

Harrington, I. (2021). Message from the Editor-in-Chief: IJHE August 2021. *Journal of Higher Education*, 10,(4).

To all our Journal's readers and followers, a warm welcome to the August issue of 2021! In this issue, 21 papers on higher education practices by authors from Thailand, Saudi Arabia, Nigeria, Morocco, and Jordan just to name a few, share their focus on teaching, learning and assessment in education, and issues of training and human resources in industry and learning institutions.

The first article by Spivak et al. identifies the socio-pedagogical circumstances of the future social specialists in education for an effective professional career. The focus analyses the modern directions of vocational education of future social workers. The second article by Peter et al. investigated the impact of entrepreneurship education and venture intention of female engineering students in Nigeria. Their findings reported that female engineering students benefited from the effective implementation of entrepreneurship education elements, that stimulated their entrepreneurial activities. The third article by Sirisuthi and Chantarasombat explored the development process and evaluations of a School-based Supervision of Students (ED8013307) learning module, taught in the Master's degree in Educational Administration in Thailand. The results reported that the efficiency of the learning module was higher than the specified criterion of 80/80, both in the action process and in the efficiency of knowledge. The fourth article by Sookngam et al., investigated the knowledge level differences of student gender and GPA with regard to soil, water and forests conservation, environmental ethics and environmental volunteers using the environmental education training course. The fifth article by Ayad et al., explored the issue of governance models in Moroccan universities finding that the autonomy of Moroccan universities was strengthened and stakeholder involvement been broadened, due to moving from a model of governance controlled by the State, to a model of governance supervised by the State.

The sixth article by Kumar et al., investigated the shift from offline to online advertising of educational institutions, by assessing the impact of Google Adwords in digital advertising campaigns promoting business schools. The seventh article by Monne de la Peña, et al., descriptive study compared the self-perception of the UDL among university students studying in the area of educational sciences. Their study concluded that the implementation of programs and educational resources would improve the perception of UDL, especially among male students. The eighth article by Margie Romer looked at the alignment between the current assessment practices used by Higher Education Industries, and the competencies demanded by the hospitality and tourism industry. The ninth article by Noordin and Khojasteh explored the positive impact of electronic feedback upon the level of medical students' academic writing performance. The tenth article by Sevim and Sofu examined how in the process of foreigners' learning Turkish, the use of micro-teaching practices positively impacted upon their levels of motivation and anxiety.

The eleventh article by Afghani assessed the strengths and weaknesses of the Blackboard E-learning management system used in distance education programs at Taibah University in Madinah, Saudi Arabia. The twelfth article by Suárez, et al., explored the demographics, pre-college characteristics and multi-year (2003-2013) tracking of 53,077 students studying

STEM majors in a university in Texas, to predict graduation with a STEM and non-STEM degree through ethnicity, sex, and first-generation status lenses. The thirteenth article by Uba, Irudayasamy and Hankins investigated the use of stance linguistic features in accounting Ph.D. theses in a Nigerian university, and recommended that teaching English for specific purposes in postgraduate programmes in Nigerian universities may encourage authors to use stance linguistic features. The next paper by Abuelenain, et al., explored whether a co-curricular activity incorporated with assessment methods, affected students' competence in Natural Science courses. Their research supports the recommendation that off-campus co-curricular activities in other courses be taught at the university, as it positively impacted upon student competence. The fifteenth paper by Abdelkareem Al-Ghoweri, et.al., investigated the impact of blended learning on developing habits of mind from the standpoint of students of the Learning and Scientific Research Skills Course at the University of Jordan.

The next article by Abdullah Al-Nofli explored undergraduate students' awareness and experiences of research, in one faculty at Sohar University, Oman, and provides important implications for the research-teaching nexus at Sohar University. The article by Idris explored postgraduate experiences, perceptions, challenges and strategies in accommodating their friends from diverse cultural backgrounds, in their daily academic and social lives. He found that with prior awareness and understanding of cultural intelligence and cultural diversity, international students could be more prepared in adjusting to academia, thus be more successful in their studies. The paper by Taha and Obeidat explored the degree of commitment of postgraduate students to ethical behaviours, and to identify the statistical differences of the reality of academic ethics according to the variables of gender, college and academic degree. They reported that it is imperative for Jordanian universities to enhance and develop the degree of commitment to ethics among students in general, whether inside or outside universities. Okoro explored what entrepreneurship skills are needed by Nigerian tertiary students and graduates to be considered globally relevant. The findings identified significant differences between student and graduate entrepreneurship and essential ICT skills, and recommended that these skills need to be integrated into the tertiary education curriculum. The second last paper by Elzain posed the question whether forensic accounting should be included in the curricula of accounting departments in Saudi Arabia. The findings included that the faculty members in accounting departments at universities in the Kingdom were aware of the significance of forensic accounting, and agreed it should be included in the accounting education curriculum. The research recommendations include that university accounting departments in the Kingdom and other bodies that regulate the profession of accounting, broadly promote the significance of forensic accounting to further demonstrate its real significance to the field. The final paper by Jarrar aimed at exploring the role of Jordanian Universities in supporting innovation among university students within the context of education for sustainable development from the point of view of its students. His study concluded an urgent need for developing appropriate University innovation ecosystems in the university's educational systems, to ensure its students continue with an innovative agenda.

