



ICDALESH

23 & 24 October 2025 | Manila, Philippines

ICDALESH 2025

International Conference on
**Converging Disciplines in Arts, Linguistics,
Education, Social Sciences & Humanities**



23rd-24th October, 2025



Manila, Philippines

Organized by

Academic Partners



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IFERP Academy - Philippines Society

Central Philippines State University, Philippines.
Southern Leyte State University, Philippines.
St. Paul University Iloilo, Philippines.



International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences and Humanities (ICDALESH-2025), Manila, Philippines

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Conference Theme



Education for Sustainable Futures: Integrating Linguistics, Social Sciences & Humanities

- ICDALESH 2025



Preface

We are delighted to extend a warm welcome to all participants attending International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences and Humanities (ICDALESH-2025), taking place in Manila, Philippines on 23rd & 24th October, 2025 organized by Central Philippines State University (Philippines), Southern Leyte State University (Philippines), St. Paul University-Iloilo (Philippines) and IFERP Academy-Philippines Society. This conference provides a vital platform for researchers, students, academicians, and industry professionals from all over the world to share their latest research results and development activities in the fields of Arts, Linguistics, Education, Social Sciences and Humanities. It offers delegates an opportunity to exchange new ideas and experiences, establish business or research relationships, and explore global collaborations.

The proceedings for ICDALESH-2025 contain the most up-to-date, comprehensive, and globally relevant knowledge in the field of Arts, Linguistics, Education, Social Sciences and Humanities. All submitted papers were subject to rigorous peer-reviewing by 2-4 expert referees, and the papers included in these proceedings have been selected for their quality and relevance to the conference. We are confident that these proceedings will not only provide readers with a broad overview of the latest research results in Arts, Linguistics, Education, Social Sciences and Humanities but also serve as a valuable summary and reference for further research in these fields.

We are grateful for the support of many universities and research institutes, whose contributions were vital to the success of this conference. We extend our sincerest gratitude and highest respect to the many professors who played an important role in the review process, providing valuable feedback and suggestions to authors to improve their work. We also extend our appreciation to the external reviewers for providing additional support in the review process and to the authors for contributing their research results to the ICDALESH-2025.

Since July 2025, the Organizing Committees have received more than 100+ manuscript papers, covering all aspects of ICDALESH-2025. After review, approximately 50+ papers were selected for inclusion in the proceedings of ICDALESH-2025. We would like to thank all participants at the conference for their significant contribution to its success.

We express our gratitude to the keynote and individual speakers and all participating authors for their dedication and hard work. We also sincerely appreciate the efforts of the technical program committee and all reviewers, whose contributions made this conference possible. Finally, we extend our thanks to all the referees for their constructive comments on all papers, and we express our deepest gratitude to the organizing committee for their tireless work in making this conference a reality.

About ICDALESH 2025

International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences, and Humanities (ICDALESH-2025) aims to bring together scholars, educators, researchers, and professionals from diverse fields to discuss and explore the intersection of arts, linguistics, education, social sciences, and humanities. This conference offers a unique platform for sharing innovative ideas, research findings, and practical solutions that address the challenges facing these disciplines in the modern world.

With the theme “Education for Sustainable Futures: Integrating Linguistics, Social Sciences, and Humanities”, ICDALESH-2025 seeks to promote interdisciplinary collaboration that fosters sustainable educational practices. Attendees have the opportunity to engage in discussions about how the integration of linguistics, social sciences, and humanities can contribute to shaping a sustainable and inclusive future. The conference features insightful keynote speeches, research presentations, workshops, and networking opportunities designed to create a meaningful exchange of knowledge and ideas among participants from around the globe.



Scope of the Conference

Arts & Humanities: Examining the impact of cultural expressions, creative innovations, and historical narratives on modern society.

Linguistics: Investigating language dynamics, communication strategies, language acquisition, and multilingualism in a globalized world.

Education: Exploring innovative pedagogical methods, curriculum development, and educational policies to foster inclusive learning environments.

Social Sciences: Delving into contemporary social issues such as globalization, sustainability, community development, and social justice.

Interdisciplinary Approaches: Promoting collaborations across disciplines to find holistic solutions to societal challenges.



Benefits of the Conference

ICDALESH conference provides a unique opportunity to engage with leading experts and academics from diverse fields, fostering interdisciplinary collaboration. Attendees will gain insights into cutting-edge research, innovations, and best practices in the domains of data science, artificial intelligence, leadership, and social sciences. This exposure can enhance professional growth, expand networks, and inspire new ideas for practical applications in both academia and industry.

In addition to expanding knowledge, the conference offers a platform for individuals to showcase their own research and projects, receiving valuable feedback from peers and experts. It promotes intellectual exchange that can lead to new partnerships, research opportunities, and a deeper understanding of global trends in education, leadership, and technology.

About IFERP Academy

The IFERP Academy stands as a beacon of excellence in promoting research, innovation, and academic collaboration in the field of education. Rooted in a commitment to advancing the educational and educational conference 2025 landscape, IFERP serves as a dynamic platform that nurtures scholarly endeavors, facilitates knowledge dissemination, and fosters a vibrant community of educators and researchers.

IFERP is driven by a mission to create a conducive environment for the exchange of ideas, the exploration of emerging trends, and the promotion of best practices in education. Established with the vision of being a catalyst for positive change in education, IFERP plays a pivotal role in connecting educators, researchers, and professionals on a global scale.

Mission

Upskilling the knowledge hub through technological innovation and excellence for the benefit of humanity.

Vision

A digitally equipped robust, dynamic & swift professional community integrating academics & industry for upgraded technical knowledge implementation.

Value

IFERP values the restoration of highlevel technological research, learning, collaboration, resource sharing & community-building traditions.

Goal

To serve as the foundation for all technological progress and advancement activities around the world.

What We Do?

- » We encourage convenient access to academic resources and support for all the aspirants and research scholars in urban and rural areas.
- » IFERP organizes public education programmes, Workshops, Conferences, Webinars, Seminars, Guest Lectures, Short Term Training Programme, Faculty Development programme in the field of Engineering, Science & Technology.
- » IFERP is dedicated to inquisitiveness, innovations and recent trends and developments in the field of Engineering & Technology.
- » IFERP believes in knowledge sharing by collaborating with other Universities, organizations/Associations, to bring a better tomorrow.

Message from Director, **IFERP**



**Mr. A. Siddh Kumar
Chhajjer**



Managing Director & Founder,
IFERP, Technoarete Group

On behalf of Institute For Educational Research and Publications (IFERP) & the organizing Committee, I express my hearty gratitude to the Participants, Keynote Speakers, Delegates, Reviewers and Researchers.

The goal of the International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences and Humanities (ICDALESH-2025) is to provide knowledge enrichment and innovative technical exchange between international researchers or scholars and practitioners from the academia and industries of related fields.

This conference creates solutions in different ways and to share innovative ideas in the related fields. International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences and Humanities (ICDALESH-2025) provides a world class stage to the Researchers, Professionals, Scientists, Academicians and Students to engage in very challenging conversations, assess the current body of research and determine knowledge and capability gaps.

13th GoGreen Summit will explore the new horizons of innovations from distinguished Researchers, Scientists and Eminent Authors in academia and industry working for the advancements in related fields from all over the world. International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences and Humanities (ICDALESH-2025) hopes to set the perfect platform for participants to establish careers as successful and globally renowned specialists in the related fields.

Message from CEO, IFERP



**Mr. Rudra Bhanu
Satpathy**

CEO & Founder,
IFERP, Technoarete Group

IFERP is hosting the International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences and Humanities (ICDALESH-2025) this year in month of October, 2025. The main objective of ICDALESH-2025 is to grant the amazing opportunity to learn about groundbreaking developments in modern industry, talk through difficult workplace scenarios with peers who experience the same pain points and experience enormous growth and development as a professional. There will be no shortage of continuous networking opportunities and informational sessions.

The sessions serve as an excellent opportunity to soak up information from widely respected experts. Connecting with fellow professionals and sharing the success stories of your firm is an excellent way to build relations and become known as a thought leader. I express my hearty gratitude to all my Colleagues, Staffs, Professors, Reviewers and Members of Organizing Committee for their hearty and dedicated support to make this conference successful. I am also thankful to all our delegates for their pain staking effort to make this conference successful.

Special Guest of Honor



Dr. Pelagio Labang Jr.



Education Supervisor,
Internationalization and Transnational
Higher Education, Philippines

He earned the value of dedication, service and excellence at an early age, averaging the unique lessons of endowing to unleash his untapped potentials which he learned from the inside out. His own journey to excellence has been fuelled with an unrelenting passion for empowering other people.

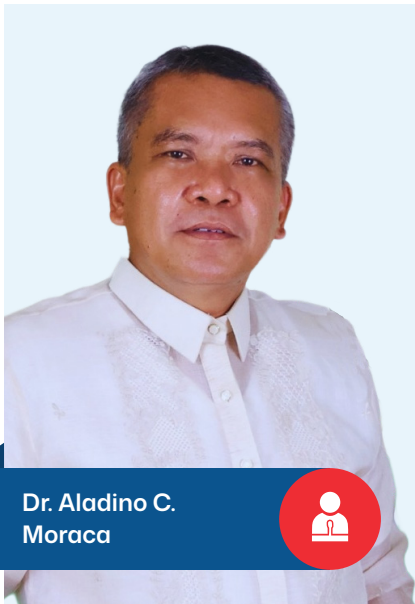
Having graduated from college with a degree in Economics, he started his career as a marketing director of STI Education Services Group, specifically for schools located in Region 2 for more than ten years. After which he started engaging himself in the academe and became the Dean of the College of Business and Accountancy for almost 10 years at the International School of Asia and the Pacific in Region 2, along with it, he was also appointed as the Quality Assurance Officer of the same institution. With his passion and commitment to fulfil the corporate mandates of his profession, he was promoted and appointed as Director for Academic Services in one of the campuses of the said university.

