



2nd International Conference on Converging Disciplines in
Arts, Linguistics, Education, Social Sciences and Humanities

ICDALESH 2026



16th & 17th
October 2026



Manila,
Philippines

Organized By



IFERP Academy –
Philippines
Society

Academic Partners



Royal British
College,
Philippines



STI West Negros
University,
Philippines



Mindanao State
University–Sulu,
Philippines



2nd International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences, and Humanities (ICDALESH-2026), Manila, Philippines

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Conference Theme

Interdisciplinary Dialogues for Innovation in Humanities, Education and Social Sciences

Preface

We are delighted to extend a warm welcome to all participants attending 2nd International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences, and Humanities (ICDALESH-2026), taking place in Manila, Philippines on 16th & 17th October, 2026 organized by 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-2026 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-2026.

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 2026

2nd International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences, and Humanities (ICDALESH-2026) 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.

ICDALESH 2026 is a premier academic forum dedicated to exploring the intersections of diverse disciplines that shape human knowledge, culture and society. Building on the success of its inaugural edition, ICDALESH 2026 provides a global platform for scholars, educators, researchers and practitioners to engage in meaningful dialogue, share innovative ideas and foster collaborative research across the humanities and social sciences.

With the theme “Interdisciplinary Dialogues for Innovation in Humanities, Education and Social Sciences”, the conference emphasizes the transformative power of convergence—where arts meet technology, linguistics informs education and social sciences connect with global challenges.



Objectives of the Conference



To create a global platform for sharing research and ideas across arts, linguistics, education, social sciences, and humanities.



To encourage interdisciplinary dialogue addressing contemporary cultural, educational, and social challenges.



To promote the exchange of best practices in research, teaching, and policy development.



To contribute interdisciplinary perspectives toward sustainable social and human development

About IFERP Academy

The IFERP Academy is a committed professional organization that advances engineering, science, and technology. IFERP anticipates a global scientific community brought together by digital innovation. This organization puts a great emphasis on promoting research activities, communicating the newest insights, and driving industrial trends.

IFERP has built strong networks throughout Asia, the Middle East, Europe, and countries such as Iraq, Malaysia, Australia, and more. They have incorporated networking, research support, publications, and worked in other scientific areas.

IFERP excels in organizing International Conferences that connect researchers worldwide. It holds important international webinars, publishes journals and publications that are indexed by Web of Science and SCOPUS, and provides thorough research assistance and guidance. Engaging in Youth Empowerment projects and encouraging Industry-Institute Interaction are key components of IFERP's goal. The organization is committed to enabling professionals through faculty advancement, skill development, and persistent research and publication initiatives.

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 IFERP Does

IFERP is committed to improving the professional experience by providing a world-class platform to professionals. Their dedication extends to the following activities:

Academic Resource Accessibility: They make academic resources and support available to aspiring scholars in both rural and urban locations.

Diverse Educational Programs: They organize workshops, conferences, webinars, seminars, guest lectures, short-term training programs, and faculty development programs.

Drive Innovation: They foster curiosity and creativity while staying up to date with the latest trends and advancements in Engineering, Science, and Technology.

Knowledge Sharing & Collaboration: They actively collaborate with institutions, organizations, and associations to work towards a shared vision of a better future.

Publication & Recognition: They provide opportunities for research articles to be published in reputable journals and encourage transdisciplinary research activities.

Message From IFERP's Director



Managing Director & Founder,
IFERP, Technoarete Group,
India

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 2nd International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences and Humanities (ICDALESH-2026) 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.

ICDALESH-2026 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.

ICDALESH-2026 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.

ICDALESH-2026 hopes to set the perfect platform for participants to establish careers as successful and globally renowned specialists in the related fields.

Message From IFERP's CEO



**Mr. Rudra Bhanu
Satpathy**

CEO & Founder,
IFERP, Technoarete Group,
India

IFERP is hosting the 2nd International Conference on Converging Disciplines in Arts, Linguistics, Education, Social Sciences and Humanities (ICDALESH-2026) this year in month of October, 2026.

The main objective of ICDALESH-2026 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 painstaking effort to make this conference successful.

Welcome Message President, RB College



**Dr. Gwendolyn
K. Wong**

School President,
Royal British College, Incorporated,
Philippines

It is with great pleasure and sincere appreciation that I extend my warmest greetings to the Institute for Educational Research and Publication (IFERP), its distinguished organizers, speakers, delegates, researchers, educators, and participants from different parts of the world.

On behalf of Royal British College Incorporated, I am honored to welcome everyone to this important international academic gathering. We are particularly pleased to be part of this initiative as one of IFERP's Academic Partners.

As an educational institution, Royal British College, Inc. believes that education becomes more meaningful when knowledge is shared, challenged, and applied to real-world concerns. Conferences such as this provide an opportunity for educators, researchers, practitioners, and students to exchange ideas, present new perspectives, and learn from one another. More importantly, they create connections that can lead to future research collaborations and initiatives that can benefit our communities and the wider society.

Our partnership with IFERP is therefore more than a formal academic affiliation. It represents our willingness to participate in a broader international community of institutions committed to the continuous improvement of education and the generation and dissemination of knowledge.

To all the participants, I encourage you to take full advantage of this opportunity to listen, engage, share your experiences, and build meaningful academic relationships. May the discussions and presentations during this conference inspire new ideas, encourage further research, and contribute to solutions to the challenges faced by education and society today.

We extend our appreciation to IFERP for welcoming Royal British College, Inc. into this international academic partnership. We look forward to strengthening our collaboration and creating more opportunities for our faculty, researchers, students, and academic community to engage with colleagues around the world.

Once again, on behalf of Royal British College, Inc., I warmly welcome you all. May this conference be a productive and enriching experience for everyone.

Thank you, and I wish you a successful and meaningful conference.

Welcome Message Chancellor, MSU–Sulu



**Prof. Nagder J.
Abdurahman**

Mindanao State University,
Sulu Capitol Site, Patikul, Sulu,
Philippines

It is with great pleasure that I extend my warmest greetings to all participants of this conference on “Education for Sustainable Futures: Integrating Linguistics, Social Sciences, and Humanities,” to the educators, researchers, scholars, students, and academic partners of this meaningful endeavor.

This conference provides an important platform for intellectual exchange on the transformative role of education in shaping sustainable and inclusive communities. The integration of Linguistics, Social Sciences, and Humanities reminds us that education goes beyond the transmission of knowledge—it is a powerful instrument for understanding people, strengthening communities, preserving cultures, and addressing the complex challenges of our time.

