

Editorial

The September/October 2023 JIRSEA Issue has consistently resulted in 60% of papers being declined due to relevance to JIRSEA's focus on Higher Education issues or Institutional Research and those that do not meet the "sound scientifically grounded" research requirements of JIRSEA. Of the 25 papers that went through the Preliminary Reviews with revisions and re-submitted, and after the Double-Blind Review of 12 papers, only 6 papers were accepted for this issue publication after the rigorous and stringent vetting process, with 1 non-follow-up. The first paper looked at differences in and relationships among academics' research expectations, external activities, and social contributions in Taiwanese HEIs, with 3 papers looking at the moral education, emotional intelligence (EI), and transformational leadership practices (TLP) of academics in conflict-prone areas, and the relationship between these possible diversity markers and the demographic variables of gender, degree of higher education, living arrangement, and student employment status. 5 papers covering academic assessment or e-testing, assessment & remote learning, 2 papers were on analyzing the impact of learning satisfaction and motivation on students' willingness and the context of language learning.

We also continue with our tradition of celebrating the "Best Paper Award" and 2 "Outstanding Paper Citations" selected by a panel of peer reviewers. These papers were invited to be re-submitted to the JIRSEA after additional and substantial modifications to bring the conference paper to the requirements of JIRSEA's stringent publication requirements. The Best Paper covered utilizes Python programming and machine learning algorithms to design a predictive model for assessing faculty effectiveness. The two Outstanding papers aim to build an ROI model to support educational policy in the first thousand days and develop, design, and evaluate the developed e-module in advanced Swimming as a learning material for Physical Education classes utilizing the ADDIE model, respectively.

The key synopses of these nine papers are as follows:

- **Article 1 – Sophia Shi-Huei Ho** of the *University of Taipei, Taiwan*, **Robin Jung-Cheng Chen** of *National Chengchi University, Taiwan*, and **Ying-Yan Lu** of *Ming Chuan University, Taiwan*, adopts the Expectancy–Value Theory (EVT) to investigate the differences in and relationships among academics' research expectations, external activities, and social contributions in Taiwanese HEIs. It examines individuals' expectancy beliefs and the value they attach to their current activities or achievements on future tasks. The present study adopted *The Academic Profession in a Knowledge-Based Society* as a research instrument. The research provides three crucial findings: first, the research variables vary significantly across individual factors; second, academics' external activities mediate the relationship between individual research expectations and social contributions; and third, external activities significantly moderate the relationship between academics' research expectations and social contributions. The findings contribute to extant research on EVT by demonstrating the complex relationships between various dimensions of academic work environments. Furthermore, they provide a reference for enhancing institutional governance in HEIs.

- **Article 2 – Cui Hongmei** of *Universiti Teknologi MARA, Shah Alam, Malaysia & Ningxia Medical University*, **Wu Chuan** and **Wang Bingqi**, both of *Ningxia Medical University, Ningxia, China* and **Naginder Kaur** of *Universiti Teknologi MARA, Perlis Branch, Malaysia*, qualitatively explored moral education has become an integral component for international students, which helps cultivate students with ideals and responsibilities, guides students worldwide to look at the world from the perspective of appreciation, mutual learning, and sharing, and promotes exchanges and mutual learning among different civilization. No significant differences were recorded in their moral education with different genders, length of study/stay in China, educational background, and Chinese language proficiency. However, in contrast, some students expressed problems such as shallow moral awareness, weak moral emotion and will, and poor moral behavior.
- **Article 3 – Tria Ina Utari and Dewi Nofrita**, both from *IAIN Ambon*, explored the emotional intelligence (EI) and transformational leadership practices (TLP) of academics in conflict-prone areas (Ambon). It examined whether the segregation of territories due to conflicts had a relationship between emotional intelligence and transformational leadership practices using a causal relationship approach to describe circumstances. The results showed that participants' emotional intelligence (EI) correlated favor of transformational leadership practices (TLP). The findings show that vulnerability of conflicts in the Ambon city area does not affect the results of the Emotional intelligence assessment (ESAP) and Leadership practice inventory (LPI), especially the contribution to factors that encourage and enable others to act, shared vision, modeling the way, and challenging the process. In practice, it can be interpreted as regional segregation in Ambon City.
- **Article 4 – Royce A. Salva** of *De La Salle University-Dasmariñas, & University of the Philippines-Diliman, Philippines*, **Paula Glenda Ferrer Cheng** of *De La Salle University-Manila & National University-Mall of Asia, Philippines*, and **Roann Munoz Ramos** of *De La Salle University-Dasmariñas* investigated the relationship between these possible diversity markers and the demographic variables of gender, degree of higher education, living arrangement, and student employment status. Results showed that the students' living arrangements are the most critical demographic variable. Anxiety and digital phenotypes may be diversity markers for students' living arrangements.
- **Article 5 – Tao-Ming Cheng** of *Chaoyang University of Technology, Taiwan*; **Chiu-Yao Ting**, of *China Medical University, Taiwan*; **Hsing-Yu Hou** of *National Taichung University of Science and Technology, Taichung, Taiwan*, examines the disparities in learning satisfaction and willingness among international students from diverse backgrounds at the University of Technology in Taiwan case that analyses the impact of learning satisfaction and motivation on students' willingness. The findings revealed significant disparities in learning satisfaction and willingness to study across international students at different program levels. At the graduate level, international students demonstrated higher satisfaction and willingness to study than their undergraduate counterparts. English medium of instruction (EMI) programs demonstrated higher levels of satisfaction than Chinese-medium instruction in the sub-factors of learning satisfaction and willingness to study. The outcomes of the study further demonstrated that "learning satisfaction" was positively and

