

Message from the Editor-in-Chief

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To cite this article: Dr Ingrid Harrington. (2024). Message from the Editor-in-Chief. *International Journal of Higher Education*, 13(1), p0-1. <https://doi.org/10.5430/ijhe.v13n1p0>

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Welcome to the first issue for 2024! 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. This first issue features six research articles from the USA, China, Thailand, Greece and Egypt. The articles cover a range of themes including distance learning tools and strategies, features of management structures, and effective teaching and learning processes.

The first article by Mattenah and his large research team, explored and reported how relational antecedents and emotional experiences were associated with faculty-centered versus student-centered approaches to teaching in higher education. Their findings suggest that attachment theory is a useful lens through which to understand why faculty might feel more positively or negatively about their teaching and, in turn, the teaching approaches they employ. They recommend that faculty training programs to encourage reflection on relationship styles and greater positive emotions about teaching. The next article by Ma and colleagues explored the internal relationship between academic burnout, social support, and the life satisfaction of Chinese overseas students, using the College Student's Learning Burnout Scale, the Social Support Scale, and the Life Satisfaction Scale. Their findings report that social support has a significant and positive predictive effect on life satisfaction, whilst the relationship between social support and life satisfaction is negatively moderated by academic burnout.

The third article by Senakun and Ruangmontri investigated the components of successful educational institute management using King's Science, to assess the educational management model under the Office of the Basic Education Commission. They found that the educational management model collectively contributes to the overall effectiveness and success of an educational institution, addressing the key areas that impact the quality of education and the development of students, teachers, and the school community. The fourth article by Xiou Xu considered the innovative integration of ChatGPT in teaching business ethics, by contrasting it with traditional role-play methodologies. They recommend that a hybrid model combining the strengths of both traditional and GPT-enhanced methods, is the optimal approach for comprehensive ethics education in the business field. The second last article by Blanta and Karras investigated how undergraduate university students in Greece viewed a hybrid mobility of internationalisation activities at home, when compared to physical mobility. The findings conclude that students prefer physical mobility to alternative forms of mobility, as it provides a more complete and unique experience. The final article is from Zayed who investigated the relationship between academic self-efficacy, academic competitiveness, academic procrastination, and cognitive flexibility among undergraduate students at an Egyptian university. His findings reported significant differences in academic self-efficacy favouring females, and favouring males in academic procrastination, but no gender differences in academic competitiveness and cognitive flexibility.

I sincerely hope that the broad range of topics and information shared are of benefit to you. 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 in 2024. Wishing all readers all the very best with their research studies.

Warm regards,

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