The pursuit of the Sustainable Development Goals (SDGs) calls for educational institutions to become active partners in building a more inclusive, equitable, peaceful, and sustainable future. In particular, Quality Education (SDG 4), Reduced Inequalities (SDG 10), Sustainable Cities and Communities (SDG 11), and Partnerships for the Goals (SDG 17) underscore the importance of collaboration among institutions, disciplines, communities, and nations.

As a university committed to the transformation of the Sulu Archipelago, Mindanao State University–Sulu recognizes the vital role of education in

empowering individuals and communities. Our commitment to excellence, integrity, resilience, service, and God-centered values inspires us to pursue meaningful academic endeavors that respond to the realities and aspirations of our people.

The themes of this conference resonate strongly with our University’s commitment to producing graduates who are not only academically competent but are also socially responsible, culturally responsive, and prepared to contribute to peace, development, and nation-building. In a diverse and dynamic society such as ours, the Humanities and Social Sciences, together with the study of language and communication, have an essential role in fostering understanding, inclusivity, and respect for cultural diversity.

May this conference serve as a venue for meaningful dialogue, scholarly collaboration, critical reflection, and transformative learning. May the ideas and research shared here inspire innovative approaches to education and encourage us to work together toward communities where knowledge becomes a catalyst for human development and sustainable change.

On behalf of Mindanao State University–Sulu, I extend my sincere appreciation to the organizers, partner institutions, speakers, researchers, educators, and students whose collective efforts make this academic gathering possible.

May this conference be a celebration of knowledge, collaboration, diversity, and our shared commitment to building sustainable futures through education.

About Invited Keynote Speaker



Professor,
Bulacan State University Bulacan,
Philippines

Dr. Analiza Resano Villacorte y Acuña is a distinguished academic, researcher, and educator serving as Professor III at Bulacan State University.

She holds a Ph.D. in Educational Management and a Doctor of TESOL, with extensive expertise in English language education, curriculum development, educational research, and communication studies.

With over two decades of teaching and academic leadership experience, she has served as Department Chair in English, Editor-in-Chief of the university journal, and research administrator. Dr. Acuña has led and secured several funded research projects, published scholarly works in international journals, authored books on communication and language education, and presented her research at conferences across Asia, the Middle East, Europe, and the United States.

Her research interests include language education, educational management, communication, and community development.

About Invited Keynote Speaker



Associate Professor,
National University of Engineering
Peru

Prof. Dr. Juan Cabrera is a distinguished academic and researcher in the field of Water Resources. He holds a degree in Civil Engineering from the National University of Engineering, a Master in Advanced Studies in Sustainable Water Resources from the Swiss Federal Institute of Technology (ETH Zurich), and a Ph.D. in Water Resources from the National Agrarian University La Molina. He serves as a Full Professor at the National University of Engineering and heads the “Arturo Rocha Felices” Hydraulics Laboratory.

As leader of the Research Group in Hydroclimatology and Associated Risks, his research focuses on mud and debris flows, hydrometeorology, remote sensing, climate change, hydraulic modeling, and water resource management.

He has extensive experience in educating civil engineers and advancing sustainable water resource solutions through research and professional practice.

About Invited Keynote Speaker



**Maria Concepcion
A. Amboy**

Professor,
Program Chair, University of
Caloocan City, Philippines

Maricon holds a Bachelor's degree in Computer Engineering and a Master of Engineering in Computer Engineering from Adamson University. With 17 years of experience in higher education, she has contributed extensively to teaching, research, consultancy, academic administration, and community extension initiatives. She currently serves as Program Chair of the Computer Engineering Program at the University of Caloocan City, College of Engineering, Bagong Silang Campus.

Committed to education and community development, Maricon actively supports literacy initiatives and community-based programs, particularly those benefiting young learners. Her professional interests also extend to women's empowerment and environmental sustainability. She is an international and local runway model, product endorser, and ambassador, and has received several national and international pageant titles, including Lady of the Earth International 2024 and Mrs. Legacy Crown International 2025.

Through her academic, professional, and advocacy work, Maricon promotes education, empowerment, environmental responsibility, and meaningful community impact.

About Keynote Speaker



Director,
Rayat Bahra Group,
India

Prof. Prince Vohra is a distinguished academic leader, researcher, and higher education strategist with more than 18 years of experience in teaching, research, institutional development, and industry engagement. He currently serves as the Group Director of Alumni Relations at Rayat Bahra Group, India, where he leads initiatives focused on alumni engagement, industry collaboration, mentorship, and institutional advancement.

Prof. Vohra holds a Ph.D. in Marketing from Punjabi University, Patiala, with research specializing in celebrity endorsement and tourism. His scholarly work spans destination branding, digital marketing, artificial intelligence, higher education, and consumer behavior, with numerous publications in Scopus-indexed and internationally recognized journals. Throughout his career, he has held key leadership positions at leading universities including Chandigarh University, GLA University, CT University, and Lovely Professional University.

He has successfully led large-scale academic and alumni initiatives, developed innovative academic programs, organized international collaborations, and mentored entrepreneurs and emerging scholars. A passionate advocate for educational transformation, Prof. Vohra's work bridges academia, industry, and society, focusing on creating sustainable impact through research, innovation, leadership, and global partnerships.

His insights on marketing, tourism, digital transformation, and higher education have made him a sought-after speaker, trainer, and keynote presenter at national and international forums.

About Keynote Speaker



**Dr. Amar
Johri**

Saudi Electronic University,
Saudi Arabia

Dr. Amar Johri has been an Assistant Professor in the College of Administrative and Financial Sciences at Saudi Electronic University, Kingdom of Saudi Arabia, since September 2019. He has more than 18 years of academic experience. He obtained his doctorate (PhD) from Graphic Era University, Dehradun, Uttarakhand, India. His research interests include financial services, financial markets, banking, investment, accounting, auditing, IFRS, AIS and general management.

He has published around 90 research papers in national and international journals (including Web of Science: SSCI, SCIE, Q1, Q2, Q3, Q4 & ESCI journals, Scopus, Q1, Q2, Q3 and Q4 indexed journals, ABDC A and ABS Rank 1 category journals with impact factor of 15+ and cite score of 17+, and Proceedings of International Conferences of repute). He has presented around 60 research papers at national and international conferences.

