

EDITORIAL

The AU-GSB e-Journal is a semiannually international journal publishing the finest peer-reviewed social science articles across the entire spectrum of academic fields. The AU-GSB e-Journal has been indexed in TCI – Thai Journal Citation Index Centre (Tired 1).

This issue covers twenty-five articles. The first article titled “Driving Forces of Students' Learning Outcome of EFL Blended Learning in Sichuan, China” aimed to how students' learning outcomes in EFL (English as a Foreign Language) blended learning is affected by five independent variables: intrinsic motivation, self-efficacy, teacher behavior, behavioral engagement, and the quality of the e-learning system.

The second article titled “Key Influences on Mobile Learning Adoption Among Medical Students in Chengdu, China” examined the factors impacting Chinese medical students' behavioral intentions and actual use of mobile learning.

The third article titled “The Impact of Transformational Leadership of Principals on Trust and Knowledge Sharing among Faculty of Higher Educational Institutions in Bengaluru, India” investigated the effect of transformational leadership exercised by principals on trust and knowledge sharing among faculty members in higher educational institutions in Bengaluru, India.

The fourth article titled “Key Drivers of Alumni's Satisfaction and Continuance Intention with a Private University's Service Platform in Chengdu, China” aimed to quantitatively assess alum satisfaction and their willingness to continue using the alum information system at a university in Chengdu.

The fifth article titled “Exploring the Impact of Transformational Leadership on Organizational Citizenship Behavior and Knowledge Sharing” focused on the impact of transformational leadership on teacher effectiveness in the secondary and higher secondary education systems.

The sixth article titled “Unveiling the Keys Factors Impacting Nursing Students' Success in Shanghai's Higher Vocational Schools” aimed to identify the primary factors affecting the academic performance of nursing students.

The seventh article titled “Determinants of Learning Outcomes in Flipped Classrooms at a University, Yunnan, China” investigated the effects of independent variables—such as student engagement, learning motivation, student-instructor interaction, self-efficacy, and social media usage—on the dependent variable of learning performance within a flipped classroom context.

The eighth article titled “Key Factors Driving Student Learning Outcomes at a Medical College in Henan, China” aimed to determine the components affecting students' learning outcomes and collected data through a questionnaire survey.

The ninth article titled “Self-Efficacy in Nursing Students: The Impact of Mastery Experience, Social Influence, and Emotional Factors on Self-Directed Learning in Shanghai, China” aimed to identify the key factors affecting the self-efficacy of nursing students, focusing on the human capacity for self-directed learning and behavior.

The tenth article titled “Exploring Drivers of Students' Satisfaction with English Instruction in Vocational Schools in China” examined how five independent variables—student trust, student commitment, reputation, social identification, and service quality—affect a single dependent variable: student satisfaction.

The eleventh article titled “Decoding E-Learning Adoption: Key Drivers Shaping Students' Intentions in Shanghai's Higher Education Landscape” explored how performance expectancy, effort expectancy, social influence, hedonic motivation, habit, facilitating conditions, and learning value affect the behavioral intention of university students in Shanghai to use e-learning.

The twelfth article titled “Examining Non-Cognitive Factors Affecting Academic Performance Among Students in Three Junior High Schools in Chongqing, China” investigated the non-cognitive factors influencing junior high school students' academic performance in Chongqing, China.

The thirteenth article titled “Unlocking the Virtual Realm: Exploring Consumer Motivations in Embracing Virtual Reality and Augmented Reality for Modern Home Shopping in Thailand” aimed to investigate factors affecting consumers’ behavioral intention to use virtual reality and augmented reality in online shopping for modern household products in Thailand.

The fourteenth article titled “Key Drivers Shaping the Behavioral Intentions of Disabled Individuals Toward OTA Systems in Chengdu, China” explored the factors influencing behavior intention in the Chengdu Online Travel Agency system for disabled people.

The fifteenth article titled “Factors Impacting on Teacher’s Job Satisfaction at a Private Higher Education in Situation Zhanjiang, China” investigated the factors that influence the satisfaction of teachers in a school and verify the effectiveness of the strategic plan adopted.

The sixteenth article titled “Enhancing Student Satisfaction: A Multidimensional Approach at Zhanjiang University of Science and Technology” offered insights into enhancing student satisfaction through strategic planning and targeted improvements, contributing to a better educational experience, and encouraging a holistic approach to educational research.

The seventeenth article titled “Impacting Factors of Higher Vocational Students’ Continuance Intention toward MOOCs in China” explored the factors that impact higher vocational students’ continuance intention of massive open online courses (MOOCs) to provide insights that can enhance the e-learning experience and ensure long-term engagement.

The eighteenth article titled “Analyzing Factors of Undergraduates’ Satisfaction in Blended Learning in Chengdu, China” endeavored to improve students’ satisfaction with blended learning by cultivating their teaching presence, information quality, self-efficacy, emotional engagement, and perceived usefulness.

The nineteenth article titled “Determining Factors of Behavioral Intention to Use Mobile Learning Among Information Engineering Students in Higher Vocational Colleges in Chengdu, China” aimed to effectively improve students’ behavioral intention using mobile learning in information engineering higher vocational colleges in Chengdu, China, through various intervention measures.

The twentieth article titled “From Classroom to Cuisine: Empirical Insights into the Factors Affecting Culinary Learning Outcomes in Zhejiang’s Higher Vocational Education” investigated the factors influencing culinary students’ learning outcomes, utilizing a case study and empirical analysis involving higher vocational students in Zhejiang, China.

The twenty-first article titled “Exploring What Drives E-Learning Satisfaction and Continued Use Among Undergraduate Students in Jiangxi, China” explored the key factors influencing undergraduate students’ satisfaction and continued use intentions at a university in Jiangxi, China, when engaging in e-learning.

The twenty-second article titled “Influencing Factors of Behavioral Intention Toward Online Teaching in Vocational Colleges in Nanchang, China” aimed to understand the factors that influence vocational college teachers in Nanchang, China, to choose online teaching.

The twenty-third article titled “Enhancing Student Learning Outcomes in Blended Nursing Education: Insights from a Public College in Shanghai, China” assessed the current levels of learning motivation, behavioral engagement, cognitive engagement, emotional engagement, agentic engagement, and feedback among nursing students.

The twenty-fourth article titled “Unlocking Self-Regulated Learning: Key Factors Shaping Student Success in Higher Vocational Education in Shanghai, China” investigated the key factors affecting self-regulated learning among students in higher vocational education in Shanghai, China.

The twenty-fifth article titled “Exploring Teacher Intentions in Rural Faku County Middle School, Shenyang City, Liaoning Province, China” investigated the influence of six independent variables—constructivist teaching beliefs,

perceived ease of use, self-efficacy, social influence, subjective norm, and value beliefs—on one dependent variable: behavioral intention to use technology.

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