

WGL 2026

3rd International Conference on
Women, Gender and Leadership:
Redefining the Power Paradigm

 25th-26th September, 2026

 Bangkok, Thailand





3rd International Conference on Women, Gender and Leadership: Redefining the Power Paradigm (WGL 2026), Bangkok, Thailand

Copyright © 2026 by IFERP Academy. All rights reserved.

Copyright and Reprint Permission

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

ISBN 978-81-993581-3-3

This edition is produced in India and is intended for worldwide distribution.

However, no part of this publication may be exported without the prior permission of the publisher, IFERP Academy.



Table of Contents

Preface	v
---------	---

About WGL 2026	vi
----------------	----

About IFERP Academy	vii
---------------------	-----

Message from Dignitaries	viii
--------------------------	------

About Speakers	x
----------------	---

About Committee	xxi
-----------------	-----

Abstracts Index	xxii
-----------------	------





Conference Theme

Redefining Power: Women's Leadership for Equity, Sustainability and Global Transformation

~WGL 2026



Preface

We are delighted to extend a warm welcome to all participants attending 3rd International Conference on Women, Gender and Leadership: Redefining the Power Paradigm (WGL 2026) organized by IFERP Academy on September 25th-26th, 2026 at Bangkok, Thailand. 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 Women, Gender and Leadership. It offers delegates an opportunity to exchange new ideas and experiences, establish business or research relationships, and explore global collaborations.

The proceedings for WGL-2026 contain the most up-to-date, comprehensive, and globally relevant knowledge in the fields of Women, Gender and Leadership. 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 Women, Gender and Leadership but also serve as a valuable summary and reference for further research in those 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 WGL-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 WGL 2026

The 3rd International Conference on Women, Gender and Leadership: Redefining the Power Paradigm (WGL 2026), themed “Redefining Power: Women’s Leadership for Equity, Sustainability and Global Transformation”, will be held in Bangkok, Thailand.

This global gathering serves as a premier platform for scholars, professionals, policymakers, activists and leaders to engage in critical dialogue on the evolving role of women and gender in leadership. The conference emphasizes how inclusive leadership models can transform institutions, societies and economies, while aligning with the United Nations Sustainable Development Goals (SDGs).

“Redefining Power: Women’s Leadership for Equity, Sustainability and Global Transformation” emphasizes reshaping traditional power structures by placing women’s leadership at the center of inclusive decision-making. It highlights how women leaders drive equity, foster sustainable development, and create transformative change across societies, institutions, and global systems for a more just and resilient future.

Scope of the Conference

The 3rd International Conference on Women, Gender and Leadership (WGL), themed “Redefining Power: Women’s Leadership for Equity, Sustainability and Global Transformation”, provides a global platform to explore the evolving dynamics of leadership through the lens of gender equity, inclusivity and sustainability.

This conference will convene academics, professionals, policymakers, activists and leaders to critically examine how women and gender perspectives are reshaping leadership paradigms across politics, business, education, healthcare and civil society. The scope emphasizes transformative leadership models that dismantle barriers, promote equity and align with the United Nations Sustainable Development Goals (SDGs).

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 2026 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.

What We Do?

IFERP believes that there is always a better way to treat the professionals by providing them a world class stage by organizing conferences. We are committed to doing the following activities:

- 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.



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.

Director's Message, IFERP



Mr. Siddh Kumar

Chhajer

Founder & Managing Director
IFERP, Technoarete Group,
India

On behalf of IFERP & the organizing Committee, I express my hearty gratitude to the Participants, Keynote Speakers, Delegates, Reviewers and Researchers.

The goal of the 3rd International Conference on Women, Gender and Leadership: Redefining the Power Paradigm (WGL-2026) is to provide knowledge enrichment and innovative technical exchange between international researchers or scholars and practitioners from the academia and industries in the field of Women, Gender, and Leadership.

This conference creates solutions in different ways and to share innovative ideas in the field of Women, Gender and Leadership 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.

WGL-2026 will explore the new horizons of innovations from distinguished Researchers, Scientists and Eminent Authors in academia and industry working for the advancements in Science and Engineering from all over the world.

WGL-2026 hopes to set the perfect platform for participants to establish careers as successful and globally renowned specialists in the field of Women, Gender and Leadership.

CEO's Message, IFERP



Dr. Rudra Bhanu

Satpathy

Founder & CEO
IFERP, Technoarete Group,
India

3rd International Conference on Women, Gender and Leadership: Redefining the Power Paradigm (WGL-2026) this year in month of September, 2026.

The main objective of WGL-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 pain staking effort to make this conference successful.

About Invited Keynote Speaker



Dr. Julaikha Bente
Hossain

Asian Institute of Technology (AIT),
Thailand

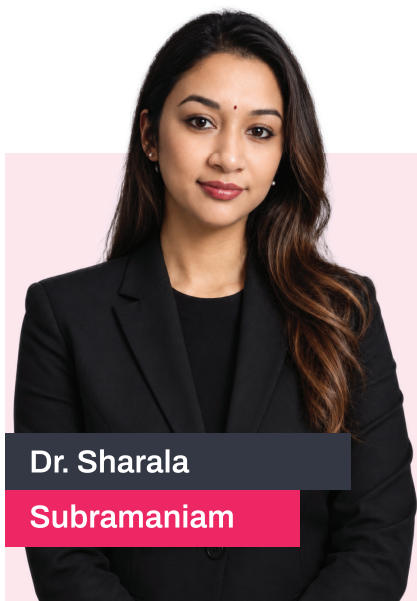
Dr. Julaikha Bente Hossain is an internationally recognized gender and development expert, researcher, evaluator, and educator with over 25 years of experience promoting gender equality, women's leadership, and social justice across Asia and Africa.

