

5th Asia Pacific Conference on
Educational Research, Social Science
and Humanities

APCERSSH 2026

 25th-26th September, 2026

 Bangkok, Thailand





5th Asia Pacific Conference on Educational Research, Social Science and Humanities
(APCERSSH-2026), Bangkok, Thailand

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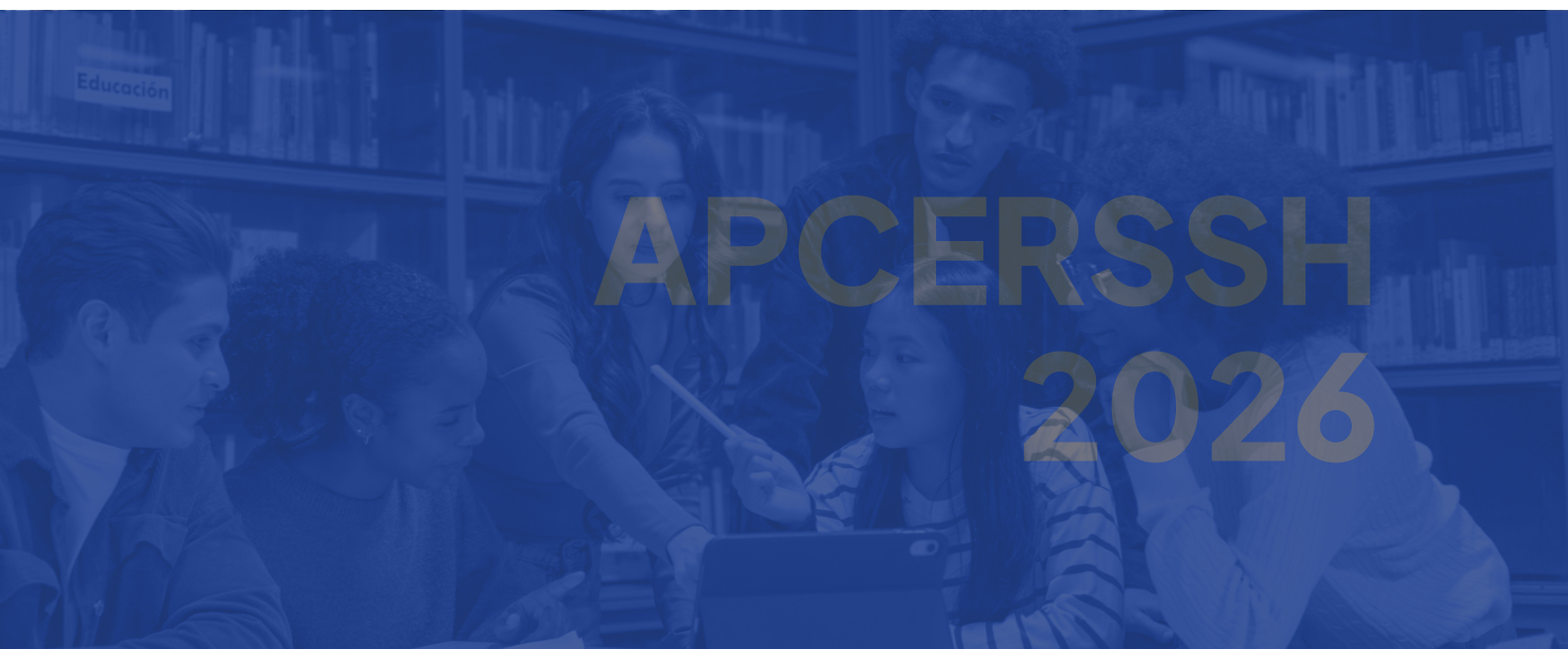
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Conference Theme

Empowering Communities through Education and Social Innovation for Sustainable Development

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Preface

We cordially invite you to attend the 5th Asia Pacific Conference on Educational Research, Social Science and Humanities (APCERSSH-2026) on 25th–26th September 2026 organized by University of Borneo Lestari-Indonesia and IFERP Academy-Thailand Society. The main objective of APCERSSH-2026 is to provide a platform for researchers, students, academicians as well as industrial professionals from all over the world to present their research results and development activities in relevant fields of Educational Research, Social Science and Humanities. This conference will provide opportunities for the delegates to exchange new ideas and experience face to face, to establish business or research relationship and to find global partners for future collaboration.

These proceedings collect the up-to-date, comprehensive and worldwide state-of-art knowledge on cutting edge development of academia as well as industries. All accepted papers were subjected to strict peer-reviewing by a panel of expert referees. The papers have been selected for these proceedings because of their quality and the relevance to the conference. We hope these proceedings will not only provide the readers a broad overview of the latest research results but also will provide the readers a valuable summary and reference in these fields.

The conference is supported by many universities, research institutes and colleges. Many professors played an important role in the successful holding of the conference, so we would like to take this opportunity to express our sincere gratitude and highest respects to them. They have worked very hard in reviewing papers and making valuable suggestions for the authors to improve their work. We also would like to express our gratitude to the external reviewers, for providing extra help in the review process, and to the authors for contributing their research result to the conference.

Since July 2026, the Organizing Committees have received more than 80 manuscript papers, and the papers cover all the aspects in Educational Research, Social Science and Humanities. Finally, after review, about 20+ papers were included to the proceedings of APCERSSH-2026.

We would like to extend our appreciation to all participants in the conference for their great contribution to the success of APCERSSH-2026. We would like to thank the keynote and individual speakers and all participating authors for their hard work and time. We also sincerely appreciate the work by the technical program committee and all reviewers, whose contributions made this conference possible. We would like to extend our thanks to all the referees for their constructive comments on all papers; especially, we would like to thank the organizing committee for their hard work.

About APCERSSH 2026

The Asia Pacific Conference on Educational Research, Social Science and Humanities (APCERSSH-2026), themed “Empowering Communities through Education and Social Innovation for Sustainable Development”, will be hosted in Bangkok, Thailand.

This prestigious international forum brings together academics, researchers, policymakers, practitioners and thought leaders from across the Asia Pacific region and beyond to share insights, present cutting-edge research and explore innovative approaches that empower communities. The conference emphasizes the transformative role of education and social innovation in addressing global challenges, fostering equity and advancing sustainable development.

Purpose & Vision

To create a collaborative platform for interdisciplinary dialogue across education, social sciences and humanities.

To highlight community-centered research and innovation as drivers of inclusive growth and resilience.

To align scholarly contributions with the United Nations Sustainable Development Goals (SDGs).

To strengthen Asia Pacific partnerships for global impact in education, social transformation and sustainability.

About IFERP Academy

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

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



Mission

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



Vision

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



Value

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



Goal

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

What We Do?

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.

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 APCERSSH-2026 is to provide knowledge enrichment and innovative technical exchange between international researchers or scholars and practitioners from the academia and industries in various fields of academics. This conference creates solutions in different ways and to share innovative ideas in the field of Education, Research, and Social Sciences for Humanities.

APCERSSH-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.

APCERSSH-2026 will explore the new horizons of innovations from distinguished researchers, scientists and eminent authors in academia and industry working for the advancements in Education, Research, and Social Sciences for Humanities from all over the world.

APCERSSH-2026 hopes to set the perfect platform for participants to establish careers as successful and globally renowned specialists in various fields of Academics.

Director's Message, **IFERP**



**Dr. Rudra Bhanu
Satpathy**

Founder & CEO
IFERP, Technoarete Group,
India

IFERP is hosting the 3rd Asia Pacific Conference on Education, Research, and Social Sciences for Humanities (APCERSSH-2026) this year in month of September.

The main objective of APCERSSH-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. Joy C.
Lawenko**

Professor,
Bicol University,
Philippines

Prof. (Dr.) Joy C. Lawenko, PhD, is an Assistant Professor III in Bicol University College of Business, Economics and Management and technical staff of the Business Affairs Office, Bicol University, Albay, Philippines. She is a licensed professional teacher and real estate broker. She holds a PhD in Management and an MBA in Financial Management.

Dr. Lawenko formerly chaired the Department of Business Administration and served as a graduate program adviser. Her expertise and Scopus-indexed research focus on financial performance and risk management.

About Keynote Speaker



**Dr. Deshinta
Arrova Dewi**

Professor,
INTI International University,
Malaysia

Dr. Deshinta Arrova Dewi, Ph.D. is an accomplished academic, researcher, and innovator specializing in Artificial Intelligence (AI) and Big Data Analytics. She earned her Ph.D. from Universiti Kebangsaan Malaysia (UKM), focusing on AI applications in education, economics, and healthcare.

Dr. Deshinta has developed several award-winning AI solutions, including predictive machine learning algorithms and adaptive learning models. She is an active researcher with numerous publications in reputable journals and has led interdisciplinary projects promoting sustainable, AI-driven innovation. She is also a sought-after keynote speaker at international conferences, sharing her expertise on AI and digital transformation.

Her outstanding contributions have been recognized through multiple international awards, including Gold, Silver, and Bronze medals in innovation competitions, as well as Best Presenter and Innovative Teaching Awards. Dr. Deshinta continues to make significant contributions to advancing AI technologies and their real-world applications across various sectors.

