

## Message from the Editor-in-Chief

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Higher education institutions continue to play a fundamental, unique and core role in seeking and pursuing a vision for education and training that celebrates cultural difference. We are proud to present this issue with contributions from Jordan, Malaysia, Sudan, Ukraine, Nigeria, Saudi Arabia, Thailand, Indonesia, and China. The pandemic continues to challenge all educators, particularly those in tertiary settings where learning and teaching remotely presents its own set of challenges. This issue has a strong focus on strategic capabilities and the academic performance of students in higher education. Research on assessment, leadership, the sociocultural environment of inclusion, and the professional development of educators, will provide interesting and informative reading, on how global educators continue with their core business of delivering relevant and meaningful education.

The first article by Sweidan and Areiqat examines the dimensions of the Al-Ahliyya Amman University's digital divide, specifically their technological, knowledge, and legislative dimensions, among their researchers and academics. Their findings support recommendations for universities to develop infrastructures to improve, enable, and bridge the digital divide to narrow the distance between researchers and academics. The next article by Mokhtar and Ahmad identified commonalities and critical differences in the Western and Japanese implementation of quality management systems, when compared to non-profit Islamic institutions in Malaysia. Struhanets, et.al's. research analysed the formation of students' professional qualities within the current context of globalization challenges. Their findings are numerous and comprehensive, highlighting future recommendations that promote best practice in the organisation and delivery of education during the COVID-19 pandemic. The next article by Amar et.al. explored the success of applying the creative problem-solving genetic mutation module to undergraduate students at a university in Surakarta Java, that improved their problem-solving skills. The fifth article by Hagoug and Abdalla examined the role of strategic capabilities in achieving academic performance in Sudanese private universities. Their findings indicate that the constructs of strategic capabilities including human and physical resources, are significantly and positively associated with academic performance in private universities in Sudanese context.

The sixth article by Shinogaya explores how reflective practice in the form of post tuition questions such as "Q1: What was the most important thing that you learned today?", "Q2: What important question remains unanswered?", and "Q3: What information did you search for after the classroom instruction?", may enhance the quality of student learning outside of the formal tertiary classroom. The results indicate that besides assigning homework tasks, it was important to concurrently connect learning inside and outside the classroom to enhance question quality and encourage the spontaneous search for information. The next article by Elraiss investigates the reality of using an e-learning strategy to improve the student learning of mathematics in a Saudi Arabian university. The findings recommended raising community and university awareness of using e-learning in tertiary teaching, addressing the obstacles facing the use of e-learning strategies, and training students and members of Mathematics teaching staff on new developments in the field of educational technologies. The eighth article by Abdellatif and Zaki considers the role of problem-solving skills as a mediator variable in the relationships between habits of mind, psychological hardiness, and problem-solving skills among male and female university students. The findings reveal that problem-solving skills partially mediates the relationship between habits of mind and psychological hardiness, and that there are no statistically significant differences between male and female students. Future research suggestions include university planning stakeholders take into consideration the necessity to integrate habits of mind and problem-solving skills in curricula, and provide training for faculty members to enhance university students' psychological hardiness. The ninth article by Alhaj and Albahiri explores the effectiveness of using the Cooperative Work Procedure translation technique, when teaching

translation courses for the students of translation at King Khalid University. The study revealed how the Cooperative Learning strategy in teaching translation courses promoted students' performance in translating texts, and that whilst they appreciated group discussions, they preferred to work individually. Ben-Caleb, et.al's study critically appraises the perception of undergraduate accounting students' choices to pursue a professional career in Nigeria. Their findings reveal that students are motivated by the prestige aspect to pursue a professional accounting career, yet are concerned about the difficulty, costs, and time needed to sit the associated professional examinations.

The eleventh article by Shvay, Morska and Kalynyak proposes to apply Molyako's (2008) five strategies of creative design activity to teach a foreign language for specific purposes. The study results indicate the feasibility of utilising Molyako's (2008) strategies of creative development focussed more on the synthesis and interconnection of language, than on the analysis of individual phenomena and processes. Amri and Alasmari's research investigated the sense of self-efficacy among Saudi English majors at Jeddah University during the COVID-19 pandemic. Their study determined the effect of the online learning mainframe platform Blackboard's effect on Saudi learners' self-efficacy beliefs, identifying factors influencing these beliefs in the online context, and determining the relationship between their self-efficacy beliefs and academic performance. Chantarasombat and Sombatsakulkit's study takes us to Thailand, where they evaluated how effective a doctoral learning module comprising 9 sections for the leading teacher's development program, could enhance the critical thinking for secondary school students under the Office of Basic Education Commission. The fourteenth article by Gunara and Sutanto investigates a suitable teaching pedagogy to equip teacher education institutions in Indonesia with intercultural competence, whilst implementing music teacher education and training. Their findings report that enhancing intercultural competence requires both theoretical and practical courses related to Indonesian identity and global culture, which is in accordance with the diversity of Indonesian and world cultures. Faraj and Sharabi's research explores the reality of practicing digital culture among students of the Education Faculties in a Saudi Arabian university. The study recommends setting a strategic plan to promote digital culture and digital transformation in the education faculties, and to invest modern communication technologies in supporting and developing educational technologies at the university.

