

Editorial

The new double issue of the Academia journal (no.44-45) is here, packed with content. Only 20% of submissions were accepted for this issue. It contains thirteen articles in total.

The first paper, titled *“Lecturers’ emotional exhaustion and innovative work behavior in the era of volatility, uncertainty, complexity and ambiguity in higher education”*, was written by Shofia Amin, Amirul Mukminin, Muthia Shahnaz, Fitriaty Fitriaty, Mar Atun Sa’adah, Zulfina Adriani, Erna Listyaningsih and Fridiyanto Fridiyanto. The paper examines digital changes in universities in relation to the emotional exhaustion experienced by university employees. Through an analysis of the results of a quantitative study conducted in Indonesia, it highlights the relationship between these two factors. Furthermore, it emphasises the importance of human relationships (friendship) as a countermeasure to emotional exhaustion.

The second paper, titled *“From University to the Labor Market: The first experiences of economics graduates in Greece”*. This study aims to investigate the career experiences of economics and business administration graduates from Greek universities over the course of a decade (2012–2022) of crisis. This research employed a quantitative, primary, cross-sectional, correlational and predictive study design. The results showed that economics graduates were moderately satisfied with their career trajectories. They believed that they had not received sufficient support from university structures, but that their studies and personal experience had been helpful.

The article *“Determining factors influencing early childhood educators’ digital competences: The case of the Open University undergraduate program”* is authored by Della Raymena Jovanka, Yufiarti Yufiarti, Elindra Yetti and Erie Siti Syarah. The authors argue that the digital era requires society to be ready to embrace technological advancements in various sectors. Their study examines the factors influencing the

digital competence of teachers in Indonesia, focusing specifically on demographics, geography, technological devices, socioeconomic status, and self-regulated learning (SRL). Data were collected from 492 in-service early childhood education (ECE) teachers. The findings suggest that access to technology and SRL directly impact teachers' digital competence.

Fotini Kalogerogianni presents a paper entitled “*Educational trajectories of young people from Roma communities: The path to higher education*” (Εκπαιδευτικές τροχιές νεαρών ατόμων από κοινότητες Ρομά: η πορεία προς την τριτοβάθμια εκπαίδευση). The research focuses on investigating the factors that influence a successful educational trajectory by examining the educational experiences of young people from Roma communities. The biographical method was employed, utilising the narrative technique of the interview. Analysis of the narrative material revealed that family, school and the children’s own personalities were significant contributors to their successful educational journeys.

The fifth paper, titled “*A proposed competency model for secondary mathematics teachers*”, was written by Nora Vergara Marasigan and Rosemarievic Villena Diaz. This study identified the competencies required of a competent mathematics teacher, determined how to develop these competencies, and proposed a competency model. Based on the findings, the study recommends encouraging students to take part in discipline-specific, competency-enhancement opportunities while they are still in pre-service programs.

The sixth paper from Lebanon addresses the issue of “*Pour un didactique revisitée. Les séquences de formation et d’apprentissage*”, written by Georges Nasri Nahas and Samar Zeitoun, explores this topic. While working on a complete redesign of school curricula, we identified a central issue: the need for a new approach to didactics. A new approach was designed and developed: Teaching and Learning Units (TLS). In addition to interdisciplinarity and the competency-based approach, a TLS dialectically links practice and conceptualisation within the developmental process of cognition.

Roman Nevzorov has written the article “*Scientific and methodological approach to testing the cognitive component of professional combat training for future tactical aviation pilots*”. The article analyses the significant role of the cognitive component in the professional activity of military pilots, specifically in terms of accurate and rapid tactical decision-making in unpredictable combat conditions. The

findings contribute to improving the educational process and enhancing the professional readiness of future military pilots.