About **Keynote Speaker**



**Dr. Suzanna
ElMassah**

Professor,
Zayed University,
United Arab Emirates

Prof. Suzanna ElMassah is a Professor of Economics at Zayed University (UAE) and Cairo University (Egypt), and a leading voice in sustainable development, green economic transformation, and policy innovation.

As a previous Program Director of the Sustainability Program at Zayed University, she worked at the forefront of shaping future-ready, impact-driven education and research. Her work bridges academia, policy, and practice, focusing on how economies can transition toward more inclusive, resilient, and environmentally sustainable models.

With a strong research portfolio published in top international journals, Prof. ElMassah explores critical themes such as energy transition, economic complexity, digital transformation, and sustainable public policy. Beyond academia, she is actively engaged in global sustainability dialogues, including participation in COP climate conferences and international research networks.

She also advises on development strategies and contributes to shaping policy conversations across the Middle East and beyond. A Certified Climate Risk, Valuation, and Investment professional (CFA Institute), Prof. ElMassah brings a unique combination of academic rigor and real-world insight.

Her keynote sessions are known for being dynamic, forward-looking, and solution-oriented, offering audiences practical pathways to navigate the challenges of sustainable development in an evolving global landscape.

About Keynote Speaker



**Dr. Hayatul Safrah
Salleh**

Associate Professor,
Universiti Malaysia Terengganu,
Malaysia

Dr. Hayatul Safrah Salleh is an Associate Professor of Marketing at the Faculty of Business, Economics and Social Development, Universiti Malaysia Terengganu (UMT), Malaysia.

She holds a Doctor of Business Administration (DBA) from Universiti Utara Malaysia (UUM), a Master of Business Administration (MBA) from Cardiff University, United Kingdom, and a Bachelor of Management from Universiti Sains Malaysia (USM). She has more than 20 years of experience teaching marketing and management courses for undergraduate and postgraduate.

Her research interests are in the areas of consumer behaviour, services marketing, sustainable marketing and local knowledge in addressing climate change impacts. She has successfully led and collaborated on numerous research projects as both principal investigator and co-researcher, supported by various research grants. Dr. Hayatul has authored and co-authored more than 50 publications, including refereed journal articles, academic books, and monographs.

An active postgraduate supervisor, she currently mentors over 25 students and frequently presents her research at national and international conferences. Moreover, she has been invited as a guest speaker and serves as a reviewer for academic manuscripts of several conferences, journals and books, as well as an examiner for postgraduate theses.

In addition to her academic and research roles, Dr. Hayatul contributes actively to university governance, serves on various administrative and academic committees, and is affiliated with several academic and research associations globally.

About Keynote Speaker



**Dr. Thosporn
Sangsawang**

Rajamangala University of
Technology Thanyaburi,
Thailand

Dr. Thosporn Sangsawang is an Assistant Professor and Head of the Innovation and Learning Technology Center at the Faculty of Technical Education, Rajamangala University of Technology Thanyaburi.

She holds a Ph.D. in Learning Innovation and Technology and has extensive expertise in Educational Technology, Instructional Design, Digital Learning, E-learning, and Multimedia Education. Her research focuses on online learning, self-regulated learning frameworks, educational media, Internet-based instructional design, and technology-enhanced learning for students with special needs.

Dr. Sangsawang has published numerous research articles in international journals, contributing significantly to innovations in educational technology, artificial intelligence in education, and digital learning environments.

She is widely recognized for her commitment to advancing technology-driven education and fostering innovative teaching and learning practices in higher education.

About Session Speaker



**Dr. Zulhamri
Bin Abdullah**

Associate Professor,
Universiti Putra Malaysia,
Malaysia

Zulhamri Abdullah is a Resident Academic (Associate Professor) of Corporate Communication at the Department of Communication, FBMK at the Universiti Putra Malaysia (UPM). He obtained his PhD in corporate communication from Cardiff University, UK.

As a Project Leader, he has secured RM1.3 million worth of over 30 research grants/projects with a highly talented team. Presently, he has a 9 h-index with 296 citations in Web of Science, a 11 h-index with 318 citations in Scopus and a 21 h-index with 1643 citations in Google Scholar.

He has published more than 180 articles and over 80 articles as a senior author. He has been actively invited as a keynote speaker at the national and international conferences.

About Session Speaker



Dr. Ana Luisa Mateus
Oliveira Chanca Torres

Associate Professor,
Polytechnic Institute University of
Santarem, Portugal

Polytechnic Institute, University of Santarém, CIAC - Research Centre in Arts and Communication - Digital Literacy and Social Inclusion Hub, Portugal, ana.torres@ese.ipsantarem.pt. Associate Professor specializing in Education and Multimedia Communication. Has been a university lecturer since 1995 and a professor at the Polytechnic University of Santarém since 2007, in the Department of Educational Technologies. Tutor at the Open University and a member of the CIAC - Research Centre in Arts and Communication - Digital Literacy and Social Inclusion Hub and of the European research network TELeurope. Her research areas are in the fields of Multimedia Education and Communication; MOOCs; e-learning; LMSs; tutoring; and Teacher Training. Has experience in developing and implementing national and international projects since 2013.

About Session Speaker



**Dr. I Nyoman
Sedana**

Director,
Bali Module & PEPADI Bali,
Institut Seni Indonesia (ISI) Bali,
Indonesia

Professor I Nyoman Sedana, Ph.D., is a renowned artist, performer, and Professor at the Indonesian Arts Institute (ISI Bali). He serves as the Director of the Bali Module for International Students and Head of the Indonesian Puppetry Association (PEPADI) Bali.

With extensive international experience in theatre, puppetry, dance, and Balinese performing arts, he has taught and performed across Asia, Europe, Australia, and the USA.

Dr. Sedana is the co-author of *Balinese Performance* and has published numerous scholarly works on Balinese theatre, puppetry, and cultural studies.

About Session Speaker



**Dr. Hazriah
Binti Hasan**

Associate Professor,
Universiti Malaysia Kelantan (UMK),
Malaysia

Hazriah Hasan is an Associate Professor of Economics and Finance at Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan (UMK) since January 2017. She graduated from International Islamic University Malaysia in Bachelor of Economics in 2001 and Master of Business Administration (Universiti Teknologi MARA Malaysia). Her Doctoral Degree was commenced from Universiti Teknologi MARA Malaysia in 2016 and entitled in Dynamic Public Waqf Efficiency. She is focusing on her publication of finance, economics and business management and authoring in numbers of academic papers and books at international and national levels. She has overseen a limited amount of national research grants concerning the endowment systems of Malaysia's universal healthcare system. She also handles one Erasmus+ CBHE project as an administrator. Her primary areas of interest in research are efficiency indexing, management of entrepreneurship, and Islamic banking and finance in addition to economics. She supervises the theses of surrounding twenty master's and doctoral candidates in finance and economics for the Master of Islamic Finance and Bachelor of Business Administration programmes. During her tenure at UMK, she also attended professional training courses in Islamic finance and was awarded a Professional Certificate in Islamic Finance (PCIF) from INCEIF University and in 2023 she successfully completed the training course and was awarded a Certificate of Entrepreneurship from the Higher Education Leadership Academy (AKEPT), Ministry of Higher Education, Malaysia. She has successfully published 5 books throughout his 6 years of service and his book was once listed as 50 Best Malaysian Titles for International Right's 2021/2022 and was recognized in Germany. Until now, she also excelled in supervising students and successfully produced 4 PhD graduates and 4 master's graduates as well as 5 Islamic Finance Master's graduates (Coursework). She excelled in research and was also a researcher for Ministry grants, both nationally and internationally. In addition, she is also an External Assessor for the Muamalat Bachelor of Administration (Islamic Finance) program for the Universiti Sultan Ismail Petra College and an External Assessor for the Islamic Entrepreneurship course for the MARA Professional College.

About Session Speaker



**Dr. Zainab
Rasheed**

Emirates Aviation University,
UAE

Dr. Zainab Rasheed is an Assistant Professor, academic supervisor, and seasoned technology executive based in Dubai, UAE, with 25 years of extensive experience bridging higher education, strategic management, and deep-tech entrepreneurship.

Her diverse career spans leadership roles across government and private sectors, encompassing both traditional academic institutions and vocational frameworks. Notably, she has served as the Director of Academic Strategy at the Hertfordshire University, where she steered institutional vision and academic governance.

In addition to her academic leadership, Dr. Zainab has been an entrepreneur and technology pioneer. Founder of Zennova Technology and served as a Director at Al Madad Engineering, roles through which she drives commercial tech innovation and enterprise strategy. This powerful combination of corporate governance and deep technical expertise directly informs her current scholarly work, which focuses on the cutting-edge intersection of Artificial Intelligence (AI) and pedagogy. An active member of the global academic and tech community, Dr. Zainab is a professional peer reviewer and supervisor guiding the next generation of researchers in emerging technical fields.

Her participation on this panel aligns with her career-long commitment to shaping a future where advanced technology, corporate strategy, and civilizational dialogue converge to drive community growth and societal stability.

About Session Speaker



**Ms. Sujana
Shafi**

Universiti Malaysia Terengganu,
Malaysia

Sujana Shafi is a Lecturer in Marketing at Universiti Malaysia Terengganu (Malaysia).

