

Editorial

In this September/October 2020 issue, we have continued with the newly instituted “preliminary review” process to “screen out” papers before the formal double-blind review process. This has consistently resulted in 60% of papers being declined due to relevance to JIRSEA focus on Higher Education issues or Institutional Research and those that do not meet the “sound scientifically grounded” research requirements of JIRSEA. Of the 9 papers that went through the Preliminary Reviews with revisions re-submitted, four papers are accepted for this issue publication after the rigorous and stringent vetting process. These four papers cover key academic areas: the academic discourse of development of an enhanced contemporary multifaceted diversity framework, academic job satisfaction, teacher performance, and looking at the interpersonal skills of medical graduates.

The key synopses of these four papers are as follows:

- **Teay Shawyun of Suvarnabhumi Vocation Institute of Technology, Thailand, and Somkiat Wattanasap MahaChulalongkorn University, Thailand,** provided an in-depth academic discourse on “Multifaceted Diversity-Discrimination-Divide Disparities Dilemma and 20|20 Education for All”. This academic paper proposes to convene an academic discourse of (1) the contemporary Diversity and 20|20 Education; and (2) by re-looking at the diversity interplays with intermediating multifaceted diversity-discrimination-divide multifaceted variables of an often overlooked 4 human-systemic external personal-personifications, psycho-pretense, political-pretense, and power-posture dimensions and 20|20 Education. These interweaving and interlocking relationships across all these human-systemic based variables are discussed with 4 sets of the hypothesis that can lay the groundwork of future researches into the contemporary diversity factors that are complicated by the multifaceted relational variables effects.
- **Sophia Shi-Huei Ho of University of Taipei, Taiwan, Cheng-Ta Wu, and Robin Jung-Cheng Chen** both from *the National ChengChi University, Taiwan* developed a paper entitled “What matters on academics’ job satisfaction? An analysis from Taiwan APIKS survey”. This study examines the perspective of university teachers in Taiwan, leaving insights on the perception and approval of teaching, research, university governance, and the correlation between the three constructs with job satisfaction, as well as unearthing whether these constructs foreshadow job satisfaction. Overall results indicate that: (1) policy content influences academics’ intentions; (2) crisis awareness acts as the best motivation for universities and teachers to initiate change; (3) institutional characteristics had the highest influence and predictive power on teachers’ job satisfaction; and (4) emphasis on the institution’s mission, effective leadership, good communication, and collegiality in the decision-making process will increase job satisfaction

- **Tao-Ming Cheng** of *Chaoyang University of Technology, Taichung, Taiwan*, **Hsing-Yu Hou** of *National Taichung University of Science and Technology, Taichung, Taiwan*, **Dinesh Chandra Agrawal**, **Sung-Chi Hsu**, and **Hsien-Tang Wu**, all from the *Chaoyang University of Technology, Taichung, Taiwan*, developed research entitled on, “Data Mining the Categories of Teachers and offering Promotion Strategies for the Mainstream - Case of a Technology University in Taiwan”. The study attempts to diagnose the categories/clusters of teachers in a case university and devise suitable evaluation measures for their promotion. It shows that Teachers’ teaching evaluation scores varied significantly by gender and had a positive relationship with research, service, and student performance. Concerning the professional title, 70% of teachers (lecturers, assistants, or associate professors) belonged to the teaching group, and merely 3% of faculties in this group got promotions in the last eight years.
- **Sai Tarishini Sathiyasenan** of *Universiti Kebangsaan Malaysia, Malaysia*, **Nalini Arumugam**, and **Puspalata C Suppiah** both from *Universiti Teknologi MARA, Malaysia*, and **Sai Dharinee** of *Management & Science University*, looked at “Medical undergraduates: Interpersonal Skills and Academic Achievement”. This study investigates the impact of extracurricular activities (ECA) on undergraduates’ academic performance as well as the enhancement of their interpersonal skills. The results show that though students perceived participation in extracurricular activities enhance their academic performance, a non-significant regression equation was found in the analysis ($F(1, 198)=0.70$, $p>.05$ with $R=.019$ and an R-Squared (R^2) of .000, indicating that there is no significant relationship between extracurricular activities and academic performance. However, for enhancement of interpersonal skills through extracurricular activities, a substantial regression equation was found ($F(1, 198)=116.5$, $p<.01$, with $R=.610$ and an R-Squared of .375).

JIRSEA Editor: Assoc. Prof. Teay Shawyun, Ph.D.

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