

International Virtual Conference on

Interdisciplinary Research in Higher Education

IVCIRHE 2026

May 14-16, 2026
ZOOM Video Teleconferencing

Theme: "Navigating the Future of Knowledge:
Interdisciplinary Synergy and Ethical Innovation
in Higher Education."

In Partnership with



Vision

Community of ethical and scholarly publishing practitioners



Mission

1. To advance the professional expertise of the scholarly publishers, editors and reviewers;
2. To provide expert services in scholarly journals;
3. To promote publication ethics in scholarly journals;
4. To support various causes in the promotion, development and advancement of scientific publication.

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MESSAGE

Distinguished scholars, esteemed colleagues, respected researchers, editors, reviewers, and participants from around the world, It is with great honour and profound enthusiasm that I welcome you all to the 7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026), organized by the International Association of Scholarly Publishers, Editors, and Reviewers (IASPER). As we gather virtually from diverse geographical, cultural, and academic backgrounds, we reaffirm our shared commitment to advancing knowledge, fostering collaboration, and addressing the complex challenges of our time through scholarly excellence.

This year's conference theme, "Navigating the Future of Knowledge: Interdisciplinary Synergy and Ethical Innovation in Higher Education," captures both the urgency and the promise of our present academic landscape. We are living in an era characterized by rapid technological advancement, evolving societal demands, and unprecedented global interconnectedness. In such a dynamic context, no single discipline can stand alone in providing comprehensive solutions. Instead, it is through interdisciplinary synergy that we unlock new perspectives, integrate diverse methodologies, and generate impactful innovations.

Higher education institutions today are not only centers of knowledge transmission but also hubs of transformation. They play a crucial role in shaping ethical, critical, and adaptive thinkers who are prepared to navigate uncertainty and complexity. As publishers, editors, reviewers, and researchers, we bear a collective responsibility to ensure that the knowledge we produce and disseminate upholds the highest standards of integrity, rigor, and ethical consideration. The credibility of academic work—and indeed the trust placed in it by society—depends on our unwavering commitment to these principles.

In this regard, ethical innovation becomes not merely an aspiration but a necessity. The integration of emerging technologies such as artificial intelligence, big data analytics, and digital learning platforms into higher education presents both opportunities and challenges. While these tools enable us to expand access, enhance research capabilities, and accelerate knowledge production, they also require careful reflection on issues such as academic integrity, data privacy, inclusivity, and the responsible use of information. Our discussions during this conference will undoubtedly shed light on how we can balance innovation with accountability.

IVCIRHE 2026 serves as a vital platform for intellectual exchange, constructive dialogue, and collaborative engagement. Over the course of this conference, you will encounter a rich array of research presentations, theoretical explorations, and practical insights that reflect the diversity and depth of interdisciplinary inquiry. I encourage each of you to actively participate, to question, to share, and to build connections that extend beyond this virtual space. It is through such meaningful interactions that lasting partnerships and transformative ideas emerge.

I would like to express my sincere appreciation to the organizing committee, partner institutions, reviewers, and all contributors who have worked tirelessly to make this conference possible. Your dedication and professionalism exemplify the spirit of scholarly collaboration that IASPER seeks to promote globally.

As we embark on this intellectual journey together, let us remain guided by a shared vision: to create knowledge that not only advances academic discourse but also contributes to the betterment of society. May this conference inspire new insights, foster interdisciplinary cooperation, and strengthen our collective resolve to pursue ethical and impactful innovation in higher education.

Thank you, and I wish you all a fruitful and enriching conference experience.



ASSOCIATE PROF. DR. DJUWARI

President, International Association of Scholarly Publishers, Editors, and Reviewers (IASPER)
EDJUW Academy, Sidoarjo, Indonesia

MESSAGE



pleasant morning to everyone. Allow me to warmly greet the officers and members the International Association of Scholarly Publishers, Editors, and Reviewers, especially its Chairman of the Board, Genaro V. Japos; distinguished keynote speakers; respected scholars, researchers, educators, academic leaders, and research practitioners; members of the academic community from various colleges and universities; students; and all participants joining us from different parts of the Philippines and across the globe, for the 7th International Virtual Conference on Interdisciplinary Research in Higher Education from May 14–16, 2026.

This year’s theme, “Navigating the Future of Knowledge: Interdisciplinary Synergy and Ethical Innovation in Higher Education,” is both timely and compelling. In an era marked by rapid technological advancement, global uncertainty, and evolving societal challenges, the need for interdisciplinary collaboration and ethical innovation has never been more important. Through the power of virtual engagement and advanced teleconferencing technologies, we are able to transcend geographical boundaries and create a meaningful space where scholars, professionals, students, and practitioners can exchange ideas, share research findings, and collaboratively explore solutions to pressing global and local concerns.

Indeed, research and innovation flourish when knowledge is shared across disciplines and when academic communities work together toward common goals. It is through these interdisciplinary conversations that we are able to contribute meaningfully to sustainable development, peace-building, social transformation, and the advancement of humanity.

The University of Bohol is deeply honored to be one of the institutional members and long-standing partners of IASPER. For more than a decade, the University of Bohol has actively collaborated with IASPER in co-hosting international conferences and scholarly gatherings that promote research excellence, publication, interdisciplinary inquiry, and global academic engagement. This enduring partnership reflects our shared commitment to strengthening a culture of scholarship, innovation, ethical research, and international collaboration.

I would also like to express my heartfelt gratitude to Dr. Genaro Japos, IASPER’s Founder and Chairman of the Board, for his unwavering dedication to scholarly advancement and academic leadership. Through his vision and commitment, IASPER has continuously provided meaningful platforms where research, ideas, and innovations are nurtured, refined, and transformed into actions that create positive impacts in our communities and institutions. The University of Bohol highly values this partnership as we continue to encourage high-quality research, vibrant intellectual discourse, and globally relevant publications.

This conference serves not only as an avenue for research dissemination but also as a venue for forging stronger institutional partnerships and collaborative networks among universities and research institutions worldwide. At the University of Bohol, we remain steadfast in our mission of cultivating a dynamic research culture that fosters critical thinking, innovation, ethical scholarship, and transformative education anchored on our vision of "Transforming Lives for a Great Future."

To all delegates and participants, may this conference inspire you to continue asking meaningful questions, pursuing innovative ideas, and sharing your knowledge generously for the benefit of society. Let us maximize this opportunity to connect, collaborate, and learn from one another. Together, let us harness the power of interdisciplinary engagement and evidence-based inquiry in shaping a more inclusive, resilient, and sustainable future.

My sincerest congratulations to the organizers, presenters, panelists, facilitators, and participants of this significant international gathering. May this conference continue to serve as a catalyst for new collaborations, groundbreaking research, and lasting contributions to higher education and global development. May the spirit of collaboration, excellence, and innovation continue to guide all of us in our academic and professional endeavors.

Thank you very much, and may God bless everyone.



A handwritten signature in black ink, appearing to read "V. B. Tirol III".

VICTORIANO B. TIROL III, PhD
President, University of Bohol

MESSAGE

Warmest greetings from Pamantasan ng Cabuyao, Philippines!

A

t the outset, I would like to extend my sincerest congratulations to the International Association of Scholarly Publishers, Editors and Reviewers, Inc. (IASPER) for organizing the 7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026). This conference stands as a powerful testament to IASPER's unwavering commitment to advancing scholarly discourse, fostering interdisciplinary collaboration, and elevating the quality of academic research and publication across the globe.

The conference theme, "Navigating the Future of Knowledge: Interdisciplinary Synergy and Ethical Innovation in Higher Education," could not be more timely or more urgent. The world has never moved faster. Artificial intelligence rewrites industries overnight. Digital platforms dissolve the boundaries between disciplines. Climate crises demand solutions that no single field of knowledge can provide alone. And in the middle of all this breathtaking transformation stands the university, not as a spectator, but as the very institution society entrusts with the responsibility of making sense of it all.

Interdisciplinary research is not a trend. It is a response to truth. The most pressing questions of our time, from poverty and public health to technological ethics and environmental sustainability, do not respect disciplinary borders. They demand the convergence of education and economics, of science and sociology, of technology and philosophy. Higher education institutions that cultivate this convergence will produce graduates who do not merely know their field. They will produce graduates who can navigate the intersections, lead in the ambiguities, and innovate in the spaces where disciplines meet.

But innovation without ethics is incomplete. As we embrace artificial intelligence, big data, and digital transformation in our classrooms and research laboratories, we must ask ourselves the harder questions. Whose knowledge is being centered? Who benefits from the technologies we develop and deploy? Are we building systems that dignify human beings or that diminish them? The ethical dimension of innovation is not a constraint on progress. It is the very compass that ensures progress leads somewhere worth going.

At Pamantasan ng Cabuyao, we hold firmly to the belief that higher education is both a personal privilege and a public responsibility. Every research paper published, every graduate produced, and every partnership forged is a contribution to a community, local, national, and global, that depends on universities to lead with integrity and foresight. Our membership in IASPER and our engagement with conferences such as IVCIRHE 2026 are expressions of that commitment. They remind us that we do not pursue knowledge in isolation. We pursue it together, across institutions, across disciplines, and across borders.

