



Editorial:

CJESS at two: Strengthening foundations and looking forward

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1. Introduction

The Cambodian Journal of Educational and Social Sciences (CJESS) is now two years old and has published five issues, including the current one, totaling 38 scholarly pieces. Over the past two years, CJESS has become a reputable academic platform committed to advancing research and discourse in education and the social sciences in Cambodia and beyond.

Since its launch on March 08, 2024, CJESS has been striving to provide a platform for academics, practitioners, and policymakers to disseminate research findings relevant to Cambodia and other parts of the world. Besides, the journal has maintained a high standard of academic integrity by implementing a double-blind peer-review process (each manuscript must be reviewed by at least two expert reviewers, invited within and outside the board) and making research findings accessible to a wider audience. In a way, this is a manifestation of a larger objective aimed at enhancing research culture in Cambodia.

In its five journal issues to date, CJESS has been able to publish a diverse range of research focusing on some of the most important areas, such as educational leadership, teacher development, curriculum development, governance, sustainability, language studies, and social changes, among others. In addition, CJESS has also been able to nurture young academics, as well as established academics, in enhancing research capacity and individual growth.

2. Overview of published issues

To mark this achievement, it would be useful to analyze the development of CJESS through the various issues it has published. It should be noted that over the last two years or so, each issue of the journal has made a unique contribution to the journal's evolving scholarly persona with a consistent commitment to editorial quality and diversity of themes. These issues of CJESS have amply testified to the journal's dedication to promoting scholarship, fostering cross-disciplinary exchange, and addressing pressing educational and social issues in Cambodia and beyond.

Table 1. First issue in 2024

No.	Article title	Author
1.	Groundbreaking issue of the Cambodian Journal of Educational and Social Sciences (CJESS)	(Em, 2024)

2.	Implementing a school-based mentoring program at a secondary resource school in Takeo province, Cambodia	(Yoeurng, 2024)
3.	Factors causing students' challenges in learning English speaking skills: A review of empirical works	(Ork et al., 2024)
4.	Using different techniques and strategies to improve English reading skills: A review of literature	(Yung et al., 2024)
5.	Exploring the benefits of teacher involvement in guiding high school students' orientation toward personal and educational growth	(Huot, Hok, et al., 2024)
6.	Enhancing English language learning in Cambodia: Exploring scaffolding strategies in mixed-ability classes	(Chea & Kuon, 2024)
7.	Book review: Cooperative and work-integrated education: History, present, and future issues in Asia	(Em & Phann, 2024)

Table 1 presents the content of the first 2024 issue of CJESS. As presented, the issue has seven articles, all of which reflect the journal's founding vision. Among the prominent issues in education in Cambodia are mentoring, English language teaching and learning issues, teaching strategies, student development, and scaffolding in heterogeneous classrooms. Lastly, the journal has a reflective book review on cooperative and work-integrated education in Asia. These articles reflect the journal's early focus on promoting research and scholarly dialogue in the country and region.

Table 2. Second issue in 2024

No.	Article title	Author
1.	Enhancing the visibility and impact of Cambodian scientific journals through Open Journal System (OJS): An editorial review	(Em & Pen, 2024)
2.	A correlational study on teacher-student relationships and students' engagement in EFL classes	(Hendrian & Kurniawati, 2024)
3.	Students' perception of the impact of AI generative tools in learning the English language	(On et al., 2024)
4.	The political evolutionary process of the Cambodian People's Party from 2008 to 2017: A critical review	(Dy et al., 2024)
5.	Review the advantages and disadvantages of the Funan Techo Canal project in Cambodia.	(Pen et al., 2024)
6.	Education in Cambodia during the prehistoric period: Education started from instinctive senses to creative senses	(Huot, Kuon, et al., 2024)

7.	Considerations for the continuation of blended learning and teaching modes in English education within Cambodian public schools	(Nget et al., 2024)
8.	Book review: Education in Cambodia: From Year Zero towards international standards (Education in the Asia-Pacific region: Issues, concerns and prospects, book 64)	(Pang & Nol, 2024)

Table 2 shows the content of the second issue of 2024 published by CJESS. The issue has collected eight scholarly articles to expand its scope in multiple disciplines such as education, politics, and development studies. The articles discuss various topics such as the visibility of the journal through Open Journal Systems, teacher-student relationships in English as a foreign language context, the application of artificial intelligence in language acquisition, political situations in Cambodia, infrastructure debates, and historical analyses of education. Discussions on blended learning and a critical book review are additional features of this issue. These articles collectively demonstrate CJESS's expanding scope in facilitating critical discourse and multiple perspectives on various topics within Cambodia and other countries.

Table 3. First issue in 2025

No.	Article title	Author
1.	Scopus-indexed publications: Insights into the sole Cambodian first author in the past and ASEAN journals	(Em & Pen, 2025)
2.	Exploring multiliteracies in the digital era: A framework for 21st-century learning	(Huot, Loch, et al., 2025)
3.	L2 speaking confidence of Indonesian senior high school learners: Influence on willingness to communicate	(Fernando & Subekti, 2025)
4.	Examining the relationship between instructional behaviors and critical thinking dispositions: A correlational study of general education	(Ruos & Em, 2025)
5.	Students' perceptions of intrinsic and extrinsic motivation on academic performance: A survey study at a Cambodian provincial university	(Phal et al., 2025)
6.	Use of digital tools in learning listening: A survey of EFL students at the National University of Battambang, Cambodia	(Chhong et al., 2025)
7.	Exploring the dynamics of politics: An archival examination of definitions, traditions, and cultural influences	(Huot, Chea, et al., 2025)
8.	Book review: The practice of English as a medium of instruction (EMI) around the world	(Chin et al., 2025)

Table 3 presents the content of the first issue of CJESS in 2025. It should be noted that the first issue comprises eight articles that demonstrate the journal's growing depth in terms of scholarship and coverage of the region. The articles cover a range of themes, including research productivity in ASEAN journals, multiliteracies in the digital age, L2 speaking confidence, instructional practices and critical thinking, motivation among students, and the use of technology in EFL studies. It should also be noted that the issue presents a conceptual analysis of political dynamics and a book review related to English as a medium of instruction.

