

Editorial

The September/October 2025 JIRSEA Issue has consistently resulted in 75% of papers being declined or withdrawn due to relevance to JIRSEA's focus on Higher Education issues or Institutional Research and those that do not meet the sound scientifically grounded research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 55 papers that went through the Preliminary Reviews with revisions and re-submitted, 19 papers were rejected with 12 non-follow-ups. Of the remaining 24 papers that underwent the Double-Blind Review, only 19 papers (with an acceptance rate of 35.5%) were accepted for this issue publication after the rigorous and stringent vetting process. The papers continued to come from diverse geographic areas covering Malaysia, Thailand, Indonesia, Philippines, Korea, China, Japan, Taiwan, Saudi Arabia, South Africa, Kyrgyz Republic, Ukraine, Kyrgyz Republic, and Uzbekistan

As part of its initiative to recognize the Best and Outstanding papers, the Best Paper from Taiwan demonstrated the rapidly expanding research on ChatGPT in higher education through a diffusion-of-innovation lens. The Outstanding Paper from Japan tried to propose a model curriculum for institutional research (IR) human resource development in Japan, the other Outstanding Paper from Philippines assessed organizational diagnosis and commitment at a Philippine maritime college.

The number of scholars seeking to publish in JIRSEA has increased significantly in recent years, and the range of scholars from various regions has broadened significantly. This issue also features a wide range of research from Africa, Eastern Europe, to Asia, with a majority still representing South East Asia. This positive response has contributed to further expanding JIRSEA's research scope and making it a valuable resource for scholars in various fields related to higher education and institutional research. JIRSEA continues to evolve, focusing on South East Asia as a base, increasing accessibility for scholars from across Asia and neighboring countries, and striving for qualitative advancement.

The key synopses of these 21 papers are as follows:

- **Article 1: Nguyen Trang Dung** of *Ho Chi Minh City University of Technology, Vietnam*, examined how non-English majors perceive the relevance of general English courses to TOEIC goals and future workplace communication. A descriptive survey was administered to 286 students using Likert-scale items and open-ended responses, supplemented by descriptive statistics, thematic coding, and informal classroom observations. Students reported a significant misalignment between their goals and instructional support, particularly in speaking and writing; concerns also surfaced regarding engagement and skill development when using AI writing tools. The conclusion emphasizes the need for more balanced, needs-aligned instruction to support both test success and workplace readiness, informing the development of TOEIC-oriented curriculum for non-majors.
- **Article 2: Susana Eka Dewi, Punaji Setyosari, Yusuf Hanafi, and Supriyono** of *the State University of Malang, Indonesia*, aimed to assess the overall impact of inquiry-based learning (IBL) on students' critical thinking and test the robustness of findings via sensitivity analyses and publication bias evaluation. A meta-analysis of 23 effect measures from studies published between 2016 and 2025 (totaling approximately 2,500 participants) indicated that IBL produced a strong, meaningful positive effect on critical thinking. Sensitivity tests confirmed the stability of these results, and despite evidence of publication bias, the bias-adjusted effects remained significant. The study concluded that IBL

effectively enhances analysis, inference, and evaluation processes, warranting its broader adoption in 21st-century curricula.