To every researcher, scholar, and educator joining this conference: your work matters. Your questions matter. The courage it takes to challenge existing frameworks, to propose new ways of knowing, and to advocate for ethical practice in higher education matters deeply. This conference is your space to share, to challenge, to collaborate, and to be inspired. Let us navigate the future of knowledge not with caution that paralyzes, but with wisdom that empowers. Let us build a higher education that is bold enough to innovate and grounded enough to remain human.

In closing, I wish every participant, presenter, and organizer a most productive, inspiring, and rewarding IVCIRHE 2026. May this conference ignite new collaborations, spark innovative research, and deepen our collective commitment to a higher education that truly serves humanity.



George Jivero Lambot
GEORGE JIVERO LAMBOT, LPT, PhD
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In partnership with:



CONFERENCE PROGRAMME

Theme: "Navigating the Future of Knowledge: Interdisciplinary Synergy and Ethical Innovation in Higher Education."

DAY1 • MAY 14, 2026

8:00–9:00am Online Registration
 Admittance of Participants

OPENING CEREMONIES

9:01–9:15am Invocation
 National Anthems
 Institutional Hymns

9:16–9:30am Welcoming Remarks and
 Declaration of the Opening of the Conference
DR. DJUWARI
International President, International Association of
Scholarly Publishers, Editors and Reviewers, Inc.
Director, Education and Academic Services Sidoarjo
Indonesia

9:31-9:45am. Opening Message
DR. VICTORIANO B. TIROL III
President University of Bohol

CONFERENCE PROGRAMME

- 9:46–10:05am Declaration: Synthesis of Abstracts
DR. BILLY JOEL B. RAMOS
Oxford Lifelong Learning Oxford University
United Kingdom
- 10:06–10:25am **Awarding Ceremonies**
Article Citation Award
Best Abstract Award
Best Paper Award
- 10:26–10:35am Health Break
- 10:36 – 10:40am Introduction of Keynote Speaker I
- 10:41 - 11:10am Keynote Speaker I
DR. JULIA CHEN
Director of Educational Development The Hong Kong
Polytechnic University Hong Kong

“Future-Oriented Assessment and Curriculum Reform.”
- 11:11 - 11:20am Interactive Session (Open Forum)
- 11:21 - 11:25am Introduction of Keynote Speaker II
- 11:26 – 11:55am Keynote Speaker II
PROFESSOR DR. KEOY KAY HOOI
Executive Dean UCSI University
Kuala Lumpur, Malaysia

“From Theory to Impact: Navigating Interdisciplinary
Synergy in Graduate Research”
- 11:56 - 12:10pm Interactive Session (Open Forum)
- 12:11 - 1:00pm LUNCH BREAK
- 1:01–5:00pm Research Paper Presentation

CONFERENCE PROGRAMME

DAY 2 • May 15, 2026

8:00–9:00am Online Registration
 Admittance of Participants

PAPER PRESENTATION

9:01 – 12:00nn Research Paper Presentation

12:01 - 1:00pm LUNCH BREAK

1:01-5:00pm Research Paper Presentation

DAY3 • May 16, 2026

8:00–9:00am Online Registration
 Admittance of Participants

PAPER PRESENTATION

9:01 – 12:00nn Research Paper Presentation

12:01 - 1:30pm LUNCH BREAK

CLOSING CEREMONIES

1:31-1:45pm Invocation
 National Anthems Institutional Hymns

1:46-1:55pm. Message
DR. GENARO V. JAPOS
 Professorial Chair, Business and Governance
 Polytechnic University of the Philippines
 President, Philippine Association of Institutions
 for Research, Inc., Philippines

1:56 - 2:00pm Introduction of Keynote Speaker III

CONFERENCE PROGRAMME

- 2:01 - 2:30pm Keynote Speaker III
PROFESSOR MUSHTAK AL-ATABI
Provost and CEO Heriot-WattUniversity Malaysia

"Purpose-Led Research: Mobilizing Graduate Research for the 2030 SDG Agenda."
- 2:31 - 2:40pm Interactive Session (Open Forum)
- 2:41 - 2:50pm Introduction of Keynote Speaker IV
- 2:51 - 3:20pm. Keynote Speaker IV
DR. LEAH WILFREDA E. PILONGO
Dean, University Research Center Dean of the Graduate School University of Bohol
Philippines

"Ethical Innovation in the New Era of Knowledge: Safeguarding Research Integrity in Higher Education."
- 3:21 - 3:30pm Interactive Session (Open Forum)
- 3:31 - 4:00pm **Awarding Ceremonies**
Certificate of Recognition
 Partner Institutions Session
 Judges
 Session Managers
Best in Oral Presentation
- 4:01 - 4:20pm. Closing Remarks

Master of Ceremonies
MS. JESYN LOVETTE G. LAOLAO
University of Bohol

PAPER PRESENTATION

BREAKOUT ROOM 1 : Day 1 – May 14, 2026

Time	Title of Paper	Presenter/Institution
SET A - Education		
1:01 - 1:20pm	Exploring the Interplay of Teachers' Efficacy, Instructional Strategies, and Motivation on Learning Outcomes in Tagbilaran City	Jeanyfer E. Carcasona University of Bohol
1:21 – 1:40pm	Academic Self-Efficacy and Career Decision-Making Efficacy of Senior High School Students	Darcy Guy Y. Mañebo Universidad de Sta. Isabel de Naga, Inc.
1:41 – 2:00pm	Self-Efficacy and Academic Performance among Multigrade Learners, Calape, District, Division of Bohol	Maedolyn N. Dominise University of Bohol
2:01 – 2:20pm	Open Forum (SET A)	
SET B - Education		
2:21 – 2:40pm	Lived Experiences of Persons with Disabilities in Pursuing Education and Career Development	Salome G. Israel University of Bohol
2:41 – 3:00pm	Ready or Not? Career Preparedness of Pre-Service Teachers: An Explanatory Sequential Mixed-Methods Study	Alvin L. Dalisay Romblon State University
3:01 – 3:20pm	Teachers' Lived Experiences In Integrating Play-Based Learning Approaches In Kindergarten Classrooms, Dimiao District, Bohol	Rachel Ann P. Hilot University of Bohol
3:21 – 3:40pm	Navigating the Attrition Crisis: A Narrative Review of Factors and Interventions for Learners At-Risk of Dropping Out (LARDO) in the Philippines	Jay-Ann Mae L. Melitares Saint Joseph Institute of Technology
3:41 – 4:00pm	Challenges and Coping Mechanisms of Teachers Handling Physical Education to Deaf Students of the 1st Congressional District, Bohol	Marchie A. Mesagrande University of Bohol
4:01 – 4:20pm	Open Forum (SET B)	

BREAKOUT ROOM 2 : Day 1 – May 14, 2026

Time	Title of Paper	Presenter/Institution
SET A - Business and Public Administration		
1:01 - 1:20pm	Narrative Literature Review: A Comparative Analysis of Financed Emissions and Technology Metrics in Metro Manila Banks	Kate Carla M. Salvedia Polytechnic University of the Philippines - Open University
1:21 – 1:40pm	Role of Local Government in Strengthening Agricultural Sustainability and Farmer Welfare, Bilar, Bohol	Shiela Mae K. Baguio University of Bohol
1:41 – 2:00pm	OFWs as a Business Entity: A Narrative Literature Review on Capital Allocation and Sustainability among Filipino Corporate Professionals in Dubai	Ma. Paula Antonette E. Gutierrez Polytechnic University of the Philippines - Open University
2:01 – 2:20pm	Job Performance, Satisfaction, and Organizational Commitment, Buenavista Community College Employees, Buenavista, Bohol	Melody V. Melencion University of Bohol
2:21 – 2:40pm	Open Forum (SET A)	
SET B - Public Administration		
2:41 – 3:00pm	Special Program for the Employment of Students (SPES) of the Department of Labor and Employment (Dole) Ilocos Sur Field Office	Sherwin Keith T. Abalos University of Northern Philippines
3:01 – 3:20pm	The Role of Participatory Governance in Relation to Public Service Delivery: A Qualitative Multiple-Case Study in the Municipality of Dauis, Bohol	Leah Kyra A. Cirunay University of Bohol
3:21 – 3:40pm	Records Management Practices in the Schools Division Office of Vigan City, Philippines	Greatest Yeng C. Molina University of Northern Philippines
3:41 – 4:00pm	The Role of Gender Equality Policies, Women's Participation in Governance, and Socio-Economic Development in the 1st District of Bohol	Marie A. Hormillada University of Bohol
4:01 – 4:20pm	Fiscal Governance and Performance at the Grassroots: A Narrative Review of Institutional Frameworks and Local Realities	Benedicto A. Salazar Jr. Saint Joseph Institute of Technology

PAPER PRESENTATION

4:21 – 4:20pm	Open Forum (SET B)
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BREAKOUT ROOM 3 : Day 1 – May 14, 2026