He has completed two funded research projects as a principal researcher and one as a co-researcher. He is also working on a few more research projects. He has more than 10 chapters in Scopus-indexed books. He has been the chair of the technical sessions and honored as a chief guest (valedictory session) at the international conference. He has also authored an accounting book. He is an editorial board member of various reputed journals, including Web of Science and Scopus-indexed journals. He is also the book editor for various Scopus-indexed books. He has also published two patents. He delivers and conducts sessions on financial planning, financial literacy, investment decisions, corporate finance, accounting information systems, corporate accounting, and Microsoft Excel and its use in accounting, finance, and statistics calculations. He has been a keynote speaker and session speaker at various international conferences.

He is the reviewer and article editor of various reputed journals, including Web of Science and Scopus-indexed journals, and has reviewed more than 100 research papers. He has also examined PhD theses for various reputed universities as an external examiner. He also serves as an external academic expert to review the program structure. His area of teaching interest includes finance, accounting, and taxation.

About Keynote Speaker



**Dr. Mohd Nihra Haruzuan
Bin Mohamad Said**

Associate Professor,
Universiti Teknologi Malaysia
(UTM), Malaysia

Dr. Mohd Nihra Haruzuan Bin Mohamad Said is an Associate Professor of Educational Technology at Universiti Teknologi Malaysia (UTM). He holds a Ph.D. from the University of Waikato (New Zealand) and an M.Sc. from the University of Salford (UK), alongside specialized training from the Communication University of China.

As Head of Creative Multimedia and Learning Technology (UTM CDex), Dr. Nihra pioneered UTM's HyFlex learning ecosystem and co-authored the university's Teaching and Learning Policy.

On the global stage, his work includes producing high-impact MIT BLOSSOM videos and widely-accessed MOOCs. His core fields of research focus on Open, Distance, and Digital Education, Virtual Reality and Augmented Reality, and E-learning and Multimedia Development.

Bridging institutional strategy with emerging AI landscapes, Dr. Nihra is dedicated to actively shaping the future of digital education and mentoring the next generation of digital-ready scholars.

About Keynote Speaker



**Dr. Prodhan
Mahbub Ibna Seraj**

Associate Professor,
American International University
Bangladesh

Dr. Prodhan Mahbub Ibna Seraj has been working as a Head & Associate Professor at the Department of English, American International University Bangladesh (AIUB).

He has 16 years of experience teaching courses in applied linguistics and ELT at the tertiary level. Currently, he is one of the thesis examiners at the Department of English of Bharatiar University, India, and Bharathidasan University, India, and also a visiting researcher at INTI International University, Malaysia. He completed his Ph.D. in Teaching English as a Second Language (TESL) at the Faculty of Education, Universiti Teknologi Malaysia (UTM), and M. A in Applied Linguistics & ELT from the Department of English at the University of Dhaka.

He has achieved the BEST POSTGRADUATE STUDENT AWARD (Ph.D. program) at the 66th UTM Convocation for his outstanding research work. He is particularly interested in how technology could assist English Language Teaching (ELT). He published 63 research works, such as journal articles, conference papers, and book chapters, in prestigious national and international peer-reviewed journals, including Scopus and Web of Science-indexed journals.

He has reviewed 215 manuscripts of 53 different international journals, mostly indexed in Scopus and Web of Science. So far, his research work has been cited 1974 times in Google Scholar and 770 times in Scopus.

About Keynote Speaker



Director,
School of Artificial Intelligence,
MIT ADT University, India

Dr. Harshal Patil is an academic leader, researcher, and educator with over 16 years of experience in higher education and industry.

He has served in key leadership positions such as Dean, Director, Professor, and Head of Department. His research interests include Cybersecurity, Machine Learning, Deep Learning, IoT, Cloud Computing, Blockchain, and Intelligent Systems. He has published 174+ research papers, authored 11 books, and holds 26 patents. He has also guided Ph.D. scholars and numerous research projects.

Dr. Patil is a life member of several professional societies and is widely recognized for his contributions to research, innovation, and academic leadership.

About Session Speaker



**Dr. Nornazira
Suhairom**

Associate Profssor,
Universiti Teknologi Malaysia,
Malaysia

Assoc. Prof. Dr. Nornazira binti Suhairom is an academic in the field of Technical and Vocational Education and Training (TVET). Her expertise encompasses curriculum development, skills- based pedagogy, teaching and learning innovation, and graduate employability.

Her research integrates food-based learning, vocational special education, and community nutrition, where she explores the use of food as a medium for skill development, inclusive education, health awareness, and economic empowerment.

She is actively engaged in industry- oriented education, authentic learning, community-based projects, and human capital development aligned with workforce demands, while collaborating with industry partners and relevant agencies to strengthen an inclusive, responsive, and high-impact TVET ecosystem.

About Session Speaker



Profssor,
Universitas Pendidikan Ganesha,
Indonesia

Prof. Dr. Luh Putu Artini is a Professor in English Language Education at Universitas Pendidikan Ganesha with extensive experience in teaching, research, and academic leadership.

Since 1988, she has contributed to undergraduate, master's, and doctoral programs, specializing in English language teaching, bilingual education, applied linguistics, and qualitative research.

She earned her MA in Applied Linguistics from La Trobe University and a PhD in Education from Newcastle University. Her research interests include English language education, young learners, bilingualism, literacy, and teacher development.

Prof. Artini has published widely in reputed journals and conferences, supervised student research across academic levels, and actively contributes to international academic communities and peer-reviewed journals.

About Session Speaker



**Dr. Putu Anom
Mahadwartha**

Professor,
University of Surabaya,
Indonesia

Prof. Dr. Putu Anom Mahadwartha, CSA., CIB., CRP., was born on December 23, 1973, in Gianyar, Bali. He is married and the father of two daughters.

Prof. Anom completed his doctoral degree in 2004 with a specialization in corporate finance and investment, and he holds professional certifications including Certified Securities Analyst (CSA). Since 2005, Prof. Anom has developed his academic career at the University of Surabaya (UBAYA), where he has served in various leadership roles, including Head of Finance Studies, Head of the Master of Management Program, and currently as Dean of the Faculty of Business and Economics.

His expertise encompasses corporate finance, investment, corporate governance, risk management, valuation modelling, and financial reengineering. Prof. Anom is an active lecturer and researcher, having published numerous papers in both national and international journals. He is also a reviewer for several academic journals and national research grants.

Beyond academia, he is a professional business trainer and consultant, assisting multinational and national companies, both public and private, in mergers, acquisitions, business and investment decisions, and business development.