She teaches and researches in the areas of consumer behaviour, digital marketing, and sustainability, with a particular focus on online purchasing and eco-conscious consumption.

Her academic work integrates research-driven insights into teaching and contributes to contemporary discussions on sustainable and technology-enabled marketing.

About Session Speaker



**Dr. Juhi
Singh**

Manipal University Jaipur,
India

Dr. Juhi Singh is working as an Assistant Professor in the Department of Computer Science and Engineering at Manipal University, Jaipur.

Her research interests include Artificial Intelligence, Image Processing, Steganography, IoT, and Embedded Systems. She has contributed to several research publications, patents, conferences, and academic initiatives in emerging technologies.

She is actively involved in mentoring students, organizing technical events, and promoting research-driven learning environments.

About Session Speaker



**Dr. Prompilai
Buasuwan**

Associate Professor,
Kasetsart University,
Thailand

Prompilai Buasuwan is an Associate Professor in the Program of Educational Administration, Kasetsart University. She was a Deputy Director for the Office of Computer Services, Assistant to the Vice President for International Relations, and Department Head of Education.

Her research interests focus on development education, innovation, educational leadership, and policy, specifically in 21st Century Skills, equity, academic transformation, and blended approach professional development.

She has done various projects with national and international organizations, including the Teacher Council, Ministry of Education, Educational Equity Funds, Office of Education Commission, UNICEF, UNESCO, and a co-editor for the book “Higher Education Access in the Asia Pacific: Privilege or Human Right” and “Asia Pacific Graduate Education: Comparative Policies and Regional Developments.” In 2019, she received the Outstanding Emerald Literature Award from Emerald Publishing on “Rethinking Thai Higher Education for Thailand 4.0.”

She is an Education Section Editor for the Kasetsart Journal of Social Science. Her research on the Skills Framework for Thai Basic Education also received the National Research Award 2024.

About Panel Discussion

Discussion on

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



**Dr. Pattamawadee
Sankheangaew**

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



**Dr. Supapan
Permpool**

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



**Dr. Thosporn
Sangsawang**

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

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Director, Communication and Network Research Group,
National Electronics and Computer Technology Center
(NECTEC), Thailand

Conference Co-chair

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Senior Lecturer, Buddhapanya Sridvaravadi
Buddhist College, Mahachulalongkornrajavidyalaya
University (MCU), Thailand

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Gendered Power Dynamics and Reproductive Autonomy: A Study of Rohingya Women in Refugee Camps in Cox's Bazar

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Abstract

In the male-dominated Rohingya society, women face significant challenges related to sexual and reproductive health and possess limited autonomy in reproductive decision-making. Despite the urgency of these issues, there remains a scarcity of literature addressing the reproductive empowerment of Rohingya women. This qualitative study aims to explore the gender roles of Rohingya men and women within the context of reproductive responsibilities in refugee camps in Cox's Bazar, Bangladesh. Data were collected through in-depth interviews (IDIs), case studies and Key informant Interviews (KIIs) with service providers. The analysis revealed that entrenched ethnic and cultural norms heavily influence gender dynamics, particularly in reproductive matters. Reproductive decisions are predominantly made by husbands, with women having little to no input beyond fulfilling their spouse's directives. These findings underscore the need to promote awareness of family planning among both Rohingya men and women. Further research is recommended to identify the barriers that limit women's participation in reproductive decision-making.

Index Terms

Rohingya, Gender, Sexual & Reproductive Health, Gender-Based Violence (GBV), Displaced Population

Life Beyond the Mountains: Narratives of Resilience, Identity, and Well-Being among Subanen Adults in Zamboanga del Norte

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Abstract

The study explored how Subanen adults narrated their experiences of resilience, identity, and well-being amid persistent adversity. Guided by the Minority Stress Model (Meyer, 2003), Resilience Theory (Masten, 2014), and Narrative Theory (Polkinghorne, 1995), the research employed a qualitative narrative inquiry design to capture the lived stories and meaning-making processes of Subanen adults residing in the 3rd District of Zamboanga del Norte. Data were collected through in-depth, semi-structured narrative interviews with three participants a tribal leader, a public-school teacher, and a traditional farmer, and were analyzed using thematic narrative analysis. The findings revealed that resilience among the participants was not a fixed trait but a dynamic, culturally embedded process emerging from shared adversity. Four overarching themes were identified: (1) Early Adverse Experience, characterized by armed conflict, displacement, and poverty; (2) Cultural Lifelines and Indigenous Frameworks of Resilience, highlighting *pailob* (patience), faith, and spiritual endurance, and meaning-making; (3) Resilience on Language and Mentality, involving identity reframing against discrimination, and resistance to verbal and linguistic challenges; and (4) Education as a Catalyst for Resilience and Empowerment, which served as a tool for ancestral defense. The study concluded that Subanen resilience is fundamentally collective and relational, rather than individualistic. The highest expression of this resilience was found to be stewardship, where participants transformed personal suffering into a collective responsibility for preserving culture, protecting ancestral land, and ensuring the continuity of future generations. By centering Indigenous voices, this research challenges Western-centric psychological models and offers implications for culturally responsive mental health practices, policy development, and Indigenous empowerment.

Index Terms

Indigenous Resilience, Subanen Adults, Cultural Identity, Indigenous Well-Being, Narrative Inquiry



Inclusive Physical Education for Student Engagement and Social Development in Ghanaian Basic Schools

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Abstract

Physical education is frequently treated as a supplementary subject in basic schools, despite its potential to strengthen learners' physical well-being, classroom engagement and social development. This practice-informed conceptual study examines how inclusive physical education can be used to improve participation, cooperation and positive social interaction among pupils in Ghanaian basic schools. The study draws on reflective analysis of classroom and sports instruction, supported by a focused review of literature on inclusive pedagogy, cooperative learning, student well-being and child-centred education. The analysis identifies three important mechanisms through which physical education can support learners: structured cooperative activities that promote teamwork, adaptable tasks that enable pupils with different abilities to participate, and guided reflection that connects sporting experiences with respect, responsibility and conflict resolution. It further indicates that effective implementation depends on safe learning environments, appropriate equipment, teacher preparation and equal opportunities for girls, boys and learners with additional educational needs. Based on these insights, the paper proposes a practical framework combining inclusive activity design, peer support, continuous observation and constructive feedback. The framework is intended to help teachers use physical education as both a movement-based subject and a platform for developing confidence, belonging and responsible social behaviour. The study concludes that strengthening inclusive physical education within Ghanaian basic schools could contribute to quality education, student well-being and socially supportive school communities. Further school-based research is recommended to evaluate the framework across different educational settings.

Index Terms

Inclusive Physical Education, Student Engagement, Social Development, Cooperative Learning, Ghanaian Basic Schools

Si Rangan EduKit: Leveraging Sasirangan Cultural Heritage through Experiential Learning for Sustainable Value Creation

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Abstract

Preserving local cultural heritage requires educational innovation that enables younger generations to experience culture as a living practice rather than merely as knowledge. This study develops Si Rangan EduKit, an experiential learning kit designed to introduce primary school students to Sasirangan, a traditional textile heritage of South Kalimantan, Indonesia. The EduKit integrates motif storytelling, stitching and gathering activities, a natural-color wheel, and hands-on dyeing using locally derived natural colorants, thereby connecting cultural literacy with sustainability education. The study employs a research and development approach comprising product design, expert validation, instrument validation, and a limited field trial involving approximately 30 third-grade primary school students. Effectiveness is assessed through a one-group pretest–posttest design measuring students' cultural literacy and sustainability awareness, complemented by usability and learning-experience assessments. Instrument validity and reliability are examined prior to hypothesis testing, while pretest–posttest differences are analyzed using paired-sample statistical procedures according to data distribution, supported by effect-size estimation. Conceptually, Si Rangan EduKit positions cultural heritage as a strategic resource that can be transformed through educational innovation and experiential learning into sustainable educational, cultural, environmental, and social value.



Sustainable Development in the Context of Buddhist Philosophical Principles

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Abstract

Buddhism as a religion has long recognized the interconnectedness of all things, including humans and the natural world. Buddhist concepts such as non-attachment & non-harming can help cultivate a more sustainable relationship with the environment. Extensive discussion of Environmental Ethics is found in Buddhist teachings. "Ahimsa" is the main motto of Buddhist philosophy. Buddhist principles of Pratitya-Samutpada, Ahimsa, Panch Silas, Ashtangik Marga and the Brahmviharas etc speak of moral responsibility and duty towards our environment. It is our responsibility to build a moral society by creating a fair environment and protect the lives of others by giving up greed, violence, hatred, animal killing, lying or stealing. There is a huge potential embedded in Buddhism to play a role in fostering environmental awareness & sustainability, by examining the ways in which Buddhist teachings and practices can be applied to combat environmental challenges.