Time	Title of Paper	Presenter/Institution
SET A - Business and Education		
1:01 - 1:20pm	Narrative Literature Review on Organizational Justice and Cultural Values in Disciplinary Practices	Mark Anthony C. Galono Polytechnic University of the Philippines - Open University
2:01 – 2:20pm	Job Satisfaction and Organizational Commitment among Public Elementary Teachers of Valencia District, Bohol Province	Gretchen P. Lagumbay University of Bohol
1:41 – 2:00pm	HRM Practices and Workforce Capability in Safety-Critical Construction Projects: A Narrative Literature Review	Joseph M. Dela Fuente Polytechnic University of the Philippines - Open University
2:01 – 2:20pm	Workload, Job-Related and Social Challenges Faced by the Higher Education Instructors of Bantayan Island, Cebu	Jeraheel A. Dela Cruz University of Bohol
2:21 – 2:40pm	Open Forum (SET A)	
SET B - Business and Management		
2:41 – 3:00pm	Passing the Plow: A Narrative Literature Review on the Aspirations and Perceived Barriers to Generational Succession in Rice Cultivation	Kim Florentino Llego Polytechnic University of the Philippines - Open University
3:01 – 3:20pm	A Best Practice Case Study on Capasanglay Livelihood Program and Community Market Integration	Ruel M. Flores Our Lady of the Pillar College - Cauayan, Inc.
3:21 – 3:40pm	Financial Literacy, Financial Management, And Happiness Index Of High School Teachers In Trinidad Districts, Bohol	Helen H. Mercader University of Bohol
3:41 – 3:50pm	Open Forum (SET B)	

SET C - Business and Management		
3:51 – 4:10pm	Architectural Design as a Strategic Financial Instrument: A Narrative Literature Review on Branch Design and Financial Performance in Development Banking	Kryslle C. Pañares Polytechnic University of the Philippines - Open University
4:10 – 4:30pm	The Financial Literacy and Engagement in Personal Finance of PhilRice Agusan Service Contractors	Rochelle Marie P. Bondad Father Saturnino Urios University
4:31 – 4:50pm	A Study on the Financial Literacy and Financial Management among Business Owners (Small Medium Enterprises) in Tagbilaran	Judy S. Lopez University of Bohol
4:51 – 5:00pm	Open Forum (SET B)	

BREAKOUT ROOM 4 : Day 1 – May 14, 2026

Time	Title of Paper	Presenter/Institution
SET A - Education Management		
1:01 - 1:20pm	School Heads' Transformational Leadership and Teaching Efficacy among Teachers, Ubay District, Bohol	Lerah Joie L. Dumaguit University of Bohol
2:01 – 2:20pm	Principals' Leadership Practices and Teacher Job Performance in Public Elementary Schools in Tagbilaran City, Bohol	Elsa C. Suarez University of Bohol
1:41 – 2:00pm	Developing Instructional Materials Based on the Relationship Between Culturally Responsive Science Pedagogy, Scientific Attitudes, and Critical Thinking Skills of Grade 6 Learners: A Narrative Review	Stephanie D. Iballa Saint Joseph Institute of Technology
2:01 – 2:20pm	Leadership Practices Among Academic Community in Bohol Northwestern Colleges	Jenevab Aligam Bali University of Bohol
2:21 – 2:40pm	Open Forum (SET A)	
SET B - Business and Administration		
2:41 – 3:00pm	Entrepreneurship Environment and Self-Efficacy among Small and Medium Enterprise Owners in Talibon, Bohol	Ronquillo G. Daño University of Bohol

PAPER PRESENTATION

3:01 – 3:20pm	Institutional Entrepreneurship in Local Government Colleges: A Narrative Literature Review Toward a Strategic Roadmap for Self-Sustaining Economic Enterprises	Reanne Margaret Arcega Martin Polytechnic University of the Philippines - Open University
3:21 – 3:40pm	Tax Literacy and Tax Compliance of Micro Enterprises in the Municipality of Dausi, Bohol	Milca E. Ilaga University of Bohol
3:41 – 4:00pm	An Integrated Model of Entrepreneurial Competence Development: A Narrative Literature Review on the Interplay of Business Performance, Academic Achievement, and Experiential Learning	Donna Ressa C. Malvar Polytechnic University of the Philippines - Open University
4:01 – 4:20pm	Determinants and Mediators of Entrepreneurial Competence: A Narrative Review	Frederick L. Maglante Saint Joseph Institute of Technology
4:21 – 4:40pm	Open Forum (SET B)	

BREAKOUT ROOM 5 : Day 1 – May 14, 2026

Time	Title of Paper	Presenter/Institution
SET A - Business and Management		
1:01 – 1:20pm	Strategic Integration of Crisis Preparedness in Event Management Education: Fostering Industry-Ready Professionals for Resilient Events	Dr. Blandine B. Baybay Lyceum of the Philippines University - Batangas
2:01 – 2:20pm	The Strategic Nexus of Organizational Culture, Managerial Support, and Professional Development: A Narrative Literature Review	Dr. Jelly N. Ortiz Polytechnic University of the Philippines - Open University
1:41 – 2:00pm	The Role of Ethical Leadership in Developing Cognition-Based and Affect-Based Trust Among Faculty	Dr. Cheryll M. Sabaldana Bukidnon State University Alubijid Campus
2:01 – 2:20pm	Measurement Model of Logistics Perfect Order Fulfillment in the Retail Industry	Dr. Melecio A. Sy Jr. University of Mindanao
2:21 – 2:40pm	Open Forum (SET A)	

SET B - Business and Management		
2:41 – 3:00pm	Innovation Capability and Entrepreneurial Behavior as Predictors of Business Sustainability among Student Entrepreneurs in Laguna University	Reysel Ann Grimaldo Sano Polytechnic University of the Philippines - Open University
3:01 – 3:20pm	Role Performance of Administrative Officers on the Implementation of the Digital Records Management System in DepEd Caraga Region: A Narrative Review	Rene L. Constancia Jr. Saint Joseph Institute of Technology
3:21 – 3:40pm	Capital Asset Replacement and Corporate Profitability in Bahrain: A Narrative Literature Review for MBA Financial Management	Alexander V. Balitaan Polytechnic University of the Philippines - Open University
3:41 – 3:50pm	Open Forum (SET B)	
SET C - Business and Management		
3:51 – 4:10pm	Shared Governance in Practice: A Narrative Review of SGC Functionality as a Catalyst for Institutional Performance and Learning Outcomes	Raymond L. Maligro Saint Joseph Institute of Technology
4:11 – 4:30pm	Faculty Workload, Well-Being, Organizational Commitment, and Teaching Effectiveness in a Local Government-Funded Higher Education Institution: A Structural Equation Modeling Approach	Jhopet De Chavez Osorio Polytechnic University of the Philippines - Open University
4:31 – 4:50pm	Instructional Innovation and Supplementary Instructional Materials: A Narrative Review	Alexis Joshua D. Honrejas Saint Joseph Institute of Technology
4:51 – 5:00pm	Open Forum (SET C)	

PAPER PRESENTATION

BREAKOUT ROOM 1: Day 2 – May 15, 2026

Time	Title of Paper	Presenter/Institution
SET C - Social Sciences		
9:00 - 9:20am	Knowledge, Attitude, and Practices on Online Misinformation on Voting Literacy and Preferences among Senior High School Students in Panglao District	Juvilyn A. Ladera University of Bohol
9:21 - 9:40am	The Voters Today: Voting Behavior of Batuananon Electorate in Batuan, Bohol	Maria Muriel D. Sumampong University of Bohol
9:41 - 10:00am	Gender Sensitivity and Social Awareness Among Maritime Apprentices Docking at Tagbilaran Port	Jerwin Mendoza Cristal e-College
10:01 - 10:20am	Students' Social Media Engagement And Advocacy on Social Issues in Colegio De San Pedro- Recoletos, Incorporated, Valencia, Negros Oriental	Carmela Mae K. Andrade University of Bohol
10:21 - 10:40am	Open Forum (SET C)	
SET D - Social Sciences		
10:41 - 11:00am	Work-Life Balance in Relation to Occupational Burnout and Job Satisfaction among Online Workers	Jan Iris Jane T. Baugbog University of Bohol
11:01 - 11:20pm	Knowledge Level and Readiness in Performing Psychological First Aid among Psychology Students, Holy Name University, Tagbilaran City, Bohol	Teresa C. Garcia University of Bohol
10:21 - 10:40am	Open Forum (SET D)	
SET E - Engineering and Technology		
1:01 - 1:20pm	Efficiency Analysis of a Buck Converter under Mode-Based Voltage Scaling for Multi-Sensor Vital Sign Monitoring Systems	Christine Marie J. Madrid Mindanao State University - Iligan Institute of Technology
2:01 - 2:20pm	Mobile and Web-Based Attendance Checker System Using Face Recognition for the Teaching and Non-Teaching Personnel of the Higher Education Institutions in Olongapo	Joseph Angelo Basada Pusing Tarlac State University
1:41 - 2:00pm	SERISCAN: An Image-Based Mulberry Leaf Spot (<i>Cercospora moricola</i>) Disease Detection	Brian C. Ricafort Don Mariano Marcos Memorial State University – Mid La Union Campus
2:01 - 2:20pm	A YOLOv11n-Driven Machine Vision Framework for Real-Time Coffee Cherry Ripeness Detection and Automated Sorting	Dominic O. Cagadas Mindanao State University - Iligan Institute of Technology
2:21 - 2:40pm	Open Forum (SET E)	
SET F - Engineering and Technology		
2:41 - 3:00pm	Predicting Licensure Examination for Teachers (LET) Success of Ilocos Sur Polytechnic State College, Main Campus: A Support Vector Machine Approach	Mary Jane R. Jaramilla Don Mariano Marcos Memorial State University – Mid La Union Campus
3:01 - 3:20pm	Adaptive Beamforming and Antenna Co-Design for Robust LTE-GNSS Communication in Rural and Geographically Isolated Environments	Dexter L. Duat Mindanao State University - Iligan Institute of Technology
3:21 - 3:40pm	Hire Hub: A Smart Applicant Tracking System for Streamlined Recruitment	Lorelie Mitzi S. Cano Samar State University
3:41 - 4:00pm	Agriforecasting: A Visual Mapping and Forecasting of Agricultural Crops in Benguet, Philippines	Aiza Grail Botangen Mayamay Don Mariano Marcos Memorial State University – Mid La Union Campus
4:01 - 4:20pm	Open Forum (SET F)	