She is an Affiliated Faculty member and Senior Research Specialist at the Asian Institute of Technology (AIT), Thailand.

Dr. Hossain has worked extensively with UN Women, UNFPA, ILO, UNICEF, and other international organizations on women's empowerment, gender-responsive governance, GBV prevention, migration, climate resilience, and inclusive development.

Her work focuses on advancing transformative leadership and strengthening the voice, agency, and influence of women in shaping equitable and sustainable societies.

About Invited Keynote Speaker



Dr. Sharala

Subramaniam

Taylor's University,
Malaysia

Dr. Sharala Subramaniam is a researcher, educator, and social innovator from Taylor's University, Malaysia, with over 18 years of experience in higher education, research, and community engagement.

She specializes in intercultural communication, artificial intelligence in education, language studies, social innovation, and women empowerment. Her work focuses on bridging academic research with real-world community impact, particularly in advancing inclusive education, sustainable development, and empowerment initiatives for underserved communities.

Dr. Sharala has been invited as a keynote, plenary, and panel speaker at various international conferences and academic forums across Asia. She is actively involved in research collaborations, editorial and reviewing roles, and policy engagement, including contributions to Malaysia's 13th Plan (RMK13). She is also the recipient of international innovation awards, including the Gold Medal at the International University Carnival on E-Learning (IUCEL).

She is leading a community empowerment initiative on period poverty through the "Reusable Sanitary Pad Project, Skills Development & Hygiene Support Initiative. The project focuses on empowering B40 women through sustainable skills training, menstrual health awareness, and reusable sanitary pad production, while promoting dignity, entrepreneurship, and long-term community sustainability.

Passionate about empowering women and communities through education, innovation, and leadership, Dr. Sharala continues to advocate for meaningful social transformation through research, intercultural dialogue, and sustainable community engagement.

About Keynote Speaker



Dr. Muthmainnah

Al Asyariah Mandar University,
Indonesia

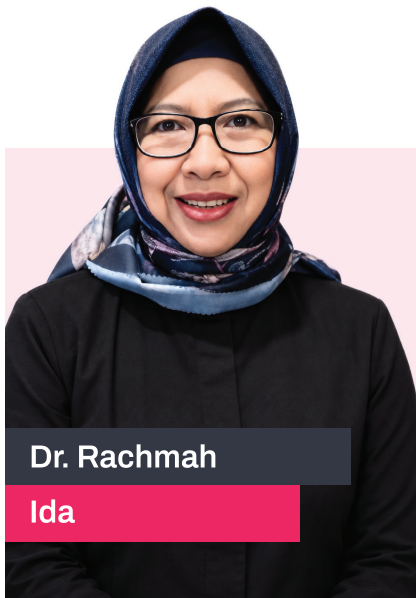
Dr. Muthmainnah is a distinguished academic and researcher in English Education with extensive international engagement. She serves as an Adjunct Professor at Manipal GlobalNxt University, Malaysia and Lecturer at Universitas Al Asyariah Mandar, Indonesia.

She is also an Indonesian National Assessor under the Ministry of Education and Culture. With a doctoral degree (Ed.D.) in English Education from the State University of Makassar, her expertise spans second language acquisition, media and technology in teaching, cybergogy, AI-integrated pedagogy, and robotic-assisted language learning (RALL).

Dr. Muthmainnah has published extensively in Scopus-indexed journals, international conference proceedings, and edited volumes with leading publishers such as Springer, IGI Global, CRC Press, and Emerald. Her research focuses on AI, IoT, metaverse learning environments, and innovative instructional design for 21st-century skills.

She is an active international keynote speaker, PhD examiner, and contributor to global academic collaborations across Asia, Europe, and Australia.

About Keynote Speaker



Dr. Rachmah

Ida

Professor,
Airlangga University,
Indonesia

Professor Rachmah Ida is a Professor of Media, Culture, and Society and a senior academic in the Department of Media and Communication at Universitas Airlangga, Indonesia.

She earned her bachelor's degree in Communication from Universitas Airlangga, followed by a master's degree in Media Studies from Edith Cowan University, Australia, and a doctoral degree from Curtin University of Technology.

Prof. Ida is an active researcher, educator, and external doctoral thesis examiner for several internationally reputed universities. She has authored numerous journal articles, books, and book chapters focusing on media, popular culture, gender, Islam, and audience studies, particularly in the Indonesian context.

Over the past five years, she has led and contributed to multiple nationally funded research projects supported by the Ministry of National Education of the Republic of Indonesia, addressing themes such as gender and migration, media ownership, risk communication, disaster communication, COVID-19, and volcanic hazards in East Java.