About Session Speaker



**Dr. Stephen
A. Fadare**

Associate Profssor,
Mindanao State University,
Philippines

Dr. Stephen Ayoade Fadare, Ed.D., CRS, FPhilHKRFN, is an Associate Professor at Mindanao State University–Sulu, Philippines, and a multidisciplinary educator, researcher, coach, and research specialist.

His academic and research expertise spans educational management, curriculum development, physical education, sport psychology, coaching, inclusive recreation, public health education, teacher and faculty development, and higher education leadership.

He has extensive experience in quantitative, qualitative, and mixed-methods research and is proficient in NVivo and R for research analysis. Dr. Fadare has authored and co-authored numerous scholarly publications addressing physical education, sports, health and well-being, inclusive education, faculty development, online learning, artificial intelligence in education, and community resilience. He also serves as a research consultant and educational consultant, supporting researchers and institutions in research design, data analysis, manuscript development, and publication.

He is a peer reviewer for academic journals and regularly contributes as a resource person in thesis-writing and research seminars. His work reflects a strong commitment to research, education, mentorship, and interdisciplinary collaboration.

About Committee

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Conference Convenor, India

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Mitigating Security Risks to Advance Ethical Governance through Security Vetting: A South African Context

Alufheli Lovemore Makatu

Lecturer, Department of Criminology and Security Science, University of South Africa, South Africa

Abstract

Security vetting is a constitutional mandate for Human Resources Management for both public and private sectors. This study aimed primarily examined the procedures and guiding principles of security vetting. Furthermore, this study viewed poor employee conduct as having dire repercussions, including blackmail and undue influence, which pose serious security threats and damage the institutional reputation. A desktop research approach was suitable for investigating the study's central argument and generating relevant findings. The study relied on a qualitative research method in the form of a document review. The collected data was analysed using thematic content analysis to generate findings. The findings revealed a lack of public knowledge and understanding of security vetting as a challenge for institutions. The lack of enforcement of legislation requiring individuals to undergo security vetting is also identified as a challenge. The study has suggested and recommends that security vetting be incorporated into curricula to promote an ethical and security awareness culture at an early age. It also calls for legal frameworks and enforcement laws to be revised to facilitate the effective implementation of security vetting processes.

Index Terms

Security Vetting, Security Competence, Security Risk

An Evaluation of Security Measures at the Selected Institution of Higher Learning in Gauteng Province, RSA

Tladi Paul Maja

University of South Africa, South Africa

Abstract

Institutions of higher learning in Gauteng Province are increasingly facing security challenges that threaten the safety of students, staff, visitors, and institutional assets daily, despite the implementation of current security measures. This study aimed to determine whether the current security measures are effective at these institutions with the intention of reducing risks and vulnerabilities. A qualitative, exploratory research design was employed to gain an in-depth understanding of security challenges from the perspectives of security practitioners. Data collected through semi-structured, in-depth interviews and analysed using thematic analysis to generate the findings. The research findings revealed that despite the implementation of various security measures, incidents and criminal activities continue to occur at higher education institutions, indicating the ineffectiveness of existing measures. Furthermore, identified gaps in security implementation, vulnerabilities of certain campus areas, and challenges related to the security management and enforcement of security protocols. To address the identified findings, this study recommends strengthening security strategies by adopting a comprehensive proactive security framework that involves regular assessments. This can also be reinforced by upgrading security measures, enhancing training for security staff, and better coordination between institutional management and security service providers.

Index Terms

Security Measures, Security Risk, Vulnerability, Crime

A Structural and Socio-Cultural Semiotic Mapping of the Indirect Translation Pipeline of the MNLF Song *Kamahardikaan* to Filipino and English

Farshani A. Manalas-Asgali

College of Arts and Sciences Department of Language, Mindanao State University-Sulu Capitol Site Jolo, Sulu Philippines

Abstract

This study conducts a rigorous structural profiling and socio-cultural semiotic mapping of the indirect translation pipeline of *Kamahardikaan*, a revolutionary *Langan* (song/hymn) of the Moro National Liberation Front (MNLF)—a political and armed movement founded in 1972 to secure self-determination, ancestral rights, and autonomy for the Muslim Moro population in the southern Philippines. Operating along a three-stage cross-lingual trajectory Tausug → Filipino → English, the research utilizes Dr. Hamsali S. Jawali's (2006) trilingual dictionary as an empirical lexicographical control alongside the *Hula-Bangsa-Agama* doctrine formulated by Bara and Abdulrahman (2025) as a decolonial political-theological framework. Quantitative morphosyntactic profiling (Track 1) reveals severe typological friction at the English boundary, where dense, synthetic Austronesian focus markers collapse under rigid Indo-European Subject-Verb-Object (SVO) rules, yielding an aggregate lexical expansion ratio LER=1.49 that disintegrates the rapid, martial cadence of the hymn. Concurrently, qualitative socio-cultural semiotic mapping (Track 2) demonstrates that the intermediate Filipino pivot operates as a nationalizing and secularizing filter, generating high lexicographical discrepancy scores. Highly contextualized theological concepts rooted in *jihad fi sabīllāh* cosmology (*parangsabil*) and defensive jurisprudence (*kafir*) are flattened into secular expressions of civic sacrifice (*magbuwis ng buhay*), while ancestral, unchecked sovereignty (*kamahardikaan*) is reduced to standardized civic liberty (*kalayaan*), erasing front-line tactical code-switching and direct critiques of post-colonial state authority. By comparing the observed indirect pipeline with a researcher-generated direct translation comparator, this study utilizes André Lefevere's translation patronage framework to argue that the findings are consistent with the possibility that the indirect pipeline can function as an ideological filtering mechanism. It neutralizes political subversion, transforming a localized, religious revolutionary anthem into a generalized, Western political abstraction accessible to international audiences but stripped of its foundational ideological power. This research addresses a critical gap in post-colonial state framework translation studies, offering a robust decolonial framework for reclaiming regional political agency and rethinking indigenous textual transmission.

Index Terms

Indirect Translation, Kamahardikaan, Patronage Theory, Morphosyntactic Profiling, Seomatic Translation, Tausug Language

Al-Furqān: The Power of One Principle—Rediscovering the Philosophical Framework of the Shahādah and Its Global Implications for Peace, Unity, and Human Civilization

Prof. Eddie Masorong

Abstract

The Shahādah—*Lā ilāha illā Allāh, Muḥammadur Rasūlullāh*—is universally recognized as the foundational declaration of Islam. Yet its philosophical and civilizational implications extend beyond an affirmation of personal faith. This paper proposes that the Shahādah contains an integrated intellectual framework that may be understood through the Qur’ānic concept of Al-Furqān, the Criterion: a principle capable of distinguishing truth from falsehood, unity from fragmentation, and an integrated order of life from disconnected systems of thought and action.

