Editorial

The JIRSEA-UPM Special Issue May 2025 Vol. 23, Issue 1, is the second special collaboration between SEAAIR (South East Asia Association for Institutional Research and UPM (*Universiti Putra Malaysia*, Selangor, Malaysia). Regardless of this special issue collaboration, JIRSEA has maintained its stringent two-step review process of the Preliminary Review and the Double-Blind Review. In addition to the JIRSEA PR and DB Process, UPM has its own *Publication and Citation Unit* under the *Deputy Dean's Office (Research, Innovation and Funding) Faculty of Educational Studies* that meant that all papers undergo a triple reviews, resulting in 10% of papers being withdrawals 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. However, these papers are based on the UPM's Faculty of Educational Studies, some of the more current topics like cyberbullying, moral education, social use applications, counseling, in addition to the normal educational or Institutional research issues were covered. Together, these nineteen contributions chart a multifaceted landscape of higher-education research spanning measurement, motivation, technology, pedagogy, professional growth, sustainability, and leadership. They collectively underscore that enhancing student and faculty outcomes requires (1) rigorous diagnostic tools, (2) context-sensitive pedagogical and technological frameworks, and (3) structured support systems, whether through communities of practice, time-management resources, or leadership training, to foster thriving academic ecosystems. The core topical areas are:

a) **Measurement & Well-Being Instruments (3 papers) Highlight:** These studies focused on validating and refining psychometric tools for assessing well-being and resilience in higher-education contexts. Two papers confirmed the reliability and factorial structure of established scales, while a third reviewed recent literature to identify personal, social, and environmental determinants of faculty well-being. Together, they reinforce the importance of robust measurement before intervention design.

b) **Motivation, Engagement & Career Intentions (5 papers) Highlight:** This cluster examines what drives students' academic and career trajectories. One study identified distinct motivational profiles linked to postgraduate aspirations; two explored how digital and blended tools enhance engagement; another correlated employment-preparation activities with market competitiveness; and one probed the career-planning challenges of student-athletes. The collective message is that tailored support—whether technological, counseling, or structural—is key to sustaining motivation and preparedness.

c) **Technology Integration & Acceptance (3 papers) Highlight:** Grounded in models like TAM, TPACK, TPB, and bridging artificial-intelligence adoption, these works map the enablers and barriers to embedding digital tools in teaching and learning. Core findings stress the need for improved technical-pedagogical training, institutional support frameworks, and the incorporation of trust and enjoyment factors when introducing emerging technologies.

d) **Time Management & Academic Performance (1 paper) Highlight:** A quantitative investigation revealed that short-range planning and positive time attitudes boost academic outcomes, while stress undermines them. Time-management skills emerged as a stronger predictor of performance than stress levels, underscoring the value of targeted student support in planning and coping strategies.

e) **Pedagogical Approaches & Competence (3 papers) Highlight:** Focusing on classroom practice, these articles examine how instructors teach sociolinguistic competence, use Socratic dialogue to foster critical thinking, and blend teacher-centered with student-centered methods to instill values. They collectively advocate for adaptive, authentic, and dialogic pedagogies that align with learner needs and curricular frameworks.

f) **Communities of Practice & Doctoral Development (1 paper) Highlight:** A qualitative case study of doctoral learners showed that engagement in various communities of practice (both core and peripheral) accelerates the acquisition of research skills, methodological know-how, and professional enculturation, highlighting the role of mentorship and peer networks in doctoral success.

g) **Education for Sustainable Development (1 paper) Highlight:** Through a scoping review, one study distilled the dual imperatives of embedding sustainability competencies, like collaboration and problem solving, and adopting curricular and pedagogical strategies that prepare graduates for real-world environmental and societal challenges.

h) **Student Leadership & Volunteering (2 papers) Highlight:** Systematic reviews identified five core leadership competencies (communication, critical thinking, ICT proficiency, etc.) and demonstrated strong interconnections among participant readiness, needs assessment, and program planning in volunteer initiatives. Both streams point to the necessity of intentionally designed development programs to cultivate effective, engaged student leaders.