Blackmore et.al's study considers the effective and ineffective study strategies of secondary school leavers transitioning to tertiary education, in particular those studying the disciplines of Science, Technology, Engineering and Maths (STEM). Their review focusses on self-regulated learning and self-efficacy, where self-regulated learning is a construct of metacognition, motivation and strategy adaptability. The next article by Muftahu critically analyzes the establishment of private universities in north and southern parts of Nigeria, and identifies strategies, practices, and lessons learned between both regions for the spirit of educational development. The findings revealed the issues and difficulties in promoting private higher education include a lack of awareness, human resources, and the impact of costs associated with their establishment to the Nigerian economy. The eighteenth article is by Yue et.al. reviews the research and theories related to the effective and sustainable leadership applied in Chinese education and higher education institutions, and considers the current challenges of its double-first class universities. Milhem and Smadi study investigates undergraduates' attitudes towards adopting a flipped learning approach in Jordanian universities. They found that the flipped learning approach enables students to learn at their own pace, motivates them to learn, facilitates the process of taking notes, and improves students' comprehension of information. The twentieth article by Chernukha et.al. reports on the socio-cultural environment of inclusion in a modern educational institution. They provide a model of the socio-cultural environment of an educational institution for a person with a disability, which includes external and internal factors influencing its components, contribution flows and products.

The next study by Al-Swalha aimed at identifying the impact of the e-mind mapping strategy on the academic achievement of Jordanian 9th grade female students in a citizenship and civic education course. The research suggests providing Jordanian citizenship and civic education teachers with special training programs about the e-mind mapping strategy and other technology-based instructional strategies. Marchenko et.al.'s article analyzes the effective electronic resources used in teaching Ukrainian as a second language, highlighting informational, educational, and controlling resources. They concluded that using electronic resources in the Ukrainian language teaching and learning process facilitates the development of an active vocabulary and critical thinking of the international student; promotes lexical and linguistic competence; intensive study of phonetics, spelling, grammatical features of the language, and the diversity of the educational process. Alfermann, et.al's research examined the factors associated with the attrition of doctoral students in the Computer Sciences. Their findings recommend the implementation of more intensive

supervision in the early stages of the doctorate, improving the matching of doctoral candidates' expectations and the requirements of the respective institute, and increasing the qualifications of advisors to include leadership and communication skills. The twenty-fourth article by Rodriguez-Macaya et.al. examined the efficacy of developing social skills at various stages of one's life at home, school, and university, and how social skills enhance the basis for social and academic success throughout one's life. The second last article in this issue by Naidoo-Chetty and du Pleiss systematically reviewed empirical research published from 2014 to 2019, investigating job demands and resources based on the job demands-resources model in the higher education environment. A list of quantitative, qualitative and organisational job demands, as well as organisational and personal resources specific to the academic environment were identified. These will allow higher education institutions to provide targeted development of job resources and mitigation of job demands for their academic employees, and enable the development of specific interventions. The second last article in this issue is from Cesco et.al., and they consider what lessons have been learned by higher education institutions' responses to the COVID-19 pandemic i.e. the shift to off-campus learning. They suggest that the changes motivated by the pandemic in the higher education sector will irreversibly change how students learn in tertiary settings, and for the better. This issue ends with timely and relevant research by Nkang and Uwah in our current times, that examines the management of tertiary education for peace and conflict resolution in Nigeria. Their findings revealed that approximately 230 lecturers across four universities in Nigeria, delivered low levels of implementation of peace and conflict resolution education at their respective tertiary institutions. They go on to discuss the implications of their findings on key policy, practice and research.

I sincerely hope that the broad range of topics and information shared are of benefit to our readers. Importantly, I would like to thank all contributors and reviewers who continue to make the timely publication of the current issue possible. I look forward to receiving more contributions from researchers and practitioners for our future issues. Wishing all readers all the very best with their research studies.

Warm regards,

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