His love to teaching prompted him to pursue his graduate studies and co his Master in Business Administration in 2012, and completed his Doctor of Philosophy in Business Management at Saint Paul University Manila. Being flexible to various kinds of work environment allowed him to explore other professions and worked as IELTS Examiner, Language Trainer and Assessor of TESDA Language Skills Institute in 2017, as lecturer in Leadership and Management for middle level managers at Furukawa Corporation, Santa Rosa, Laguna and the PNP Regional Office IV, Camp Vicente Lim, Laguna in 2019.

Prior to his current job at the Commission on Higher Education, he was a former Dean of the College of Business Administration and Accountancy at the University of Perpetual Help System DALTA at the same time the Planning and Quality Assurance Officer of the same university. An international speaker for Creative Economy, Strategic Management and Quantum Leadership in Indonesia, Vietnam, Thailand, Japan and Malaysia. A certified PACUCOA Accreditor, certified ISO Lead Auditor and a certificated Paralegal by UP Law Center.

Currently engaged in the government service as the CHED IV Education Supervisor II for Business and Management Education, CHED IV Regional Focal Person for Internationalization and Transnational Higher Education (TNHE), Supervisor In-charge for Student Affairs and Services and the former IOC, Chief Administrative Officer of the Commission on Higher Education Regional Office IV... *Dr. Pelagio C. Labang Jr.*

Message from President, CPSU



**Dr. Aladino C.
Moraca**



President,
Central Philippines State University,
Kabankalan City, Negros Occidental,
Philippines

I am delighted to welcome you all to the international conference on “Education for Sustainable Futures: Integrating Linguistics, Social Sciences, and Humanities”. This gathering highlights our collective dedication to achieving the Sustainable Development Goals (SDGs) of the United Nations, specifically Quality Education (SDG 4), Reduced Inequalities (SDG 10), Sustainable Cities and Communities (SDG 11), and Partnerships for the Goals (SDG 17).

Researchers, and professionals come together at this conference to share ideas, encourage interdisciplinary cooperation, and showcase sustainable practices that will reshape education and culture in the future. Our goal is to foster a learning environment that values diversity, inclusivity, and transformative change by tying theoretical viewpoints to practical applications.

We are proud that this academic pursuit supports Central Philippines State University’s mission of sustainability and global competitiveness. Our university’s increasing global reach, as evidenced by its inclusion in the World University Rankings for Innovation (WURI), UI Green Metric, Times Higher Education (THE) Impact Rankings, and QS Stars, shows our unwavering commitment to quality and innovation. These accomplishments support CPSU’s position as a progressive university that promotes inclusive education, environmental stewardship, and sustainable development.

We hope that this conference, which brings together researchers and educators from state universities and colleges (SUCs) throughout the Philippines as well as our international partners, will motivate us to fortify our shared commitment to creating a sustainable and just future for everybody.

Message from Dean, **CPSU**



**Dr. Riza Stephanie
A. Alfara**



Dean, Graduate School,
Central Philippines State University,
Kabankalan City, Negros Occidental,
Philippines

We extend a warm welcome to all of the attendees of this conference on “Education for Sustainable Futures: Integrating Linguistics, Social Sciences, and Humanities,” including educators, researchers, and students.

Our shared dedication to achieving the Sustainable Development Goals (SDGs) of the UN is demonstrated by this gathering, especially Quality Education (SDG 4), Reduced Inequalities (SDG 10), Sustainable Cities and Communities (SDG 11), and Partnerships for the Goals (SDG 17). It is encouraging to see state universities and colleges (SUCs) from all over the Philippines, as well as our international partners, come together in discussion and cooperation to rethink education as a driver of inclusivity, sustainability, and world advancement.

This conference resonates deeply with the Central Philippines State University Graduate School’s mission to nurture scholars and leaders who possess advanced competence in knowledge production, sharing, and utilization within their respective disciplines. It also reflects our vision to develop individuals who embody leadership, innovation, creativity, and technological growth—guided by principles of entrepreneurship, good governance, economic development, environmental security, national sovereignty, and cultural diversity.

May this event serve as a venue for collaboration, critical reflection, and transformative learning, inspiring each participant to champion education that not only informs minds but also sustains communities and uplifts humanity.

Once again, welcome to this academic endeavor that celebrates knowledge, collaboration, and sustainable futures.

Message from Vice President, **CPSU**



Vice President for Academic Affairs,
Central Philippines State University,
Kabankalan City, Negros Occidental,
Philippines

Good day, esteemed guests, distinguished delegates, respected university officials, faculty members, researchers, students, and all participants joining us from various parts of the world.

It is a great honor and privilege to give a short message as your Special Guest of Honor in this International Conference jointly hosted by Central Philippines State University and Southern Leyte State University, in partnership with the Institute for Educational Research and Publication (IFERP) Academy-Philippines Society.

Let me begin by congratulating the organizers for bringing together a remarkable gathering of brilliant minds from diverse disciplines and institutions. This event is a testament to our collective commitment to advance research, scholarship, and innovation in education—not just for academic excellence, but for the sustainable future of humanity.

The theme, “Education for Sustainable Futures: Integrating Linguistics, Social Sciences, and Humanities,” deeply resonates with the core of what education must be in the 21st century. It reminds us that sustainability is not only about protecting our environment—it is also about nurturing the human spirit, preserving cultural identity, and empowering communities through language, knowledge, and empathy. It underscores the commitment to supporting the United Nations Sustainable Development Goals (SDGs), particularly: Quality Education (SDG 4), Reduced Inequalities (SDG 10), Sustainable Cities and Communities (SDG 11), and Partnerships for the Goals (SDG 17).

Linguistics allows us to understand the power of communication and culture. Social sciences give us insight into the dynamics of human behavior and society. Humanities, on the other hand, ground us in ethics, values, and creativity. When these fields intersect, we create a quality education system that not only informs minds but also transforms lives.

As educators, researchers, and leaders, we are called to reimagine learning—one that bridges differences, upholds inclusivity, and equips future generations to respond to the complexities of a rapidly changing world. And it is through conferences like this that we create spaces for presenting our research, sharing best practices, collaboration, and discovery.

May this event ignite meaningful exchanges, foster partnerships, and inspire each of us to take bold steps toward educational innovations that sustain not only knowledge, but also humanity and our shared world.

Once again, congratulations to CPSU, SLSU, and IFERP Academy–Philippines Society for this laudable initiative. May this international conference serve as a beacon of inspiration, a catalyst of progress, and a celebration of the boundless power of education.

Thank you, and I warmly welcome everyone to this prestigious international conference. Together, let us learn, share, and lead toward a sustainable future.

About Invited Keynote Speaker



**Dr. Ralph Vendel E.
Musni**



Dr. Musni is an Outstanding Professional by Instabright International, Vice President for External Affairs of Career Counselor & Advocates Region X and Faculty, the Social Sciences Unit and the Graduate School of University of Science and Technology of Southern Philippines, a Career Service Eligible for both Professional and subprofessional by the Civil Service, Registered Psychometrician, Licensed Guidance Counselor, and Professional Teacher by the PRC, NC II (Top1) & NC III holder of TESDA and finished the following degrees with scholarship: Doctor of Education Management, Master of Arts in Guidance & Counseling, Master in Business Administration – Human Resources, Bachelor of Science in Psychology with Professional Education.

He also finished a Diploma in Human Resources and other Specialized Courses in Technology in Teaching and Learning & Understanding the Child Better by the University of the Philippines Open University, Managing Emotions in Times of Uncertainty by Yale University, and Universal Treatment Curriculum for Substance Use Disorder by Ateneo de Davao University & the U.S. Department of State.

Faculty Member,
Department of Social Sciences &
Graduate School,
University of Science and Technology of
Southern Philippines

About Invited Keynote Speaker



**Dr. Mahid M.
Mangontarum**

Associate Professor, Department of
Mathematics &
Director, Mamitua Saber Institute of
Research and Creation
Mindanao State University - Main
Campus, Philippines

Mahid Macalandong Mangontarum, is an accomplished academic and researcher. He earned his Bachelor of Science in Mathematics (2008-2011) and Master of Science in Mathematics (2012-2016) at the Mindanao State University - Main Campus in Marawi City. Additionally, he completed the academic requirements (CAR) for a Doctor of Philosophy in Applied Mathematical Sciences at the University of Science and Technology of Southern Philippines, Cagayan de Oro City. Presently, he serves as an Associate Professor V at the Mathematics Department of the College of Natural Sciences and Mathematics, Mindanao State University - Main Campus in Marawi City.

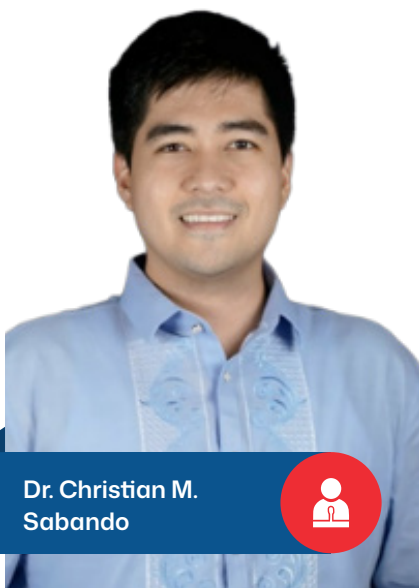
He is a recipient of the MEVLANA Exchange Faculty Program at the Kastamonu University, Turkiye in 2018.

His research endeavors focus on Enumerative Combinatorics, Quantum Calculus, and Applied Mathematics, particularly in Optimization and Multi-criteria Decision-Making (MCDM). Mahid has contributed significantly to the field, with numerous published research papers in reputable international journals. Notably, he introduced the Mangontarum q -Integral Transforms, a pair of formulas instrumental in solving quantum differential equations.

He is also a Regular Member of the National Research Council of the Philippines and the Mathematical Society of the Philippines.