The key synopses of these nine papers are as follows:

- **Article 1 – Riyan Hidayat and Ahmad Fauzi Mohd Ayub,** both from *Universiti Putra Malaysia, Malaysia*, **Hilman Qudratuddarsi** of *Universitas Sulawesi Barat, Indonesia***,** and **Imratul Najwa Abdul Latif** of *UiTM Cawangan Selangor* used Rasch analysis to investigate PERMA-Profiler in Indonesian tertiary educational settings, including those in the language and mathematics education field. The findings showed that the PERMA profiler was suitable for measuring well-being in tertiary educational settings, indicating that the PERMA profiler instrument in the Indonesian context was valid and reliable, and showed high internal consistency, which showed a significant difference, as the mathematics education students were reported to feel happier than the language education students. However, there was no significant difference in the PERMA profiler based on the academic year level, as suggested by the one-way ANOVA analyses.

- **Article 2 – Nur Izzati Mat Zin, Zaida Nor Zainudin, Rose Manisah Sulong, and Ahmad Sarji Abdul Hamed,** all from the *Faculty of Educational Studies, Universiti Putra Malaysia* aimed to validate the Malay version of the Brief Resilience Scale (BRS) and Flourishing Scale (FS) measures of resilience and wellbeing in one of Malaysian higher education institute using Exploratory factor analysis (EFA) and Confirmatory factor analysis (CFA). The results showed that one factor on the FS (wellbeing) can explain 65.31% of the variances, while two factors on the BRS (resilience) can explain 66.93% of the variances. Six items on the resilience scale and eight on the well-being

scale were found to have factor loadings higher than 0.60. In contrast to the well-being scale, which has eight items in a single factor, the resilience scale has three items in the first factor and three items in the second. The reliability of the well-being and resilience scale was 0.923 and 0.757, respectively. All fit indices, Average Variance Extracted (AVE), and Composite Reliability (CR), which demonstrate convergent validity and reliability, fulfil the requirements. This study found that both scales were internally reliable in measuring Malaysian university undergraduate students' well-being and resilience.

- **Article 3 – Bushra Khan, Nor Aniza Ahmad, Siti Aishah Hassan and Maizura Yasin** all from the *Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia* employs a causal comparative study design to explore the academic motivation profiles of bachelor's final semester students in public sector universities in Quetta, Pakistan using Self-Determination Theory (SDT) as a framework, This research identifies three distinct motivational profiles high, moderate, and low motivation through hierarchical and two-step cluster analyses that indicate the motivation profile of students predicts their intentions to pursue postgraduate studies.

- **Article 4 – SUN WENRUI** and **TAJULARIPIN SULAIMAN,** both from the *Faculty of Educational Studies, Universiti Putra Malaysia, Selangor, Malaysia*, **SUZIELEEZ SYRENE ABDUL RAHIM** from the *Faculty of Education, Universiti Malaya, Malaysia,* research is framed around the Technology Acceptance Model (TAM). That identifies key factors influencing SPOC flipped classroom effectiveness, including these factors: self-efficacy, teacher behaviour, characteristics of instructional materials, cognitive usefulness, cognitive ease of use, attitude towards learning, and intention to learn. Findings indicate an active impact on efficiency in learning and that the research model aligns well with the study's purpose, suggesting avenues for enhancing postgraduate language learning within SPOC flipped classrooms.