About Keynote Speaker



Dr. Norasykin Binti

Mohd Zaid

Associate Professor,
University of Technology Malaysia
(UTM), Malaysia

Assoc. Prof. Dr. Norasykin Binti Mohd Zaid is a faculty member at the Faculty of Education, Science, and Technology, Universiti Teknologi Malaysia (UTM).

She holds a Ph.D. in Informatics from the University of Wollongong, Australia, and specializes in educational technology, digital pedagogy, and innovation in teaching and learning. She has authored over 160 publications and supervised more than 60 postgraduate students.

Actively involved in the SMART Digital Community and CITE research groups, she also serves as the Program Coordinator for the Educational Technology Postgraduate Program, driving innovation and transformation in digital learning within higher education.

About Session Speaker



Dr. Noor Sulastry

Yurni Ahmad

Associate Professor,
Sultan Qaboos University,
The Sultanate of Oman

Associate Professor of Political Science and Comparative Politics at the Department of Political Science, College of Economics and Political Science, Sultan Qaboos University, Sultanate of Oman.

With an academic focus which does not limits only on political culture, international politics, youth political participation, and public policy, Dr. Noor Sulastry research spans Malaysia, South Korea, Japan and Oman offering rich comparative insights into the socio-political landscapes of these nations.

Dr. Noor actively engages with public discourse as a columnist, frequently publishing thought-insightful articles in leading journals, books, newspapers and magazines. Active in consultancy, leadership training and coaching to public and private organizations, think tanks, and NGOs.

About Session Speaker



Dr. Nurshahira

Ibrahim

Mara University of Technology,
Malaysia

Dr. Nurshahira Ibrahim holds a PhD from Universiti Kebangsaan Malaysia and is currently a Senior Lecturer at the Academy of Contemporary Islamic Studies (ACIS), Universiti Teknologi MARA, Pahang campus, Malaysia.

She is actively engaged in teaching, supervision, research, and academic service, with a strong commitment to advancing Islamic management education.

Dr. Nurshahira has played a significant role in the development of Islamic management programs and curricula, integrating contemporary management perspectives with Islamic principles.

Her research and publications focus on human resource development, transformational leadership, organizational psychology, and community development, particularly within psychological and socio-organizational contexts.

She has contributed to scholarly discourse through journal articles and conference presentations, emphasizing leadership effectiveness, organizational well-being, and sustainable community empowerment. Through her academic work, she continues to support the development of ethical leadership and human capital grounded in Islamic values.

About Session Speaker



Associate Professor,
Mahidol University,
Thailand

Dr. Pattarachit Choompol Gozzoli is an accomplished academic and policy expert with a PhD in Asian Studies from the University of Birmingham, supported by a Royal Thai Government scholarship. She currently serves as the Head of the Department of Society and Health at Mahidol University.

Since joining the university, she has contributed extensively to interdisciplinary research connecting social science, public health, and policy studies. Before entering academia, Dr. Gozzoli held key positions in the Thai government, including Policy Analyst at the National Economic and Social Development Council and Acting Head of the Office of Climate Change Management.

She also gained international exposure through training and internships with United Nations Economic and Social Commission for Asia and the Pacific and the World Bank. Her research focuses on health inequality, urban development, and climate adaptation strategies.

About Session Speaker



Dr. Umami Naiemah

Saraih

Associate Professor,
University of Malaysia Perlis,
Malaysia

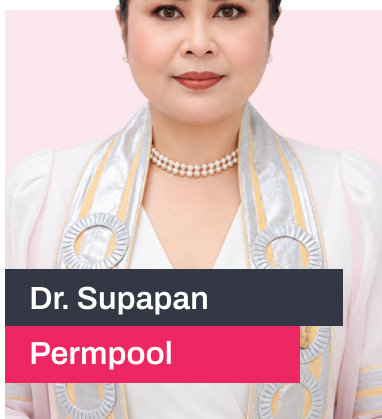
Assoc. Prof. Dr. Umami Naiemah Saraih is the Head of the Business Department at Universiti Malaysia Perlis (UniMAP).

She started working at UniMAP in 2002 and became a Senior Lecturer in 2015. She also leads the Centre of Excellence for Social Innovation and Sustainability (CoESIS) from 2022 to 2024. She holds a Bachelor's, Master's, and Ph.D. in Management from Universiti Utara Malaysia (UUM). Her research focuses on organizational behavior and human resource management.

She has published over 200 papers, written more than 30 books or chapters, and created over 20 copyrighted works. She has also supervised around 50 postgraduate students.

