this year on, we are publishing the journal twice a year. In addition to the regular papers, the papers that will be presented in the upcoming International Association of Social Science Research Conference will be published in a special issue by September 2013.

European Journal of Research on Education aims to contribute to the advancement of educational practice in various levels by the study of the latest trends, examination of new procedures, evaluation of traditional practices, and replication of previous research for validation. We hope that EJRE will be an invaluable resource for teachers, counsellors, supervisors, administrators, curriculum planners, and educational researchers as they consider the structure of tomorrow's curricula.

In the first issue, Osman Ferda Beytekin explored the relationship between emotional intelligence and school management. His study identified key emotional and social competencies needed by principals for appropriate necessities and responsibilities to their school environment. Hasan Arslan in his study found the effectiveness of board of trustees in Turkish foundation universities. He examined the effectiveness under six dimensions: contextual dimension, educational dimension, interpersonal dimension, analytical dimension, political dimension, and strategic dimension. Derya Yılmaz and Gökhan Kılıçoğlu investigated the concepts regarding the pressures for organizational change, resisting forces and causes of resistance to change, and ways for school administrators to overcome resisting forces. Tugay Tutkun and Salih Zeki Genç focused on Primary Education and English Language Teacher Training Department students' democratic understanding and behaviour at Faculty of Education at Çanakkale Onsekiz Mart University. They aimed at identifying these issues, understanding the theory and practice in order to suggest future actions which might be taken to educate future teachers and consequently younger generations. İlker Kösterelioğlu tried to determine pre-service special education teachers' motives to prefer special education. Finally Mehmet Ali İçbay and Ali Yıldırım in their study aimed at making visible the seen but unnoticed features of shared laughter in an institutional setting. Their study uncovered how teachers and students laughed together in two 10th grade high school classrooms. The analyses showed that shared laughter in the classroom was predominantly volunteered and created alignment among the classroom members against the teased party.

I would like to thank to editorial board, Barış Uslu, the Chief Editorial Assistant in EJRE, reviewers and the researchers for their valuable contributions to the journal. Please enjoy your reading.

Ercan Kocayörük
EJRE Editor