- **Articles 5 – Ong Xin Ting, Engku Mardiah Engku Kamarudin, and Yusni Mohd Yusop,** from the *Faculty of Educational Studies, Universiti Putra Malaysia,* **Amelia Mohd Noor** of the *Faculty of Human Development, Universiti Pendidikan Sultan Idris*, **Hazaila Hassan** of the *Faculty of Business, Economics and Social Development, Universiti Malaysia Terengganu* aimed to examine the relationships and influences of time management, including short-range planning, long-range planning, and time attitudes and stress on academic performance among undergraduate students through a quantitative-correlational research was carried out among university students in Universiti Putra Malaysia. The findings showed that short-range planning and time attitudes positively correlated with academic performance, while stress had a negative effect. Regression results indicated that time management was a stronger predictor than stress, accounting for 13.7% of the variance in academic performance. The study concludes that time management and stress significantly influence academic performance, with time management emerging as the stronger predictor, highlighting the need for resources and support services to help students manage their time and stress effectively.

- **Article 6 – Tai Zhang, Normala Ismail, Muhd Khaizer Omar, Abdullah Mat Rashid** all from the *Faculty of Educational Studies, Universiti Putra Malaysia* investigates the extent of ICT integration by TVET teachers, identifies key barriers, and highlights emerging best practices through a Systematic Literature Review (SLR) of 44 studies from the last decade (2015–2024), analyzed via the PRISMA framework. The findings reveal progress in ICT integration, with persistent challenges. Guided by TPACK, TPB, and BDT, this study emphasizes the importance of improving teachers' technological and pedagogical competencies, addressing digital literacy gaps, and implementing data-driven strategies. Recommendations include targeted teacher training, enhanced institutional support, and strategic frameworks tailored to vocational education needs to ensure sustainable ICT integration.

- **Article 7 – Nur Fatini Syakirah Ahmad Fairos, Sharifah Intan Sharina Syed-Abdullah,** all from the *Faculty of Educational Studies,* and **Zakiah Ponrahono** of the *Faculty of Forestry and Environment, Universiti Putra Malaysia, Serdang, Malaysia,* Scoping review explores students' perspectives toward ESD in HEIs, covering the role of ESD in preparing them for sustainability-related challenges in their future careers and personal lives, and suitable approaches for implementing ESD in higher education institutions. The scoping review analyzed 47 studies published between 2020 and 2024 using databases such as Scopus, Emerald, and Google Scholar. By employing thematic analysis, two themes were identified deductively, namely the importance of ESD and approaches for implementing ESD. The first theme refers to the importance of ESD, which emphasises fostering competencies like problem-solving and collaboration, students' awareness of ESD, and promoting a positive attitude and behaviour toward sustainability. The second theme highlights approaches such as curriculum integration, right pedagogies, and providing training to educators as key approaches to the effective implementation of ESD.

- **Article 8 – Jing YanXia and Kai Yan Wong** of the *Faculty of Education, Languages, Psychology and Music, SEGi University, Selangor Darul Ehsan, Malaysia***, Tajularipin Sulaiman** *of Universiti Putra Malaysia, UPM Serdang, Selangor, Malaysia***,** and **Chen YaYun** of *Yantai Nanshan University, Nanshan Middle Road, Longkou, Yantai, Shandong, China* seeks to ascertain how students view and make use of the digital tools now available for higher education learning materials by documenting the distinct experiences of students, illuminating how they view digital tools and how they either help or impede their engagement in the learning process. Three (3) themes surfaced from the interview findings: tools for social interaction, collaboration, and communication; digital tools foster improved communication despite their limitations, and using digital tools to increase student involvement in higher education. Accordingly, the study found that by facilitating quick communication, digital tools increase student involvement in higher education.

- **Article 9 – Mohd Hakim Hafiz** and **Fazilah Razali** of *Faculty of Educational Studies, Universiti Putra Malaysia, 43400 Serdang, Selangor, Malaysia,* aimed to examine the level of learning attitudes when studying in blended learning by investigating the relationship between students' technological use and their learning preferences with learning attitudes in blended learning among diploma students through a quantitative study focusing on 144 students identifying their characteristics in blended learning. The survey results reveal mixed differences between students' learning preferences and their use of technology in blended learning towards their learning attitudes. A balanced delivery of online and traditional face-to-face learning platforms must be employed to ensure effectiveness in meeting the objectives of any lesson.