Index Terms

Buddhist Philosophy, Environmental Ethics, Sustainability Development, Interconnectedness, Co-existence, Bio-diversity

Environmental Services of Lamtoro Biomass Production Cycle as a Renewable Energy in West Timor, Indonesia

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Abstract

This study examines the environmental services generated by the lamtoro (*Leucaena leucocephala*) biomass energy forest in Kupang District, West Timor, East Nusa Tenggara (NTT) of Indonesia — a region designated as the “Timor Biomass Island” under the RUED policy and supplying woodchip biomass for the 5% coal co-firing program at a regional coal-fired power plant. Drawing on primary field data and secondary calculations from a professorial research project, the study characterizes the biophysical structure of the 850-ha energy forest stand (average density of 8,290 trees/ha, mean diameter 10.0 cm, mean height 14.5 m) and quantifies the environmental services it provides, particularly carbon sequestration, oxygen production, dryland conservation, and other ecological functions relevant to the semi-arid agroclimatic conditions of West Timor. Results show that the forest sequesters an estimated 235,330 tons of CO₂ and produces 201,311.45 tons of net oxygen annually, translating into an environmental service value of approximately IDR 5.03 billion per year (IDR 5,926,906/ha) based on a carbon price of US\$4.57/ton. Beyond carbon sequestration, the forest also mitigates surface erosion, supports soil structure on marginal land, provides livestock forage, and contributes to local biodiversity and hydrological functions. However, simulations indicate that biomass harvesting to meet co-firing needs (5 tons/day) reduces the forest’s own CO₂ absorption capacity by roughly 155.51 tons/day, highlighting a sustainability trade-off. The study concludes that the long-term viability of these environmental services depends on implementing a rotational cut-and-plant harvesting system and expanding the energy forest area to 632–1,264 ha, and recommends that Kupang District formally integrate these ecosystem service values into regional development planning and natural resource accounts.

Index Terms

Environmental Services, Valuation, Biomass, Carbon, Renewable Energy, Timor

Digital Pedagogy in Higher Education: Insights from Bibliometric Mapping

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Abstract

The unprecedented global disruption of COVID-19 has triggered a significant shift in how teaching and learning are taking place, from offline to online. This frames pedagogical transformation that does not mainly focus on technical aspects, but also requires systemic change that reshapes the values and beliefs underpinning how learning should occur. This study employed a bibliometric analysis to map the current and future trajectories of digital pedagogy. A total of 583 articles were analysed using VOSViewer and the Bibliometrix in R to conduct the co-occurrence analysis and bibliographic coupling. The findings showed that there were four clusters emerged from the co-occurrence analysis: 1) The necessity to promote digital innovation of teaching and learning in higher education; 2) Digital integration to facilitate learning; 3) Innovative digital learning strategies to enhance students' learning experiences; and 4) Teacher digital competence and professional development. Five clusters were generated from the bibliographic coupling: 1) Understanding digital pedagogy as an education transformation; 2) The pandemic as a catalyst to promote digital pedagogy; 3) Professional development for digital pedagogy; and 4) Critical digital pedagogy and its implications to ethical and inclusive teaching and learning; and 5) AI competency as a framework to achieve digital pedagogy. These findings reveal the significant intellectual shift from technology-mediated learning to AI-enhanced pedagogy, which underscores the importance of developing teacher competence, critical digital pedagogy, and institutional commitment to shape digital education.

Index Terms

Digital Pedagogy, Bibliometric, R, Educational Transformation, Professional Development

Education Governance and the Sustainable Development Goals: Legal and Policy Perspectives

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Abstract

Education governance has emerged as a critical determinant of achieving the United Nations Sustainable Development Goals (SDGs), particularly SDG 4, which seeks to ensure inclusive, equitable, and quality education for all. Effective governance extends beyond policy formulation to encompass legal frameworks, institutional accountability, regulatory mechanisms, financing, stakeholder participation, and evidence-based decision-making. This paper examines the relationship between education governance and the implementation of the SDGs through the lens of public policy and law. It analyses how constitutional guarantees, international legal obligations, and national education policies shape governance structures that promote access, quality, equity, and lifelong learning. The study further explores contemporary challenges, including disparities in educational access, governance fragmentation, digital transformation, and the integration of artificial intelligence in education. Adopting a doctrinal and policy-analysis approach, the paper evaluates existing legal and institutional frameworks while identifying governance gaps that hinder progress toward sustainable educational outcomes. It argues that achieving SDG 4 requires coherent legal frameworks, transparent governance institutions, robust accountability mechanisms, and coordinated action among governments, educational institutions, civil society, and international organisations. The paper concludes by proposing policy recommendations to strengthen education governance through rights-based, participatory, and technology-responsive approaches that align national education systems with the broader sustainable development agenda. Keywords: Education Governance; Sustainable Development Goals (SDGs); SDG 4; Education Policy; Public Policy; Right to Education; Educational Law; Good Governance.



Leadership at the Helm: The Influence of School Heads' Instructional Leadership Practices on Teachers' Work Environment

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Abstract

Instructional leadership is widely recognized as a cornerstone of effective school management, playing a vital role in strengthening teacher effectiveness and improving instructional quality. Anchored on Hallinger's Instructional Leadership Framework and Social Exchange Theory (SET), this study examined the influence of school heads' instructional leadership practices on teachers' work environment in medium and large-sized elementary schools in one rural school district in Camarines Sur Province, Philippines during the School Year 2023–2025. Specifically, it assessed 1) the extent of instructional leadership across seven domains, 2) evaluated the status of teachers' work environment in four dimensions, 3) determined significant differences among these domains and dimensions, and 4) examined the influence of instructional leadership on teachers' work environment. Hallinger's framework identified the leadership domains, while SET explained how supportive leadership fosters reciprocal trust, commitment, and positive workplace relationships. Using a descriptive-correlational research design, data were collected from Kindergarten to Grade 6 teachers and analyzed through weighted mean, Analysis of Variance (ANOVA), Tukey's Honestly Significant Difference (HSD) Test, and Pearson Product-Moment Correlation. Results revealed that school heads practiced instructional leadership to a great extent, while teachers rated their work environment as highly satisfactory across all dimensions. Significant differences were found among the instructional leadership domains and work environment dimensions. Moreover, a strong and statistically significant positive relationship confirmed that effective instructional leadership contributes to a supportive, collaborative, and productive work environment. Consistent with SET, supportive and development-oriented leadership encourages greater teacher engagement, commitment, and positive workplace attitudes. The findings highlight the importance of sustaining and institutionalizing effective instructional leadership practices through reflective leadership, continuous professional learning, and evidence-informed decision-making to further strengthen school effectiveness.

Index Terms

Instructional Leadership, School Leadership Practices, Teachers' Work Environment

Internet Memes as Posthuman Counter-Spatial Practice: Biosecurity, Borders, and Ecological Racism

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Abstract

This paper examines internet memes as posthuman counter-spatial practices that intervene in biosecurity regimes, border governance, and ecological racism. States increasingly deploy biosecurity frameworks to regulate environmental risk, public health, and mobility amid pandemics and ecological fears. Although presented as neutral and scientific, these regimes often operate through racialised and colonial logics that mark certain bodies, ecologies, and geographies as sources of contamination and threat, enforced through borders, quarantine zones, and travel bans. The paper argues that memes circulate through non-territorial networks that disrupt the spatial logic of biosecurity governance. While bodies, plants, and materials can be contained or excluded, memes cross borders and transform restriction and surveillance into visibility, satire, and critique. Drawing on posthuman theory, biopolitics, and environmental humanities, case studies on the Australian biosecurity fine and anti-Chinese racism show how ecological racism is contested through counter-spatial digital circulation, revealing limits of territorial power.

Index Terms

Biosecurity, Environmental Racism, Internet Memes, Posthumanism



The Impact of Perceived Organizational Support on Employee Engagement: The Mediating Role of Job Satisfaction Among Female Teachers in Myanmar

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Abstract

Employee engagement is a critical aspect of organizational performance. This study examines the impact of perceived organizational support on employee engagement among female teachers in Myanmar, with the mediating analysis of job satisfaction. The research employs a quantitative approach and collects primary data from female teachers using a structured questionnaire. A total of 216 valid responses were obtained from female teachers, and the data were analyzed using statistical package for social science software (version 27) and the PROCESS macro. The results indicated that perceived organizational support has a significant positive effect on job satisfaction, and that job satisfaction ($\beta=0.624$, $p<0.001$). However, perceived organizational support does not have a significant positive effect on employee engagement ($\beta=0.016$, $p>0.05$). In contrast, job satisfaction significantly predicts employee engagement ($\beta=0.381$, $p<0.001$) and fully mediate the relationship between perceived organizational support and employee engagement, with a significant indirect effect of 0.238 (95% CI [0.103, 0.385]). The results offer practical implications for organizations and policymakers to design supportive workplace practices.

Gendered Effects of Market Fires on the Livelihoods of Traders in Greater Kumasi, Ghana

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Abstract

Market fires in urban marketplaces in Ghana have been persistent and devastating to traders' economic activities, leading to livelihood challenges. While previous studies have highlighted the general impacts and knowledge of market fires among traders, studies focusing on gender-specific effects remain limited. This study aims to fill that gap by examining how market fires affect male and female traders differently in Central Market, Kejetia Market, and Abuakwa Market in Greater Kumasi, thereby informing targeted policy interventions to enhance market resilience and support equitable economic recovery. The study employed a case study design with a qualitative approach, the Sustainable Livelihoods Approach framework, and the Intersectionality theory. The findings reveal that both male and female affected traders faced similar immediate losses from the market fires. However, female-affected traders experienced greater difficulty in recovering due to limited access to financial support. Also, it was found that affected female traders benefited more from social networks, receiving financial and logistical support from family, friends, spouse, and fellow traders; affected male traders, on the other hand, pursued loans or restarted businesses through individualistic means. The study concludes that while both male and female affected traders faced similar socio-economic losses, female traders struggled more with business recovery due to limited access to financial support. The study recommends that market officials work closely with NADMO and the Ghana National Fire Service to improve fire preparedness and response strategies. This includes ensuring timely and adequate support for affected traders, such as immediate financial aid and temporary shops.