Prior to assuming the role of Research Director at the Mamitua Saber Research Center, he held the position of Director of the Presidential Management Staff of the MSU System. His versatility and leadership skills are further demonstrated by his role as one of the Special Assistants at the Office of the President of the MSU System, where he successfully navigated administrative responsibilities

About Plenary Speaker



**Dr. Christian M.
Sabando**



Dean for Instruction of CPSU-Victorias Campus. He teaches in the Graduate School under the MAEd General Science program and is also an AACCUP accreditor. With a lifelong passion for research, he has worked on studies in health, general science, and institutional development, which reflect his dedication to both scholarship and service. Guided by the values of social responsibility, sustainable development, and inclusive education, Dr. Sabando remains actively involved in community extension programs. He considers his role in teaching, research, and extension not just as professional duties but as meaningful opportunities to serve students, colleagues, and the wider community.

Dean,
Central Philippines State University
(CPSU), Philippines

About Keynote Speaker



Dr. Dinn Wahyudin



Prof. Dr. Dinn Wahyudin, MA was a Professor of the curriculum development in Curriculum and Educational Technology Department Faculty of Education, Universitas Pendidikan Indonesia (UPI). Currently, he is a Vice Rector on Academic and student affairs in IKOPIN University in Bandung. He obtained his Master's degree on Instructional Design and Technology, University of Iowa, USA in 1986 and his Doctor of Curriculum Development at School of Postgraduate Studies, UPI, in 2009. In 2009 -2010 he was promoted as an Educational researcher in UNESCO headquarter office in Paris, France. Formerly, he was the head of public relation of UPI, the Head of Central Library of UPI. In 2018, he was a Visiting professor in Chungnam National University (CNU), South Korea. His current new books have been published: Politik Kurikulum (2020), Curriculum Across Countries (2020), Etnopedagogy in Papua (2021), and The Tunnel of Knowledge (2023).

Professor, Department of Curriculum
Development, Universitas Pendidikan
Indonesia, Indonesia

About Keynote Speaker



Research Director,
National University,
Philippines

Dr. Leticia C. Gamad holds advanced degrees in Educational Management and Doctor in Business Administration, complemented by a diverse portfolio of professional certifications. These include ISO 9001 and ISO 21001 for Educational Organization Management Systems (EOMS), National Certificates (NC II) in Customer Service and Events Management, and specialized qualifications such as Certified Financial Market Analyst, Certified Advanced Equity and Technical Analyst, Advanced FOREX and Economics Analyst, as well as expertise in advanced statistics with a focus on PLS-SEM. She currently serves as the Research Head of National University Laguna. An accomplished academic, Dr. Gamad has received multiple Best Research Paper awards and has presented and published her work in both national and international forums. She is a co-author of the book “Business Intelligence Guidebook: From Data Integration to Analytics” and was recognized with the National Research Leadership Award by CHED-NCR in 2020. In addition to her scholarly pursuits, she is actively engaged in professional communities, serving as the National Treasurer of AFMED and maintaining active membership in various academic and industry associations. She is frequently invited as a speaker by national agencies, local government units, and private sector organizations.

About Keynote Speaker



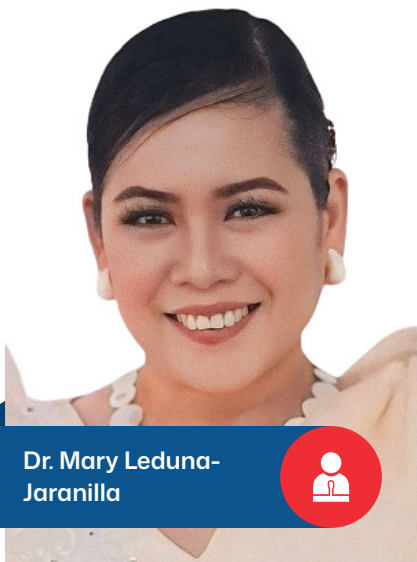
**Dr. Vahid
Nimehchisalem**



Vahid Nimehchisalem started teaching English in 1994. He has since been involved in the area as an English teacher, professor, teacher trainer, material and test developer, researcher, editor, and writer. He holds a PhD in TESL and is currently professor at University of Economics and Human Sciences in Warsaw, adjunct at Taylor's University, Malaysia, visiting professor at Riphah International University, Lahore, Pakistan, coordinator at UCEDA Institute, USA, and founding editor of the International Journal of Education and Literacy Studies. His main areas of teaching and research interest are language assessment, ELT materials, and research methods. He offers courses related to research methods, SLA, and language assessment at undergraduate and postgraduate levels. Several Ph.D. and MA students have graduated under his supervision. He has been the principal investigator and co-researcher in several research grant projects. He has copyrighted several apps and research.

University Of Economics And Human
Sciences In Warsaw, Poland

About Keynote Speaker



**Dr. Mary Leduna-
Jaranilla**

Assistant Professor 4/Training Services
Director, Central Philippines State
University, Philippines

Dr. Mary Grace Noreen Ponce Leduna-Jaranilla holds a Bachelor of Arts degree with a major in Political Science from the University of Negros Occidental-Recoletos in Bacolod City, Negros Occidental. She also has a Master in Public Management with a concentration in Local Government Administration from Negros Oriental State University in Dumaguete City, Negros Oriental. Furthermore, she earned a Juris Doctor from Silliman University in Dumaguete City and a Doctor of Philosophy in Development Studies from the University of St. La Salle in Bacolod City. Currently, Dr. Leduna-Jaranilla serves as an Assistant Professor IV and the Training Services Coordinator at Central Philippines State University. She is widely recognized as a molder of public opinion and is regarded as a woman of powerful intellect, character, and unimpeachable integrity. She has a vision for Indigenous Peoples and offers a perspective that reimagines inclusive development by centering the voices of those often excluded from mainstream development narratives. Her work was nominated for the Loretta Makasiar Sicat Prize due to its emphasis on inclusive development, a crucial aspect of social justice and equity in the Philippines. Dr. Leduna-Jaranilla's advocacy is not an ordinary story. Throughout her professional development journey, she has faced numerous challenges and sacrifices, yet she has chosen to persevere. This determination is a testament to the strength of her character and her commitment to her dreams. She stands out as a woman of distinction who continues to pursue progress and embodies a remarkable vision for the future. She is truly a symbol of a great, good woman.

About Keynote Speaker



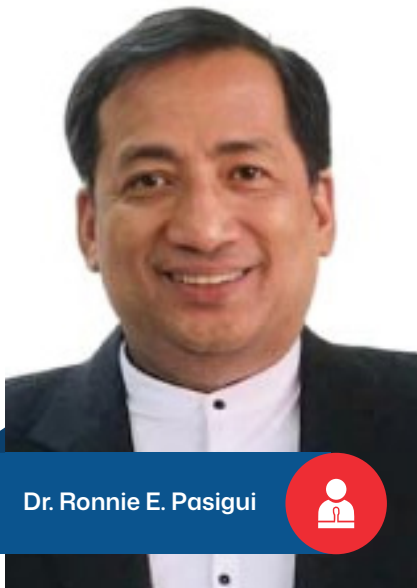
**Mr. Michael M.
Bacolod**



Michael Magbanua Bacolod, an Associate Professor IV at Central Philippines State University. Currently, he is Dean of the College of Arts and Sciences, ISO Lead Auditor and University Statistician. He is a graduate of BS in Applied Statistics (NSCA now CPSU 2006); MS in Mathematics (NORSU, 2013) and PhD in Mathematics (NORSU, 2020). His career is marked by extensive research involvement, particularly in statistics, mathematics, and applied sciences. He has authored peer-reviewed publications including works on graph theory, school leadership during the COVID-19 pandemic, and social theory. He has actively presented research at both local and international forums, with studies ranging from mathematical modeling and time series analysis to community and social reintegration issues. His role extends to being a research evaluator and judge in regional and national research symposia. As a speaker and lecturer, he has facilitated numerous research capability trainings and workshops on experimental design, statistics, and scientific writing for both secondary schools and higher education institutions. Additionally, he has consistently served as a thesis adviser, statistician, and panelist for undergraduate research, contributing significantly to the research culture of CPSU.

Dean,
Central Philippines State University,
Philippines

About Session Speaker



Dr. Ronnie E. Pasigui



Vice President For Research, Planning,
Development And Extension,
University Of Cagayan Valley,
Philippines

Dr. Ronnie Espergal Pasigui is a seasoned educational leader, published scholar, and certified Outcomes-Based Education (OBE) specialist for higher education. He currently serves as the Vice President for Research, Planning, Development, and Extension at the University of Cagayan Valley. Known for his strong advocacy of internationalization and innovative pedagogy, he is also the Founder, President, and Chairman of the Board of the National Association of Professional Teachers, Inc. He holds the distinction of being the first Filipino appointed as a Level 2 Judge for the World University Rankings for Innovation (WURI) in both 2024 and 2025, and the first Filipino QS-Reimagine Education Global Judge. Dr. Pasigui has been tapped as a CHED Region II Resource Person on World University Rankings for Innovation, and continues to contribute as a national expert in curriculum development through his role as a resource person for the Teacher Education Council's Reframed Curriculum. His research interests include teacher education, philosophy, pedagogy, and the humanities. As of 2025, his scholarly work has garnered 100 total citations, with 99 citations in the last six years, placing him among the top 2,530 researchers in the Philippines. Dr. Pasigui has authored and co-authored several academic books and manuals used in both basic and higher education, including *Jose Rizal: The Man and the Hero*, *Practical Research for SHS*, *Oral Communication in Context*, *World Religions and Belief Systems*, *Applied Sociology with Anthropology*, and *Looking Beyond: A Textbook in Humanities*. His recent peer-reviewed articles, such as *Transformational Leadership and Educational Innovation* and *Preferred Educational Leaders: Character and Skills*, continue to contribute significantly to the fields of educational leadership and higher education.