PAPER PRESENTATION

BREAKOUT ROOM 2: Day 2 - May 15, 2026

Time	Title of Paper	Presenter/Institution
SET C - Education and Social Sciences		
9:00 - 9:20am	Guided or Dependent? Exploring SPUD Students' Use of Generative AI in Academic Work	Dr. Maria Kathleen June Mariño St. Paul University Dumaguete
9:21 - 9:40am	To Use or Not to Use AI in Qualitative Research: Understanding the Reasoning Behind the Two Camps	Dr. Safary Wa-Mbaleka Andrews University
9:41 - 10:00am	Learning to Heal: School Attrition, Daily Survival, and Health Challenges of Former Women Rebels in Davao Oriental, Philippines	Dr. Roque II Langcoy Davao Oriental State University - San Isidro Campus
10:21 - 10:40am	Open Forum (SET C)	
SET D - Business and Social Sciences		
10:41 - 11:00am	Plant Performance, Market Feasibility, and Adoption Potential of Organic Container Gardening Using Grafted Fruit-Bearing Trees in Quezon City: A Practice-Based Mixed-Method Study	Stacy Mae N. Borromeo Polytechnic University of the Philippines - Open University
11:01 - 11:20pm	Opportunity Cost, Trade-Offs And Career Choices: Students of Low-Income Families in Danao Technological College when Selecting Educational Pathways	Lindsay Anne V. Casusula University of Bohol
10:21 - 10:40am	Persisting Against the Odds: A Narrative Literature Review of Socio-Economic, Digital, and Transitional Factors Influencing Student Persistence in Philippine Open and Distance e-Learning Programs	Milcah G. Crespo Polytechnic University of the Philippines - Open University
10:41 - 12:00nn	Open Forum (SET D)	
SET E - Social Sciences		
1:01 - 1:20pm	Implementation and Barriers of Dajong in Bohol, Philippines	Rosemarie L. Handugan University of Bohol
2:01 - 2:20pm	Students' Awareness of the School Counselors' Role in Relation to Perceived Benefits of Counseling Service in Cristal e-College, Panglao, Bohol	Dulcesima T. Esperanza University of Bohol
1:41 - 2:00pm	Inquiry-Based Learning: BISU-Calape Students' Interpretation of Historical Events During Spanish Colonization in Bohol	Desiree J. Forones University of Bohol
2:01 - 2:20pm	Performance and Experiences of Non-Social Studies Graduates in Teaching Senior High Schools, Carmen Districts, Bohol	Debbie O. Genson University of Bohol
2:21 - 2:40pm	Open Forum (SET E)	
SET F - Social Sciences		
2:41 - 3:00pm	Parental Discipline and The Formation of Student Values Among Intermediate Learners in Inabanga North District, Division of Bohol	Rachel Angellie O. Añora University of Bohol
3:01 - 3:20pm	Between Staying For Good and Leaving Again: Sustaining Imagined Mobility Through Narrative Integration	Jo Vincent Bardaje Ateneo de Manila University
3:21 - 3:40pm	Empathy and Burnout in Relation to Self-Care Practices among Mental Health Professionals	Kirstel Mary Ann B. Cesar University of Bohol
3:41 - 4:00pm	Perceived Social Support and Self Compassion of Emergency Responders in District 1 of Davao City	Dion Gregory Jolito Davao Doctors College, Inc.
4:01 - 4:20pm	Psychological Empowerment and Psychological Well-Being of Women Academic Leaders in Bohol	Karen F. Capapas University of Bohol
4:21 - 4:40pm	Open Forum (SET F)	

PAPER PRESENTATION

BREAKOUT ROOM 3 : Day 2 – May 15, 2026

Time	Title of Paper	Presenter/Institution
SET D - Education		
9:00 - 9:20am	Kindergarten Teachers' Readiness and Challenges in Integrating ICT Tools in Early Childhood Education in Buentage Districts	Mary Ann S. Mar University of Bohol
9:21 - 9:40am	Analysis of Senior Highschool Students' ICT Literacy: Basis for Development of Skills Training Program	Josefina Hermogeno Llagas Camarines Sur Polytechnic Colleges
9:41 - 10:00am	Digital Media Integration and Grade 10 Students' Academic Performance in Araling Panlipunan	Dorena B. Salmasan University of Bohol
10:01 - 10:20am	A Cybersecurity-Informed Teaching Practices Framework for Elementary Teachers in Private Schools	Choyin Linryx Beronio Enopeña Saint Joseph Institute of Technology
10:21 - 10:40am	Open Forum (SET D)	
SET E - Education		
10:41 - 11:00am	Readiness and Preparedness of School Administrators for the National Assessment for School Heads (NASH): Basis for the Development of an Assessment Tool	Julieta T. Rosales University of Bohol
11:01 - 11:20pm	Program Outcomes Attainment and Status of Industrial Technology Graduates: Toward an Industry-Based Curriculum Framework	Jan Fern Historillo Marinduque State University
10:21 - 10:40am	Impact of TOEIC Practice and Program Enhancement on Test Performance at St. Teresa International University, Thailand	Leo Anthony B. Flores University of Bohol
10:41 - 12:00nn	Open Forum (SET E)	
SET F - Education		
1:01 - 1:20pm	Effectiveness of Communicative Language Teaching (CLT) on the Communicative Competence of Grade 11 Students of Loboc National High School, Bohol: A Quasi-Experimental Study.	Roxan Q. Manigos University of Bohol
2:01 - 2:20pm	A Correlational Study of TikTok-based Microlearning and Metacognitive Awareness Among College Students	Jessa Mae A. Corpin Leyte Normal University
1:41 - 2:00pm	Utilization of Rally Coach Strategy in the Improvement of Reading Comprehension Skill among Grade 10 Learners, Juanito-Paula Cruse, High School, Pres.Carlos P. Garcia, Bohol	Sarinah Mae M. Doblas University of Bohol
2:01 - 2:20pm	Enhancing Mathematical Literacy Through Language Integration in Statistics and Probability Among Grade 11 Students	Anna-Louise Precila Rousseau Parojenog University of Bohol
2:21 - 2:40pm	Open Forum (SET F)	
SET G - Business		
2:41 - 3:00pm	Dynamic Strategic Identity Construction as a Catalyst for Sustainable Competitive Brand Positioning: A Narrative Literature Review	Andrew D. Intia Polytechnic University of the Philippines Open University
3:01 - 3:20pm	Toward a Context-Responsive Monitoring Framework for Learning Recovery: A Narrative Review	Michael Sariana Pareja Saint Joseph Institute of Technology
3:21 - 3:40pm	Job Satisfaction and Retention in the Philippine BPO Industry: A Mixed-Method Analysis of Employee Experiences in Metro Manila	Fernando Aaron G. Valdez Polytechnic University of the Philippines Open University
3:41 - 4:00pm	Instructional Leadership Practices, Administrative Task De-loading, and Teaching Performance in Philippine Public Elementary Schools: A Narrative Review	Ailyn C. Saturinas Saint Joseph Institute of Technology
4:01 - 4:20pm	Open Forum (SET G)	