About Session Chairs & Panel Discussion Members

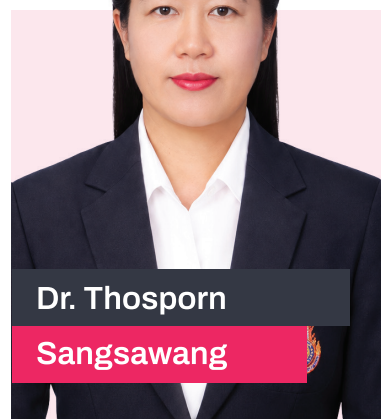
Discussion on
**Empowering Communities for a Sustainable Future:
The Role of Education, Inclusive Leadership and
Innovation in Driving Global Transformation**



Assistant Professor,
Expert Committee,
ASEAN Studies Center,
Mahachulalongkornrajavidyalaya
University, Thailand



Senior Lecturer and Researcher,
Buddhaphanya Sridvaravadi
Buddhist College,
Mahachulalongkornrajavidyalaya
University (MCU), Thailand



Assistant Professor,
Head, Center of Innovation
Learning and Technology, Faculty of
Technical Education, Rajamangala
University of Technology
Thanyaburi, Thailand

About Conference Convenor



Dr.G.P.Ramesh

Conference Convenor,
India

Dr.G.P.Ramesh is a distinguished academician, visionary technologist and ambitious researcher with over 26 years of multifaceted experience spanning higher education, advanced research and industry leadership.

His career reflects a seamless integration of academic excellence and technological innovation, positioning him as a transformative force in engineering education and applied research. A dynamic leader and passionate educator, Dr.G.P.Ramesh has served as Professor and Head of Electronics and Communication Engineering at prestigious institutions across India and abroad.

He has mentored undergraduate, postgraduate and doctoral scholars, successfully guiding Twenty-Two Ph.D. candidates and nurturing a culture of inquiry and excellence. His academic expertise encompasses artificial intelligence, machine learning, embedded systems, VLSI design and antenna technologies.

With more than 125 publications in Scopus-indexed journals, his scholarly influence is evidenced by an H-index of 32 and an i10-index of 70, marking him as a prominent contributor to global research discourse. He has also organized Twelve International and Six National conferences, publishing proceedings with Springer and ensuring global visibility through Scopus and Web of Science.

A pioneer in Outcome-Based Education and a strategic advisor for NAAC, NBA and Autonomous frameworks, Dr.G.P.Ramesh continues to shape future-ready engineers and scalable, tech-driven solutions for India and beyond.

About Committee

Organizing Committee

Conference Chair

Dr. Sarutanon Chobpradit

Dean Philosophy and Religion Saint John's University
Thailand

Conference Co-chair

Dr. Supapan Permpool

Assistant Professor Expert Committee of ASEAN
Studies Center Mahachulalongkornrajavidyalaya
University Thailand

Steering Committee

Dr. Pattamawadee Sankheangaew

Senior Lecturer Buddhapanya Sridvaravadi
Buddhist College, Mahachulalongkorn rajavidyalaya
University(MCU Thailand

Dr. Nemia T. Alimbuyugin

Professor Department of Education World City College
Philippines

Review Committee

Dr. Tan Fee Yean

Associate Professor Department of Management
Universiti Utara Malaysia Malaysia

Dr. Rachel L Rodriguez

Professor Department of Education Basilan State
College Philippines

Dr. Madhurima Das Gupta,

Associated Researcher Department of Gender Studies
and Social Studie Ashadi Wisdom Campus Srilanka

Dr. Mythili Kolluru

Assistant Professor Strategic Management and
Curriculum Innovation College of Banking and Financial
Studies Oman

Dr. Biva Samadder

Professor Department of Sociology Surendranath
College India

Abstracts Index

Congruence, Divergence and Convergence: Narratives of Muslim Students in a Catholic Nursing Institution.....	01
» Angelica G. Espuerta	
» Joeren Karl Tabuada	
» Charlotte E. Pauya	
» Rae Anne Mae E. Abong	
Beyond Credit Access: Patriarchy and the Limits of Microfinance for Women's Empowerment in Eswatini.....	03
» Khabonina A. Mahlalela -Dlamini	
Knowledge on Menstruation and Menstrual Hygiene Practices Among Girls With Early Menarche	04
» Francisco, Misha F.	
» Julleza, Kyrach Isabelle B.	
» Tuares, Reiza Anne C.	
» Uy, Dylan Jeremy A	
Artificial Intelligence in E-Commerce Services: Trends, Challenges, and Bibliometric Insights.....	05
» Dr. Haleema Sultana Khan	
» Insha Zaheer	
Sex And Silhouette: Unveiling HPV Risks and Protective Measures in the Lives of Sex Workers	06
» Villanueva EBV	
» Amilbahar JRG	
Gender Equity and Sustainability in Creative Higher Education Ecosystems: A Structural Bibliometric Analysis.....	07
» Norbayah Mohd Suki*	
» Norazah Mohd Suki	
Leaders: Do They Have What It Takes, or Can They Learn It?	08
» Kavitha Gunesequera	
From Champion to Change Agent: Inclusive Leadership and Women's Institutional Agency in Deaf Sports.....	09
» Asya Khaladzhan	
Congruence, Divergence, and Convergence: Narratives of Muslim Students in a Catholic Nursing Institution.....	10
» Angelica G. Espuerta	
» Joeren Karl Tabuada	
» Charlotte E. Pauya	
» Rae Anne Mae E. Abong	
» Sarah Jane Tajanlangit, MAN, RN	

Congruence, Divergence and Convergence: Narratives of Muslim Students in A Catholic Nursing Institution