Index Terms

Market Fire; Gender Dynamics; Traders; Greater Kumasi; Livelihood



Unmasking the Risks and Reality of Direct Composite Bonding with a Clinical and Ethical Imperative

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Abstract

The technique of direct composite resin bonding has experienced a marked increase in its clinical application. This has largely been propelled by patient demand for rapid, minimally invasive and ostensibly reversible aesthetic treatments. This review moves beyond the commercial narratives, critically examining the longer-term aesthetic and functional performance of composite bonding, its inherent technical challenges, and the fundamental interplay between clinical durability and informed patient consent. It also evaluates the current literature relating to the indications, longevity, and failure mechanisms with the prescription of this treatment, including colour stability and material wear. Additionally, it provides a structured, risk management approach and proposes an ethical consent framework designed to address nuanced patient expectations regarding maintenance, material degradation, and the (often-underappreciated) risks associated with this seemingly straightforward additive procedure.

Educational Governance and Expatriate Teacher Retention: Strategies for International Schools in Indonesia

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Abstract

International schools continue to face persistent challenges in retaining qualified expatriate teachers, resulting in disruptions to instructional continuity, increased recruitment costs, and organizational instability. Although educational governance is recognized as an important determinant of teacher retention, limited empirical research has identified which governance practices most effectively influence expatriate teacher retention in Indonesian international schools. This study examined the influence of educational governance on expatriate teacher retention and developed evidence-based governance strategies to strengthen retention in international schools in Indonesia. Employing a descriptive-correlational research design supplemented by qualitative insights from respondents' open-ended feedback, data were collected from expatriate teachers working in international schools across Indonesia using validated survey instruments. Quantitative data were analyzed using one-sample t-tests, paired-samples t-tests, and stepwise multiple regression analyses, while qualitative responses were integrated to enrich the interpretation of the statistical findings and inform the proposed governance strategies. The findings revealed significant gaps between teachers' expectations and actual experiences of governance practices and confirmed that Expatriate Teacher Support significantly predicts Organizational Commitment. Furthermore, Career Advancement, Recognition and Achievement, Salary, and Professional Growth emerged as the strongest governance-related predictors of expatriate teacher retention, with the negative coefficient for Professional Growth suggesting that poorly implemented professional development initiatives may undermine retention when expectations are unmet. Based on these findings, the study proposes an evidence-based governance framework emphasizing transparent career pathways, equitable compensation, meaningful recognition, supportive leadership, strategically designed professional development, and family-oriented support. The study provides practical guidance for educational leaders seeking to strengthen organizational commitment, improve expatriate teacher retention, and promote long-term institutional sustainability.

Performing Gender: Crossdressing and Camouflage in Hikayat Panji Semirang

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Abstract

This paper explores *Hikayat Panji Semirang* (HPS); specifically Pustaka Antara publisher of 1968 edition, via queer reading of textual analysis to investigate how HPS shapes gender performance, crossdressing and identity negotiation; and to analyze interpersonal moments between Semirang/Asmara and other characters that created gender ambiguity and possible queer desire. Drawing with Butler's (1990) gender performative theory, Halberstam's (1998) female masculinity concept, Sedgwick's (1985) male homosocial desire concept, Sunardi's (2015) discussion on gendered embodiment in Indonesian cross-gender dance performance, as well as other Indonesian scholarships of gender pluralism from historical and anthropological contexts, the analyses revealed that genderfluidity and non-heteronormative moments made the heteronormative narratives interrupted in HPS temporarily, before return to heterosexual order at the end of story. The analyses divided into four parts: i) becoming Semirang and Warga Asmara, ii) Semirang/Asmara with the Princesses and the Prince iii) the possible bisexual of Raden Inu Kertapati iv) Heteronormative ending with royal polygyny or polyamory. The indications are not only queer reading invites readers to read literatures beyond hetero-centric assumptions, but also look again on current discourses that still marginalized LGBTQ+ individuals due to their different gender and sexual orientations.

Index Terms

Hikayat Panji Semirang, Queer Reading, Gender Performance, Crossdressing, Camouflage

Prevalence And Molecular Characterization of Helminth Parasite among School Children of Bukang Liwayway, Kibawe, Bukidnon, Philippines using the Internal Transcribed Spacer 2 (ITS2) Gene

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Abstract

Intestinal parasite infections are a significant public health problem in resource limited countries that adversely affect the well-being of millions. Helminth parasite is particularly a severe public health problem in tropical and subtropical. This study was conducted to determine the prevalence and perform molecular characterization of helminth parasite infections in the school children of Bukang Liwayway, Kibawe, Bukidnon. A total of 90 respondents participated in the study, providing data using questionnaires. A fresh stool sample was also collected from each study participant, which was analyzed using the Harada-Mori technique and the Formalin-Ethyl Acetate method. DNA was extracted from 20 cryptic parasite species and then amplified and sequenced using the Internal Transcribed Spacer 2 (*ITS2*) gene. The resulting sequences were analyzed using the Neighbor-Joining method and Maximum Likelihood using MEGA version 11 software. The results of the study found that the overall intestinal parasite prevalence rate was 5.56% or 5 out of 90 participants. This includes the presence of *Ascaris lumbricoides*, *Enterobius vermicularis*, *Trichuris trichiura*, and *Parastrongyloides trichosuri*. The most prevalent parasite was *Ascaris lumbricoides*, found in (2/90) of the participants. Based on the combined phylogenetic analysis and 87% sequence similarity evidence, sample TH7 is most likely a *Parastrongyloides trichosuri*.

Index Terms

Ascaris lumbricoides, *Enterobius vermicularis*, *Trichuris trichiura*, ITS2, Bukang Liwayway, Neighbor-Joining, Maximum Likelihood, MEGA

Artificial Intelligence-Driven Adaptive Learning Methods in Business Education: A Case of Tanzania Institute of Accountancy

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Abstract

This study explores the integration of Artificial Intelligence (AI) into business education at the Tanzania Institute of Accountancy (TIA), addressing key challenges and opportunities for enhancing learning experiences and outcomes in a developing country context. Despite the growing use of AI globally, its application in Tanzanian education, particularly in business programs, remains in its infancy. The study employs a qualitative research design, using semi-structured interviews with academic staff at TIA to investigate AI's impact on five critical areas: engagement and interactivity, decision-making skills, real-world case studies, preparing students for future careers, and AI's integration into the curriculum. The findings reveal that while AI tools are not yet fully embedded within the curriculum, there is significant potential for AI to personalize learning, improve student engagement, and foster critical thinking and decision-making skills. Participants highlight the importance of integrating AI-driven simulations, real-world case studies, and industry collaboration to equip students with skills essential for navigating the future business landscape. The study underscores the need for comprehensive training for both educators and students to optimize the use of AI in teaching. This research contributes to the broader discourse on AI's role in transforming education and offers actionable insights for improving business education in Tanzania, particularly in promoting sustainable business practices through technological innovation. It calls for further exploration into AI's integration with sustainable development goals (SDGs) and offers a road-map for future research on AI's influence on business education in emerging economies.

Index Terms

Artificial Intelligence, Business Education, Adaptive Learning, Tanzania Institute of Accountancy, Education Technology, Personalized Learning

Exploring Professional and Socio-Cultural Experiences of Asean Teachers in the Philippines

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Abstract

This phenomenological study explored the professional and socio-cultural experiences of ASEAN in-service teachers who previously participated in the Southeast Asia (SEA) Teacher Project in the Philippines. Anchored in Jack's Theory of Transformative Learning, the study explored how international immersion reshaped teaching philosophies, professional identities, and pedagogical competencies. Using semi-structured interviews and Reflexive Thematic Analysis, the researchers identified a significant shift from teacher-centered "knowledge-giver" roles to student-centered "learning facilitators". Findings demonstrate that participants developed enhanced confidence, adaptability, and reflective practices, successfully integrating active learning and contextualized strategies into their current teaching careers. While acknowledging limitations such as recall bias and a small sample size, the study underscores the program's vital role in fostering global competence and long-term professional growth. Ultimately, these insights provide actionable guidance for educational institutions and policymakers to refine international exchange frameworks and support systems for future educators.