PAPER PRESENTATION

BREAKOUT ROOM 4 : Day 2 – May 15, 2026

Time	Title of Paper	Presenter/Institution
SET C - Language Education		
9:00 - 9:20am	Mga Pamahiin sa Lungsod ng Loon: Isang Pag-Aaral sa Kultura at Tradisyon	Brecemae S. Marimon University of Bohol
9:21 - 9:40am	Antolohiya ng mga Alamat sa Lungsod ng Sibulan, Lalawigan ng Negros Oriental: Mungkahing Kagamitang Pampagtuturo	Joel S. Libaton, Jr. University of Bohol
9:41 - 10:00am	Alamat ng mga Barangay sa Bayan ng Catigbian: Isang Pagsusuring Pangnilalaman	Michelle S. Daen University of Bohol
10:01 – 10:20am	Wika at Estilo sa Limang Awitin ni Freddie Aguilar: Isang Tekstuwal at Pangnilalamang Pagsusuri sa Literary Devices at Ethos-Pathos-Logos	Cie Irish R. Guisihan University of Bohol
10:21 - 10:40am	Open Forum (SET C)	
SET D - Language Education		
10:41 - 11:00am	Paggamit ng ICT-Based Instruction at Akademikong Performans ng mga Mag-aaral sa Filipino 8, Camambugan National High School Ubay Bohol: Mungkahing Disenyo ng Aralin	Zea Mae B. Huiso University of Bohol
11:01 – 11:20pm	Pagsusuring Pangnilalaman ng mga Piling Piliinong Podcast Bilang Pantulong na Kagamitang Pampagtuturo Sa Filipino	Annaliza E. Domingo University of Bohol
10:21 - 10:40am	Open Forum (SET D)	
SET E - Education		
1:01 - 1:20pm	Interactive Storytelling and Academic Performance of Kindergarten Learners of Taytay Elementary School Getafe II District, Bohol	Vanessa Ann Faciol Suello University of Bohol
2:01 – 2:20pm	Job Satisfaction and Teaching Efficacy in Early Childhood among Public Kindergarten Educators in 1st Congressional District, Bohol	Maria Asuncion A. Rebosura University of Bohol
1:41 - 2:00pm	SPARK (Search, Probe, Act, Reason, Keep) Inquiry-Based Learning Strategy and Academic Performance Among Intermediate Learners of Candabong Elementary School, Anda, Bohol	Jocelyn A. Makinano University of Bohol
2:01 - 2:20pm	Assessment of School-Based Feeding Program (SBFP) among Kindergarten Learners of Jandayan Elementary School, Getafe, Bohol	Kimberlyn F. Suello University of Bohol
2:21 – 2:40pm	Open Forum (SET E)	
SET F - Language Education		
2:41 – 3:00pm	Effects of Explicit Grammar Instruction on English Macroskills Accuracy	Christian I. Gumop-As University of Bohol
3:01 – 3:20pm	Gamification in the English Classroom: Assessing the English Proficiency of Grade 8 Students in Candijay National High School	Crestine B. Caseres University of Bohol
3:21 – 3:40pm	Best Practices In Pedagogical Approaches and Content Knowledge among English Teachers in Camag Districts	Aida J. Laguit University of Bohol
3:41 – 4:00pm	Instructional Material on Feminist Stylistics for 21st Century Literature among Senior High School in Dimiao District, Bohol	Ana Dominique A. Cadeliña University of Bohol
4:01 – 4:20pm	Pedagogical Competence of Grade 10 English Teachers and Its Influence on Learners' Academic Performance in the Division of Siquijor	Kriscela P. Buhisan University of Bohol
4:21 – 4:40pm	Open Forum (SET F)	

BREAKOUT ROOM 5 : Day 2 – May 15, 2026

Time	Title of Paper	Presenter/Institution
SET D - Nursing Education		
9:00 - 9:20am	Medication Compliance and Hospitalization Experiences of Adult Patients with Chronic Diseases at Salvacion Oppus Yñiguez Memorial Provincial Hospital	EjJay Anne B. Paloma University of Bohol
9:21 - 9:40am	Burnout and Practice Environment Related to Quality of Care among Nurses in Garcia Memorial Provincial Hospital, Talibon, Bohol	Jerah Boy B. Morales University of Bohol

PAPER PRESENTATION

9:41 - 10:00am	Quality of Nursing Service and Patient Satisfaction in District Hospitals of the Second Congressional District of Bohol	Roselene Malon Boncales University of Bohol
10:01 – 10:20am	Correlation Between Non-Communicable Disease Risk Factors and Health-Related Quality of Life Among Hospital Employees in Bohol	Ma. Jay-Ann C. Salas University of Bohol
10:21 - 10:40am	Open Forum (SET D)	
SET E - Nursing Education and Sciences		
10:41 – 11:00am	Knowledge and Preventive Self-Care Practices on Chronic Kidney Disease in Tagbilaan City, Bohol: Basis for Information Dissemination	Regene Katherine L. Domapias University of Bohol
11:01 – 11:20pm	Maternal Mental Health, Feeding Practices, and Health-Seeking Behaviors and their Association with Stunting among Under-Five Children in Danao, Bohol	Marionne Jelle A. Auguis University of Bohol
10:21 - 10:40am	Organoleptic Quality of Home-Made Chips as Influenced by Preparation Methods and Fortification Level of Kullitis (<i>Amaranthus viridis</i>) Chopped Leaves	Erika Love Pachica-Labinghisa West Visayas State University - Pototan
10:41 – 12:00nn	Open Forum (SET E)	
SET F - Education		
1:01 - 1:20pm	Teachers' Engagement in Professional Development and Their Professional Outcomes in Getafe Districts, Bohol	Peter Manilag Camacho University of Bohol
1:21 – 1:40pm	Online Reading Remediation Tool, Grade 3 Level, Taytay Elementary School, Getafe 2 District, Division of Bohol	Annaliza T. Cempron University of Bohol
1:41 – 2:00pm	Emotional Intelligence, Work-Life Balance, and Leadership Practices of School Heads in CAMAG Districts, Bohol, Philippines	Verna A. Deligero University of Bohol
2:01 – 2:20pm	School Crisis Management In Talibon 1 District, Division of Bohol	Ponciana A. Sobiono University of Bohol
2:21 - 2:40pm	Open Forum (SET F)	
SET G - Education		
2:41 – 3:00pm	Teaching Strategies in Physical Education: A Quasi-Experimental Study	Lord Jerome Estonina University of Bohol
3:01 – 3:20pm	Health Practices and Wellbeing of Student-Athletes at BISU-Calape Campus, Calape, Bohol, Philippines	Marjorie L. Aleria University of Bohol
3:21 – 3:40pm	English Memes: A Mixed-Method Study of Filipino Millennials And Gen Z	Jesel Joy Seroje University of Bohol
3:41 – 4:00pm	Open Forum (SET G)	

BREAKOUT ROOM 1: Day 3 – May 16, 2026

Time	Title of Paper	Presenter/Institution
SET G - Mathematics Education		
9:00 - 9:20am	Khan Academy Mobile Application-Based Learning Assessment in Mathematics of SHS Students in Erico B. Aumentado High School, Ubay, Bohol	Mayet I. Palmero University of Bohol
9:21 - 9:40am	A Comparative Study on the Use of Integer Tiles and Traditional Method in Operating Integers among Grade 7 Learners in Canlaas High School, Antequera, Bohol	Jasmin M. Penales University of Bohol
9:41 - 10:00am	Self-efficacy in Relation to Civic-mindedness Among High School Student Leaders, San Miguel District, Bohol	Jaype U. Palma University of Bohol
10:01 - 10:20am	Open Forum (SET G)	
SET H - Education		
10:21 – 10:40am	Points-and-Rewards Gamification Strategy: A Quasi-Experimental Approach in Teaching Mathematics	Verna Christine C. Perez University of Bohol

PAPER PRESENTATION

10:41 – 11:00am	Quiz-Based Game Strategies: A Quasi-Experimental Study among Grade 8 Students in Pandanon High School, Pandanon, Getafe, Bohol	Raymundo Aparre Cabido University of Bohol
11:01 – 11:20pm	Tuxmath Game-Based Instruction in Teaching Arithmetic among Grade 7 Students, Mayor A. R. Tuazon Nat'l Sch. Of Fisheries, Calape, Bohol	Faith Marie Q. Leornas University of Bohol
10:41 – 12:00nn	Open Forum (SET H)	

BREAKOUT ROOM 2 : Day 3 – May 16, 2026

Time	Title of Paper	Presenter/Institution
SET G - Business and Education		
9:00 - 9:20am	Teachers' Self-Efficacy and Challenges in Implementing the Enhance Kindergarten Blocks of Time, Ubay Districts, Bohol	Joan B. Boiser University of Bohol
9:21 - 9:40am	Bridging the Strategy-Execution Gap: A Narrative Review of Administrative Effectiveness and Sustainability in Philippine Local Governance Consultancy	Hanna E. Magpantay Polytechnic University of the Philippines - Open University
9:41 - 10:00am	A Comprehensive Assessment of Transparency, Accountability, and Citizen Participation in Antipolo's Healthcare Governance	Dr. Alfredo II B. Angel University of Bohol
10:01 – 10:20am	Entrepreneurial Training and MSME Performance: A Narrative Literature Review on Competitiveness, Innovation, and Sustainability	Sharven A. Doronio Polytechnic University of the Philippines - Open University
10:21 – 10:40am	Open Forum (SET G)	