Angelica G. Espuerta

College of Nursing, St. Paul University Iloilo, Philippines

Joeren Karl Tabuada

College of Nursing, St. Paul University Iloilo, Philippines

Charlotte E. Pauya

College of Nursing, St. Paul University Iloilo, Philippines

Rae Anne Mae E. Abong

College of Nursing, St. Paul University Iloilo, Philippines

Abstract:

Religious diversity in Philippine higher education continues to grow, emphasizing the need to understand how Muslim student nurses navigate Catholic academic environments. This study explored the experiences of Muslim student nurses in Catholic nursing institutions in Iloilo City, Philippines, focusing on how their cultural and religious identities aligned, differed, or intersected with institutional norms. Using a qualitative narrative inquiry design guided by Connelly and Clandinin's framework and anchored in Madeleine Leininger's Transcultural Nursing Theory, three Muslim student nurses enrolled during the academic year 2025–2026 were selected through purposive sampling and interviewed through semi-structured, in-depth, face-to-face sessions. Their narratives were transcribed verbatim and analyzed within the three-dimensional narrative inquiry space of temporality, sociality, and place. Findings revealed that participants maintained their Islamic practices while adapting to academic and clinical demands in a Catholic setting, experienced general acceptance from peers and faculty, and navigated recurring tensions during Catholic-centered institutional activities, all while noting the absence of formal religious accommodations such as prayer spaces and structured support systems. The study concluded that participants engaged in a continuous process of adaptation while preserving their religious identity, developing resilience and cultural sensitivity in a cross-faith environment despite limited institutional support. The study recommended the establishment of inclusive policies, dedicated prayer spaces, formal grievance mechanisms, and culturally responsive programs to strengthen religious sensitivity and promote culturally competent nursing education.

Background: Religious diversity in Philippine higher education continues to grow, emphasizing the need to understand how Muslim student nurses navigate Catholic academic environments. Understanding how students negotiate cross-faith academic spaces has become a growing priority in nursing education and cultural competence research.

Purpose: This study explored the experiences of Muslim student nurses in Catholic nursing institutions in Iloilo City, Philippines, focusing on how their cultural and religious identities aligned, differed, or intersected with institutional norms.

Methods: Using a qualitative narrative inquiry design guided by Connelly and Clandinin's framework and anchored in Madeleine Leininger's Transcultural Nursing Theory, three Muslim student nurses from 2nd to 4th year enrolled during the academic year 2025–2026 were selected through purposive sampling and interviewed through semi-structured, in-depth, face-to-face sessions. The study was conducted in Catholic nursing institutions in Iloilo City. Their narratives were transcribed verbatim and analyzed within the three-dimensional narrative inquiry space of temporality, sociality, and place.

Results: Findings revealed that participants maintained their Islamic practices while adapting to academic and clinical demands in a Catholic setting, experienced general acceptance from peers and faculty, and navigated recurring tensions during Catholic-centered institutional activities, all while noting the absence of formal religious accommodations such as prayer spaces and structured support systems.

Conclusion: The study concluded that participants continuously navigated congruence, divergence, and convergence between their Islamic identity and the Catholic institutional environment, preserving their religious beliefs and practices while accommodating academic and clinical demands. Inclusivity was experienced primarily through interpersonal relationships rather than formal school policies, programs, or resources. Future research may explore gender differences, regional comparisons across Catholic nursing institutions, and the long-term impact of cross-faith educational experiences on Muslim student nurses.

Index Terms:

Muslim Student Nurses, Narrative Inquiry, Transcultural Nursing, Religious Identity, Inclusivity.

Beyond Credit Access: Patriarchy and the Limits of Microfinance for Women's Empowerment in Eswatini

Khabonina A. Mahlalela -Dlamini

Faculty of Education, University of Eswatini, Kwaluseni, Eswatini

Abstract:

This study examines how microfinance shapes women's empowerment in Eswatini, with particular attention to the extent to which it expands agency or reproduces gender inequality within patriarchal settings. The study aimed to assess women's access to microfinance credit, their control over financial resources, and their participation in household decision-making. Grounded in a feminist political economy perspective, the analysis situates women's financial participation within broader household and community power relations. Data were generated through semi-structured interviews and life history narratives with 10 women beneficiaries of a microfinance programme in the Manzini Region and analysed thematically. The findings show that microfinance can facilitate access to income-generating activities and, in some cases, enhance confidence and social participation. However, these gains are constrained by male control over loan use, limited authority over financial decisions, unpaid care responsibilities, and entrenched socio-cultural norms. In several instances, women remained accountable for loan repayment without commensurate control over the resources borrowed. The study concludes that financial access alone is insufficient to achieve substantive empowerment in patriarchal contexts. It recommends that microfinance interventions adopt gender-transformative approaches that strengthen women's collective agency and address intra-household power inequalities beyond financial inclusion.

Index Terms:

Microfinance; Women's Empowerment; Patriarchy; Feminist Political Economy Eswatini.

Knowledge on Menstruation and Menstrual Hygiene Practices Among Girls With Early Menarche

Francisco, Misha F.

Bachelor of Science in Nursing, St. Paul University Iloilo, Philippines

Julleza, Kyrah Isabelle B.

Bachelor of Science in Nursing, St. Paul University Iloilo, Philippines

Tuares, Reiza Anne C.