The Power of One Principle is presented as a conceptual framework derived from the fundamental logic of *Lā ilāha illā Allāh*: negation of competing ultimate claims followed by affirmation of the One ultimate Reality. Applied systematically, this negation-and-affirmation structure can be explored across five dimensions of human thought and civilization: ontology or metaphysics, concerning the nature and ultimate source of reality; epistemology, concerning the nature and authority of knowledge; aesthetics, concerning harmony, order, and the recognition of unity; ethics, concerning the One Path and the ordering of human conduct; and politics, concerning the organization of humanity around the principle of unity.

Within this framework, Tawḥīd is not treated merely as a theological proposition but as the integrating principle that connects belief, knowledge, values, conduct, and social organization. The Qur’ānic declaration in Al-Anbiyā’ 21:92—“Indeed, this community of yours is one community, and I am your Lord, so worship Me”—provides a significant basis for examining the relationship between spiritual unity and the social and political fragmentation of humanity.

The paper therefore explores whether the Power of One Principle can provide an intellectual bridge between the individual transformation represented by the Shahādah and the broader aspiration for Ummatan Wāḥidah, or a unified human community. It examines the proposition that enduring peace requires more than conflict resolution or institutional arrangements; it may also require a coherent cognitive infrastructure capable of integrating humanity’s understanding of reality, knowledge, values, ethics, and collective life.

The paper does not propose political uniformity or the elimination of legitimate cultural diversity. Rather, it invites scholarly examination of whether a unifying first principle can provide a philosophical foundation upon which diversity, justice, peaceful coexistence, and shared human responsibility may be organized.

Ultimately, Al-Furqān as the Power of One Principle is presented as a subject for interdisciplinary inquiry: a Qur’ānic philosophical framework whose implications reach from the meaning of the Shahādah to questions concerning global peace, human unity, civilization, and the future organization of human society.

Implementation of Teaching Internship Program in State Universities and Colleges in Bicol Region: A Comparative Analysis

Julius S. Antonio

Research and Creative Works Coordinator, Catanduanes State University, Graduate School, Catanduanes, Philippines

Joseph G. Zafe

Alumni Coordinator, Catanduanes State University, Graduate School, Catanduanes, Philippines

Edna A. Pante

Associate Professor, Catanduanes State University, College of Education, Catanduanes, Philippines

Abstract

This study is a comparative analysis in the implementation of Teaching Internship Program (TIP) among State Universities and Colleges (SUCs) in the Bicol Region as a baseline for institutional policy enhancement in SUCs in Bicol Region. This study used a qualitative descriptive research design where data were gathered from five randomly selected SUCs through semi-structured interviews. The participants were college deans, supervising teachers, cooperating teachers, and teacher interns. Data was analyzed using thematic analysis. The results reveal that SUCs consistently align course objectives with Commission on Higher Education (CHED) guidelines and the Philippine Professional Standards for Teachers (PPST) through multi-channel communication and tripartite dialogs. Instructional activities focus on contextualization and resourcefulness as pre-service teachers create low-cost Strategic Intervention Materials (SIMs) using local materials and employ strategic code-switching between English, Tagalog and Bikol dialects to foster inclusive learning. Performance evaluations merge well with standardized metrics like the Department of Education (DepEd) Classroom Observation Tool (COT) and ongoing formative mentoring and reflective portfolio development. Key regional best practices include centralizing administrative governance by a designated Experiential Learning Coordinator; implementing a Gradual Release of Responsibility co-teaching model; indigenizing instructional materials; and embedding Adaptive Pedagogy Protocols for disaster resilience. These benchmark practices result in five core policy recommendations: (1) institutionalize an Experiential Learning Coordinator to oversee pre-deployment synchronization a semester ahead, (2) directly embed active DepEd templates and MATATAG curriculum standards into university coursework, (3) provide workload relief and formal incentives for cooperating teachers, (4) transition from traditional solo placements to systematic co-teaching and triad evaluations, and (5) implement clear intern protection safeguards to limit duties to professional pedagogical tasks. The findings finally provide a sustainable and policy-driven model for the development of career-ready and resilient pre-service teachers.

The Experiential Learning Course of Teacher Education Institutions in Bicol Region through the Lens of Kirkpatrick's Model of Evaluation

Julius S. Antonio

Research and Creative Works Coordinator, Catanduanes State University, Graduate School, Catanduanes, Philippines

Joseph G. Zafe

Alumni Coordinator, Catanduanes State University, Graduate School, Catanduanes, Philippines

Sarah Jane G. Triumfante

Assistant Professor, Catanduanes State University, Laboratory Schools, Catanduanes, Philippines

Michelle Karen T. Miguel

Instructor, Catanduanes State University, College of Education, Catanduanes, Philippines

Abstract

This study assesses the experiential learning courses, particularly the teaching internship program of State Universities and Colleges (SUCs) in the Bicol Region using the Kirkpatrick's Model of Program Evaluation. This study investigates the reaction, learning, behavior and results of teacher interns deployed at public schools to provide evidence-based policy recommendations for improving the curriculum of teacher education programs in the region. The study employed a qualitative descriptive research design. The study was conducted using a simple random sampling technique to select the teacher interns who participated in the study. Data was collected through unstructured interviews and analyzed through thematic analysis. The results showed that the interns were confronted with the stark reality of working in overcrowded, underfunded classrooms in public schools, a big difference from the idealized teaching they learned at the university. Thus, interns clearly preferred authentic teaching experiences and immediate and formative feedback from Cooperating Teachers to compliance tasks and delayed formal grading. Interns had to deal with extreme logistical limitations but were able to successfully learn and use learner-centered pedagogies, proactive non-verbal classroom management strategies, and localized instructional tools. Interestingly, the interns showed resourcefulness in their use of linguistic accommodations like code-switching to Taglish (a combination of English and Filipino language) and the local Bicol dialect to address the students' hesitancy and to ensure comprehension of the lessons. The internship successfully bridged theory and practice, developing deep emotional resilience and transforming the interns' professional identities into a community-driven mission of empathy and holistic responsibility. This study offers three key institutional policy recommendations to close the persistent theory-practice gap and improve the experiential learning course: the introduction of continuous and real-time formative assessment frameworks, the formalization of language flexibility and strategic code-switching, and the obligatory development and use of localized and contextualized teaching materials.