- **Article 10 – Siti Nadhirah Abd Rahman** from *Universiti Putra Malaysia* explores how pre-degree ESL instructors in Malaysian universities navigate the teaching of sociolinguistic competence in alignment with the CEFR. It focuses on their beliefs about teaching sociolinguistic competence, their acceptance of the CEFR, and how they align their classroom practices with the framework. The findings reveal that instructors generally hold positive views about both sociolinguistic competence and the CEFR, although some concerns remain, particularly regarding the lack of awareness and practical guidance. Instructors reported using meaningful and authentic materials, being mindful of students' backgrounds and needs, and allowing flexibility in classroom interactions.

- **Article 11 – Norshafizah Hanafi** of *Universiti Utara Malaysia, UUM Kuala Lumpur, Malaysia,* **Bidayatul Akmal Mustafa Kamil and Marhaiza Ibrahim,** both from *Universiti Utara Malaysia, UUM Sintok, Kedah, Malaysia,* and **Siti Aishah Hassan** of *Universiti Putra Malaysia, UPM Serdang, Selangor, Malaysia,* examine the process by which Socratic dialogue fosters critical thinking among students in the course of BPME6093 Entrepreneurial Development at Universiti Utara Malaysia Kuala Lumpur Campus. Findings suggest that the iterative process of asking and answering questions in a structured manner enables students to develop a deeper understanding of entrepreneurial concepts and fosters a mindset conducive to innovation and problem-solving.

- **Article 12 – Aida Hafitah Mohd Tahir[1], Mohd Mursyid Arshad[3*], Nur Aira Abd Rahim** all from the *Faculty of Educational Studies, Universiti Putra Malaysia*, **Abdul Lateef Krauss** of the *Department of Human Development and Family Science, University of Missouri*, **and Norzaini Azman** of the *Faculty of Education, Universiti Kebangsaan Malaysia,* explore the level of LPP of doctoral students in CoP to explore how CoP facilitates the development of knowledge and skills towards the academic profession and doctoral students' participation in doctoral practices within various learning contexts and their mode of engagement using a qualitative exploratory case study research design and interviewed ten doctoral students that met the set criteria via snowball sampling technique. The findings suggest that students' participation in various

types of CoPs, regardless of their mode of engagement in CoP, enables them to gather specific knowledge and skills that would be applicable in the academic profession. Another finding shows that through LPP, doctoral students seek guidance and assistance in overcoming challenges in their doctoral practices within CoPs. Drawing on the theoretical framework of CoP, LPP among doctoral students was described in the form of core, moderate, or non-participation. Doctoral practices within the CoPs include conducting lab experiments, learning research methodology and academic writing, among others.

- **Article 13 – Tao Yaxing, Suhaida Abdul Kadir, and Nurzatulshima Bte Kamarudin,** all from the *Faculty of Educational Studies, Universiti Putra Malaysia,* sought to examine the correlation between employment preparation and employment competitiveness of college students in China. This study identified a substantial correlation between employment preparation and employment competitiveness. It explored whether the employment preparation of college students is affected by demographic factors and provides insights to the government for formulating employment policies, and aids college students in improving their competitiveness in the labor market.

- **Article 14 – Rahimah Jamaluddin** of the *Faculty of Educational Studies, Universiti Putra Malaysia*, explores the teaching methods employed by final-year pre-service teachers to inculcate family values. The results demonstrate that teachers employ a combination of teacher-centered and student-centered approaches when delivering content related to family values to their students. As inculcating family values is a subjective therefore applying hybrid teaching approaches might cater to diverse students' needs and learning styles. Additionally, this will successfully engage students and encourage a thorough comprehension of the subject so they can become responsible citizens in the future.