Table 4. Second issue in 2025

No.	Article title	Author
1.	Exploring experimental research: Methodologies, designs, and applications across disciplines	(Em, 2025)
2.	The effects of social media on violence and aggressive behavior among adolescents: A case study of the capital city and a province	(Chien et al., 2025)
3.	Disability inclusive education in Cambodia: Current barriers and opportunities	(Byrne, 2025)
4.	Introductory note on the intended meaning of public accountability and the influence of information and communication technologies	(Prang, 2025)
5.	ICT adoption in supporting teachers' instruction in higher education: A review of benefits and challenges	(Cheng & Khy, 2025)
6.	The integration of English language teaching with environmental sustainability: A comprehensive review of pedagogical strategies and global impacts	(Huot & Em, 2025)

Table 4 shows an overview of the second issue of CJESS in 2025. The issue has six articles that emphasize its interdisciplinary nature. The articles discuss various topics, such as research methodology in experiments, violence among young people and social media use, inclusive education for people with disabilities, accountability within society, information and communication technology, technology use in higher learning institutions, and incorporating English language teaching into environmental sustainability. The articles emphasize CJESS's dedication to promoting research that applies to society and is relevant to Cambodia and other academic communities.

Table 5. First issue in 2026

No.	Article title	Author
1.	CJESS at two: Strengthening foundations and looking forward	(Em & Pen, 2026)
2.	Student transformation in higher education: A grounded theory study of English-major students in Battambang	(Ngath & Hoy, 2026)

3.	Determinants of poor academic performance in English among Cambodian high school students: A survey study	(Yung & Ban, 2026)
4.	Motivational pathways from autonomy-supportive learning climates to science-learning self-efficacy among Cambodian high school students	(Ruos et al., 2026)
5.	Bridging empires, weaving civilisations: Cambodia as a nexus of Asian cultural diplomacy between India and China	(Huot, 2026)
6.	Teaching English for specific purposes in the age of automation within the Cambodian context	(Phin & Huot, 2026)
7.	History of instructional leadership in Cambodia: A literature review	(Veth et al., 2026)
8.	Implementing cooperative and work-integrated education in a medium-sized workplace: Policies, operational plans, and procedures	(Em, 2026)
9.	A short review of Khmer education history: Education during the Chenla period	(Chin, 2026)

Table 5 presents the contents of Volume 3, Number 1 (2026) of the Cambodian Journal of Educational and Social Sciences (CJESS). The issue consists of nine papers addressing different themes related to education, social sciences, cultural issues, learning in the workplace environment, history of education in Cambodia. Some of the subjects covered in the publications are student transformation in tertiary education, influences on English learning success, self-efficacy in science learning, cultural diplomacy, English for specific purposes, instructional leadership, and cooperative and work-based learning.

3. Contributions to knowledge and practice

The significance of CJESS is not merely based on the number of publications. It is equally based on the commitment to applied knowledge. There are several studies that have already been published. These studies are of relevance to educators, leaders, and policymakers. In a way, the journal continues to bridge the gap between theory and practice by advocating research that is socially relevant and analytically sound.

Besides, the journal is equally important for the professionalization of the research culture in Cambodia. It contributes to the advancement of the standard of research through peer review and the dissemination of knowledge through open access. These are critical areas in a fast-changing academic arena. As such, the journal needs to remain globally engaged and nationally relevant.

4. Challenges and opportunities ahead

The achievement of the two-year milestone is a call for celebration and academic reflection. As with any emerging journals, CJESS continues to face challenges, such as the enhancement of international visibility, the strengthening of indexing and citation impact, the enhancement

of reviewers' networks, and the maintenance of a consistent publication schedule. However, these challenges are growth opportunities.

Looking forward, CJESS can further strengthen its role by:

- Expanding regional and international scholarly collaboration with more authors;
- Encouraging methodological rigor and interdisciplinary research;
- Promoting ethical scholarship and research transparency;
- Enhancing digital existence and global accessibility.

5. A collective achievement

CJESS has, over the last two years, shown a commitment to the power of change through scholarly studies among its editorial board members, scholars who have written for the journal, and its readership. As the journal embarks on its third year of publication, it remains steadfast in its commitment to advancing scholarship, fostering scholarly dialogue, and contributing significantly to educational and social development in Cambodia and beyond. With five issues under its belt, including the one at hand, CJESS stands not only as a testament to scholarly advancement but also as a commitment to growth in the future.

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Conflict of interest

We declare no conflict of interest related to the conduct of this editorial.

Declaration of AI usage

We used Grammarly to polish the language grammatically in some parts of this editorial. However, we declared that the content of the editorial is not at all generated.

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