Teaching Across the Sea: Resilience, Adversity, and Support Systems of Teachers in a Remote Philippine Island Community

Joseph G. Zafe

Associate Professor V, Catanduanes State University, Graduate School, Catanduanes, Philippines

Abstract

Reaching a remote island classroom asks more of teachers than professional competence; it also demands safe passage, emotional endurance, and life away from family. This phenomenological study explored how 13 non-local teachers at Palumbanes Integrated School in Caramoran, Catanduanes, experienced adversity, developed resilience, sustained motivation, and identified needed support. Focus group discussions and follow-up interviews were analyzed thematically through resilience theory. Teachers described hazardous sea travel, typhoon exposure, scarce resources, diverse learner needs, family separation, health concerns, and loneliness. They coped through family ties, collegial support, community belonging, faith, reflection, supportive leadership, and a strong sense of purpose. These resources fostered self-reliance, leadership, adaptability, competence, and emotional strength. Participants emphasized water safety, emergency preparedness, wellness, learner management, child protection, and contextualized induction. The resulting Remote Island Teacher Resilience Enhancement Program (RITREP) frames resilience not as a teacher's private burden, but as a shared responsibility of schools, institutions, families, and communities.

Index Terms

Teacher Resilience; Remote Island Education; Lived Experiences; Coping Mechanisms; Teacher Motivation; Support Systems; Geographically Isolated Schools; RITREP

Struggling for Recognition: Narratives of Midwives on Professional Bias and Limited Opportunities in Healthcare Institutions in Bohol

Bughao, Marefe F.

Bohol Island State University, Philippines

Damalerio, Jean M.

Bohol Island State University, Philippines

Rata, Princes G.

Bohol Island State University, Philippines

Patolilic, Gema A.

Bohol Island State University, Philippines

Bentillo, Darlyn Jane S.

Bohol Island State University, Philippines

Batino, Jovie L.

Bohol Island State University, Philippines

Tumabang, Antonette O.

Bohol Island State University, Philippines

Bulaso, Aira C.

Bohol Island State University, Philippines

Coca, Donna Mae P.

Bohol Island State University, Philippines

Piollo, John Anthony D.

Bohol Island State University, Philippines

Abstract

Midwives in the Philippines face persistent professional bias and limited opportunities despite their essential role in maternal and child health. This qualitative hermeneutic phenomenological study explores the lived experiences of eighteen registered midwives in Bohol, Philippines, using Axel Honneth's Theory of Recognition as an analytical framework. Data from in-depth interviews were analyzed using interpretative phenomenological analysis. Findings reveal that professional bias manifests across three interlocking dimensions: internal (dismissal of clinical judgement), institutional (limited career pathways, unequal access to training), and social (high community recognition paired with institutional invisibility). Institutional hierarchies create a self-perpetuating cycle where midwives perform high-level responsibilities without corresponding advancement opportunities. Notably, midwives in Rural Health Units reported greater autonomy compared to those in hospital settings, suggesting that hierarchy is produced by organizational arrangement rather than being inevitable. To navigate these challenges, midwives employ individual strategies (skill-building, self-advocacy), collective strategies (peer support, knowledge sharing), and identity strategies (meaning-making through patient impact). However, these coping mechanisms do not transform the institutional conditions that produce misrecognition. The study concludes that midwives experience incomplete recognition—strong in solidarity but weak in rights—leaving their professional self-respect vulnerable. It recommends institutional reforms, including formal career pathways, equitable training access, and midwife participation in decision-making. Supporting midwives' professional dignity is inseparable from improving maternal and child health outcomes.

Index Terms

Recognition, Misrecognition, Theory of Recognition, Hermeneutic Phenomenology, Interpretative Phenomenological Analysis (IPA), Midwives, Bohol

Science Process Skills and Research Competence Among Freshmen Students in Selected Higher Education Institutions

Soceline N. Batisla-Ong

Iloilo State University of Fisheries Science and Technology- Dingle Campus, Philippines

Abstract

The purpose of this study is to determine the science process skills and research competence of freshmen students enrolled in the Bachelor of Secondary Education major in Science among selected State Universities and Colleges (SUCs) in Panay Island, Philippines. This study utilized a descriptive-correlational research design involving 184 freshmen students from seven state universities and colleges (SUCs) in a higher education institution. Data were gathered using a researcher-made questionnaire validated by a panel of five experts and analyzed using descriptive statistics, one-way ANOVA, and Pearson r at a 0.05 level of significance. Results showed that the respondents demonstrated a high level of science process skills, with an overall mean score of 2.70. When grouped according to senior high school academic track, and university affiliation, the mean scores ranged from 2.51 to 2.85, all interpreted as high. The respondents also demonstrated a high level of research competence, with an overall mean score of 3.29. When classified according to senior high school academic track, respondents from STEM, ABM, and HUMSS were rated highly competent, while those from GAS and Non-Academic tracks were rated competent. On the other hand, when classified according to university affiliation respondents from University A, B, E, and F were rated highly competent, while those from University C, D, and G were rated competent. No significant differences were found in science process skills and research competence when respondents were grouped according to senior high school academic track. However, there was a significant difference in terms of university affiliation among selected variables. Furthermore, a moderate positive relationship was found between science process skills and research competence ($r=.356$, $p<.001$), indicating that students with higher science process skills tend to demonstrate higher research competence. The study emphasized the importance of integrating science process skills into the senior high school curriculum, as these competencies provide a strong foundation for developing research competence in higher education. The findings further support the need to strengthen inquiry-based and research-oriented instructional approaches in teacher education programs.