Bachelor of Science in Nursing, St. Paul University Iloilo, Philippines

Uy, Dylan Jeremy A

Bachelor of Science in Nursing, St. Paul University Iloilo, Philippines

Abstract:

This study determined the level of knowledge on menstruation and menstrual hygiene and the menstrual hygiene practices among elementary schoolgirls with early menarche in selected urban and rural public elementary schools in Iloilo. Specifically, it aimed to describe the participants' socio-demographic profile, assess their knowledge and menstrual hygiene practices, and determine the relationship between the level of knowledge and menstrual hygiene practices.

A descriptive-correlational research design was utilized. The participants consisted of 61 elementary schoolgirls with early menarche from School A (an urban public elementary school) and School B (a rural public elementary school) in Iloilo, selected through specified inclusion criteria and sampling procedures. Data were gathered using a researcher-made questionnaire on menstrual knowledge and menstrual hygiene practices. Frequency counts, percentages, and Chi-square test of independence were used in analyzing the data.

Findings revealed that most participants were 11 years old and experienced menarche at age 11. All participants demonstrated a high level of knowledge on menstruation and menstrual hygiene, while the majority exhibited good menstrual hygiene practices. However, misconceptions regarding school participation during menstruation and proper genital hygiene practices remained among some participants.

Daily genital washing and changing of pads during school hours were the least consistently practiced behaviors. The relationship between knowledge and menstrual hygiene practices could not be determined because all participants were classified under the high knowledge level. The study concludes that sustained menstrual health education, parental involvement, and improved school sanitation facilities are important in strengthening menstrual hygiene management among young girls with early menarche.

Artificial Intelligence in E-Commerce Services: Trends, Challenges, and Bibliometric Insights

Dr. Haleema Sultana Khan

Department of Commerce, Rama University, Hardaspur, India

Insha Zaheer

Department of Humanities and Social, Integral University

Abstract:

Artificial Intelligence has become one of the most important technologies in the modern business world. The rapid growth of digitalization and online shopping has increased the use of Artificial Intelligence in e-commerce services. Businesses are using AI to improve customer experience, increase operational efficiency, and provide personalized services. Technologies such as machine learning, chatbots, recommendation systems, and predictive analytics are transforming the way companies interact with customers.

The Covid-19 pandemic further accelerated the adoption of AI in e-commerce because people shifted towards online shopping. Companies started investing heavily in AI technologies to manage online demand and improve customer satisfaction. This study examines the role of Artificial Intelligence in e-commerce services, major trends in research, challenges faced by businesses, and future opportunities.

The study also uses bibliometric analysis to understand research patterns related to AI and e-commerce between 2015 and 2025. The findings show that AI has become an important factor in digital business growth and customer service innovation.

Index Terms:

Artificial Intelligence, E-commerce, Digitalization, Machine Learning, Consumer Behavior, Innovation, Bibliometric Analysis.

Sex And Silhouette: Unveiling HPV Risks and Protective Measures in the Lives of Sex Workers

Villanueva EBV

Department of Nursing, University of Southern Mindanao, Philippines

Amilbahar JRG

Department of Nursing, University of Southern Mindanao, Philippines

Abstract:

Human papillomavirus (HPV) is one of the most common sexually transmitted infections worldwide and a leading cause of cervical cancer among women. Despite the availability of effective vaccines, awareness and prevention remain limited among high-risk populations such as sex workers. In the Philippines, female sex workers face increased vulnerability to HPV due to occupational exposure, social stigma, discrimination, and limited access to healthcare services. This narrative qualitative study explored the lived experiences of fifteen (15) female sex workers aged 18 years and above from SOCCSKSARGEN and the Davao Region. Data were gathered through in-depth semi-structured interviews and analyzed using thematic analysis to examine participants' awareness of HPV, perceived risks, and preventive practices. Findings revealed that most participants had little to no knowledge of HPV and often confused it with other sexually transmitted infections. Limited health education, fear of judgment in healthcare settings, and barriers to vaccination contributed to their vulnerability. Participants also reported challenges in condom negotiation, particularly when clients resisted protective measures. Despite these difficulties, they demonstrated resilience through personal hygiene practices, peer support, and regular health check-ups. Six themes emerged: Fragments of Understanding in HPV Awareness; Negotiating Safety Amid Power and Dependence; Silence in Care and Struggling for Dignity; Inadequate Information and Health Education Among the Unseen; Acts of Courage in Prevention Amid Vulnerability; and Enduring Strength through Coping and Self-Preservation. The study concludes that female sex workers remain marginalized in HPV prevention efforts. Inclusive health education, accessible vaccination programs, and stigma-free healthcare services are essential to reduce health inequities and strengthen HPV prevention among this vulnerable population.

Index Terms:

Human Papillomavirus (HPV), Sex Workers, Protective Measures, Vaccination, Stigma, Healthcare Access.