- **Article 3: Anne Therese C. Balolong** of *Siquijor State College, Philippines*, **Ariel D. Ronato** of *Teamskills Technological Institute, Philippines* and **Mary Ann M. Temprosa** of *Siquijor State College, Philippines*, utilized a mixed-methods design, combining descriptive-correlational analysis with qualitative inquiry, to assess workforce stability and employee morale at Siquijor State College during its transition to a state university. The results indicated significant relationships among employee needs, workforce stability, and morale. Qualitative data highlighted existing strengths such as safety awareness, social interaction, and perceived work value, while also identifying areas needing improvement, specifically psychological safety, leadership avenues, recognition mechanisms, and equitable growth opportunities. The research suggests that enhancing psychological safety, improving recognition mechanisms, providing leadership opportunities, and ensuring fair professional development are key factors for sustaining morale and stability as the institution undergoes this transition.
- **Article 4: Gu Yuhan and Siti Sabihah Ghazali** of *Universiti Putra Malaysia, Malaysia*, examined the relationship between deans' transformational leadership and lecturers' teaching innovation in universities in Hebei, China, using a questionnaire survey of full-time lecturers selected via simple random sampling. SPSS analysis of 353 valid responses, including Pearson correlation, revealed that deans were perceived to display high transformational leadership and that this leadership style was significantly and positively correlated with lecturers' teaching innovation. The study concluded that strengthening transformational leadership practices can foster continuous teaching innovation and improve classroom efficiency.
- **Article 5: Juan Ma** of *Jusup Balasagyn Kyrgyz National University, Kyrgyz Republic*, integrates theory with a survey of 80 undergraduates to assess understanding, emotion regulation, responses to criticism, and interpersonal trust. Results indicate that tolerance supports intercultural integration and is fostered by intercultural competence, critical thinking, and emotional regulation, yet many students regard tolerance as an external rule rather than an internalized value, with notable difficulties in emotional self-control. The authors recommend embedding multicultural competence, emotion regulation, and practical interpersonal skills in curriculum and educator training. They conclude that sustained, integrated learning activities can cultivate a genuinely tolerant mindset in educational settings.
- **Article 6: Makhliyokhon Mirzakarimova** of *Andijan State Institute of Foreign Languages, Republic of Uzbekistan*, introduced entrepreneurial pedagogy into general scientific subjects through a mixed-method design comparing control and experimental groups. An intervention featuring projects, interactive tasks, and entrepreneur guest lectures led the experimental group to show greater entrepreneurship awareness, more initiative in generating business ideas, and better learning outcomes, with interest in applying subject knowledge to entrepreneurship rising from 65% to 80%. These findings suggest that entrepreneurial, interactive approaches in core disciplines enhance readiness and engagement. The authors conclude that institutions should scale such methods to support youth participation in business.
- **Article 7: Sakkaphat T. Ngamake and Jirapattara Raveepatarakul** of *Chulalongkorn University, Thailand*, **Manika Wisessathorn** and **Sawian Kaewwongsa** of *Ramkhamhaeng University, Thailand*, sought to pinpoint specific academic self-efficacy beliefs most strongly related to achievement and perceived stress, aiming to provide actionable targets for interventions. A quantitative analysis was conducted on 439 students using triangulated methods including psychological networks, network trees, and Bayesian networks. Efficacy in managing study time and using associative learning techniques emerged as the most influential nodes, predicting both academic achievement and stress and reinforcing efficacy

in other domains. The study concluded that future efforts should focus on developing scales that explicitly capture learning techniques and designing interventions focused on a small set of high-leverage behavioral domains.

- **Article 8: Bulelwa Makena** of *Walter Sisulu University, South Africa* utilized a qualitative participatory action research design involving semi-structured interviews with five purposively selected mentor teachers to examine the implications of mentorship in teacher education, focusing on trainee efficacy and professional identity, all while adhering to ethical protocols for collaborative inquiry. The results indicated that mentorship substantially advanced practical teaching skills and fostered the professional identity of the teacher-trainees, and the extended interviews enabled a deeper understanding of the problems. The conclusion posits that optimizing mentorship programs can elevate teacher education outcomes and contribute to the design of a future-ready curriculum.
- **Article 9: Edward Devere Bacon and Gary Ambito Torremucha** of *Rangsit University, Thailand*, investigated how Peer-Assisted Learning (PAL) supports intercultural competence (IC) among Burmese ICT undergraduates taking an English-medium course in Thailand. The methods involved a PAR design integrating culturally oriented PAL, multilingual interaction, and scaffolded reflection across three cycles, followed by a post-program 30-item survey, semi-structured interviews, and regression analysis. Results showed that PAL significantly predicted self-reported IC outcomes, with participants reporting gains in intercultural attitudes, cultural knowledge, communicative adaptability, leadership, confidence, and psychosocial support. The study concluded that intentionally structured PAL—embedding mentor preparation, reflective cycles, and explicit IC goals—can cultivate global competence for underrepresented STEM learners, despite limitations associated with self-report and non-causal findings.
- **Article 10: I Dewa Gde Satrya** of *Universitas Ciputra, Indonesia*, **Ni Wayan Purnami Rusadi** of *Politeknik Nasional, Indonesia*, **Denis Fidita Karya** of *Universitas Nahdlatul Ulama Surabaya, Indonesia*, and **Chuan Huat Ong** of *Taylor's University, Malaysia*, examined how altruistic, personal growth, and cultural exploration motivations shape the overall image, attitudes, and intentions to join voluntourism-based service-learning in higher education. A quantitative survey was administered to students at University X (participants in or interested in service learning) and analyzed using SEM-PLS to model the relationships. The results indicated that altruistic motivation positively influenced attitudes but not the overall image, while personal growth and cultural exploration motivations significantly improved the overall image. Furthermore, the overall image predicted attitudes, and attitudes strongly predicted the intention to participate. The conclusion suggests that program design should address diverse student motivations and cultivate a credible, enriching image, and future research should probe interactions among motivations, demographic/contextual moderators, and the alignment of expectations and experience.
- **Article 11: Teay Shawyun** of *King Saud University, Saudi Arabia and Siam University, Thailand*, **Mubarak Al-Khatnai** of *King Saud University, Saudi Arabia*, and **Somkiat Wattanasap** of *Mahachulalongkorn University, Thailand*, evaluated King Saud University's shift from compliance-based to data-driven internal quality assurance using the KSU-PIQ Troika Framework and the 20|20 KSU Learning Outcomes Management System (KSU-LOMS). Mixed methods involving longitudinal institutional data, surveys of 400 stakeholders, and semi-structured interviews were used, employing advanced statistics (repeated-measures ANOVA, effect sizes, power analysis) and benchmarking. Significant improvements were observed in graduate employability, student satisfaction, and audit documentation time, although qualitative data revealed "quality fatigue" among 65% of faculty. The study concluded that KSU presents a replicable blueprint for aligning strategic planning, digital governance, and outcomes-based education, and that mitigating quality