About Session **Speaker**



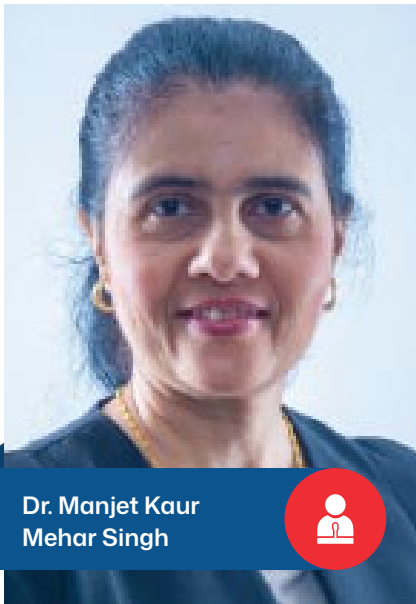
**Dr. Almighty
Tabuena**



Dr. Almighty Cortezo Tabuena currently serves as the OIC Dean of the College of Arts and Sciences at Pamantasan ng Lungsod ng Valenzuela and as the founding Editor-in-Chief of the International Journal of Academic and Practical Research, Philippines. A cum laude graduate in Secondary Education, major in Music Education (2017), he is a Licensed Professional Teacher (LPT) and Career Service Eligible (CSE). He holds multiple postgraduate credentials in Education, Music, Culture and the Arts, Humanities and Social Sciences, Leadership and Management, Public and Education Policy, Research and Development, and Artificial Intelligence. Dr. Tabuena has presented at numerous academic conferences and published in internationally indexed journals, including ACI, WoS, and Scopus. Widely recognized for his scholarly contributions, he is frequently invited as a resource speaker, consultant, validator, and peer reviewer. He has received numerous distinctions for excellence in research, education, and policy innovation. Beyond academia, he is actively engaged in the cultural arts as music director, accompanist, composer, and arranger of an independent male choir founded in Manila in 2015—reflecting his dedication to both artistic and community development. Through his diverse roles, Dr. Tabuena bridges leadership, academic prowess, and artistic expression, making a significant impact in both educational and cultural spheres.

Oic Dean, College Of Arts And Sciences,
Pamantasan ng Lungsod ng Valenzuela,
Philippines

About Session **Speaker**



**Dr. Manjet Kaur
Mehar Singh**



Manjet Kaur Mehar Singh is an Associate Professor at the School of Languages, Literacies and Translation, Universiti Sains Malaysia. She holds a PhD in language studies and has been attached to School of Languages, Literacies and Translation for the past 29 years. Manjet Kaur's interest are broad ranging and include sociolinguistics, language teaching and learning, academic literacy(ies), discourse, and multilingualism. She has extensive experience as keynote, invited and plenary speaker at international events. She also manages International Journal of Language, Literacy and Translation (IJoLLT) as the Chief Editor. Manjet Kaur is also listed by Britishpedia (4th edition, 2022) as one of the "Successful People in Malaysia" in the field of Education.

School of Languages, Literacies and
Translation, Universiti Sains Malaysia,
Malaysia

About Session **Speaker**



**Dr. Vijayan
Gurumurthy Iyer**



Techno-Economic- Environmental Study,
Check Consultancy Services,
India

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Constantino Gazo Medilo, Jr., Ph.D. is a Professor VI and the Vice President for Academic Affairs of Southern Leyte State University (SLSU). He earned his Doctorate in Philosophy from Leyte Normal University in 2019 through the K-12 Transition Program Scholarship funded by the Commission on Higher Education (CHED). His leadership journey includes serving as the Campus Director of the Tomas Oppus Campus from January 2022 to March 2024 and as the Director for Research and Innovation at SLSU from September 2019 to January 2022. Dr. Medilo obtained his Bachelor of Arts in Social Science major in Economics from the University of the Philippines in 1998 and his Master of Arts in Education major in Social Science from Southern Leyte State University in 2005. In addition to his administrative roles, Dr. Medilo is actively engaged in collaborative research and institutional development. He serves as the Project Leader of the NRCP- NSTEP-funded project, "Cultural Definition of Vulnerability to Impacts of Climate Change," completed in October 2024. He is also the Project Leader for SLSU in the CHED-funded project, "Pattern of Pathways to Transformation in Philippine TEIs: The Role of Institutional Leadership in Focus," a collaborative effort led by Western Visayas State University. This partnership is formalized through a Memorandum of Agreement between SLSU and WVSU, underscoring the strategic focus on institutional leadership and transformative education in Philippine Teacher Education Institutions. Dr. Medilo's academic contributions include 12 published articles, which have garnered 28 citations and an H-index of 2, highlighting his role in advancing research on climate change, institutional leadership, and education. His work continues to enhance the relevance and impact of Southern Leyte State University as a leader in higher education and research.

About Session **Speaker**



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Dr. Kumar Shashvat is an accomplished academician and researcher currently serving as Assistant Professor and Assistant Director – Corporate Resource Centre (Science & Technology) at Amity University, Bengaluru. He holds a Ph.D. in Computer Science and Engineering from NIT Delhi, specializing in Time Series Modeling, Machine Learning, and Big Data Analytics. With over four years of academic experience at reputed institutions including GITAM University, Alliance University, and DIT University, Dr. Shashvat has made notable contributions to research and innovation. His expertise spans Artificial Intelligence, Predictive Analytics, Cloud Computing, IoT, and Healthcare Informatics. An award-winning researcher, he has seven patents (four granted) and has published extensively in SCI/SCIE/Scopus-indexed journals such as Chaos, Solitons & Fractals and Tropical Biomedicine. He has also secured ₹17 lakh funding under the DST-IUSSTF (DST- SERB) scheme as Principal Investigator. Beyond research, Dr. Shashvat is deeply engaged in student mentorship, interdisciplinary collaboration, and curriculum development, driving innovation in data science and emerging technologies. His leadership continues to foster strong industry-academia partnerships and advance research excellence in the computing domain.

About Session **Speaker**



Dr. Arshpreet Kaur



Dr. Arshpreet Kaur is a distinguished researcher and academic specializing in machine learning and its applications in medical diagnostics. She completed her PhD from NIT Delhi, focusing on leveraging advanced computational models for detecting epileptiform activity. Her research is extensively published in high-impact journals like *Chaos, Solitons & Fractals*, where she has addressed critical topics such as deep learning for neurological disorders, time-series forecasting, and biomedical signal analysis. Currently an Assistant Professor at Amity University, Bengaluru, Dr. Kaur has significant teaching experience, covering subjects like artificial intelligence, machine learning, and digital image processing. Additionally, she contributes as a peer reviewer for leading journals, further emphasizing her expertise and commitment to advancing the field.

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A Lexico-Semantic Analysis of the Phenomenon of Neologism in the COVID Era

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Abstract:

This qualitative study employing lexico-semantic analysis aimed to explore the phenomenon of neologism or the new words or existing words that were given new meanings in the time of the Corona Virus Disease 2019 (COVID-19) pandemic. Specifically, it focused on the lexico-semantic structures and word-formation processes of these COVID-19 neologisms. The study involved 50 corpora that were sourced out from online news articles across the Philippines, COVID-19 Inter-Agency Task Force (IATF) issuances for the Management of Emerging Infectious Diseases, and reports from Local Government Units (LGUs) released from December 2019 up to December 2021. Results revealed that there were 90 COVID-19 neologisms gathered which are mostly nouns, verbs, and adjectives. Further, these neologisms possess derivational and lexical relations wherein the words were created using affixes and possess the semantic relationships of hyponymy, polysemy, antonymy, and synonymy. Also, in terms of word-formation processes, the neologisms undergo the processes of compounding, abbreviation, derivation, blending, borrowing, clipping, coinage and acronym. This study highlights how language adapts during crises like COVID-19 pandemic through the creation of neologisms which reflect social realities and support effective communication.

Ethical Sensitivity in Patient Care among Paulinian Nursing Students

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St. Paul University Iloilo, Philippines

Gwen Stephanie V. Casamayor

St. Paul University Iloilo, Philippines

Ann Rosanie Y. Tan

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Abstract:

As future frontliners, student nurses must develop a strong sense of ethical sensitivity, as this guides their actions in making compassionate and morally sound decisions in patient care (Yu et al., 2021). Previous studies have shown varying levels of ethical sensitivity among student nurses, with sex and year level being key factors. This study assessed the ethical sensitivity in patient care among 234 Paulinian student nurses using a non-experimental, descriptive quantitative design and stratified random sampling. The level of ethical sensitivity in patient care among Paulinian student nurses is notably high (3.75). When categorized by subdomain, student nurses demonstrated high ethical sensitivity across eight domains: patient respect (3.94), professional ethics (3.87), nursing work responsibility (3.88), preventive will (3.77), ethical reflection (3.55), ethical burden (3.73), ethical situational awareness (3.69), and empathy (3.35). Paulinian student nurses showed high ethical sensitivity across sex and year levels, influenced by values-based education, clinical exposure, and religious formation. Ethical sensitivity increased with year level; patient respect ranked highest, while second-year students scored highest in ethical reflection, likely due to their transition from classroom to clinical practice. Integrating Ethics and Bioethics courses enhances moral understanding and decision-making. The study recommends strengthening ethics education through reflection, case discussions, and clinical debriefings.

Knowledge, Attitudes, and Practices on Nursing Ethics among Student Nurses at St. Paul University Iloilo

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Abstract:

Nursing ethics forms the cornerstone of professional practice, emphasizing patient safety, dignity, and rights, guiding ethical decision-making. These ensure the integrity of nursing practice and cultivate the foundation for future nurses. In the increasingly complex landscape of modern healthcare, student nurses often face challenging ethical dilemmas, testing their understanding, attitudes, and ability to apply ethical principles effectively in clinical settings. This quantitative, descriptive-correlational study assessed the knowledge, attitudes, and practices on nursing ethics among 196 Level 2-4 student nurses of SPUI during A.Y. 2024-2025. Results reveal high level of knowledge, highly positive attitude, and good ethical practice among the participants. Significant differences were observed in knowledge and attitude based on sex, with male exhibiting higher knowledge and females showing more positive attitudes. Practice differed significantly across year levels, with Level 4 students showing the strongest ethical application. Importantly, no significant relationships were found between knowledge and attitudes or knowledge and practices, but a correlation existed between attitudes and practices. These results highlight the critical role of fostering positive ethical attitudes to translate theoretical knowledge into consistent ethical practice. It emphasizes the importance of fostering ethical attitudes to reinforce competent and compassionate nurses capable of addressing ethical challenges in healthcare.