Index Terms

Science Process Skills, Research Competence, Freshmen Students, Higher Education Institutions, Secondary Education

The Agony of Extortion and Protection Fee: Gangsterism's Impact in South Africa

Tshimangadzo Oscar Magadze

Department of Criminology and Security Science, School of Criminal Justice, College of Law, University of South Africa, South Africa

Abstract

Gang-based extortion, commonly referred to as protection fees, has emerged as a persistent form of organised criminal violence in South Africa, directly undermining constitutional guarantees of personal safety and economic freedom. Section 12(1)(c) of the South African Constitution (Act 108 of 1996) guarantees freedom from all forms of violence, whether perpetrated by public or private actors, yet criminal gangs increasingly violate this right through systematic extortion of businesses, emerging entrepreneurs, and relatively affluent households. This paper examines the prevalence, patterns, and socio-economic implications of gang-driven extortion in South Africa, with particular attention to how protection fees operate as a coercive economic strategy. A qualitative research approach was adopted, relying on secondary data drawn from legislation, government reports, peer-reviewed journal articles, newspaper reports, and policy documents. Data was analysed using thematic content analysis to identify recurring patterns related to coercion, violence, victim compliance, and the criminal economy of gangs. The findings reveal that extortion has become normalised in certain localities, leading to business closures, economic stagnation, and heightened fear among victims who face threats of vandalism, assault, or murder for non-compliance. Protection fees were found to function as a key revenue stream sustaining gang structures, including drug trafficking and lifestyle maintenance. The study concludes that gang extortion represents not only a criminal justice challenge but also a broader governance and human security crisis. It recommends the strengthening and institutionalisation of specialised policing units focused on organised crime and gang violence, alongside improved intelligence-led policing and community-based reporting mechanisms, as critical interventions.

Index Terms

Extortion; Protection Fee; Gangs; Victims; Prosecution

An Assessment of the Effectiveness of the Existing Security Measures at Retail Stores in the Gauteng Province

Misaveni Abel Mahambane

Department of Criminology and Security Science, School of Criminal Justice, College of Law, University of South Africa, South Africa

Abstract

The continuous increase in criminal activity within retail stores in Gauteng province, South Africa, has reached pandemic levels. The paper explored the effectiveness of the existing security measures at selected retail stores. To achieve the intended research objective, the study adopted a qualitative research approach, using one-on-one interviews as the data collection method with 30 participants: 20 consumers and 10 security officers. The findings revealed that certain crimes are proving difficult for retail stores to contain. Participants indicated that theft, shoplifting, common robbery, armed robbery, fraud, assaults (grievous bodily harm), and burglary pose a serious risk to consumers. Further highlighted that the security measures currently in place are inadequate to protect retail stores. However, these security measures vary from one retail store to another. This has recommended that, to improve safety and security in retail stores, a security standard be developed for them. Security managers should conduct regular security awareness and threat assessments.

Index Terms

Consumers; Retailers; Retail Store; Security; Security Risks; Security Measures

Struggling for Recognition: Narratives of Midwives on Professional Bias and Limited Opportunities in Healthcare Institutions in Bohol

Misaveni Abel Mahambane

Department of Criminology and Security Science, School of Criminal Justice, College of Law, University of South Africa, South Africa

Abstract

The continuous increase in criminal activity within retail stores in Gauteng province, South Africa, has reached pandemic levels. The paper explored the effectiveness of the existing security measures at selected retail stores. To achieve the intended research objective, the study adopted a qualitative research approach, using one-on-one interviews as the data collection method with 30 participants: 20 consumers and 10 security officers. The findings revealed that certain crimes are proving difficult for retail stores to contain. Participants indicated that theft, shoplifting, common robbery, armed robbery, fraud, assaults (grievous bodily harm), and burglary pose a serious risk to consumers. Further highlighted that the security measures currently in place are inadequate to protect retail stores. However, these security measures vary from one retail store to another. This has recommended that, to improve safety and security in retail stores, a security standard be developed for them. Security managers should conduct regular security awareness and threat assessments.

Index Terms

Consumers; Retailers; Retail Store; Security; Security Risks; Security Measures

Multimedia Assistive Technology (MAT): A Vocabulary Enhancement Intervention for Learners with Autism Spectrum Disorder

Irene C. Evangelista

Samar State University-Mercedes Campus, Philippines

Abstract

This study examined the effectiveness of Multimedia Assistive Technology (MAT), specifically YouTube-based video interventions, in enhancing the vocabulary skills of learners with autism spectrum disorder (ASD) enrolled at a SPED Central School in Region 8. Using a quasi-experimental one-group pre-test-post-test design, ten purposively selected learners with ASD participated in structured lessons that integrated culturally relevant and ASD-sensitive YouTube materials. Vocabulary performance was assessed in three domains: word recognition, word meaning, and word usage, through a researcher-developed test administered before and after the intervention.

Findings revealed substantial and statistically significant improvements across all vocabulary domains, with mean gains of over six points per component ($p < 0.05$). Word meaning showed the highest increase, suggesting that visual and auditory cues embedded in YouTube-based MAT effectively supported semantic comprehension. The intervention's structured, multisensory, and repetitive design, guided by Universal Design for Learning (UDL) principles, facilitated engagement and consistent vocabulary acquisition among a heterogeneous group of learners with ASD.

The study concludes that YouTube-based MAT is a viable and cost-effective instructional strategy for improving vocabulary development in SPED classrooms. It highlights the potential of multimedia tools to enhance language learning, foster engagement, and address the unique educational needs of learners with ASD.

Recommendations include integrating MAT into classroom and home practices, providing teacher training on multimedia use, and conducting further research with larger samples and varied technologies to explore long-term and scalable effects.

Index Terms

Autism Spectrum Disorder, Vocabulary Development, Multimedia Assistive Technology, YouTube-Based Intervention, Special Education

Is This Still My Voice? Vietnamese English Majors Negotiating Academic Voice with ChatGPT

Ton Viet Sinh

Hanoi University of Industry, Vietnam

Abstract

Generative artificial intelligence can improve linguistic accuracy, academic fluency, and rhetorical organization in second-language writing, yet its intervention in wording, argumentation, and tone may unsettle students' sense of authorial presence. This qualitative study examined how five Vietnamese English majors navigated academic voice while using the generative AI tool, ChatGPT, for academic essay writing. The study was designed using an interpretative phenomenological analysis (IPA) approach. Data were collected through semi-structured interviews, reflective writing logs and selected writing artefacts produced with the assistance of the artificial intelligence language model, ChatGPT. Idiographic analysis was conducted prior to examination of patterns across cases. Four themes emerged in the interconnections: ChatGPT as linguistic scaffolding and estrangement; questions of authorship and ethical legitimacy; refusal, rewriting and selective incorporation strategies to preserve voice; and the emergence of critical authorial control. Voice was not automatically seen as lost when ChatGPT altered their writing. Instead, they claimed ownership of a text when they could trace the ideas to the authors' intentions, understand and defend the language, revise what seemed foreign, and retain ultimate authority over rhetorical choices. The study therefore theorizes academic voice within the framework of ChatGPT-mediated writing as negotiated continuity, rather than unaltered originality. Pedagogically, the results support a process-oriented AI literacy that includes students documenting, evaluating, and justifying their use of ChatGPT rather than just reporting whether they used it. These practices can enable generative AI to function as a scaffold for L2 academic writing without acting as a substitute for authorship.