fatigue and sustaining agile, evidence-informed practices can further enhance student success, industry relevance, and research impact.

- **Article 12: I Gede Mudana** of *State Polytechnic of Bali, Indonesia*, **I Nyoman Cahyadi Wijaya** and **I Made Suidarma** of *Universitas Pendidikan Nasional, Indonesia*, **Ni Wayan Ardini** of *Institut Seni Indonesia Bali, Indonesia*, evaluated the effectiveness of an applied master's program in tourism business planning (Matrappar-PNB) by analyzing the interaction of industry demand, policy, and program management in vocational higher education. It utilized mixed methods, surveying 79 alumni and 79 employers, supplemented by in-depth interviews with key stakeholders. The results highlighted strong curriculum-industry alignment and high alumni competency in problem-solving and leadership; while government policy enabled industry-based learning, it faced implementation challenges. Success factors included organizational culture, strategic partnerships, and focused communication. The study concludes that an integrated framework linking industry needs, policy supports, and institutional readiness can enhance applied tourism education, recommending stronger entrepreneurship education, deeper industry immersion, and robust assessment of applied outcomes.
- **Article 13: Khusnul Khotimah, Ery Tri Djatmika Rudijanto Wahyu Wardhana, Sugeng Utaya, and Adi Atmoko** of *Universitas Negeri Malang, Indonesia*, aimed to assess the role of self-resilience in academic and non-academic achievement through a systematic literature review. Following PRISMA guidelines, researchers analyzed 1,404 Scopus-indexed articles from 2015 to 2025, ultimately selecting 44 studies for detailed analysis. The results showed that self-resilience protected against academic stress, improved emotion regulation, and boosted adaptability, while also supporting non-academic skills like leadership, social competence, and self-management. Social support, school climate, and socio-economic conditions moderated the links between resilience and achievement. The conclusion calls for schools to embed resilience-building strategies in policy and practice, noting that limitations of secondary data and correlational dominance necessitate future longitudinal and experimental research to strengthen causal inference.
- **Article 14: Hyunjin Cha** of *Soonchunhyang University, Republic of Korea*, and **Mija Oh** of *Konkuk University, Republic of Korea*, evaluated students' learning experiences with, and the effectiveness of, a Chatbot tutor for introductory AI education. Two experiments were performed: Study 1 tested Chatbot-supported learning of core AI concepts, and Study 2 (n=118 across four classes) compared LMS video lectures versus Chatbot tutoring. Both modalities improved academic achievement, though the Chatbot group achieved slightly higher gains than the LMS video group, and Study 1 confirmed the feasibility and supportiveness of Chatbot-based learning. The study concluded that Chatbot tutors are a viable, effective complement to LMS-based instruction for AI education, with practical implications for course design and implementation.
- **Article 15: Randel D. Estacio** of *Quezon City University, Philippines*, investigated how AI tools are integrated into academic research writing at Quezon City University, focusing on usage, effectiveness, and ethical perceptions among 80 students and 40 faculty members through a quantitative survey conducted in April 2025. The results indicated extensive AI use for grammar correction, paraphrasing, citation formatting, and literature summarization, with significant differences observed between students and faculty regarding frequency and ethical views. These findings led to the development of the Adaptive Human-AI Writing Continuum (AHAWC) model, which defines five collaboration patterns. The study concludes that the AHAWC framework supports responsible, context-sensitive AI integration in research writing, recommending that institutions provide clear policies, training, and human-in-the-loop practices to balance effectiveness with ethics.
- **Article 16: Nurul Afif Baginda Bakhtiar Affendy and Noorlila Ahmad** of *International Islamic University Malaysia, Malaysia*, systematically reviewed how grit contributes to happiness among university students and the mechanisms linking grit to academic and

psychological outcomes. Following PRISMA guidelines, the researchers included 21 English-language studies from SCOPUS and Google Scholar published between 2019 and August 2024. The results revealed two main themes: student enhancement and improved well-being, indicating that grit operates through mechanisms like resilience, self-esteem, growth mindset, and academic adaptation to support academic success and psychological well-being (e.g., hope, life satisfaction). The study concludes that educators and support services should cultivate grit to promote both achievement and holistic well-being, extending grit's relevance beyond strictly academic contexts.