significantly influenced by factors such as "life function," "learning environment," "course materials," "teaching methods and assessment," "teacher teaching," and "administrative support." Moreover, it was found that "willingness to study" was positively and significantly affected by "learning satisfaction."

- **Article 6 – Taif Ibrahim AL-Kinany and Sultan Saud Nasser AlDighaishi**, both from *The University of Technology and Applied Sciences, Oman/Nizwa*, develop a test to assess Omani EFL college students' production of consonant clusters found in the four types of inflectional suffixes, including plural 's', 'third person singular 's', possessive 's', and verbs in the past or participle formation of 'd' or 'ed'. Twenty-five EFL college students from Oman consented to read words and sentences aloud with the different kinds of inflectional suffixes containing consonant clusters while audio-recorded. Results showed that the atomistic evaluation method offers an objective and particularly thorough assessment of the phonetic components involved. However, it takes a lot of time and requires repeated listening to samples for many students. Results also revealed that Omani EFL college students struggle to pronounce consonant clusters in inflectional suffixes.
- **Article 7 – 23rd SEAAIR Conference "Best Paper" Citation of Mateo Borbon, Jr., Jeffrie Atendido, Adlin Mae Dimasuay**, all from De La Salle-College of Saint Benilde, Manila, Philippines research project aims to utilize Python programming and machine learning algorithms to design a predictive model for assessing faculty effectiveness. The model considers various factors such as teaching effectiveness, course management, course materials, class openness, and course management. The study results demonstrate that Naive Bayes, Random Forest, and Decision Tree algorithms are particularly effective in predicting faculty performance based on the provided data. These findings promise to inform the development of strategies and policies that enhance faculty effectiveness and contribute to institutional excellence.
- **Article 8 – 23rd SEAAIR Conference "Outstanding Paper" Citation of Jay Somasundaram of Central Queensland University, Sahadev Somasundaram University of Queensland, and Mohammad G. Rasul of Central Queensland University** aims to build an ROI model to support educational policy in the first thousand days. It proposes a three-phase model: (1) rigorous adolescent teaching of emotional and social skills; (2) an "it takes a village to raise a child" strategy; and (3) a "parents as first teachers" strategy. We found that (1) Australian government agencies lack a coordinated strategy; (2) Education funding is primarily directed at supporting educational professionals and institutions rather than empowering and skilling families and communities. (3) More research on forgetting and loss of skill post-course completion is needed, and (4) Research into and awareness of complex systems can be fostered with easy-to-use systems dynamics software platforms. This research applies four powerful tactics for empowered educational research: (1) empowering individuals and communities; (2) education as operating in multi-disciplinary complex systems; (3) championing recent transformational discoveries; and (4) exploring the ROI of policies.
- **Article 9 – 23rd SEAAIR Conference "Outstanding Paper" Citation of Teresita E. Portugalete of the University of the Philippines Visayas and Abegail Panase of St. Therese MTC Colleges, Philippines**, aimed to develop, design, and

evaluate the developed e-module in advanced Swimming as a learning material for Physical Education classes utilizing the ADDIE model. The e-module was developed based on the course specifications and the acceptability ratings of students and key informants. Results revealed that the developed e-module has excellently met the standards. The parts were adequate, sufficient, and appropriate as learning material for the intended users and were fitted to help the students learn easily. It also served its purpose of catering to the maritime students' needs during the pandemic. Further research should be conducted on the effectiveness of e-modules on the practical performance of students in advanced Swimming.

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

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