

Foreword and Editorial

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We are very happy to publish this issue of an Asia-pacific Journal of Education Management Research by Global Vision Press.

This issue contains 6 articles. Achieving such a high quality of papers would have been impossible without the huge work that was undertaken by the Editorial Board members and External Reviewers. We take this opportunity to thank them for their great support and cooperation.

The paper “A Study on the Relationship among Coaching Leadership Job Autonomy and Job Commitment” is to empirically investigate the effect of coaching leadership in the education section. This study is to construct the sub-dimensions (direction, development, accountability) of coaching leadership, job autonomy and job commitment. To achieve the research purpose, we conducted a questionnaire survey of 230 working members of the school in Gyeongnam province and Pusan in Korea, and collected 223 cases and verified the hypotheses through SPSS and AMOS analysis with final data of 205. As a result, coaching leadership that constructs sub-dimensions of direction, development, and accountability influence job autonomy and job commitment, respectively. Besides, job autonomy significantly influences job commitment. These results suggested that coaching is a new and effective leadership style that influences members of the school’s attitude or organization effectiveness. Therefore, it is meant to provide an implication that coaching leadership should be exercised to raise the job autonomy and commitment of employees.

In the research paper “Motivational Factors and Learning Styles in Acquisition of Global Language and Business Skills in Multicultural Education”, motivational factors and learning styles are significant sources of producing learning outcomes and addressing equity pedagogy among students in a multicultural international business class where multilingualism simply no longer work and learning the global language is a must. This study examined the motivational factors and learning styles significant to global language and business skills acquisition of one hundred business major students. Extrinsic motivation factors (traveling abroad and be able to communicate with business colleagues in the international market) are the most influential factors toward language acquisition and is reflective of students’ strong perception on communication skills as the most important dimension in business skills acquisition valuable in an international business field. Learning styles of visual and auditory learners described the business students who gain knowledge production better through sight, spatial understanding and sound. Finally, a discourse of recommendations for educators is provided to fully utilize the motivation factors and learning styles of business major students towards continuous improvement and increased commitment to quality instruction in multicultural education.

Soo-Cheol Kim’s paper “A Study on the analysis of the Middle School Mathematics Textbooks from the Perspective of Mathematizing” was conducted to compare and analyze the differences between the authorized textbooks and the alternative textbooks at middle school in Korea. By analyzing alternative mathematics textbooks from the point of view of mathematizing, the researcher focused on the teaching and learning examples presented in the

alternative textbooks to find out if they induced guided reinvention to students or helped to form mathematical knowledge from the real world contexts. According to the analysis of the textbook outline, the alternative textbook tended to induce students' voluntary activities and then define mathematical terms and explain concepts, while the authorized textbooks were opposite. When analyzing the contents of alternative textbooks from the point of view of 'mathematizing', both the 'number and operations' area and the 'probability and statistics' area induced the learners to reinvent mathematical knowledge and used the real contexts.

In the paper "A Study on Korean Language Class Observation and Analysis", teachers' ability and quality of education are highly correlated. In order to improve the quality of education, we should focus on improving the quality and ability of teachers. Rather than relying on individual teachers' educational experience or experience, quality education should be continually discussed through systematic and scientific analysis. The purpose of this study is to explore the details of the class analysis needed to improve the quality of Korean language teaching. For this purpose, we collected and analyzed the class observation report and examined the detailed items necessary for class observation and analysis and teacher recognition of each item. In this study, we tried to analyze the data using the qualitative research program Nvivo12 and tried to approach the case study to interpret the collected observation report. As a result of the analysis, the major factors of class observation were teacher factor, learner factor, and class environment factor. The teacher factor was the most frequent item in the class observation. Among them, the teaching method factor was 74 coding and 61% frequency.

The purpose of the paper "Feasibility Analysis of University Education Satisfaction Survey Tools - Focused on SSI Scale in the U.S." is to explore the possibility of developing appropriate university education satisfaction scale reflecting Korean social and cultural circumstances through revalidation of Student Satisfaction Inventory (SSI) developed by Noel-LevitzTM, the United States. This study was conducted to review the validity of measurement tools for Korean university students, focusing on the model of the U.S. SSI scale, to find out the appropriate measure of satisfaction with university education for the actual condition of Korean universities, using the response data of 438 students of four-year colleges located in S. In addition, the survey tools used for data collection in this study are Student Assessment Inventory (SSI), developed by Noel-Levitz, a consulting firm in the field of higher education, and used in the Four-Year Public and Private Schools in this study. In addition, while the SSI scale measures the satisfaction of university education by dividing it into importance and satisfaction, in this study, only questions about satisfaction were used to re-verify the validity based on satisfaction level, and 80 questions were selected except those that do not fit the actual conditions of this university. The data analysis ran the SPSS18.0 and AMOS 18.0 programs to perform exploratory and confirmatory factorial analyses to identify the components of the SSI scale. Exploratory and confirmatory factor analyses were performed to obtain appropriate number of constructs and confirm the theoretical framework of SSI as well. Results showed that the five-factor model consisting of 29 items driven by EFA had adequate degrees of model fit indices and had appropriate degrees of concept, convergent, and discriminant validity. Such results obtained the current study could reveal the possibility of adjusting or/and expanding SSI to Korean circumstances.

The objective of the study "The Effects on the Ego-resilience of Female Middle School Students' Based on their Participation in School Sports Club" was to examine the effect of middle school girl's participation experience in school sports club on ego-identity. For this, the data of 640, 382 female students participating in the school sports club and 258 female

students non-participating in the school sports club were collected. Collected data were statistically processed using the SPSS V. 20.0 program, frequency analysis, reliability analysis, t-test, one-way ANOVA, and post hoc test were conducted. Study results are as follows: first, there was a statistically significant difference in all sub-factors of ego-identity of middle school girl according to the participation of school sports club. Second, there was a statistically significant difference in all sub-factors of ego-identity of middle school girl according to the participation period of school sports club. Third, there was a statistically significant difference in all sub-factors of ego-identity of middle school girl according to the participation frequency per week of school sports club. Fourth, there was a statistically significant difference in all sub-factors of ego-identity of middle school girl according to the participation frequency of school sports club tournaments. Fifth, there was a statistically significant difference in all sub-factors of ego-identity of middle school girl according to the tournament's types of school sports club participation.

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**Editors of the April Issue on
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