- **Article 17: Yuliya Kondratenko**, and **Vasyl Kryzhko** of *Berdyansk State Pedagogical University, Ukraine*, tried to revitalize the national philosophical idea of guidance in education, and combined conceptual analysis with empirical inquiry among master's students and practicing school leaders to delineate the traits and mechanisms that make guidance effective. It positions guidance as a fertile perspective for pedagogical and management research, identifying attribution as a key process through which leaders' guiding traits become institutionalized. The study presents a model that maps transversal connections among guiding traits and their multiplier effects. It concludes that this framework can inform the cultivation of future educational leaders' professional qualities and guide research and training in educational management.
- **Article 18: Venera Zhamalova** of *International University of Innovation Technologies, Kyrgyz Republic*, **Gulay Kenenbaeva** of *Jusup Balasagyn Kyrgyz National University, Kyrgyz Republic*, and **Cholpon Askarova** of *Kyrgyz State Medical Academy, Kyrgyz Republic*, compares traditional and digital teacher-evaluation methods to determine how best to achieve objective faculty assessment, using qualitative, comparative analysis of approaches and competence-based criteria. It finds that both traditional tools (such as publication review, observation, and student surveys) and digital tools (such as analytics platforms and class recordings) carry distinct strengths and limitations, so a blended quantitative–qualitative approach offers the most accurate picture. Regular feedback from faculty and students helps refine and update the system. The authors conclude that faculty evaluation should be comprehensive, regular, and systematic, with clear principles and phased implementation so institutions can adapt to changing standards and student needs.
- **Article 19: 25th SEAAIR Conference "Best Paper"** of **Ya-Mei Chiu** from *University of Taipei, Taiwan, R.O.C.*, used bibliometric and visualization techniques on 11,072 Scopus-indexed education papers (2022–2025). This study maps the rapidly expanding research on ChatGPT in higher education through a diffusion-of-innovation lens. It shows exponential publication growth after 2023 and a shift from technical applications toward pedagogy and governance, with the U.S. and U.K. leading output and Asian contributions accelerating despite limited cross-national collaboration. Thematic clusters span technology, professional/medical education, assessment, ethics, security, and policy, and adoption appears driven by perceived advantage, low complexity, and trialability amid ongoing debates over value compatibility and outcome visibility. The authors recommend tighter theory–evidence linkages, timely ethical and regulatory frameworks, and stronger AI/digital literacies to guide research, practice, and policy.
- **Article 20: 25th SEAAIR Conference "Outstanding Paper"** of **Shuntaro Iseri** from *Kanda University of International Studies, Japan*, **Tetsuya Oishi** from *Kyushu Institute of Technology, Japan*, **Nobuhiko Kondo** from *Tokyo Metropolitan University, Japan*, and **Kunihiko Takamatsu** and **Sayaka Matsumoto** from *Institute of Science Tokyo, Japan*, tried to propose a model curriculum for institutional research (IR) human resource development in Japan. This study integrates a meta-review of desired IR competencies, an analysis of U.S. IR certificate curricula, and qualitative insights from Japanese practitioners, grounding the design in Terenzini's Three Tiers, the Information Support Circle, and andragogy. The model specifies three core courses—Introduction to IR/IE, Data and Research Ethics, and Research/Survey Methods—plus electives such as Fundamentals of

Higher Education and Data Utilization, with general skills developed through real-world problem solving and interactive learning aligned with Tier 1 technical/analytical competencies. Emphasizing communication and data use between Broker and Custodian roles, the curriculum offers a structured pathway tailored to the Japanese context.

- **Article 21: 25th SEAAIR Conference "Outstanding Paper"** of **Ellisther Niña O. Salabas**, and **Dennis V. Madrigal** from *University of Negros Occidental-Recoletos, Philippines*, assessed organizational diagnosis and commitment at a Philippine maritime college. This study surveys 109 teaching and non-teaching staff using established instruments to evaluate functioning and commitment domains. Findings indicate optimal organizational functioning alongside very high employee commitment, with a significant negative correlation observed between perceived diagnosis and commitment that the authors interpret within the context of strong overall performance. The study underscores that maintaining high-functioning systems supports sustained commitment and that ongoing diagnosis can guide positive institutional change and improved performance.

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