Knowledge and Attitude of Student Nurses Towards Family Planning Methods

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Abstract:

The study aimed to determine the knowledge and attitude of student nurses towards family planning methods while enrolled in a Catholic institution. A non-experimental and correlational study was conducted involving 228 student nurses. It is quantitative in nature, uses inferential statistics and a probability sampling technique was applied. The study revealed that majority of the participants were female (78.9%). Student nurses demonstrated a high level of knowledge towards natural and artificial family planning methods. Significant differences in knowledge were found across year levels for natural methods but not for artificial methods. A positive correlation was found between knowledge in natural and artificial family planning methods and attitude, indicating that greater understanding of family planning methods corresponds with a more positive attitude. Student nurses are well-informed and have a highly positive attitude towards natural and artificial family planning methods however there are reservations about discussing contraception among peers, indicating that the Catholic education instilled in Paulinian student nurses prevails when talking about the topic given that one of the school's advocacies is pro-life. Knowledge is influenced by sex and year level. The correlation between knowledge and attitude emphasizes the importance of comprehensive reproductive health education in shaping positive perceptions. Cultural and religious beliefs may influence attitudes, but do not hinder understanding or acceptance. The need for strengthened lectures on the technical aspects of family planning methods and for open, values-sensitive discussions to bridge remaining gaps in awareness and comfort in communication.

Level of Competence of Student Nurses in Facing Real-World Clinical Experience

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Abstract:

Ensuring that student nurses are adequately prepared for the demands of clinical practice is a fundamental aspect of nursing education. This quantitative, non-experimental, descriptive study aimed to determine the level of competence of fourth-year student nurses in facing real-world clinical experience based on sex and nursing school. Stratified random sampling was used to select 310 participants from six nursing schools in Iloilo City. Utilizing a validated questionnaire based on the Nursing Student Competence Scale (NSCS) was utilized, covering six core competencies; medical-related knowledge, basic nursing skills, communication and cooperation, life-long learning, global vision, and critical thinking. Data were collected through Google Forms and were analyzed using statistical tools such as descriptive statistics, ANOVA, and t-tests. Results showed a high overall competence (mean=4.12), with basic nursing skills being strongest (mean=4.33) and medical-related knowledge the weakest (mean=3.95). Males scored slightly higher than females, and School A had the highest institutional mean. However, no significant differences in competence were found based on sex or school affiliation ($p=0.493$). The findings indicate strong clinical competencies among student nurses, but highlight the need for targeted improvements in medical knowledge to further enhance readiness for real-world practice.

Index Terms: Student Nurse, Clinical Competence, Real-World Experience

Attitudes towards the Use of Artificial Intelligence Tools among Student Nurses at St. Paul University Iloilo

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Abstract:

Despite the growing use of generative Artificial Intelligence tools like ChatGPT in healthcare and education, limited research has explored how student nurses perceive, engage, and utilize these technologies. Understanding their attitudes and usage is essential into supporting Artificial Intelligence's effective integration into nursing education. Grounded in the Theory of Planned Behavior, the research employed a descriptive quantitative design to examine the student nurses' attitude towards the use of artificial intelligence tools across the behavioral, cognitive and emotional or affective domains. The study also explored variations in attitudes based on sex, year level, and prior experience with AI tools. A total of 242 student nurses were selected using the spin the wheel method applying the stratified random sampling per year level. The data were gathered through a standardized questionnaire adopted from the Student Attitude Toward Artificial Intelligence (SATAI) scale by Katsantonis and Katsantonis (2023). Findings revealed that the majority of participants exhibited positive to highly positive attitudes toward Artificial Intelligence, acknowledging its relevance in improving academic performance and preparing for future professional practice. Significant differences in attitudes were noted based on year level and prior exposure to AI tools. The study found notable variations in student nurses' attitudes toward AI tools based on sex, year level, and previous exposure to Artificial Intelligence. Male students showed a more favorable behavioral attitude compared to female students, both sexes displayed positive views in the cognitive and emotional aspects. Attitudes also differed across academic levels, with each year group expressing varying degrees of positivity in different domains. Additionally, whether or not students had prior experience with AI tools, both groups maintained a generally positive outlook across all areas. These results indicate that sex, academic standing, and familiarity with Artificial Intelligence significantly influence how student nurses perceive these technologies. The study underscores the need for integrating Artificial Intelligence-related content into the nursing curriculum to enhance digital competence and ensure responsible and ethical use clinical practice.

Index Terms: Attitudes, Artificial Intelligence, Student Nurses

Evaluation of Student Nurses and Faculty on the Use of Objective Structured Clinical Examination (OSCE) in Assessing Clinical Skills

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Abstract:

Rapid changes in healthcare require nursing education to adopt reliable methods for assessing competence. The Objective Structured Clinical Examination (OSCE), through standardized simulations, fairly evaluates skills; however, its effectiveness depends on student and faculty perceptions, making their evaluation essential for improvement of nursing education. This study determined how student nurses and faculty evaluate the OSCE in assessing clinical skills, focusing on their profiles and ratings of its attributes, quality of performance testing, and validity and reliability, overall and by group. A non-experimental, descriptive-quantitative design involved 203 Level 3–4 nursing students and 14 faculty with OSCE experience, selected through total enumeration and purposive sampling. Data were collected by a 5-point Likert scale adapted from Pierre et al. (2004) and analyzed using mean, frequency, and percentage. Results showed that students rated highest in Quality of Performance Testing ($M=4.37$, 61.1%), followed by Validity and Reliability ($M=4.19$) and Attributes ($M=4.06$), with higher ratings from females and Level 3 students. Faculty followed the same order ($M = 4.34$, 57.1%; 4.07; 3.85), with more favorable views from females and those with under 10 years of experience. OSCE is evaluated as fair and effective, yet improvements are needed in scenarios, feedback, stress management, time, and structure. It enhances students' skills, confidence, and readiness while guiding schools in improving teaching and provides a basis for future research to enhance OSCE as an assessment method. Recommendations include clear orientation, adequate time, constructive feedback, realistic scenarios, trained faculty, and inclusivity.

Index Terms: Objective Structured Clinical Examination, Clinical Skills Assessment, Student Nurse Evaluation, Faculty Evaluation, Nursing Education, Iloilo City

Adverse Childhood Experiences and Its Impact on the Clinical Performance and Coping Mechanism of Student Nurses

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Abstract:

This cross-sectional quantitative study examined the prevalence of Adverse Childhood Experiences (ACEs) and their relationship to clinical performance and coping strategies among 323 second- to fourth-year nursing students at St. Paul University Iloilo during the Second Semester of Academic Year 2024–2025. Data were collected using three validated tools: the ACE Questionnaire, the Nursing Student Clinical Performance Evaluation Scale, and the Coping Inventory for Stressful Situations. Findings revealed that 68.7% of participants experienced at least one ACE, while 17.0% reported four or more, indicating substantial exposure to childhood adversity. Despite this, most students achieved very satisfactory clinical performance, and no significant association was found between ACE scores and clinical competence. However, a notable correlation emerged between ACEs and coping strategies. Students with higher ACE scores frequently adopted avoidant-oriented coping, which may compromise emotional regulation and adaptability under stress. In contrast, older and more senior students tended to use task-oriented coping, suggesting maturity and academic experience contribute to more adaptive stress responses. These findings underscore nursing students' ability to sustain clinical performance despite personal adversity, while revealing critical gaps in coping strategies that could affect long-term well-being. The study highlights the need for resilience-building programs and promotion of healthy coping mechanisms in nursing education, contributing to Sustainable Development Goal No. 3 by supporting mental health and well-being among future healthcare professionals.

Health Behaviors of Paulinian Student Nurses

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Abstract:

Student nurses are often expected to demonstrate the health behaviors they promote, such as regular physical activity, balanced nutrition, effective stress management, and preventive health practices. This study aimed to assess the level of health behaviors among student nurses at a private university in Iloilo City, Philippines. This quantitative research used a descriptive and inferential research design. The study included 226 student nurses from 1st to 4th year, selected through stratified random sampling. Data were collected using the Positive Health Behaviors Scale by Woynarowska-Soldan et al., and the survey was administered both in printed questionnaires and Google Forms. Data collected was analyzed using descriptive statistics (frequency, percentage, mean) and inferential statistics (t-test, and Analysis of Variance (ANOVA) test). Findings show that most participants were females (79.2%) and 2nd-year students (33.19%). The results also revealed that student nurses generally exhibit positive health behaviors ($m=2.30$), regardless of their profiles: sex, year level, and across domains. The preventive behaviors domain scored the highest among the four ($m=2.76$). Additionally, the study found no significant difference in health behavior levels when grouped by profile, indicating that sex and academic year do not significantly influence participants' overall health behaviors. The overall positive health levels suggest a health-conscious student body; however, there is still room for improvement to reach a highly positive level. By consistently enhancing nutrition, physical activity, relaxation, and preventive practices, student nurses can improve their well-being, clinical performance, and ability to inspire healthy habits in their patients.

Index Terms: Health Behaviors, Student Nurses, Nutrition, Physical Activity, Mental Health, Preventive Behaviors

Attitude Towards Learning Using Digital or Traditional Note-Taking Methods Among Paulinian Student Nurses

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Abstract:

Technological advancements have transformed educational practices, offering student nurses both digital and traditional note-taking options. Digital tools provide speed, organization, multimedia integration, keyword search, and editing ease, while traditional pen-and-paper supports focus, memory retention, reduced distractions, personal engagement, independence from power, and reflective thinking. Paulinian student nurses show varied preferences shaped by learning styles and resource accessibility, with some retaining traditional methods despite institutional promotion of digital tools. This study determined the attitude towards both methods and identified perceived advantages and disadvantages using a descriptive quantitative design with 226 student nurses from St. Paul University Iloilo, academic year 2024-2025, selected via stratified random sampling. Data were gathered through a validated researcher-made questionnaire on demographics, attitude scales, and ranked advantages and disadvantages, analyzed using descriptive statistics. Results revealed positive attitudes toward digital (mean=2.97) and traditional (mean=3.09) note-taking, with no significant differences by sex or year level. Digital note-taking was hindered by eye strain, device dependency, glitches, distractions, and cost, while traditional methods were limited by hand fatigue, bulkiness, editing difficulty, lack of multimedia integration, and limited sharing. Findings indicate that student nurses adopt a blended approach, integrating digital efficiency and handwriting's cognitive depth. Institutions supporting both strategies through digital literacy programs and hybrid practices can enhance engagement, retention, and readiness for academic and clinical demands.