- **Article 15 – Nordahlia Umar Baki, Muhammad Fitri Mohd Yusof and Khairunnisa Mohd Pauzi,** all from the *Faculty of Educational Studies, Universiti Putra Malaysia,* investigate the career readiness of seven final-year student-athletes from Universiti Putra Malaysia (UPM), representing diverse sports disciplines and academic programs. Using Interpretive Phenomenological Analysis (IPA), seven major themes and 21 categories were derived from the three main research questions associate with strategy, impact of dual demands, and role of social support in their career preparation. Findings suggest that student-athletes often lack structured career planning, experience role conflict, and rely heavily on informal networks for guidance. The study highlights the need for integrated support frameworks, including career counselling, flexible academic programming, and targeted interventions.

- **Article 16 – Liangyong Xue, Jazihan Mahat, Norliza Ghazali,** and **Xiaoyu Shi,** all from *Universiti Putra Malaysia, UPM Serdang, Selangor, Malaysia,* examine the application of the Technology Acceptance Model (TAM) to artificial intelligence adoption in higher education (AIHEd). The findings validate TAM's robustness in the AIHEd context, with core relationships showing high significance rates. Trust emerges as a critical factor unique to Artificial Intelligence (AI) adoption, significantly influencing all core TAM constructs. The analysis reveals perceived enjoyment, subjective norm, and trust as the most frequently examined and significant antecedents. The study identifies methodological challenges, particularly in measuring the relationship between behavioral intention and actual usage. The geographic concentration in research suggests the need for more diverse regional perspectives. These findings contribute to both theory and practice by validating TAM's applicability to AI adoption while highlighting the need for theoretical extensions incorporating trust.

- **Article 17 – Zurina Ahmad Saidi** and **Mohd Faiq Abd Aziz,** *both from the Faculty of Educational Studies, Universiti Putra Malaysia, Selangor, Malaysia* aims to systematically review and synthesize leadership literature to identify five key competencies that empower effective student leadership in higher education institutions: communication skills, interpersonal skills, critical thinking and decision-making, ICT proficiency, and emotional intelligence. A systematic literature review was conducted using the PRISMA framework to analyze 68 peer-reviewed articles from Web of Science and Scopus published over the past ten years. Thematic analysis revealed that these five competencies consistently enhance leadership effectiveness by promoting unity, strengthening team engagement, and fostering responsible student leadership. The findings emphasize the importance of embedding these competencies into student development programs to prepare student leaders for academic, organizational, and societal impact.

- **Article 18 – Zurina Ahmad Saidi, Alia Sarah Asri,** and **Mohd Faiq Abd Aziz** from the *Faculty of Educational Studies, Universiti Putra Malaysia, Selangor* explore the relationships between participation, needs, readiness, and program planning in the context of university student volunteering programs. The results revealed strong and significant positive relationships between participation, needs, readiness, and program planning, suggesting that these factors are interconnected and critical for the effective implementation of student volunteering programs. These findings provide valuable insights for higher education institutions in designing improved volunteer initiatives that foster student engagement and preparedness, with future studies in Malaysia offering opportunities to explore the long-term effects of these interconnected factors.

- **Article 19 – Sijie Zhang, Mohd Faiq Abd Aziz, Alia Sarah Asri, and Zurina Ahmad Saidi,** all from *the Faculty of Educational Studies, Universiti Putra Malaysia, Selangor,* aim to review comprehensively and analyses the antecedents of well-being among female lecturers in higher education institutions through a comprehensive review of literatures from the past five years using relevant keywords from two major databases, Scopus and Google Scholar, identified determinants such as personal factors (e.g. work-family balance and occupational stress), social factors (e.g. empowerment opportunities) and environmental factors (institutional support and gender issues in the workplace). The findings suggest that addressing these factors not only improves individual job satisfaction and psychological health but also positively impacts educational outcomes, making it imperative for higher education institutions to prioritize well-being initiatives for female faculty members.

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