BREAKOUT ROOM 3 : Day 3 – May 16, 2026

Time	Title of Paper	Presenter/Institution
SET H - Social Sciences		
9:00 - 9:20am	Competence Level of Social Sciences Teachers in Promoting Cultural Awareness and Heritage Preservation	Schwyn S. Sarabia University of Bohol
9:21 - 9:40am	A Mixed-Method Inquiry on Community Knowledge, Attitudinal Orientations, and Practices Toward Protected Area Policies in the Chocolate Hills, Bohol, Philippines	Charlo B. Racho University of Bohol
9:41 - 10:00am	Beyond Intergenerational Responsibility: A Socio-Legal Assessment of Granting Legal Rights to Nature under Philippine Environmental Law	Lou Rhizelle R. Trabajo University of Bohol
10:01 – 10:20am	Lived Experiences of Children Living with Extended Family	Elaisa F. Sumampong University of Bohol
10:21 – 10:40am	Open Forum (SET H)	
SET I - Education		
10:41 – 11:00am	The Relationship Between Parental Involvement and Academic Performance of Multigrade Learners in Antequera District, Bohol	Elaine Joyce G. Diez University of Bohol
11:01 – 11:20am	The Influence of Bibliotherapy Towards the Emotional and Mental Health of College Students	Nova Corteza Ayeng Cor Jesu College, Inc.
11:21 – 11:40am	Open Forum (SET I)	

PAPER PRESENTATION

BREAKOUT ROOM 4 : Day 3 – May 16, 2026

Time	Title of Paper	Presenter/Institution
SET G - Education		
9:00 - 9:20am	Contextualized Teaching Approaches among Junior High School Araling Panlipunan Students, Tagbilaran City: A Quasi-Experimental Study	Rashelle E. Bual University of Bohol
9:21 - 9:40am	Social Responsibility and Employability Skills among Senior High School Students, Biking, Technical Vocational High School, Dauis, Bohol	Asuncion Anne A. Cirunay University of Bohol
9:41 - 10:00am	Interactive Learning Strategies in Teaching Araling Panlipunan among Grade 8 Students of Calape National High School: A Quasi- Experimental Study	Ledi Anne S. Templa University of Bohol
10:01 – 10:20am	Learning Styles in Relation to Reading Comprehension and Writing Skills among Grade 7 Students in Pilar District	Ritchel C. Licot University of Bohol
10:21 – 10:40am	Open Forum (SET G)	
SET H - Business		
10:41 – 11:00am	Resilience of the Dubai Real Estate Market and Its Implications on Brokerage Firm Performance: An Analysis of Market Recovery Drivers and Their Influence on Agent Productivity and Financial Outcomes	Caryl Gen J. Mariazeta Polytechnic University of the Philippines - Open University
11:01 – 11:20am	Narrative Literature Review: Cost Structures and Affordability of Housing Rentals in Antipolo	Roselle T. Nazareno Polytechnic University of the Philippines - Open University
11:21 – 11:40am	Financial Governance and Digital Transformation in the Direct Selling Industry: A Mixed-Methods Inquiry into Dealer Compliance and Operational Resilience	Mary Joy A. Moaje Polytechnic University of the Philippines - Open University
11:41 – 12:00nn	Open Forum (SET H)	

KEYNOTE Speaker I



DR. JULIA CHEN

Director of Educational Development
The Hong Kong Polytechnic University
Hong Kong

Bionote. Dr. Julia Chen is the Director of the Educational Development Centre at The Hong Kong Polytechnic University and serves as Associate Professor (courtesy) in the Department of English and Communication. She holds a PhD in Applied Linguistics and is a Principal Fellow of Advance HE (PFHEA).

Dr. Chen is widely recognized for her contributions to higher education innovation, particularly in the areas of educational transformation, generative artificial intelligence in education, English Across the Curriculum, learning analytics, and technology-enhanced teaching and learning. She has led and collaborated on numerous large-scale institutional and inter-university projects focused on advancing curriculum development, quality assurance, and pedagogical innovation in higher education.

A highly respected educational leader, Dr. Chen currently chairs the Hong Kong Teaching Excellence Alliance, an initiative established by the University Grants Committee of Hong Kong. She has also organized several international conferences and has been invited to deliver keynote speeches and scholarly presentations across Hong Kong, Mainland China, Singapore, Japan, Indonesia, the United Kingdom, and the United States.

Her outstanding achievements have earned her numerous prestigious recognitions, including the Outstanding Educator Award at EDUtech Asia 2025, the Hong Kong UGC Teaching Award 2022 (Collaborative Teams Category), the QS Reimagine Education Awards 2022 Silver Prize for Breakthrough Technology Innovation in Education, and two President's Awards for Excellent Performance from The Hong Kong Polytechnic University for excellence in both teaching and service.

For the conference, Dr. Chen will deliver a keynote presentation on "**Future-Oriented Assessment and Curriculum Reform,**" where she will share valuable insights on reimagining assessment practices and curriculum design to better prepare learners and institutions for the evolving demands of the future of education.



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

KEYNOTE Speaker 2



PROFESSOR DR. KEYOY KAY HOOI

Executive Dean
UCSI University
Kuala Lumpur, Malaysia

Bionote. Professor Dr. Keoy Kay Hooi is the Executive Dean of UCSI University, one of Malaysia's leading private universities recognized for its strong commitment to academic excellence, innovation, and global engagement. With extensive experience in higher education leadership, research, and academic development, he has played a vital role in advancing interdisciplinary learning and graduate research initiatives within the region.

Professor Dr. Keoy is widely respected for his expertise in business, management, sustainability, organizational development, and higher education studies. Throughout his academic career, he has actively contributed to international conferences, scholarly publications, curriculum innovation, and collaborative research projects that bridge theory and real-world application. His scholarly works and professional engagements reflect a strong commitment to transformative education, sustainable development, and impactful research across disciplines.

As an academic leader, Professor Dr. Keoy has continuously advocated for interdisciplinary collaboration, industry-academe partnerships, and research-driven solutions that address contemporary societal and global challenges. He has been invited to serve as speaker, panelist, and resource person in numerous academic and professional forums across Asia and beyond.

For the conference, Professor Dr. Keoy Kay Hooi will deliver a keynote presentation entitled "**From Theory to Impact: Navigating Interdisciplinary Synergy in Graduate Research.**" His keynote will provide valuable insights on how graduate researchers can integrate interdisciplinary perspectives, strengthen research relevance, and translate theoretical knowledge into meaningful academic, professional, and societal impact.



KEYNOTE Speaker 3



PROFESSOR MUSHTAK AL-ATABI

Provost and CEO
Heriot-Watt University
Malaysia

Bionote. Professor Mushtak Al-Atabi is the Provost and Chief Executive Officer of Heriot-Watt University Malaysia, where he leads strategic initiatives in higher education innovation, purpose-driven learning, and global academic excellence. An accomplished academic leader, engineer, educator, and author, he is widely recognized for championing transformative and impact-oriented education in the rapidly evolving global landscape.

Professor Al-Atabi's research interests span thermofluids, renewable energy, biomechanical engineering, engineering education, positive education, and academic leadership. He has authored several influential books, including *Think Like an Engineer*, *Shoot the Boss*, *Driving Performance*, *Driven by Purpose*, and *Leading with Stories*. His scholarly and professional contributions have earned him numerous awards, recognitions, and international engagements across academia and industry.

A visionary educator and advocate of transformative learning, Professor Al-Atabi pioneered the implementation of the CDIO (Conceive, Design, Implement, Operate) educational framework in Malaysia and delivered the country's first Massive Open Online Course (MOOC). He strongly believes that education should empower individuals to discover their purpose and mobilize it into meaningful societal impact.

Beyond academia, Professor Al-Atabi is a Fellow of the Institution of Mechanical Engineers (FIMechE), serves on the Executive Board of the Vice Chancellors' Council for Private Universities Malaysia, and is an active leader in international academic and professional communities. He is also a highly sought-after keynote speaker and trainer who has worked with universities, multinational corporations, and professional organizations worldwide.

For the conference, Professor Mushtak Al-Atabi will deliver a keynote presentation entitled **"Purpose-Led Research: Mobilizing Graduate Research for the 2030 SDG Agenda."** His keynote will explore how graduate research can become a catalyst for sustainable development by aligning scholarly inquiry with the United Nations Sustainable Development Goals and fostering interdisciplinary, purpose-driven innovation for global impact.



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KEYNOTE Speaker 4



DR. LEAH WILFREDA E. PILONGO

Dean, Research
Concurrent Dean, Graduate School
University of Bohol
Philippines

Bionote. Dr. Leah Wilfreda E. Pilongo is a distinguished academic leader and research advocate in the Philippines. She currently serves as the Dean of Research and Concurrent Dean of the Graduate School at University of Bohol, where she spearheads initiatives aimed at strengthening research productivity, graduate education, and academic excellence.

With over a decade of leadership experience in higher education, Dr. Pilongo has made significant contributions to advancing multidisciplinary and interdisciplinary research. As head of the University Research Center, she has been instrumental in mainstreaming research into academic programs and aligning institutional initiatives with national and global development priorities.

A passionate advocate of research ethics and responsible innovation, Dr. Pilongo champions the importance of ethical standards in academic inquiry. She actively promotes integrity, transparency, accountability, and social responsibility in research practices, guiding both faculty members and graduate students in ethical research design and implementation. Under her leadership, the university has further strengthened its Research Ethics Review Committee and integrated ethics education into institutional research training programs.