Index Terms: Note-Taking Methods, Student Nurses, Learning Attitudes, Digital Note-Taking, Traditional Note-Taking

Relationship of Level of Resilience to Its Correlated Factors in Clinical Education Among Student Nurses

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Abstract:

Resilience is one of vital traits of student nurses that will allow them to manage academic rigor and clinical responsibilities. Clinical education is a cornerstone of training in the nursing profession where theories meet real world practices. With increasing demands and challenges in nursing education, being resilient will help the students nurses thrive even in adversity. Determining the factors that influence the student level of resilience is essential for facing clinical education difficulties head - on and adapting positive mindset. This study aimed to determine the relationship of level of resilience to perceived social support, self-directed learning, and level of stress among student nurses at St. Paul University Iloilo. It also examined differences as to sex and year level. correlational research design was employed to assess the relationships between variables. Out of 393 students, 194 students were identified to participate in the study using stratified random sampling. Data were collected using a 42-item modified questionnaire based on the validated tools of Connor-Davidson Resilience Scale (10 items), Multidimensional Scale of Perceived Social Support (12 items), Personal Responsibility Orientation to Self-Direction in Learning Scale (10 items), and the Stressors in Nursing Student Scale (10 items). Descriptive statistics and Pearson's correlation coefficient were used for data analysis. Student nurses demonstrated high levels of resilience (mean=3.20) and self-directed learning (mean=3.33), moderate perceived social support (mean=3.29), and low to moderate stress levels (mean=2.04). Data showed significant positive correlations between resilience and perceived social support; resilience and self-directed learning while resilience and stress did not show significant relationship. These results suggest that resilience among student nurses is strengthened by supportive relationships and active self-directed learning strategies, rather than being influenced by stress levels. This indicates that resilience is more closely tied to positive coping resources than to negative stressors. These findings highlight the importance of fostering supportive learning environments and developing self-directed learning strategies in clinical education.

Index Terms: Resilience, Perceived Social Support, Self-Directed Learning, Stress, Student Nurses

Student's Experiences and Challenges: A Qualitative Inquiry to Nursing Program Attrition

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Abstract:

Nursing program attrition remains a critical issue in the development of nursing education. As global demand for nurses increases, understanding the underlying problems of attrition has become an essential step in the development of new strategies to enhance retention rates. This study aimed to understand the experiences of nursing students with nursing program attrition. The primary objective of this narrative research study was to explore the experiences and challenges of former nursing students in nursing and the factors contributing to attrition as they navigate the program. This study identified the common experiences, challenges, and main reasons that led to students' attrition in the Bachelor of Science in Nursing. This study used a narrative research design with a qualitative approach, collecting detailed narratives organized into four phases: choosing nursing, integration into the program, demotivation, and decision to leave. Participants were identified purposefully based on the study's inclusion criteria. In general, the study revealed that attrition was not solely driven by academic difficulties but also by a combination of factors, including emotional stress, financial constraints, personal and family-related issues, dissatisfaction with the program, and the challenges posed by online learning. Despite these struggles, participants expressed continued admiration for the profession and emphasized that their decision to leave was not due to a lack of interest but from the need for an environment that better supported their needs and overall well-being. These findings were further supported and interpreted using the Student Retention Integrated Model by Cabrera, Nora, and Castañeda (1993), which provides a comprehensive overview of the factors influencing students' decision for attrition by acknowledging both internal, institutional, and external factors in a student's personal experiences. Educational institutions are encouraged to reassess existing policies and provide more flexible, student-centered support systems to improve retention and promote long-term student success in nursing education.

Index Terms: Nursing Program Attrition, Narrative Inquiry, Experiences of Nursing Students, Challenges of Nursing Students

Work Functioning of Staff Nurses Providing Direct Care to Patients

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Abstract:

Work functioning among nurses encompasses multiple dimensions of patient care, where both satisfaction and frustration influence interactions with patients and colleagues. This study aimed to determine the work functioning of staff nurses providing direct patient care, both overall and when grouped according to profile, across the following domains: cognitive aspect, decision-making, incidents at work, avoidance behavior, managing conflicts, relationship with patients, and energy and motivation. A non-experimental, descriptive research design with a quantitative approach was employed. The tool used in the study was based on the Nurses Work Functioning Questionnaire by Gärtner et al. (2011). It involved 95 staff nurses selected through purposive sampling, data was analyzed using frequency, percentage distribution, and mean scoring. The findings revealed that the majority of participants were relatively young, had limited professional experience, were mostly female, and primarily employed in private healthcare facilities. Despite these demographic patterns, nurses generally demonstrated good levels of work functioning. Among the measured areas, incidents occurring in the workplace were the least reported. Additionally, nurses in their late twenties and those with three to four years of experience tend to perform best across critical domains, particularly in cognitive aspect, decision-making, and incidents at work. These findings indicate that staff nurses effectively cope with workplace stressors through adequate internal and external resources. Despite an imbalanced nursing workforce composed mainly of younger and less experienced staff, high levels of performance, motivation, and professionalism were maintained, underscoring the value of strengthening support systems and retention strategies to sustain optimal work functioning.

Index Terms: Domains, Work Functioning, Nurses

Scavenging Fantasy among Waste, Hope, and Exclusion at Jakarta's Bantargebang Landfill

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Abstract:

A 2024 documentary tells the stories of waste pickers salvaging valuables at Bantargebang, a massive landfill receiving waste from Jakarta, Indonesia's capital city. Following the daily lives of scavengers, the documentary foregrounds the health risks and precarities of scavenging. Yet it also reveals how fantasies around waste persist in both the center and peripheries of the city, and shapes how waste is managed, lived with, and even hoped upon. First, the documentary reveals the fantasy of control over waste. Since waste is viewed as all the rejected parts of organized systems, there is a strong drive to remove waste to preserve the organization of our surroundings. Such a drive remains visible even in the destination where waste is sent. Second is the fantasy of wasting itself. This belief obscures the lives of people—often rural migrants—who reside in “sacrifice zones” like Bantargebang, bearing the environmental costs of disposability. Third is the fantasy of hope built upon the landfill. The documentary features residents who describe the trash mound as a “mountain of hope.” While this framing signals resilience, it risks offering ideological comfort that normalizes inequality. Treating survival as hopeful may obscure the need for structural intervention and reinforce complacency toward marginalized lives.

The Elimination of the Manipulative Strategies as a Part of Safe University Environment Formation

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Abstract:

The main aim of the paper is identification of the ways of safe university environment formation by the views of university students in Slovakia and suggestion of the manipulative strategies elimination. Security is a very important part of society. Its existence is needed in a variety of areas of societal life, especially in the university environment. The university environment is created by university students. The empirical part contains the results of empirical research. The research was realized by using quantitative methodology. Pre-prepared questionnaire was used for data collection. Data analysis was realized through univariate data analysis in the statistical software SPSS 20. The aim of empirical research was to analyze ways of supporting the creation of the safety environment. The respondents were Slovakian university students. The conclusions of the paper show using online space for the creation of a safe environment at universities. There is an importance of online lectures and seminars realized by qualified university teachers and experts as a tool of elimination the influence of the manipulative strategies at universities. It is the way to improve safety at universities.

Manipulative Techniques as a Factor Influencing the Implementation of Inclusion in Slovak Schools

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Abstract:

Inclusive education is not only a legislative obligation but also a growing trend in Slovakia. Its successful implementation is crucial for advancing social inclusion within our society. This paper examines the current state of inclusive education in Slovakia, highlighting its benefits, challenges, and risks. Special attention is paid to manipulative techniques that hinder the effective implementation of inclusion. The survey was conducted using a qualitative approach through semi-structured interviews with respondents from primary schools. We explored the attitudes of pupils, parents, teachers, and school management towards inclusive education. To enhance clarity, we complemented the qualitative analysis with basic quantitative data, presenting the frequency of responses in percentages. The findings suggest positive impacts of inclusive practices, such as increased empathy and social skills in neurotypical pupils, as well as improved self-esteem and a sense of belonging among pupils with special educational needs. However, several barriers were identified, including a lack of professional staff, insufficient resources, administrative burdens, and the use of manipulative techniques aimed at resisting inclusion. The paper concludes by identifying the most common manipulative strategies used by teachers to block the integration of inclusive education into current educational practices in Slovakia.

Index Terms: Barriers to Inclusion, Inclusive Education, Manipulative Strategies, Pupil, Survey, Teacher Attitudes

Ember of Hope: Surviving Practices, Lifeways and Inclusive Development from the Lens of the Ata Indigenous Peoples of Northern Negros, Philippines

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Abstract:

Culture is shaped and realized by development, and the success of development has roots in people's culture. This study delved into the surviving practices, lifeways, inclusive development, and challenges, as well as specific actions to such challenges. Participants involved 109 Ata representing the total households. Using a convergent parallel mixed method, this study gave equal weight to the quantitative and qualitative data, comparing the data and establishing patterns or contradictions. Findings indicated four variations, namely: civil status, sources of income, accessibility to basic services and utilities, and management of resources. Harmonization of data further revealed that many Ata couples were single, living together without the benefit of marriage. Livelihood was considered part of practices and lifeways and not a source of income. The government promised only programs for the community. While the Ata see themselves as stewards of the land, they are not aware of its responsibility. Notably, Ata's motivation to work for their goals and principles encouraged them to seek better ways; hence, their practices and lifeways provided a certain kind of meaning, that only they could understand. Nonetheless, it is necessary to design a program that is relevant to the community's survival and suitable work skills to improve their lives. Hence, there is a need to create an Ancestral Domain Sustainable Development and Protection Plan to plot the delivery of support so that the Ata can journey with the rest of society in their development processes.