Gender Equity and Sustainability in Creative Higher Education Ecosystems: A Structural Bibliometric Analysis

Norbayah Mohd Suki*

UUM Kuala Lumpur, Universiti Utara Malaysia, Malaysia &
Institute of Sustainable Growth and Urban Development (ISGUD), Universiti Utara Malaysia, Kuala Lumpur, Malaysia

Norazah Mohd Suki

Othman Yeop Abdullah Graduate School of Business (OYAGSB), Universiti Utara Malaysia, Kuala Lumpur, Malaysia
Institute of Sustainable Growth and Urban Development (ISGUD), Universiti Utara Malaysia, Kuala Lumpur, Malaysia
Institute for Biodiversity and Sustainable Development (IBSD), Universiti Teknologi MARA, Shah Alam, Selangor, Malaysia

Graduate School of Social Sciences, Atatürk University, Erzurum, Turkey

Ramon V. del Rosario College of Business, De La Salle University, Manila, Metro Manila, Philippines

Abstract:

The shift toward sustainability for higher education institutions is paramount. The integration of gender equity and sustainability in creative learning spaces has received little attention. This study traces women's engagement with creative higher education ecosystems in the context of sustainability. A dual-database bibliometric analysis using Web of Science and Scopus (2000–2024) yielded 1,255 peer-reviewed publications. ScientoPy was used to analyse publication trends, and VOSviewer was used to generate keyword cooccurrence and collaboration networks to identify thematic structures and epistemic centrality patterns. Sustainability arises, but the issue remains structurally peripheral, serving as a rhetorical framing rather than a critical analytical construct underpinning gendered creative research. This body of research is expanding as a knowledge network of creativity and design-oriented scholarship. The research focuses on indexed journals, excluding grey literature and policy documents. Future research needs to take an intersectional, cross-regional, and policy perspective to explore whether and why institutions vary in the extent to which they embed sustainability into creative infrastructures. In higher education institutions, developing sustainability across creative curricula, mentorship frameworks, assessment systems, and leadership pathways is necessary to facilitate inclusive innovation that supports the Sustainable Development Goals (SDGs) 4, 5, and 12. This study introduces the first structural cartography of women's participation in creative learning ecosystems while unveiling the epistemic sidelining of sustainability in gendered creative discourse. It presents an Integrated Gendered Creative Sustainability Ecosystem Model that could drive institutional reform.

Leaders: Do They Have What It Takes, or Can They Learn It?

Kavitha Gunsekera

London Metropolitan University, in association with Next Campus Sri Lanka
Vice President, Talent and Operations at Oceans

Abstract:

This study examined whether leadership is innate or developed, and how gender and perceived leadership traits shaped leadership outcomes within the BANI (brittle, anxious, non-linear and incomprehensible) environment of Sri Lanka's Information and Communication Technology (ICT) industry. Despite sustained diversity and inclusion efforts, women remained underrepresented in ICT leadership, and certain traits continued to be associated more strongly with male than female leaders. In Sri Lanka, this has been a barrier for capable women whose contributions were filtered through a gendered lens.

Grounded in transformational leadership theory (Bass and Avolio; Northouse) and glass-cliff research (Bruckmüller and Branscombe; Ryan and Haslam), the study adopted a pragmatist, critical-realist paradigm and a cross-sectional mixed-methods design. Quantitative data came from a survey of 57 respondents across ten Colombo-based ICT organisations, built on Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) and its "four I's," using snowball convenience sampling; qualitative depth interviews with five C-level leaders (three female, two male) were analysed through content analysis. Of the leaders rated, roughly 72% were male and 28% female, broadly mirroring the sector's workforce composition.

The findings showed individualised consideration to be the most highly rated leadership quality overall, and an overall positive affinity toward the leaders assessed, although a notable 28–30% negative affinity persisted. Female leaders were perceived as offering greater inspirational motivation than their male counterparts, while scoring on par in intellectual stimulation, idealised influence and individualised consideration. However, female leaders (a minority in the sample) comprised a smaller share of those who advanced in their careers, underscoring persistent gender disparities in progression. Whether leaders are "born or made," and how far the BANI environment itself drove leader emergence, remained inconclusive and were identified as directions for further research.

The study includes practical recommendations for building more inclusive leadership in the ICT sector. In doing so, it contributes to redefining the power paradigm and to the United Nations Sustainable Development Goals on gender equality (SDG 5), decent work and economic growth (SDG 8), and reduced inequalities (SDG 10).

Index Terms:

Gender And Leadership, Perceived Leadership Traits, BANI Environment, Transformational Leadership, ICT Industry Sri Lanka, Women In Leadership, Glass Cliff

From Champion to Change Agent: Inclusive Leadership and Women's Institutional Agency in Deaf Sports

Asya Khaladzhan

Russian State University of Physical Education, Sport, Youth and Tourism, Moscow, Russia
Russian Committee of Deaf Sports, Moscow, Russia

Abstract:

This study examines the transition of female athletes from athletic leadership to institutional participation in the governance of deaf sports. The analysis centers on the professional trajectory of Asya Khaladzhan — a four-time champion of the 2017 Deaflympics — who, after achieving the highest athletic results, became involved in the governance structures of deaf sports, including work on the International Committee of Sports for the Deaf (ICSD). Her biographical case is examined as an example of a broader problem: a woman's outstanding achievements and the recognition of her athletic authority do not necessarily translate automatically into recognition of her as an equal subject of managerial decision-making.