Her scholarly interests include gender studies, youth development, governance, transitional justice, and educational research. Among her notable scholarly works are studies on gender-based violence among displaced children in conflict areas, male contributions to gender equality in Afghanistan, and the psychological capital of educators. Her research outputs have been presented in various international conferences and published in peer-reviewed journals. Dr. Pilongo holds a Doctor of Education degree and maintains an active scholarly presence through academic and professional research platforms. Her unwavering commitment to ethical, impactful, and inclusive research continues to shape the academic and research landscape in the Philippines and beyond.

For the conference, Dr. Pilongo will deliver a keynote presentation entitled “Ethical Innovation in the New Era of Knowledge: Safeguarding Research Integrity in Higher Education.” Her keynote will emphasize the vital role of ethical leadership, responsible innovation, and integrity-centered research practices in sustaining academic credibility and fostering transformative higher education in today’s rapidly evolving knowledge society.



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ZOOM Video Teleconferencing | May 14-16, 2026

ARTICLE CITATION *Award*



Andrews
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DR. SAFARY WA-MBALEKA

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The University of Mindanao

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University of Mindanao
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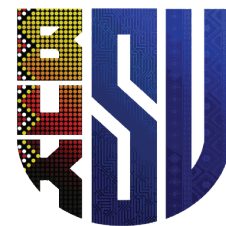
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JAN FERN HISTORILLO

Marinduque State University
h-index: 1 | Citations: 5



DR. CHERYLL M. SABALDANA

h-index: 1 | Citations: 1

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ZOOM Video Teleconferencing | May 14-16, 2026

BEST ABSTRACT *Awardees*

BEST ABSTRACT IN DESCRIPTIVE/INFERENCEAL RESEARCH

Title of Paper: "Psychological Empowerment and Psychological Well-Being of Women Academic Leaders in Bohol,"



KAREN F. CAPAPAS
University of Bohol

BEST ABSTRACT IN QUALITATIVE RESEARCH (NARRATIVE ANALYSIS)

Title of Paper: "Between Staying For Good and Leaving Again: Sustaining Imagined Mobility Through Narrative Integration."



JO VINCENT T. BARDAJE
Ateneo de Manila University

7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026)

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BEST ABSTRACT *Awardees*

BEST ABSTRACT IN MIXED METHODS RESEARCH (EXPLANATORY SEQUENTIAL MMR)

Title of Paper: "A Comprehensive Assessment of Transparency, Accountability, and Citizen Participation in Antipolo's Healthcare Governance."



DR. ALFREDO II B. ANGEL
University of Bohol

BEST ABSTRACT IN RESEARCH REVIEW (NARRATIVE REVIEW)

Title of Paper: "Passing the Plow: A Narrative Literature Review on the Aspirations and Perceived Barriers to Generational Succession in Rice Cultivation."



KIM F. LLEGO
Polytechnic University of the Philippines –
Open University System

7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026)

ZOOM Video Conferencing | May 14-16, 2026

BEST ABSTRACT *Award*

BEST ABSTRACT IN RESEARCH AND DEVELOPMENT RESEARCH

Title of Paper: "SERISCAN: An Image-Based
Mulberry Leaf Spot (*Cercospora moricola*)
Disease Detection."



BRIAN G. RICAFORT

Don Mariano Marcos Memorial
State University – Mid La Union Campus

7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026)

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BEST PAPER *Awardees*

BEST PAPER IN MIXED METHODS RESEARCH (EXPLANATORY SEQUENTIAL MMR)

Title of Paper: "Ready or Not? Career Preparedness of Pre-Service Teachers: An Explanatory Sequential Mixed-Methods Study."



ALVIN L. DALISAY
Romblon State University

BEST PAPER IN RESEARCH REVIEW (NARRATIVE REVIEW)

Title of Paper: "Entrepreneurial Training and MSME Performance: A Narrative Literature Review on Competitiveness, Innovation, and Sustainability."



SHARVEN A. DORONIO
Polytechnic University of the
Philippines - Open University System

7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026)

ZOOM Video Teleconferencing | May 14-16, 2026

BEST PAPER *Award*

BEST PAPER IN RESEARCH AND DEVELOPMENT RESEARCH

Title of Paper: "Agriforecasting: A Visual Mapping and Forecasting of Agricultural Crops in Benguet, Philippines."



AIZA GRAIL B. MAYAMAY

Don Mariano Marcos Memorial State University -
Mid La Union Campus

7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026)

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BEST IN ORAL *Presentation*



DARCY GUY Y. MAÑEBO

Universidad de Sta, Isabel de Naga, Inc.

Title of Paper: Academic Self-Efficacy and Career Decision-Making Efficacy of Senior High School Students



ALVIN L. DALISAY

Romblon State University

Title of Paper: Ready or Not? Career Preparedness of Pre-Service Teachers: An Explanatory Sequential Mixed-Methods Study



MA. PAULA ANTONETTE E. GUTIERREZ

Polytechnic University of the Philippines - Open University

Title of Paper: OFWs as a Business Entity: A Narrative Literature Review on Capital Allocation and Sustainability among Filipino Corporate Professionals in Dubai

7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026)

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BEST IN ORAL *Presentation*



SHERWIN KEITH T. ABALOS

University of Northern Philippines

*Title of Paper: Special Program for the
Employment of Students (SPES) of the
Department of Labor and Employment (DOLE)
Ilocos Sur Field Office*



JOSEPH M. DELA FUENTE

Polytechnic University of the Philippines - Open
University

*Title of Paper: HRM Practices and Workforce
Capability in Safety-Critical Construction
Projects: A Narrative Literature Review*



RUEL M. FLORES

Our Lady of the Pillar College - Cauayan, Inc.

*Title of Paper: A Best Practice Case Study
on Capasanglay Livelihood Program and
Community Market Integration*

**7th International Virtual Conference
on Interdisciplinary Research in Higher Education
(IVCIRHE 2026)**

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BEST IN ORAL
Presentation



ROCHELLE MARIE P. BONDAD

Father Saturnino Urios University

Title of Paper: The Financial Literacy and Engagement in Personal Finance of PhilRice Agusan Service Contractors



LERAH JOIE L. DUMAGUIT

University of Bohol

Title of Paper: School Heads' Transformational Leadership and Teaching Efficacy among Teachers, Ubay District, Bohol



DONNA RESS C. MALVAR

Polytechnic University of the Philippines - Open University

Title of Paper: An Integrated Model of Entrepreneurial Competence Development: A Narrative Literature Review on the Interplay of Business Performance, Academic Achievement, and Experiential Learning

7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026)

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BEST IN ORAL *Presentation*



DR. CHERYLL M. SABALDANA

Bukidnon State University Alubijid Campus

Title of Paper: The Role of Ethical Leadership in Developing Cognition-Based and Affect-Based Trust Among Faculty



ALEXANDER V. BALITAAN

Polytechnic University of the Philippines
– Open University

Title of Paper: Capital Asset Replacement and Corporate Profitability in Bahrain: A Narrative Literature Review for MBA Financial Management



ALEXIS JOSHUA D. HONREJAS

Saint Joseph Institute of Technology

Title of Paper: Instructional Innovation and Supplementary Instructional Materials: A Narrative Review

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Title of Paper: Work-Life Balance in Relation to Occupational Burnout and Job Satisfaction among Online Workers



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Title of Paper: To Use or Not to Use AI in Qualitative Research: Understanding the Reasoning Behind the Two Camps

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ANNALIZA E. DOMINGO

University of Bohol

Title of Paper: Pagsusuring Pangnilalaman ng mga Piling Pilipinong Podcast Bilang Pantulong na Kagamitang Pampagtuturo Sa Filipino



MA. JAY-ANN C. SALAS

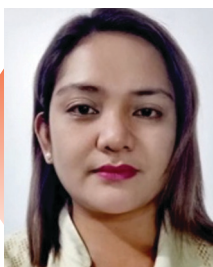
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Title of Paper: Correlation Between Non-Communicable Disease Risk Factors and Health-Related Quality of Life Among Hospital Employees in Bohol

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Title of Paper: A Correlational Study of TikTok-based Microlearning and Metacognitive Awareness Among College Students

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*Title of Paper: Job Satisfaction and Retention in the
Philippine BPO Industry: A Mixed-Method Analysis
of Employee Experiences in Metro Manila*



JOCELYN A. MAKINANO

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*Title of Paper: SPARK (Search, Probe, Act, Reason,
Keep) Inquiry-Based Learning Strategy and
Academic Performance Among Intermediate
Learners of Candabong Elementary School, Anda,
Bohol*



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*Title of Paper: Pedagogical Competence of Grade
10 English Teachers and Its Influence on Learners'
Academic Performance in the Division of Siquijor*

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*Title of Paper: School Crisis Management in
Talibon 1 District, Division of Bohol*



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*Title of Paper: English Memes: A Mixed-Method
Study of Filipino Millennials and Gen Z*