The eighth article is from Senegal and was written by Ibrahima Sakho. It is titled “*Professionalising teacher certification and the rigidity of assessment systems: An analysis of a changing training system in Senegal*” (*Certification professionnalisante des enseignants et rigidité des dispositifs d’évaluation. Analyse d’une formation en mutation au Sénégal*). Examining teacher certification from the perspective of professional training, this article focuses on the Senegalese context. The research aims to demonstrate the inconsistency between teacher certification systems and the requirements of professional training, highlighting the need for revision. To support this demonstration, the methodology employed is based on an in-depth literature review and interviews.

The ninth paper is titled “*The impact of mobile ethnomathematics learning based on Sundanese culture on creative thinking and intelligence*”. It is authored by S. Supriandi, F. Alfarisa, F. R. Maulana, E. Unaenah and I. Supriatna. The study examines the impact of mobile ethnomathematics learning based on Sundanese culture on the creative thinking and intelligence of students on an elementary school teacher education course. The research involved 123 students and employed a quasi-experimental design with a post-test, non-equivalent control group. The results demonstrate that mobile ethnomathematics learning significantly enhances students' creative thinking and intelligence, with the guided method proving to be the most effective.

Symeonidis, S. and Florou, G. (2022) are the authors of “*Employment of PhD holders in Greece based on the 2011 and 2021 censuses: Changes, gender differences and demographic dynamics*”. This study examines the employment status of individuals with a doctorate in Greece, using data from the 2011 and 2021 population censuses conducted by ELSTAT. The study investigates gender and temporal differences in economic activity, distinguishing between active and inactive individuals and categorising them further into subgroups. The results highlight the evolving employment patterns of PhD holders over the last decade, reflecting broader socio-economic and gender-related dynamics.

Orfeas Alexios Xanthoulis has written the text “*Bibliometrics and university rankings: Their impact on the evaluation process of scientific research and the disadvantages for researchers in the Social Sciences and Humanities*”. In recent years, concerns have increasingly been raised about the impact of university rankings and

bibliometric indicators on the social sciences and humanities (SSH) disciplines, particularly with regard to their suitability as research assessment measures. Building on these concerns, this paper examines how the contemporary institutional framework of higher education, shaped by university rankings and bibliometric measures, affects the so-called 'research culture' within SSH through an extensive literature review and critical analysis.

Izeldin Mk Abdel Rahman and Ashraf Izzeldin Abdalla from Sudan propose the text “*Higher Education in War-Torn Sudan: Crisis, Resilience, and Reforms*”. The higher education sector in Sudan has faced longstanding structural challenges, including underfunding, poor governance, and inadequate infrastructure, compounded severely by the armed conflict initiated by the Rapid Support Forces (RSF) in April 2023. This study examines the historical development, current crisis, and potential post-war reforms of Sudanese higher education institutions (HEIs). The study is conducted through literature reviews, case studies, and comparative analysis from other conflict-affected regions. Key findings highlight significant challenges such as the destruction of infrastructure, collapse of student welfare systems, worsening human capital flight, digital education disparities, and profound governance and funding issues.

Gifty Enyonam Ketemepi & Nompilo Tshuma wrote the text titled “*A Scoping Review of the Quality of e-assessment in Higher Education*”. The topic under discussion is distance assessment, which has become particularly widespread during the recent pandemic. The text acknowledges both the value of assessment and the challenges involved in implementing distance assessment. The paper explores how the quality of e-assessment practices can be achieved in promoting the quality of learning. The findings of the study point to the importance of contextualising the design of e-assessment, the potential of e-assessment to replace paper-based assessment and the under-development of e-assessment capabilities.

Finally, in the section 'Texts from Seminars', Georgios Stamelos analyses how to design and structure a Master program focused on teacher education. The Master of Higher Education Policy: Theory and Praxis program is used as an example. This programme is inter-university and interdisciplinary. It is a collaboration between the Universities of Patras, the Aegean, and the Peloponnese and the following departments: Education Sciences and Social Work; Primary Education; and Social and Educational Policy (<https://mahep.upatras.gr>).

Enjoy!