Index Terms

International Teacher Exchange; Professional Identity; Pedagogical Competency; SEA Teacher Project; Teaching Philosophies



Biopolitical Carcerality in Tagore and Shakespeare

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Abstract

This article reads Rabindranath Tagore's *The Home and the World* (1916) alongside Shakespeare's *Hamlet* (c. 1600) through the lens of carcerality, understood as the diffuse set of spatial, affective, and ideological regimes that produce confinement, discipline, and surveillance beyond the literal prison. It argues that both texts stage the domestic interior and the political "world" as carceral spaces where gendered subjectivity is policed by nationalist, patriarchal, and sovereign authority. Bimala's double incarceration within the purdah home and the Swadeshi crowd is read in parallel with Hamlet's experience of Denmark as a prison and Ophelia's disciplinary containment within Elsinore. By situating these early modern and early colonial texts within contemporary carceral studies and postcolonial feminist discourse, the article reconfigures the relationship between home, nation, and the body as a site of biopolitical governance. The comparative framework also highlights continuities in how literature from Bengal and early modern England prefigures the feminisation and normalisation of the carceral state in late colonial and global contexts.

Index Terms

Carcerality; biopolitics; Rabindranath Tagore; *The Home and the World*; William Shakespeare; *Hamlet*; domestic space; postcolonial feminism; gender and discipline

From Statutory Text to Working Law: Judicial Interpretation and The Efficacy of India's Real Estate (Regulation and Development) Act, 2016

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Abstract

The Real Estate (Regulation and Development) Act, 2016 (RERA) was enacted to address a documented set of problems in the Indian real estate sector, including the absence of project disclosure, the diversion of funds collected from buyers, and chronic delays in possession. Like most statutes, however, RERA was drafted in general terms, and its application to specific situations has required sustained judicial interpretation. This article examines four strands of that interpretation: the definition of “promoter” under Section 2(zk) where construction and sale functions are divided between entities; the relationship between RERA and the Insolvency and Bankruptcy Code, 2016 where a promoter becomes insolvent; the relationship between RERA and consumer protection law; and the constitutional validity of applying RERA to projects that were already under construction when the Act came into force. Drawing on decisions of the Supreme Court, the Bombay High Court, and the Maharashtra Real Estate Regulatory Authority, the article argues that judicial interpretation has substantially closed the textual gaps in RERA and has extended its protective reach to the pre-existing stock of troubled projects that supplied much of the original case for the Act. It further argues, however, that this interpretive work operates at the level of legal meaning and cannot by itself supply the administrative capacity, enforcement infrastructure, and remedial reach that full efficacy requires, and that the gap between legal sufficiency and practical sufficiency remains the central unresolved question in the assessment of RERA's performance.

Index Terms

Real Estate (Regulation and Development) Act 2016; RERA; Judicial Interpretation; Homebuyer Protection; Insolvency And Bankruptcy Code; Consumer Protection Law; India

Toward Sustainable Rural Tourism Performance: The Intervening Roles of Social Capital and Entrepreneurial Orientation under Government Support

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Abstract

Sustainable rural tourism has become a strategic priority for regional development; however, achieving sustainable performance remains challenging despite increasing government intervention. Previous studies have primarily examined the direct influence of government support on tourism outcomes, while the mechanisms through which such support generates sustainable performance remain insufficiently understood. This study investigates the direct and indirect effects of government support on sustainable rural tourism performance by examining the intervening roles of social capital and entrepreneurial orientation. A quantitative research design was employed using survey data collected from 335 rural tourism village managers in the Special Region of Yogyakarta, Indonesia. The proposed research model was analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The results reveal that government support significantly strengthens both social capital and entrepreneurial orientation. Government support, however, does not exert a significant direct effect on sustainable rural tourism performance. Instead, its influence is fully transmitted through social capital and entrepreneurial orientation. Furthermore, both social capital and entrepreneurial orientation directly and positively enhance sustainable rural tourism performance, confirming their critical mediating roles. These findings extend Social Capital Theory and the Resource-Based View by demonstrating that institutional support contributes to sustainable performance only when transformed into relational resources and entrepreneurial capabilities. The study suggests that policymakers should complement financial and technical assistance with programmes that foster collaboration, trust, networking, innovation, and proactive entrepreneurial behaviour among rural tourism stakeholders. Future studies are encouraged to validate this model in different countries using longitudinal or multi-level research designs to improve the generalisability of the findings.

Index Terms

Entrepreneurial Orientation, Government Support, Rural Tourism, Social Capital, Sustainable Rural Tourism Performance

Life Beyond the Mountains: Narratives of Resilience, Identity, and Well-Being among Subanen Adults in Zamboanga del Norte

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Abstract

The study explored how Subanen adults narrated their experiences of resilience, identity, and well-being amid persistent adversity. Guided by the Minority Stress Model (Meyer, 2003), Resilience Theory (Masten, 2014), and Narrative Theory (Polkinghorne, 1995), the research employed a qualitative narrative inquiry design to capture the lived stories and meaning-making processes of Subanen adults residing in the 3rd District of Zamboanga del Norte. Data were collected through in-depth, semi-structured narrative interviews with three participants: a tribal leader, a public-school teacher, and a traditional farmer, and were analyzed using thematic narrative analysis. The findings revealed that resilience among the participants was not a fixed trait but a dynamic, culturally embedded process emerging from shared adversity. Four overarching themes were identified: (1) Early Adverse Experience, characterized by armed conflict, displacement, and poverty; (2) Cultural Lifelines and Indigenous Frameworks of Resilience, highlighting *pailob* (patience), faith, and spiritual endurance, and meaning-making; (3) Resilience on Language and Mentality, involving identity reframing against discrimination, and resistance to verbal and linguistic challenges; and (4) Education as a Catalyst for Resilience and Empowerment, which served as a tool for ancestral defense. The study concluded that Subanen resilience is fundamentally collective and relational, rather than individualistic. The highest expression of this resilience was found to be stewardship, where participants transformed personal suffering into a collective responsibility for preserving culture, protecting ancestral land, and ensuring the continuity of future generations. By centering Indigenous voices, this research challenges Western-centric psychological models and offers implications for culturally responsive mental health practices, policy development, and Indigenous empowerment.

Index Terms

Indigenous Resilience, Subanen Adults, Cultural Identity, Indigenous Well-Being, Narrative Inquiry.



Strengthening Gender-Based Violence Response Systems: Development of a Referral Pathway Handbook in Manila, Philippines

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Abstract

Effective responses to gender-based violence (GBV) necessitate the implementation of coordinated and accessible service systems. Nevertheless, many urban environments pose challenges for survivors, who often encounter fragmented and inadequately integrated support systems. This study aims to develop a referral pathway handbook to enhance the coordination and delivery of GBV services in Manila, Philippines.

Utilizing a developmental-descriptive design, the research incorporates a review of relevant documents, key informant interviews, and focus group discussions with stakeholders from multiple sectors. Thematic analysis has identified enduring challenges, including the absence of standardized referral processes, limited awareness among frontline providers, and insufficient monitoring frameworks.

The study culminates in the creation of a comprehensive handbook that includes structured referral pathways, service directories, and operational guidelines to facilitate coordinated, survivor-centered interventions. The findings underscore the need for localized, evidence-informed strategies in GBV response efforts and highlight the importance of institutional collaboration in bolstering service delivery. Ultimately, the handbook serves as a policy-relevant resource to improve protection systems and foster inclusive community development.

Index Terms

Gender-based violence, policy development, service delivery, referral systems, community support.

Al-Mizan and the Sustainable Development Goals (SDGs): An Islamic Environmental Engagement

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Abstract

The escalating climate crisis has heightened the need for ethical and faith-based approaches that work alongside scientific, political, and technological responses to environmental degradation. *Al-Mizan: A Covenant for the Earth* (2024) offers a comprehensive Islamic theological and ethical framework for environmental stewardship, grounded in the teachings of the Qur'an and Islamic tradition. Despite its importance, there has been limited scholarly examination of its connection to the United Nations Sustainable Development Goals (SDGs). This study employs qualitative document analysis, along with Braun and Clarke's (2006) Reflexive Thematic Analysis, to identify key environmental themes in *Al-Mizan* and assess how they align conceptually with the Sustainable Development Goals (SDGs). Five interrelated themes emerged from the analysis: (1) ecological balance and cosmic harmony (*mīzān*), (2) stewardship and human responsibility (*khalīfah* and *amānah*), (3) the ethical foundations of Islamic environmental stewardship, (4) ecological justice and equity, and (5) collective action for environmental sustainability. These themes closely align with the environmental and governance dimensions of the Sustainable Development Goals (SDGs), particularly those related to clean water and sanitation, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice, strong institutions, and partnerships for the goals. Instead of simply supporting the SDGs, *Al-Mizan* provides a unique moral, spiritual, and theological framework that enhances contemporary sustainability discussions. This study promotes interdisciplinary research on religion and sustainability by emphasizing the role of Islamic environmental ethics in addressing global environmental challenges.

Index Terms

Al-Mizan, environmental stewardship, Islamic environmental ethics, qualitative document analysis, Sustainable Development Goals (SDGs).