Index Terms

Academic Voice; Authorial Control; ChatGPT; Generative AI; L2 Academic Writing

Bridging Mandate and Practice: Positioning Sustainable Community Extension Initiatives in Higher Education Institution

Rosana S. Abundo

Catanduanes State University, Virac, Catanduanes

Abstract

Community extension engagement is a mandate for Higher Education Institutions that aims to bring new technology and ideas to the people to improve their lives. It helps in finding real-world solutions to problems in the communities. Using qualitative descriptive design, this study analyzes the Community Extension Initiatives (CEIs) in Catanduanes State University during the past five years. Documents such as Activity Reports, Training Reports and Accomplishment Reports were analyzed with the aide of a document analysis matrix. Data gathered thru the documentary analysis were further verified through focus group discussion among the focal persons, extension coordinators and extension personnel and staff. Similarly, issues and challenges during implementation phases and measures to be undertaken were gathered thru the FGD conducted. Results revealed that community extension initiatives in CatSU are stand-alone and outreach activities, focusing on the specialization of faculty-extensionists and aligned to sustainable development goals such as education, good health and well-being, decent work and economic growth and sustainable cities and communities. The issues and challenges encountered during the conduct of CEIs are generally categorized into internal and external matters. During the pre-implementation phase, internal matters include financial constraints, organizational management, personnel concerns, program sustainability, available tools and forms and collaboration efforts. External matters include partnership and linkages, community participation and presence of existing practices. During the actual period of implementation, the internal issues and challenges encountered are limited resources, personnel management, type of activity, scheduling of activity, strategies used and extension policies while external concerns include partnership and linkages and community involvement. The post-implementation internal issues and challenges are time constraints, human resources, extension policies and type of activity to be monitored while stakeholders' engagements and community participation are the external concerns. Some suggested measures to be undertaken are responsibilities of both internal and external stakeholders. The study recommends conducting community extension programs which will be an avenue to disseminate research outputs and technology transfer and should undergo community needs assessment for proper targeting of beneficiaries, capacitating implementers, reviewing and revising existing policies and guidelines and intensifying linkages and partnership.

Index Terms

Community Extension Initiatives, Sustainable Development Goals, Sustainable Programs, Internal and External Issues

United Nations: Successes, Challenges and Role in the Russia-Ukraine Conflict

Amara Sehar Qureshi

Centre of Central Asian Studies, Political Science, University of Kashmir, Srinagar, India

Abstract

A critical analysis of the United Nations' involvement in the Russia-Ukraine conflict is sought to be conducted by this study, with a specific focus on its role within this context. The underlying causes of the conflict are explored through a historical research framework with qualitative data analysis, and an applied solution for the limitation of the U.N. is arrived at. It is indicated by the findings that the credibility of the UN has been questioned during the ongoing war, highlighting both the strengths and weaknesses of the institution in managing the tensions between Russia and Ukraine, particularly in relation to the military annexation of Crimea and the current hostilities. Pertinent questions are raised by the research, such as whether proactive shuttle diplomacy by the United Nations could have persuaded Russia, Ukraine, along with their allies like associated organisations of the European Union (EU), NATO, and the United States, to reach a pre-emptive agreement.

Index Terms

United Nation's Reform, Russia-Ukraine War, Western interest, NATO, EU, OSCE, Permanent five, World Federation, Peacekeeping, Real Politick, Polarization, Regional Organisations, Mediation, War Crimes, Inequality

Design Thinking in Creative Education: A Systematic Review of Contemporary Research Trends and Professional Outcomes

Ahimsa Xavier Prasasta Hindarto

Bina Nusantara University, West Jakarta, Indonesia

Chico Adhibhaskara Ekananda Hindarto

Indonesia Banking School, South Jakarta, Indonesia

Abstract

Defined as a strategy to solve complex problems, design thinking has become a foundational framework for creative education. Based on the universal five-stage model (empathize, define, ideate, prototype, test), this methodology has expanded across a diverse pedagogical practice. This systematic review utilized the PRISMA framework to analyze literature from 2020–2025, aiming to synthesize contemporary trends, identify gaps and recommend prospective research directions in creative education. The review's findings indicated the significance of interdisciplinary STEAM integration, the influence of technological instruments, the evolving pedagogical roles of educators and culturally responsive gaps.

Index Terms

Design Thinking, Creative Education, STEAM, Creativity

Loving Kindness for Daily Life Conflict Management: Adapting Five Buddhist Supporting Principles for Interfaith Contexts

Dr. Khin Maung Kyi

Abstract

Conflicts of daily life can ruin relationships when there is hostility, but diversity of religious beliefs is also the ground for engagement. This conceptual paper considers how mettā, often referred to as loving-kindness and goodwill, is able to help manage conflicts between people from different religions without all sides of their beliefs. This paper is grounded in a framework of sīla, saddhā, vīriya, sati, and paññā, based on research conducted by a researcher on Myanmar Buddhists. Using selected Buddhist texts, psychological research, and the concept of religious pluralism, this paper interprets these factors as representing ethical conduct and non-harm, a belief in the value of goodwill, and the importance of ongoing efforts to cultivate goodwill, along with caring conduct and wise thinking. The framework is Buddhist, but remember that people of different religions exist, and Buddhists and non-Buddhists may have differing views on this topic. The paper describes how the five principles can guide responses to interpersonal tension in the form of constraint, emotional response, respectful communication, and context-sensitive responses. In an example of workplace conflict, they are used for beneficial purposes and for harm. Goodwill is distinct from agreement, emotional suppression, and tolerance of injustice. There are still boundaries, accountability, and protection for virtue and evil. The contribution is only a provisional framework for interfaith education and future research and does not serve as a demonstration of the effectiveness of inter-religion interaction. That said, future studies should involve consultation with participants, careful adaptation of the measures, and controlled assessment. The paper concludes that mettā is an ideal starting point for everyday conflict management in which it is translated with transparency, is practiced in a voluntary way, and is interwoven with ethical responsibility and critical thinking and reflection.

Index Terms

mettā (loving-kindness); everyday conflict; interfaith education; Buddhist ethics; religious pluralism

