Editorial

In this May/June 2021 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 14 papers that went through the Preliminary Reviews with revisions re-submitted, 8 papers are accepted for this issue publication after the rigorous and stringent vetting process. Of the 8 papers, one is withdrawn with two not re-submitting their revisions addressing the reviewers' comments. The remaining 5 papers cover key academic areas of Teaching-Learning Methods; Assessment for learning; Perfectionism and Academic Procrastination and Peers online learning interaction and Alumni survey on individual competency, institutional service, and job satisfaction.

The key synopses of these five papers are as follows:

- **Heidi Grace P. Mendoza** of *Capitol University, Philippines* research describes the teaching-learning environment and the activities conducted in an adult education classroom according to the self-assessment of 180 Graduate School Business Development and Management Program (BDMP) students of a Philippine university through the use of the Principles of Adult Learning Scale (PALS).

- **Rommel M. A. AlAli** of *King Faisal University, Al-Ahsa, Saudi Arabia* investigate and analyze the practices of assessment for learning among the faculty members at Saudi Universities. It uses psychometric properties of assessment for learning an instrument through the Rasch Model Analysis The findings showed that the practice degree of assessment for learning among the faculty members was medium. In addition, there were no statistically significant differences in the practice degree of faculty members of assessment for learning according to gender, faculty, and teaching experience.

- **Siah Poh Chua, Joanna Lee Jia Hui,** and **Kee Yen Yee** of *Universiti Tunku Abdul Rahman, Kampar Campus, Malaysia* use the transactional model of stress and coping theory and personality-coping-outcomes theory to examine whether perfectionism is associated with academic procrastination and whether coping strategy mediated perfectionism's effects on academic procrastination. The results showed that perfectionism is associated with academic procrastination. Besides, coping strategies are statistical mediators for the effects of perfectionism on academic procrastination. The findings support the generalization of the theoretical models to understand the mechanism of academic procrastination.

- **Yahya M. Al-dheleai, Samah Ali Mohsen Mofreh, Hairul Nizam Ismail** and **Siti Mastura Baharudin** *of School of Educational Studies, Universiti Sains Malaysia*, **Zaidatun Tasir** and **Waleed Mugahid Alrahmi**[2] *of School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia*, **Kew Si Na** of *Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia* developed an instrument to measure peer online learning interaction for knowledge construction crucial for instructors, instructional designers, and researchers called the Peer Online Learning Interaction Questionnaire (POLI-Q) for higher education courses. This POLI-Q consists of seven constructs which are question, answer, comment, discussion, information sharing, scaffolding, and reflection with five Likert Scales. The findings of the Rasch Model analysis confirmed that POLI-Q is valid and reliable to measure peer online interaction that is related to learning. However, the instrument validity of the response spread across scales analysis resulted in excluding the scale number 1 (Strongly Disagree) which was not represented in the results while the other 4 scales were supported. Hence, it is recommended that the POLI-Q can be used by the instructors, instructional designers, and researchers to measure peer online learning interaction for higher education courses.

- **Tao-Ming Cheng** of the *Chaoyang University of Technology*, **Hsing-Yu Hou** of *National Taichung University of Science and Technology*, **Dinesh Chandra Agrawal,** and **Ching-Jung Chi** of the *Chaoyang University of Technology*, Taichung, all from Taiwan use Alumni surveys for detecting students' problems, trends in learning outcomes, and planning for students' common competencies for their careers. Feedback on the alumni's employment status, job satisfaction, and gathering insights for institutional quality improvements are some of the major objectives of alumni surveys. Through the 'Hierarchical Linear Model' (HLM), it is found that factors related to individual competency were professional skill, information technology application, communication and teamwork, and learning autonomy. Factors at the organizational level were related to institutional services, such as teachers, equipment facilities, administration, reputation, and service-learning.

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

TABLE OF CONTENTS