Women's Role in Benguet Agricultural Practices: Examining How Women Contribute to Farming, Economic Stability, and Cultural Preservation

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Abstract

This qualitative study explored the contributions of women farmers in Benguet, to agricultural production, household livelihoods, and the preservation of indigenous farming traditions. Specifically, it examined the various roles women perform in farming, their economic contributions to their families, and their role in sustaining indigenous agricultural knowledge and practices. Eight women farmers, selected through purposive sampling, participated in focus group discussions and semi-structured interviews. The data gathered were analyzed using thematic analysis to identify recurring patterns and key insights. The findings revealed that women play indispensable roles throughout the agricultural cycle, from land preparation and crop cultivation to harvesting and marketing. Beyond their farming responsibilities, they contribute significantly to household income while simultaneously managing domestic duties. The participants also serve as custodians of indigenous agricultural knowledge by passing down traditional farming practices, values, and cultural beliefs to younger generations. Despite their valuable contributions, they continue to face physical demands, limited access to resources, and socio-cultural challenges that affect their participation and recognition in agriculture. The study underscores the need to recognize and support women farmers as vital contributors to sustainable rural development, food security, and the preservation of indigenous cultural heritage. The findings may serve as a basis for developing gender-responsive agricultural programs and community initiatives that empower women while safeguarding traditional farming practices.

Index Terms

Agricultural practices, cultural preservation, economic stability, indigenous traditions, women farmers.

Gendered Power Dynamics and Reproductive Autonomy: A Study of Rohingya Women in Refugee Camps in Cox's Bazar

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Abstract

In the male-dominated Rohingya society, women face significant challenges related to sexual and reproductive health and possess limited autonomy in reproductive decision-making. Despite the urgency of these issues, there remains a scarcity of literature addressing the reproductive empowerment of Rohingya women. This qualitative study aims to explore the gender roles of Rohingya men and women within the context of reproductive responsibilities in refugee camps in Cox's Bazar, Bangladesh. Data were collected through in-depth interviews (IDIs), case studies and Key informant Interviews (KIIs) with service providers. The analysis revealed that entrenched ethnic and cultural norms heavily influence gender dynamics, particularly in reproductive matters. Reproductive decisions are predominantly made by husbands, with women having little to no input beyond fulfilling their spouse's directives. These findings underscore the need to promote awareness of family planning among both Rohingya men and women. Further research is recommended to identify the barriers that limit women's participation in reproductive decision-making.

Index Terms

Rohingya, Gender, Sexual & Reproductive Health, Gender-Based Violence (GBV), Displaced Population

Perceived Planetary Health Awareness and Environmental Stewardship Practices Among Nursing Students

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Abstract

Preparing future nurses to address the health consequences of environmental change requires adequate planetary health awareness and environmentally responsible practices. This study determined the level of perceived planetary health awareness and environmental stewardship practices among nursing students and examined the relationship between these variables. A quantitative descriptive-correlational design was employed among 255 nursing students of St. Anthony's College. Data were collected using researcher-developed questionnaires assessing perceived planetary health awareness and environmental stewardship practices. Descriptive statistics and Pearson Product-Moment Correlation were used for analysis. Results showed very high perceived planetary health awareness ($M=4.43$) and environmental stewardship practices ($M=4.23$). Sustainable and preventive healthcare practices and nursing responsibility obtained the highest rating among the awareness dimensions. A significant moderate-to-strong positive relationship was found between perceived planetary health awareness and environmental stewardship practices ($r=0.647$, $p<.001$), indicating that greater awareness was associated with stronger environmental stewardship practices. The findings demonstrate the relevance of planetary health awareness to environmentally responsible practices among nursing students. Nursing programs should strengthen the integration of planetary health, sustainability, and environmental stewardship across classroom, clinical, and community learning experiences to better prepare future nurses for environmentally responsive healthcare practice.

Index Terms

Environmental Stewardship Practices, Nursing Students, Perceived Planetary Health Awareness, Planetary Health, Sustainable Healthcare

Inclusive Physical Education for Student Engagement and Social Development in Ghanaian Basic Schools

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Abstract

Physical education is frequently treated as a supplementary subject in basic schools, despite its potential to strengthen learners' physical well-being, classroom engagement and social development. This practice-informed conceptual study examines how inclusive physical education can be used to improve participation, cooperation and positive social interaction among pupils in Ghanaian basic schools. The study draws on reflective analysis of classroom and sports instruction, supported by a focused review of literature on inclusive pedagogy, cooperative learning, student well-being and child-centred education. The analysis identifies three important mechanisms through which physical education can support learners: structured cooperative activities that promote teamwork, adaptable tasks that enable pupils with different abilities to participate, and guided reflection that connects sporting experiences with respect, responsibility and conflict resolution. It further indicates that effective implementation depends on safe learning environments, appropriate equipment, teacher preparation and equal opportunities for girls, boys and learners with additional educational needs. Based on these insights, the paper proposes a practical framework combining inclusive activity design, peer support, continuous observation and constructive feedback. The framework is intended to help teachers use physical education as both a movement-based subject and a platform for developing confidence, belonging and responsible social behaviour. The study concludes that strengthening inclusive physical education within Ghanaian basic schools could contribute to quality education, student well-being and socially supportive school communities. Further school-based research is recommended to evaluate the framework across different educational settings.

Index Terms

Inclusive Physical Education, Student Engagement, Social Development, Cooperative Learning, Ghanaian Basic Schools



Preserving Heritage, Building Futures: A Mixed-Methods SEM of Cultural Identity, Student Engagement, and SDG 4 in the City of Tayabas, Philippines

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Abstract

In Tayabas City, classrooms are just a few minutes away from the centuries-old Basilica, the colorful Mayohan Festival, and the stories of our lolo (grandfather) and lola (grandmother). But the question is: are our learners still connected to these roots while chasing 21st-century goals? This study seeks to understand how cultural identity shapes the way students show up in school — not just physically, but mentally and emotionally. Using a mixed-methods approach with Structural Equation Modeling, the researchers will test whether a strong sense of cultural identity can predict higher student engagement, and in turn, better progress toward SDG 4: Quality Education. In Phase 1, 400 junior, senior high school, and college students from Tayabas public schools will answer a survey to test the model: Cultural Identity → Student Engagement → SDG 4 Indicators. In Phase 2, the researchers will sit down with 12 students, teachers, and cultural bearers to listen to their stories: What makes them proud to be Tayabasin? When do they feel most alive in class? How can our heritage be used to make lessons more meaningful? The researchers believe that culture is not a subject to be memorized, but a resource for learning. If we can prove this link, then schools in Tayabas — and other heritage communities — can design lessons that honor the past while building skills for the future. This research is not just about data. It is about making sure that as we build futures for our learners, we do not let go of the heritage that makes them who they are.

Index Terms

Cultural Identity, Student Engagement, SDG 4, Mixed Methods, SEM, Tayabas, Heritage Education

Linking Forums and Offline Game Extension: An Evidence-Bounded Framework for Ethical Community Retention Across Three Chinese Game Ecosystems

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Abstract

Live-service game research often treats forum activity, event visibility, game re-entry, and retention as interchangeable indicators. This conceptual and methodological paper develops an evidence-bounded framework for distinguishing these outcomes across *Honor of Kings*, *JX Online 3*, and *Genshin Impact*. The study is situated in a wider longitudinal qualitative project involving adult Generation Z players in Sichuan, China, but the present analysis draws only on verified forum and community records, documented offline activities, and relevant scholarship; it does not report uncollected participant findings. Three public activity anchors are compared: EVERSE EXPO 2026: ZTE NUBIA Esport Challenge, *JX Online 3*'s seventeenth-anniversary celebration, and *Genshin* FES 2026. The comparison examines governance, access, spatial design, community participation, post-event pathways, and the evidentiary limits of publicly reported scale. Results take the form of five design propositions. First, community presence must be separated from game re-entry and later retention. Second, searchable, versioned forum guidance can support low-pressure competence recovery and observation during lapse. Third, offline co-presence requires a legible post-event bridge if it is to become continuing participation. Fourth, teaching, moderation, fan creation, and event circulation generate community value while risking unequal labour and visibility pressure. Fifth, retention and paid-content recommendations require transparent costs, non-punitive absence, data minimisation, and explicit ethical risk statements. The framework contributes an auditable touchpoint-experience-later-action chain and a prospective qualitative design combining interviews, six-month diaries, walkthrough records, negative-case analysis, and evidence-graded recommendation cards. It is designed for empirical validation and responsible practice, not immediate market segmentation or unsupported platform-performance claims in design.

Index Terms

Community Retention, Game Re-Entry, Online-Offline Participation, Live-Service Games, Player Autonomy, Ethical Design



Discovering the Nexus Between Conventional and Unconventional Process of Coconut Cacao Crunch for Consumer Acceptability: A Mixed Method Approach

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Abstract

Innovation in food products and value-added agricultural products is increasingly relevant, and it is of paramount importance to understand the effects of traditional and alternative processing methods on the consumer acceptability of Coconut-based Cacao Crunch. This study employed a mixed-methods research design, comparing product characteristics and consumer perceptions using quantitative and qualitative sensory evaluations. One hundred (100) consumer sensory evaluators from Butuan City, Agusan del Norte, evaluated the products for appearance, texture, taste, and overall acceptability using a 9-point hedonic scale. The quantitative data were analyzed using descriptive and correlational analyses, while qualitative data were analyzed using thematic analysis. The findings revealed a moderate correlation between conventional and unconventional processes for sensory attributes. The statistical analysis revealed a difference in product quality: the unconventional process produced a crispier, crunchier product. No significant differences in taste or overall acceptability were observed, but consumer preference for unconventional processes increased. The traditional method was slightly better in terms of document appearance, and an optimal balance between Enhancing textual and visual quality should be determined.