With that, I would like to extend a heart-felt thank to all authors, reviewers and editors for making this issue possible. It is without everyone's dedication, commitment and belief in the journal's worth, that continues to make the IJHE a notable contributor to the field of

higher education. We thank you for your support and ask you please continue to support us for publications of future issues.

Dr Ingrid Harrington
Editor-in-Chief
International Journal of Higher Education

Message from the Editor-in-Chief: IJHE February 2021

Time flies! We have come to the final issue of JTET in 2020. The Christmas and New Year celebration is coming soon. Therefore, we would like to take this wonderful opportunity to

send our warmest greetings to all of you. As JTET enters its fifth year of being indexed in scopus, there is a lot to look forward to. Before looking ahead, however, we would like to offer a word of thanks to our readers, our contributors, and our editorial board for their support of the journal and its mission: to improve the delivery and quality of TVET.

Our greetings and thanks should also go to the publications staff for their great help to publish this journal in a timely manner. This coming year will mark the beginning of a new stage of development as we seek to enhance the quartile rankings of the journal to a better position within the range of Q2 to Q3.

Maintaining our broad scope that relates to education and training, this journal encompassed all areas that could bring about recommendations for the improvement of TVET policy, planning and practice as well as giving support in shaping the provision of skills. Hence, we shall build on substantial international support for the journal to strive for a more consistently higher standard of publication. We will continue to publish all types of theoretical, quantitative and empirical studies, including work related to TVET financing and strategy, management and governance while strengthening our expertise related to the acquisition of knowledge and skills for the world of work, development of skills needed for employment, work and entrepreneurship while supporting inclusive and sustainable economic growth. Thus, in the current issue, we present eight interesting papers that cater multiple topics in TVET.

In the first paper, we start from the ground level by recognizing the importance of mathematic teaching to build a strong fundamental knowledge and skills in TVET area, at - 12 level in Philippines. Espinas et. al proposed a model that can be used to establish a teaching module that contextualized mathematics teaching as a guideline for teachers. Then, in the second paper, Seonkyung Choi has looked into the school students' choice to Meister of Specialized vocational highs school in Korea, by considering their gender as a predictor. In the third paper, Mahfud et. al studied on student's perception of chef' key competencies, that can be used as indicators in the vocational high schools in Indonesia, which includes aesthetics, business sense, and managerial skills. What follows in the fourth paper is again a presentation on a study related to culinary arts students where Techanamurthy, Alias and Dewitt has deployed an experimental study to test the Problem-Solving Flipped Classroom (PSFC) module. It has yielded an encouraging finding on students' achievement and problem solving. The fifth paper has brought a different perspective from the previous papers published where Nordin et. al analyzed a social network pattern of pre-services teacher in TVET, to study the online problem-based learning pedagogical effectiveness for both high and low self-regulated learners. Several variables of psychological aspect might be associated to the quality of delivery in the vocational institution. Based on this premises, Wu and Nurlaela shared a survey study finding on psychological contract amongst administrative personnel in the vocational higher institution in Taiwan. Based on the findings, several practical suggestions which might be useful for readers especially schools' administrator to foster institutional development and efficacy, are presente. Then in the seventh paper, the long unresolved issue related to TVET graduates' skills disparities among educational institutions and industry is again looked into, where Husain et. al, highlighted about the mismatch in supply and demand of

Malaysian graduates in the area of building surveying. Finally, the last paper presented a more technical sound research methodology where Goreth et. al, have shared a Vibnetter-based test procedure, which is to measure teaching competencies for pre-service teacher. We encourage more practice-based articles, state-of-the-art content and critical review articles related to TVET. This will help us in scoring high in performance measures and moving up in journal ranking lists. We hope to publish more

Articles with better qualities despite the facts that we have a fairly small number of citations, which is a big hindrance to our goal to upgrade our scopus ranking. Though our journal is still in the maturity stage, it continues to improve with time, we cannot really ignore the importance ascribed to the ranking exercises. It is time for us to reflect our experiences and use the feedbacks to improve and work hard to help the journal in climbing up the ranking ladder. We do not believe in taking shortcuts that might work in getting more citations for the articles. Instead, we should look for quality articles that discuss new innovative ideas and research directions that could nurture deep interest in the readership of the journal and conten. It requires commitment and effort of the Editor to do this evaluation. Lastly, we would like to thank the previous chief editor, the editorial board and reviewers for all their support, and our warm welcome to the new members of the Editorial Board of the journal. Together we would work towards making a quality TVET publication. Comments, suggestions and special issue proposals are always welcome.

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