

## Message from the Editor-in-Chief

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The IJHE continues to be the choice of journal for many global researchers. As such, the strength of the IJHE journal is reflected in this issue's 11 research articles from Israel, China, Saudi Arabia, Africa, America and Thailand. This issue has a strong focus on student approaches to learning, language development and student athletes balance their learning and training schedules. Whilst societies and communities are challenged by global events, the IJHE provides an important platform for the development of theory, the addressing of policy questions, and the dissemination of innovative practice in the field of tertiary education, specifically widening participation and lifelong learning.

The first article by Davidovitch and Gerkerova explore the psychological, pedagogical, and literary aspects of reading needs development, specifically to identify the ways, means, conditions, goals, and content of reading as a need of today's students. Their results confirmed the necessity for further popularization of reading, visiting libraries as the centre of culture, development of positive reading habits and techniques, and involving students to participate in reading clubs, forums, and meetings. The next article by Su and Wang explored students' sense of social connectedness and pro-social behaviour in Guangxi higher education institutions in China, to further understand the factors influencing their pro-social behaviour in higher education. The study reported that the more social support a student received, the higher their levels of interpersonal trust resulting in a more harmonious interpersonal relationship, and therefore the higher their willingness to conduct pro-social behaviour. The third article is from Wang, Zheng, and Zhao who report on their research to produce a template for the improvement of practical dental teaching, by applying a four-step approach to evaluate student progress in an Endodontics course. They found that after one year's study using the four-step approach, the practical and theoretical examinations resulted in significantly improved practical scores, and no difference was recorded in the theoretical scores when compared with students taught by traditional methods. The fourth article by Alzolaibani and Elzain sought to understand the impact of e-accounting education on the academic achievement of students of the Bachelor of Accounting Program, at The College of Business and Economics at Qassim University. Their findings recommend to include the e-learning system in the accounting department at Qassim University, and to integrate it with traditional education in order to improve accounting education. The next article by Magogwe and colleagues investigates the cohesion and coherence of essays written by first year undergraduate Social Sciences students at the University of Botswana. For the purpose of their study, the terms 'cohesion' and 'coherence' referred to the linguistic, organisational and semantic connectedness, readability, meaningfulness and relevance of a text or essay. Their findings were extensive, including the frequent use of conjunctions and reference than substitution, vocabulary, and ellipsis. Other writing issues identified include the use of informal language, overlong sentences, redundancy, run-on sentences, fused sentences, comma splices, sentence fragments, awkward and/or meaningless sentences, and the use of wrong words. The sixth article by Youming, Chusorn, and Chantarasombat examined the components and leading indicators of Chinese language teachers in secondary schools, in the northeast region of Thailand. Their findings report that in order to enhance Chinese language teacher leadership, teachers should possess a systematic operational plan that aims towards achieving their desired goals, and be flexible to adjust according to any situation; teachers need to formulate development plans for future goals, acquire knowledge, skills, and academic leadership, and exhibit creative thinking and innovative approaches. The seventh article is from Kapinga-Mutatayi, Mukendi waMpoyi, and Elen who piloted a new instrument, specifically the Approaches to Learning Questionnaire (ALQ), to understand student approaches to learning. The ALQ instrument captures both memorization and understanding in an African context, which makes it distinct from traditional instruments. They go on to discuss the validation processes and recommend the use of the ALQ for comparative purposes in the Congolese context. Further research will explore the extension of this context-specific instrument to other cultural settings and the assessment of cross-cultural validity.

The eighth article is from Wei Zhou-Bao who explored how to help student-athletes overcome learning obstacles and balance their learning and training. He found that it was necessary to increase emphasis on academic courses, consolidate knowledge and skills training, reasonably arrange study and training times, enhance their interpersonal communication skills, and effectively plan for their future career development. The ninth article by Chen and colleagues explored the building of an active learning physical course that may improve the problem-solving ability of college students majoring in physical education. They found that the problem-solving ability of college students majoring in physical education was significantly improved in the experimental class after the treatment. The tenth article by Phumitanon, Agsonsua, and Sirisuthi aimed to create a model for developing ethical leadership for school administrators under the Office of Primary Education Service Area through identifying the model components, examining both the current and the desirable conditions, and determining needs priorities for development. Their findings prioritised five key components of ethical leadership for school administrators as follows: (1) Fairness, (2) Citizenship, (3) Responsibility, (4) Respect and (5) Trust, respectively. The final article in this edition is from Boyles and Dabney who investigate the efficacy of student success prediction, from a math assessment developed and administered as a university-wide mathematics placement test. Their findings conclude that if available, an institution-wide pre-enrolment math skill assessment such as the Math Placement Exam, has the potential to serve as a predictor for student success in introductory statistics courses.

I sincerely hope that the broad range of topics and information shared are of benefit to our readers. Importantly, I would like to thank all contributors and reviewers who continue to make the timely publication of the current issue possible. I look forward to receiving more contributions from researchers and practitioners for our future issues. Wishing all readers all the very best with their research studies.

Warm regards and the season's greetings,

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