

Editorial

Our Preliminary Review continuously screened out 60% of all papers submitted, resulting in 6 articles going forward to the Double-Blind Reviews. The first paper from India looks at research outputs searched from research indices. Meanwhile, the second paper attempts to develop a framework for the institution's analysis, development, and alignment to the program's Vision, Mission, Goals & Values (VMGV), and SMART Objectives of the organization to align strategic and operational planning. The other four papers are more focused on language and skills development and applications of task-based language teaching (TBLT) and acceptance and use of technology in pedagogies; with one on the effectiveness of cognitive restructuring (CR) and study-skill training (SST) on test anxiety and academic achievement and the last one in questionnaire for EFL students' perceptions of a grammatical intonation module designed and applied to enhance their grammatical intonation competency.

The key synopses of these six papers are as follows:

- **Article 1 – Samwel Saimon Lwiza and Vipin Sharma** *from the University School of Business, Chandigarh University, India*, explored research outputs produced on efficiency in education, including that linked efficiency with equity and quality or inclusion to identify gaps for future research. The analysis used documents from the Scopus database published between 1990 and 2021.
- **Article 2 – Mubarak AlKhatnai** *of King Saud University, Riyadh, Saudi Arabia*, and **Teay Shawyun** *of South East Asia Association for Institutional Research* proposes a 5-Levels-Analysis, **Development & Alignment (ADA)** Framework to analyze, develop and align the Vision, Mission, Goals & Values (VMGV), SMART Objectives, and Strategic & Operational Action Plan across the Institution, Colleges & Programs (ICP). Within this generic 5-Levels-ADA framework is the integrated application of (1) Quality Discipline tool of Plan, Do, Check & Act (PDCA), (2) Strategic Management Discipline of the Strategic & Operational Plans guided by the Vision, Mission, Goals & Values (VMGV) and SMART Objectives of the organization, (3) Organization Performance Excellence Discipline of Approach, Deployment, Learning & Integration (ADLI) of MBNQA. The framework aims to overlook potential issues resulting in action plans developed in piecemeal modes by programs unrelated to the program's objectives for Organization Performance Management (OPM), thereby weakening the fullest beneficial actions.
- **Article 3 – Lew Ya Ling and Naginder Kaur**, *both of Academy of Language Studies, UiTM Perlis Branch, Malaysia*, and **Wong Hoong Cheong** *of Academy of Language Studies, UiTM Terengganu Branch, Malaysia*, explore the influence and effect of task-based language teaching on learners' communication readiness and anxiety. This study was designed as a task-based language teaching (TBLT) activity, in which 75 non-native Mandarin learners at a Malaysian institution of higher learning stepped out of the classroom to engage in simple communication tasks with native Mandarin speakers.

- **Article 4 – AnniMalar A/P Muthuraman** of *Center for Australian Degree Program, INTI International College, Penang*, and **Siti Intan Nurdiana Wong Abdullah** of *Faculty of Business and Communication, INTI International University, Negeri Sembilan* determined the factors influencing their satisfaction with ERT implemented by higher learning institutions in Penang, especially among undergraduate students. The study uses the underpinning unified theory of acceptance and use of technology (UTAUT). The four vital influencing factors identified in this study include the usefulness of online materials, network stability, the usability of e-learning platforms, and peer interactions.
- **Article 5 – Saeid Motevalli** of *UCSI University Kuala Lumpur*, **Tajularipin Sulaiman** of *Universiti Putra Malaysia, Serdang*, **Mohd Sahandri Ghani Hamzah** of *Kolej Universiti Poly-Tech MARA, Cheras*, **Fariba Hossein Abadi** of *Universiti Pendidikan Sultan Idris (UPSI), Malaysia*, **Mohd Nazri Bin Abdul Rahman** of *Faculty of Education, University of Malaya*, and **Zhooriyati binti Shu Mohamad** of *UCSI University Kuala Lumpur*, all from *Malaysia* investigated the effectiveness of cognitive restructuring (CR) and study-skill training (SST) on test anxiety and academic achievement among university students. The study design was an experimental design using randomized pre, post, and follow-up tests with the control group. This study underlined their contention that CR and SST psycho-educational intervention significantly affects students' test anxiety and academic achievement and that SST influences students' state and trait anxiety levels. In contrast, CR just influenced students' trait anxiety.
- **Article 6 – Taif Ibrahim AL-Kinany, Samah Ali Mohsen Mofreh, and Rohaya Binti Abdullah**, all from the *School of Educational Studies, Universiti Sains Malaysia, Malaysia*, assessed the validation of the questionnaire using the experts' validity and the Rasch Model analysis of construct validity and reliability. The questionnaire is to investigate the Omani EFL students' perceptions of a grammatical intonation module designed and applied to enhance their grammatical intonation competency. The study's findings indicated that the questionnaire is valid and reliable for measuring Omani EFL college students' perceptions of a grammatical intonation module.

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

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