Index Terms: Surviving Practices, Lifeways, Inclusive Development, ATA Indigenous Peoples, Convergent Parallel Mixed Method

Emerging Theory that led to Former Rebels on Disintegration and Re-integration in the Society

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Abstract:

Armed conflict in the Philippines existed for more the fifty years. This conflict claimed thousands of lives from both sides of the Government and CPP-NPA. This study then conducted that aims to generate a theory that emerges on the personal testimonies of the former rebels of Southwest Areas of Negros Occidental, Philippines on why they decided to disintegrate in the society and after several months or years they later re-integrate in the society. Utilizing the Grounded theory approach to investigate the phenomenon of interest, obtained data through a semi-structured in-depth interview with four (4) former rebels; using comparative and qualitative thematic analysis themes were compared with each other, and similar concepts were integrated. The results showed that: (1) the intimate interaction and association with someone holding and possessing high-powered weapon can boast or make the young generation joining armed group because they feel that they are “astig” or socially prestigious; (2) Economic and social alleviation programs can persuade and motivate economically and socially challenge people in joining the armed group; and (3) The socio-cultural deviance within the armed group because of unfulfilled promises can lead to people re-integration in the society. Out of the results, a theory emerges that will try to explain the factors that led to former rebels’ disintegration to the society and after sometime they decided to the re-integration in the Society. This theory called “BAON’s Theory which came from a Filipino term that depicts economic and social status and security.

Index Terms: Former Rebels, CPP-NPA, Armed Conflict, BAON’s Theory, Insurgency

Program Outcomes and Students' Academic Performance

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Abstract:

This study evaluated the attainment of business and management learning outcomes among fourth-year students at a maritime university, focusing on perceptions of outcome achievement, academic performance, and the influence of gender and degree programs. Results reveal a very high level of attainment in core competencies, including problem-solving, management functions, ICT skills, ethical standards, and corporate citizenship. Academic performance, measured by General Weighted Average (GWA), was generally "Very Good," with Cruise Ship Management students outperforming peers from Tourism Management and Customs Administration programs. Female students showed slightly higher academic achievement than males. Statistical analyses demonstrated no significant differences in perceived outcomes across gender or programs. However, significant differences in academic performance by program and gender suggest areas for targeted support. A weak correlation was found between GWA and outcome attainment, underscoring the multidimensional nature of competence beyond grades. The findings align with contemporary outcome-based education frameworks emphasizing graduate attributes. Recommendations include continuous curriculum enhancement to incorporate cutting-edge skills and research competencies and adoption of diverse, technology-supported, and inclusive pedagogical approaches to foster comprehensive graduate readiness. This study contributes to understanding the effectiveness of outcome-based education in maritime business programs and provides evidence-based insights for sustaining quality and relevance in higher education.

Students' Wellness: Gearing Up for a Healthy Lifestyle

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Abstract:

This study investigates the relationship between wellness—specifically physical activity and nutrition—and academic achievement among first-year students. Grounded in literature emphasizing the holistic benefits of physical education (PE) on cognitive and mental health, the research examines how wellness practices relate to academic performance in the Pathfit 2 course. Data from 156 respondents were analyzed using descriptive statistics, t-tests, ANOVA, and Pearson correlation to assess differences by sex and degree program and the associations between wellness behaviors and academic outcomes. Findings reveal that CBM students exhibit very good levels of physical activity and nutrition, with males scoring higher than females in both domains. Academic achievement in Pathfit 2 was classified as superior overall. Although physical activity and nutrition were strongly correlated, neither significantly predicted academic success in the course. The study highlights the importance of sustaining quality PE programs that foster holistic development. It recommends integrating wellness initiatives with academic support and teacher professional development grounded in motivational theories. These results emphasize the complexity of academic achievement determinants and suggest that wellness contributes to student well-being without directly influencing academic performance in fitness-related courses. Implementing comprehensive wellness and support strategies can enhance student engagement, mental health, and overall educational success.

The Role of Educational Robotics in Supporting Children with Autism Spectrum Disorder: A Systematic Review

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Abstract:

Autism Spectrum Disorder (ASD) is characterized by repetitive and inflexible patterns of behavior and difficulties in social interaction and communication, which can limit children's participation in educational and social contexts. Educational Robotics (ER) has recently emerged as a promising tool to support inclusion and skill development for children with ASD. ER promotes engagement, collaboration, and personalized learning through a "learning by doing" approach. International frameworks, including the UN Convention on the Rights of Persons with Disabilities (CRPD) and the Tashkent Declaration, highlight the importance of inclusive, technology-enabled education for learners with disabilities. This study aims to explore research findings on the effective use of ER with children with ASD in educational and clinical Settings. The PRISMA model will guide the review process across four databases: Google Scholar, Scopus, Web of Science, and PubMed. Studies will be included if they a) are empirical intervention studies; b) focus on ER interventions for children with ASD; c) examine outcomes related to communication, social interaction, or behavioral skills; d) are published in English; and e) published in scientific Scopus journals. The study focuses on research evidence demonstrating the potential of ER to enhance social and communication skills, and to reduce repetitive behaviors in children with ASD. Implications for practice and directions for future research on strengthening the role of ER in inclusive education for children with ASD will be discussed.

Comprehension Skills and Study Habits and Attitudes of Grade Five Pupils: Basis for a Reading Instructional Design

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Abstract:

This study investigated the reading proficiency of Grade Five pupils at Mindanao State University-Integrated Laboratory School, specifically in terms of their comprehension skills. The researcher employed the standardized instrument Survey of Study Habits and Attitudes developed by William F. Brown and Wayne, to assess the pupils' study habits and attitudes and examine their relationship to reading proficiency. A descriptive-correlational research design was utilized to analyze the variables, with Grade Five pupils serving as the respondents.

To gather the necessary data, two instruments were used: a standardized questionnaire assessing reading proficiency in terms of comprehension skills, and the aforementioned survey on study habits and attitudes. The findings revealed that a majority of the respondents lack the ability to recall ideas or information in the materials read and have no ability to interpret instructions, directions, signs, and notices correctly. Teacher approval as a sub-scale ranked first in study habits and attitudes. This was generally practiced by the respondents. Furthermore, the results showed there is a significant relationship between the reading proficiency and pupils' study habits and attitudes. Based on these findings, appropriate recommendations were proposed to help improve the study skills and reading comprehension of the learners.

Philippine Professional Standards for Teachers: Student Teachers Competencies and Performance

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Abstract:

This descriptive-correlational study examined the relationship between teacher education students' competencies, based on the seven domains of the Philippine Professional Standards for Teachers (PPST), and their academic performance in professional courses at Central Philippines State University-Ilog Campus. Using total enumeration, 43 fourth-year BEED students undergoing practice teaching for the school year 2024-2025 participated, with data analyzed through mean and Spearman-Rho correlation, supplemented by key informant interviews with five student teachers. A standardized instrument adapted from PPST was utilized. Findings revealed that teacher education students exhibited high competency levels across all domains, including content knowledge and pedagogy, learning environment, learning diversity, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Their academic performance was classified as very satisfactory, indicating strong professional preparedness. However, only content knowledge and pedagogy (CKP) and community linkages and professional engagement (CLPE) showed a significant correlation with academic performance, suggesting that mastery of subject matter, teaching strategies, and engagement with the community contribute to better learning outcomes. The results align with Piaget's Theory of Constructivism, which emphasizes learning through experience, and Elger's Theory of Performance, which highlights the role of knowledge, skills, and external factors in achieving success. Based on these findings, recommendations include enhancing teacher education programs through competency-focused seminars, increasing student awareness of their competency levels, using the study's questionnaire as an alternative evaluation tool, and encouraging future research on PPST-related competencies to improve teacher training and professional readiness.

Index Terms: Philippine Professional Standards for Teachers (PPST), Teacher Education, Academic performance, Teacher Competencies

Sensory and Analytical Evaluation of La Tienda *Chabacano* Gourmet Products

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Abstract:

This study evaluated the sensory and analytical qualities of four La Tienda *Chabacano* gourmet products to promote the preservation of Cavite City's culinary heritage. Sensory evaluation showed all products were acceptable in taste, aroma, appearance, and texture, with *Ginataang Alamang* and Pork rated "highly acceptable." Microbiological analysis confirmed safety, with aerobic plate counts ranging from <10 to 90 CFU/g, coliform levels <1.8 MPN/g, and yeast and mold counts between <10 to 70 CFU/g—all within FDA standards. Physico-chemical results varied: *Champorado* had the highest moisture content (69.74 g/100g) and water activity (0.98), indicating higher spoilage risk, while *Ginataang Alamang* and Pork had lower moisture (29.68 g/100g) and water activity (0.9628), enhancing shelf stability. pH levels ranged from 5.31 to 7.07, classifying most products as low-acid foods. Recommendations include improved thermal processing for high-moisture products and reformulation of *Champorado* to reduce water activity.

Attitudes of Student Nurses Towards Older Persons

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Abstract:

The rapid growth of the aging population worldwide and in the Philippines emphasizes the urgent need to prepare future nurses for competent and compassionate geriatric care (World Health Organization, 2021). Nursing students' attitudes toward older persons are critical, as these attitudes influence the quality of care they will provide in clinical practice. This study aimed to determine the attitudes of student nurses toward older persons at St. Paul University Iloilo. A descriptive quantitative design was employed, surveying 242 student nurses selected through stratified random sampling. Data were collected using an adapted 26-item version of Kogan's Attitudes Toward Old People Scale (Kogan, 1961) and analyzed through descriptive statistics, t-tests, and ANOVA. Findings revealed that student nurses generally held positive attitudes toward older persons. Significant differences were observed across year levels, with second-year students showing the most positive attitudes and fourth-year students the least. No significant differences were found in relation to sex or residence, although trends suggested improvements during intermediate years and a decline in the final year, likely due to academic and clinical demands. These results highlight the importance of integrating geriatric-focused content more consistently throughout the nursing curriculum to sustain positive perceptions. Strengthening this component of nursing education may contribute to producing graduates who are well-prepared to provide empathetic and effective elder care.