The theoretical foundation of the study is a multilevel approach to analyzing gender inequality in sports leadership, according to which women's access to leadership positions is determined by the interaction of institutional norms, organizational practices, gender stereotypes, and individual career trajectories (Burton, 2015). Recent research on deaf women's leadership additionally points to the intersection of gender barriers with audism, tokenism, intra-group criticism, and the specifics of leadership legitimation in the Deaf community (Thibodeau, 2026).

The paper introduces the author's concept of the "gender trap of athletic success," which describes the gap between the recognition of a woman as an outstanding athlete and the recognition of her competence as a manager and participant in institutional decision-making. Based on the case analysis, a transition model is proposed: "athletic achievement — professional legitimacy — leadership competencies — access to decision-making — institutional influence — mentorship." Practical recommendations include transparent procedures for personnel advancement, development of mentorship programs, preparation of female athletes for managerial careers, increasing the visibility of women leaders, and institutional monitoring of gender representation.

Congruence, Divergence, and Convergence: Narratives of Muslim Students in a Catholic Nursing Institution

Angelica G. Espuerta

Level III PACUCOA Accredited Program, College of Nursing, St. Paul University Iloilo, Iloilo City, Philippines

Joeren Karl Tabuada

Level III PACUCOA Accredited Program, College of Nursing, St. Paul University Iloilo, Iloilo City, Philippines

Charlotte E. Pauya

Level III PACUCOA Accredited Program, College of Nursing, St. Paul University Iloilo, Iloilo City, Philippines

Rae Anne Mae E. Abong

Level III PACUCOA Accredited Program, College of Nursing, St. Paul University Iloilo, Iloilo City, Philippines

Sarah Jane Tajanlangit

Level III PACUCOA Accredited Program, College of Nursing, St. Paul University Iloilo, Iloilo City, Philippines

Abstract:

Religious diversity in Philippine higher education continues to grow, emphasizing the need to understand how Muslim student nurses navigate Catholic academic environments. This study explored the experiences of Muslim student nurses in Catholic nursing institutions in Iloilo City, Philippines, focusing on how their cultural and religious identities aligned, differed, or intersected with institutional norms. Using a qualitative narrative inquiry design guided by Connelly and Clandinin's framework and anchored in Madeleine Leininger's Transcultural Nursing Theory, three Muslim student nurses enrolled during the Academic Year 2025-2026 were selected through purposive sampling and interviewed through semi-structured, in-depth, face-to-face sessions. Their narratives were transcribed verbatim and analyzed within the three-dimensional narrative inquiry space of temporality, sociality, and place. Findings revealed that participants maintained their Islamic practices while adapting to academic and clinical demands in a Catholic setting, experienced general acceptance from peers and faculty, and navigated recurring tensions during Catholic-centered institutional activities, all while noting the absence of formal religious accommodations such as prayer spaces and structured support systems. The study concluded that participants engaged in a continuous process of adaptation while preserving their religious identity, developing resilience and cultural sensitivity in a cross-faith environment despite limited institutional support. The study recommended the establishment of inclusive policies, dedicated prayer spaces, formal grievance mechanisms, and culturally responsive programs to strengthen religious sensitivity and promote culturally competent nursing education.

Background: Religious diversity in Philippine higher education continues to grow, emphasizing the need to understand how Muslim student nurses navigate Catholic academic environments. Understanding how students negotiate cross-faith academic spaces has become a growing priority in nursing education and cultural competence research.

Purpose: This study explored the experiences of Muslim student nurses in Catholic nursing institutions in Iloilo City, Philippines, focusing on how their cultural and religious identities aligned, differed, or intersected with institutional norms.

Methods: The study was conducted in Catholic nursing institutions in Iloilo City, Philippines, during the Second Semester of Academic Year 2025-2026, from March to April 2026. It employed a qualitative research approach using a narrative inquiry design to explore the experiences and meaning-making of Muslim student nurses in Catholic institutions. Three Muslim students enrolled in the Bachelor of Science in Nursing program, from second to fourth year levels, were selected through purposive snowball sampling with maximum variation.

Data were collected through a semi-structured interview using an interview guide consisting of demographic questions and open-ended questions with probes. Interviews were conducted in person, recorded with consent,

and transcribed verbatim. Data were analyzed using narrative inquiry following the process of interview-to-transcript, storying the transcript, cocreating, and meaning-making. Member checking, reflexive journaling, peer debriefing, and rich, thick descriptions were used to support the trustworthiness and credibility of the findings.

Results: Findings revealed that Muslim student nurses in Catholic nursing institutions experienced a complex interplay of cultural congruence, divergence, and convergence, reflected in their decisions to enter Catholic institutions, immersion in Catholic education, adjustment of religious practices to academic and clinical demands, continued commitment to Islamic faith, and development of identity and belonging within Catholic institutional spaces.

Conclusion: Muslim student nurses in Catholic nursing institutions engage in a continuous process of cultural and religious negotiation while preserving their religious identity, developing resilience and cultural sensitivity despite limited institutional support. Findings support the development of inclusive policies, dedicated prayer spaces, and culturally responsive programs to strengthen religious sensitivity in nursing education. Future research may extend these findings across broader and more diverse institutional settings.

Index Terms:

Muslim student nurses, narrative inquiry, transcultural nursing, religious identity, inclusivity.