Index Terms

Conventional, Unconventional, Consumer Acceptability

Cultivating Just Knowers: Pedagogy, Epistemic Justice and the Student Experience in AI-Mediated Learning

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Abstract

The integration of generative AI into higher education has created an unprecedented pedagogical challenge: how to harness the potential of these tools while preserving the conditions for just and equitable knowledge construction. This paper advances the thesis that teaching in the age of generative AI must treat epistemic justice and student well-being as co-equal design constraints, not pedagogical afterthoughts. Drawing on Fricker's framework of testimonial and hermeneutical injustice (2007), self-determination theory (Ryan & Deci, 2017), and emerging research on AI-mediated learning, we argue that unreflective AI use can narrow epistemic expression, misread competence through fluency bias, and erode trust through prohibition-covert use dynamics. We propose a justice-and-care pedagogical framework centered on voice-preserving workflows, transparent model mediation, and process-based assessment that establishes authenticity through dialogue rather than automated detection. The framework extends TPACK (Mishra & Koehler, 2006) to an integrated i-TPACK approach, adding domains of AI-as-content and AI-for-professional development, and provides actionable design principles for educators navigating the transition from prohibition to guided, declared AI use. We conclude that the cultivation of epistemic agency in AI-rich environments requires not technological fluency alone, but the intentional design of learning climates that protect voice, legitimise plural epistemologies, and scaffold students' capacity to reason with, through, and against generative systems.

Index Terms

Epistemic Justice, Generative AI, Higher Education Pedagogy, Student Well-Being, Epistemic Agency, i-TPACK, Assessment Design, Self-Determination Theory

Substantive Justice Missed: A Legal Analysis of Inequality in Legal Protection for Victims of Electronic-Based Sexual Violence (KSBE) In Indonesia

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Abstract

Indonesia's digital transformation, with over 213 million internet users, correlates with surging Technology-Based Sexual Violence (KSBE/KBGO), reaching 1,920 cases in 2024, including NCII, sextortion, cyberstalking, and digital voyeurism. This research critically examines why current legal protections fail KSBE victims in achieving substantive justice.

Employing normative juridical methods via a socio-legal approach, analyzed through Pancasila Justice Theory and Friedman's Legal System Theory, the study identifies three fundamental weaknesses. First, legal substance shows paradigmatic disharmony between the victim-centered TPKS Law (2022) and prior regulations (ITE, Pornography Laws) prioritizing "public morality" over bodily integrity and consent, risking victim criminalization and revictimization. Operational rules for digital recovery (Right to be Forgotten) and cross-border takedown mechanisms remain absent.

Second, KSBE's transnational nature crosses jurisdictions where servers and perpetrators often reside abroad. Yet, Article 88(1) of the TPKS Law renders international cooperation optional ("Government can"), creating legal uncertainty by treating transnational cybercrime handling as policy choice rather than state imperative.

Third, legal culture reflects patriarchal dominance fostering victim-blaming by law enforcement and social stigma, hindering justice access. The study concludes substantive justice requires reconstructing Article 88(1) to mandate imperative international cooperation, harmonizing national law with global instruments like the Budapest Convention, and strengthening special content deletion authority.

A Qualitative Meta-Synthesis on Safeguarding Human Capacities in AI-Integrated Higher Education: Basis for a Proposed Purposive Communication Syllabus

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Abstract

Artificial intelligence is increasingly used in higher education to generate text, provide feedback, personalize instruction, and support academic tasks. These applications may improve access and efficiency, but they also raise a curriculum question that is particularly important in communication education: Which human capacities should remain central when students can delegate parts of reading, writing, interpretation, and decision-making to AI systems? This study addressed that question through a qualitative meta-synthesis of ten peer-reviewed studies published from 2015 to 2025. The synthesis was guided by four research questions concerning the human capacities most vulnerable in AI-mediated learning, the pedagogical approaches proposed to sustain them, the points of convergence across those approaches, and their possible translation into Purposive Communication course design. Analysis of the selected studies identified five capacities that repeatedly appeared as educational concerns: ethical reasoning, complexity navigation, divergent thinking, emotional intelligence, and narrative meaning-making. These capacities were not treated as interchangeable “soft skills.” Each represents a distinct form of human participation that may be weakened when learning prioritizes speed, prediction, standardized responses, or automated production over judgment, interpretation, relational awareness, and meaning-making. The reviewed literature also pointed to five corresponding pedagogical priorities: ethical reflection, tolerance for ambiguity, creative expression, relational competence, and narrative engagement. These priorities were developed from the study’s engagement with critical pedagogy, complexity-oriented learning, creativity research, relational instruction, and narrative-based education. Based on the synthesis, the researcher designed a seven-module Purposive Communication syllabus that embeds these priorities in classroom activities, authentic communication tasks, and outcomes-based assessment. The proposed modules require students to explain ethical choices, examine competing interpretations, develop original communication products, respond to others with relational sensitivity, and construct narratives from lived and social experiences. The study argues that the curricular challenge is not simply whether institutions should permit or restrict AI use. The more consequential issue is how communication courses can employ AI without transferring to automated systems the interpretive, ethical, creative, emotional, and narrative work that students need to perform themselves. Given the limited ten-study corpus, the resulting framework should be understood as a theoretically informed curriculum proposal rather than a definitive account of AI’s educational effects. Its principal contribution lies in connecting concerns about human capacity with specific pedagogical and assessment choices for Purposive Communication in higher education.

Index Terms

Artificial Intelligence In Education; Communication Education; Purposive Communication; Qualitative Meta-Synthesis; Human-Centered Pedagogy; Ethical Reasoning; Divergent Thinking; Emotional Intelligence; Narrative Meaning-Making; Complexity Navigation

Analyzing the Last Fifty Years of Business Ownership in the United States: Race, Ethnicity, Gender, and Age - A descriptive historical analysis using U.S. Census Bureau and Current Population Survey Frameworks

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Abstract

This paper examines the evolution of business ownership in the United States across race, Hispanic ethnicity, gender, and age over approximately the last half-century. Because no single federal statistical series provides a fully comparable annual measure of business ownership for every demographic group over the entire period, the analysis uses a benchmark-year design. Historical Census surveys of minority- and women-owned businesses, the Characteristics of Business Owners and Survey of Business Owners programs, and the modern Annual Business Survey (ABS) and Nonemployer Statistics by Demographics (NES-D) are used to describe changes in firm ownership.

The Current Population Survey (CPS) is identified as the preferred person-level framework for estimating long-run self-employment rates when a continuous denominator-based rate is required. The descriptive evidence shows a substantial expansion of women-owned, Black-owned, Hispanic-owned, and Asian-owned firms since the late twentieth century, accompanied by a persistent age gradient in ownership. Women-owned firms rose from about 26% of firms in 1997 to roughly 39% of all employer and nonemployer businesses by 2023. Black-owned and Hispanic-owned business counts increased especially rapidly between 2007 and 2012 and remain much more concentrated among nonemployer firms than among employer firms. Age data indicate that very young adults account for a small share of owners, while older adults account for a large and increasing share. The paper concludes that demographic diversification of ownership is unmistakable, but parity in employer-business ownership, scale, receipts, and employment has not yet followed the same trajectory.

Index Terms

Business Ownership; Entrepreneurship; Self-Employment; Race; Ethnicity; Gender; Age; United States

Writing Performance of Students in a Modified Flipped Classroom

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Abstract

The flipped classroom reorganizes instruction by moving initial content exposure before class and reserving classroom time for guided application, interaction, and feedback. This study examined the writing performance of Grade 11 students exposed to a modified flipped classroom using printed-text, audio/listening, and video-based pre-class materials. A quasi-experimental design was used with 60 students from Cabittaogan National High School, Sta. Catalina, Ilocos Sur, Philippines, comprising an experimental group (n=30) and a control group (n=30). Students completed writing assessments in three genres informative, descriptive, and argumentative essays before and after the intervention. A rubric aligned with the Senior High School English Most Essential Learning Competencies was used to assess content, organization, language use, and genre-specific writing features. Descriptive statistics, one-way ANOVA, and t-tests were used to examine performance and between-group differences. At baseline, both groups were classified as Did Not Meet Expectations across the three genres. After the intervention, the experimental groups obtained higher post-test means than the control group. Across modalities, printed materials produced the most consistently high total means: 85.10 for informative, 86.76 for descriptive, and 86.77 for argumentative writing. ANOVA results showed no significant overall difference among modalities for informative writing except in word-count compliance, but significant differences among modalities for descriptive and argumentative writing. Between-group comparisons likewise showed significant gains associated with the modified flipped classroom in most domains, although audio-based instruction showed limited effects on some higher-order argumentative components. The findings indicate that the effectiveness of a flipped classroom is sensitive to writing genre and instructional modality. The study contributes context-specific evidence for multimodal flipped writing instruction in a Philippine senior high school setting.

Index Terms

Flipped Classroom; Writing Performance; Multimodal Learning; Printed Text; Audio Learning; Video Learning; Senior High School; English Language Teaching