Index Terms: Student Nurses, Attitudes, Older Persons, Geriatric Nursing, Kogan's Attitudes Toward Old People Scale

The Experiences of Student Nurses on Patient Death: Insights about Nursing Care and Becoming a Nurse

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Abstract:

Background: The death of a patient is a natural process of life, yet it remains uniquely challenging for student nurses during clinical practice. Understanding these experiences is essential to identify the challenges and support needed for their personal and professional growth.

Objectives: This study explored the experiences of student nurses on patients' death, specifically their challenges, ways of coping, impacts, realization, insights on nursing care and views on becoming a nurse.

Methods: A descriptive phenomenological approach guided by Colazzi's seven-step method was used, involving six purposively selected participants from Iloilo City, with data collected through in-depth interviews from March to April 2025 using semi-structures questionnaires.

Results: Twelve themes emerged, namely, psychological strain, pervasive fear, pillars of support, spiritual supplication, positive coping, embodied physiological distress, emotional encounters, self-awareness, perception of death, having support system is fundamental, personal and professional growth, and passion towards a profession.

Discussion and Conclusion: Student nurses experienced various challenges and physical symptoms with patient death. Many reported unmet needs due to limited support from clinical instructors and inadequate training in death and post-mortem care. Participants emphasized the necessity of emotional support and coping strategies during such critical experiences. The study implied early integration of end-of-life education in the curriculum to better prepare students for the emotional and professional challenges associated with patient death. School administrators should implement support programs and resources such as guidance counseling and group therapy to help student nurses handle emotional and psychological challenges, while balancing academics.

Index Terms: Patient Death, Student Nurses, Experiences, Phenomenological, Colazzi

School's Support, Teacher's Commitment and Occupational Well- Being: Basis for Enhance Faculty Development Plan

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Abstract:

This study explored the interplay of school support, work commitment, and occupational well-being of teachers in the Candoni District. Specifically, it examined the level of support teachers receive from their schools, the extent of their professional commitment, and their overall occupational well-being, while also determining the relationships among these variables. Employing a descriptive-correlational design, the study utilized total enumeration of all district teachers as respondents. Data were gathered through a researcher-made instrument, complemented by adopted measures from Chan (2006) for work commitment and Chari et al. (2021) for occupational well-being.

Findings revealed that teachers generally experienced a high level of school support and demonstrated strong commitment to their profession. Results further indicated that while school support showed no significant link to work commitment, it was found to have a strong positive association with occupational well-being. In addition, teacher commitment emerged as highly correlated with occupational well-being. These results highlight the vital role of school support systems in shaping teachers' well-being and reinforce the idea that committed educators thrive better when their workplace fosters care, encouragement, and support for both personal and professional growth.

Student Nurses' Satisfaction on the Experiences in their Clinical Learning Environment

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Abstract:

The Clinical Learning Environment (CLE) is essential in developing the knowledge, skills, and attitudes of student nurses. This research evaluated the satisfaction levels among the second, third, and fourth year student nurses of St. Paul University Iloilo regarding their CLE experiences through analysis of supervisory relationships, pedagogical atmosphere, leadership style, and hospital setting effects on student satisfaction. Anchored on Kolb's Experiential Theory, this descriptive quantitative research design was employed, involving 312 student nurses selected based on year level and most recent hospital exposure. Data collection was done using the Clinical Learning Environment, Supervision, and Nurse Teacher (CLES+T) Turkish Version by Atay et al. (2018) while analysis was conducted using frequency, mean, and percentage. Results indicated a consistent "Very High" satisfaction in all six subscales: relationship with the clinical instructor (mean=3.76), role of the clinical instructor (mean=3.76), supervisory relationship (mean=3.74), pedagogical atmosphere (mean=3.64), leadership style of the head nurse (mean=3.60) and premises of nursing on the ward (mean=3.57). Data indicated that student nurses affiliated with private hospitals showed higher satisfaction levels than those associated with public institutions, and second-year students rated their CLE more positively than upper-year students. The findings emphasized the importance of creating strong supervisory relationships and cultivating an effective pedagogical atmosphere to enhance learning outcomes and professional growth. This study highlights the need for further improvements in the physical and organizational aspects of clinical settings to support student learning.

Marketing 4.0 in a Collectivist Lens: A Conceptual Framework for Understanding Millennial Purchase Intention in Sabah, Malaysia

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Abstract:

A conceptual framework is proposed in this article for understanding how millennial purchase intention in Sabah, Malaysia, is influenced by Marketing 4.0 branding strategies. The mediating role of brand trust is specifically examined through a collectivist cultural lens. A significant gap in the literature is addressed, namely the limited understanding of Marketing 4.0's applicability in non-Western, collectivist societies like Sabah, where existing frameworks are often rooted in individualistic Western contexts. In this study, an integration of Marketing 4.0 principles, the cultural dimension of Collectivism, the Theory of Planned Behaviour (TPB), and the Uses and Gratification Theory (UGT) is undertaken. As the paper's key contribution, a culturally-contingent model of brand trust formation is put forth, from which theoretical and practical implications are offered for businesses operating in culturally diverse markets.

Index Terms: Marketing 4.0, Branding Strategies, Millennials, Purchase Intention, Brand Trust, Collectivism, Sabah, Conceptual Framework

Instructional Leadership as the Heart of Talent Management Among NPQEL Participants

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Abstract:

In Malaysia's education system, sustaining effective school leadership requires more than improving teaching practice; it demands building a robust pipeline of future leaders. Within the National Professional Qualification for Educational Leaders (NPQEL), instructional leadership is positioned as the strategic driver of talent management, encompassing talent identification, leadership capacity building, and retention. Despite the established role of instructional leadership in school improvement, limited research has examined how leadership talent contributes to NPQEL participants' instructional leadership performance. This quantitative study involved 65 NPQEL 2023 participants from Institute of Aminuddin Baki, Genting Highlands, with data collected via Google Forms and analysed using descriptive statistics and Pearson's correlation. Leadership talent was assessed using the Gallup Leadership Talent Model, while instructional leadership was measured with selected components of the Principal Instructional Management Rating Scale (PIMRS). Findings revealed that participants demonstrated high levels of both talent management ($M=3.46$) and instructional leadership ($M=3.49$) across all measured dimensions. A strong, significant positive correlation was found between talent management and instructional leadership ($r=0.737$, $p<0.01$), indicating that higher leadership talent is associated with stronger instructional leadership practices. The study concludes that integrating talent management within instructional leadership not only enhances leadership effectiveness but also strengthens school succession planning. It recommends embedding structured leadership pathways in NPQEL training, expanding mentoring and shadowing opportunities, and aligning leadership development with the Malaysia Education Blueprint 2013–2025 goals. Future research could explore longitudinal impacts of talent-focused instructional leadership on leadership pipeline sustainability and school performance.

Index Terms: Instructional Leadership, Talent Management, NPQEL

Public Rural Farm School: Practices, Problems, and Promises

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Abstract:

This study explores the practices, challenges, and promises of school leaders in managing rural farm schools, with the goal of developing a contextualized framework for their sustainable development. Guided by Republic Act No. 10618 (Rural Farm Schools Act) and relevant DepEd Orders, rural farm schools in the Philippines have emerged as vital platforms for integrating agriculture, education, and rural development. However, their long-term sustainability is hindered by infrastructure gaps, limited resources, and contextual barriers. Employing a qualitative, narrative design, the study engaged school heads, teachers, and development partners through in-depth interviews, document analysis, and site observations. Thematic analysis yielded three major themes: (1) Agricultural Curriculum and Instructional Practices, (2) Operational Barriers in Agricultural Schooling, and (3) Agricultural Education as a Driver for Empowerment, further detailed into six sub-themes. Findings indicate that while school leaders implement innovative, community-responsive strategies, their efforts are constrained by systemic limitations in technical capacity, policy support, and environmental unpredictability. Despite these challenges, agricultural education has proven transformative, fostering student motivation, rural pride, and local innovations that redefine farming from a fallback to a viable future. In response, the study proposes the Integrated and Sustainable Farm School Management Framework (IS-FSMF), anchored in the Provus Discrepancy Evaluation Model. This framework comprises four interrelated domains: Leadership and Curriculum Innovation, Infrastructure and Resource Management, Community Engagement and Governance, and Sustainability and Agricultural Identity. It offers a practical guide for planning, assessing, and strengthening rural farm schools through empowered leadership, aligned systems, and inclusive governance.

Index Terms: Rural Farm Schools, Agricultural Education, School Leadership, Sustainability, Educational Framework

Test, Track, Teach: A Scalable Online Assessment System for ALS in San Carlos City

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Abstract:

This capstone project designs, develops, and evaluates an online assessment application for the Philippines' Alternative Learning System (ALS) to streamline diagnostic testing and personalize instruction. Grounded in the Functional Literacy Test (FLT) and the Individual Learning Agreement (ILA), the system lets learners take timed, web-based assessments (1 hour 30 minutes), supports automatic submission and scoring of objective items, and generates printable scoresheets and ILAs for targeted intervention; essay items remain teacher-scored. Using an Agile methodology, the team gathered requirements via interviews with ALS stakeholders, produced Figma prototypes, and implemented a Laravel-React-Tailwind stack with role-based access (admin, teacher, student). PHPUnit enabled iterative testing of key flows (registration with admin approval, exam creation/scheduling, exam-taking, scoring, ILA generation). Usability and system quality were evaluated with a modified PIECES framework using a 5-point Likert scale among 50 respondents (23 ALS students, 19 ALS teachers, 8 IT experts) from San Carlos City. Results indicate "Very Satisfied" ratings across all dimensions, with an overall weighted mean of 4.74; Control & Security (4.80) and Efficiency (4.78) scored highest, citing prompt feedback, secure data handling, reduced manual workload, and cost savings from digitized processes. Minor issues involved UI consistency across browsers and performance sensitivity to internet speed. Deployed initially at the San Carlos City ALS center, the application demonstrates that integrating automated diagnostics with ILA generation can enhance assessment efficiency, data accuracy, and instructional planning in ALS settings, while highlighting needs for periodic UI refinements and connectivity-aware optimizations.

Index Terms: Alternative Learning System, Functional Literacy Test, Individual Learning Agreement, online assessment, PIECES evaluation, Agile development, Laravel, React, usability testing