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*Title of Paper: Self-efficacy in Relation to Civic-
mindedness Among High School Student
Leaders, San Miguel District, Bohol*

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Title of Paper: A Comprehensive Assessment of Transparency, Accountability, and Citizen Participation in Antipolo's Healthcare Governance

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*Title of Paper: Lived Experiences of Children
Living with Extended Family*



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*Title of Paper: The Influence of Bibliotherapy
Towards the Emotional and Mental Health of
College Students*

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Title of Paper: Resilience of the Dubai Real Estate Market and Its Implications on Brokerage Firm Performance: An Analysis of Market Recovery Drivers and Their Influence on Agent Productivity and Financial Outcomes



Synthesis of Abstracts

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Good day everyone. Distinguished guests, respected researchers, educators, students, members of the organizing committee, partner institutions, and participants from various disciplines and countries, it is both an honor and a privilege to deliver the synthesis of abstracts presented during the 7th International Virtual Conference on Interdisciplinary Research in Higher Education (IVCIRHE 2026) organized by the International Association of Scholarly Publishers, Editors and Reviewers in partnership with University of Bohol. Anchored on the timely and highly relevant theme, *"Navigating the Future of Knowledge: Interdisciplinary Synergy and Ethical Innovation in Higher Education,"* the conference served as a significant academic platform that highlighted the evolving nature of knowledge production, the growing importance of interdisciplinary collaboration, and the ethical responsibilities attached to innovation and research in contemporary society. The collection of studies presented throughout the conference demonstrated not only the diversity of scholarly inquiry, but also the shared commitment of researchers to produce transformative, evidence-based, and socially responsive knowledge capable of addressing the complex realities of the modern world.



One of the most prominent thematic clusters that emerged from the conference is

Educational Innovation, Learning Transformation, and Student Development.

Numerous studies focused on the continuous transformation of educational systems in response to technological advancement, post-pandemic realities, evolving learner needs, and institutional demands for quality education. The studies collectively emphasized instructional leadership, learning recovery initiatives, ICT literacy, metacognitive awareness, instructional modalities, curriculum responsiveness, career preparedness, and innovative pedagogical strategies that support student engagement and lifelong learning. These studies revealed a significant shift from traditional teacher-centered instruction toward learner-



centered, flexible, and technology-enhanced educational environments. Furthermore, the abstracts demonstrated that educational innovation is no longer limited to integrating digital tools, but also involves redesigning curriculum structures, strengthening institutional support systems, contextualizing learning experiences, and promoting adaptive teaching practices that prepare students for increasingly dynamic professional and societal realities. More importantly, many studies emphasized that the future of education depends not only on technological advancement, but also on the ability of institutions to foster critical thinking, creativity, resilience, ethical awareness, and human-centered learning experiences among learners.

A second major thematic cluster focused on **Artificial Intelligence, Automation, and Technological Innovation**. Several studies demonstrated the increasing integration of machine learning, predictive analytics, deep learning, computer vision, image recognition, smart systems, and AI-powered technologies across various disciplines such as agriculture, healthcare, education, organizational management, and public administration. These studies highlighted how emerging technologies are reshaping traditional systems by improving efficiency, accuracy, accessibility, automation, and data-driven decision-making processes. The development of AI-driven disease detection systems, predictive models for licensure examinations, facial recognition attendance systems, and automated agricultural sorting technologies illustrates the growing role of interdisciplinary technological solutions in solving real-world problems. However, alongside technological advancement, several presentations also critically examined the ethical implications of AI integration in education and research, particularly concerning dependency, academic integrity, critical thinking, and responsible innovation. This reflects an important realization that innovation must always be balanced with ethical accountability, transparency, and human oversight. Collectively, these studies affirmed that technology should not replace human intelligence and ethical judgment, but rather function as a supportive mechanism that enhances institutional processes, learning experiences, and societal development.



Another highly significant thematic cluster revolved around **Mental Health, Human Behavior, Identity, and Psychosocial Well-being.**

Several studies explored self-compassion, emotional health, migration narratives, resilience, trust, bibliotherapy, social support, organizational relationships, and post-conflict experiences, reflecting the increasing recognition of mental health and psychosocial well-being as central concerns in both educational and organizational contexts. The abstracts collectively highlighted that despite rapid globalization and technological progress, human experiences, emotional realities, and social relationships remain fundamental to sustainable development and institutional effectiveness.

Studies on emergency responders, Overseas Filipino Workers, former women rebels, and college students emphasized the importance of resilience, identity formation, social support systems, coping mechanisms,

and compassionate interventions in addressing psychological distress and promoting holistic well-being. Furthermore, these studies demonstrated the importance of culturally grounded and context-sensitive approaches in understanding human behavior, emphasizing Filipino cultural values, migration experiences, family relationships, spirituality, and community support systems as critical dimensions of psychosocial adaptation and healing. The presentations ultimately remind us that ethical innovation and institutional advancement must always prioritize human dignity, empathy, inclusivity, and mental wellness.

The conference also revealed a strong thematic focus on **Leadership, Governance, Organizational Sustainability, and Ethical Practices.** Several studies examined ethical leadership, organizational justice, governance structures, fiscal management, institutional accountability, managerial support, organizational culture, strategic planning, and instructional leadership. These presentations underscored the importance of trust, transparency, accountability, fairness, and culturally responsive leadership in strengthening institutions and fostering sustainable organizational environments. Many studies highlighted that organizational effectiveness and sustainability are not solely dependent on systems, policies, and technical competencies, but are deeply influenced by ethical leadership practices, relational trust, communication transparency, stakeholder participation, and culturally embedded values such as *pakikipagkapwa*, *kapwa*, and *pakikisama*. *The presentations collectively emphasized that sustainable institutions are built through both technical excellence and human-centered governance. Moreover, the studies reflected the urgent need for institutions to move beyond compliance-driven frameworks toward more participatory, inclusive, adaptive, and evidence-based governance systems capable of responding to contemporary societal and organizational challenges.*

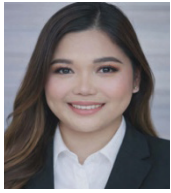
Another dominant thematic cluster involved **Entrepreneurship, Financial Sustainability, Workforce Development, and Economic Resilience**. Several studies explored entrepreneurial competence, MSME performance, workforce capability, financial management, institutional entrepreneurship, agricultural sustainability, strategic management, and economic resilience. These studies collectively highlighted the importance of adaptability, innovation, competency development, and strategic resource management in sustaining organizational and economic growth. Research focusing on entrepreneurship education, OFWs as economic actors, agricultural succession, MSME competitiveness, and institutional sustainability reflected how interdisciplinary approaches contribute to economic empowerment and workforce readiness. Furthermore, these studies underscored the role of higher education institutions as catalysts for entrepreneurial development, innovation ecosystems, community empowerment, and sustainable economic transformation. A notable insight emerging from these presentations is that economic sustainability is no longer viewed purely in terms of profitability, but rather through a broader lens that includes human capability development, innovation, resilience, social responsibility, and long-term societal impact.

Across all thematic clusters, one unifying realization became evident: the future of knowledge is deeply interdisciplinary, collaborative, innovative, and ethically grounded. The studies presented during this conference collectively demonstrated that modern research has evolved beyond disciplinary silos and theoretical inquiry alone. Today, research functions as a transformative instrument for institutional improvement, technological advancement, policy formation, community empowerment, human development, and sustainable societal progress. Another noticeable trend across the abstracts is the strong preference for mixed methods research, narrative literature reviews, developmental studies, and contextualized Philippine-based investigations. This reflects the growing movement toward applied, evidence-based, culturally grounded, and socially responsive scholarship that directly addresses real-world challenges and local realities while remaining globally relevant.

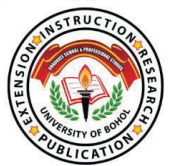
Ultimately, the conference successfully fulfilled its objectives of promoting academic integrity, disseminating impactful research findings, fostering interdisciplinary collaboration, and recognizing scholarly excellence. More importantly, it reaffirmed the critical role of ethical innovation and interdisciplinary synergy in navigating the future of higher education and knowledge production. As scholars, educators, researchers, practitioners, and institutional leaders, may we continue producing research that transcends disciplinary boundaries, promotes ethical responsibility, embraces cultural relevance, and contributes meaningfully to humanity and sustainable development. The abstracts presented in this conference remind us that innovation without ethics is incomplete, knowledge without collaboration is limited, and research without societal impact loses its true purpose. Congratulations to all presenters, organizers, institutions, and participants for making this conference a meaningful and intellectually enriching success. Daghang salamat and congratulations to everyone.



Exploring the Interplay of Teachers' Efficacy, Instructional Strategies, and Motivation on Learning Outcomes in Tagbilaran City



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This study examines the interplay of teachers' efficacy, instructional strategies, and motivation in shaping student learning outcomes in Senior High Schools in Tagbilaran City. It aims to determine how these teacher-related factors influence student performance and learning outcomes. A convergent mixed-methods design was employed involving 150 teachers and 320 Grade 11 students across six public secondary schools. Data were collected using the Teacher Sense of Efficacy Scale (TSES), Bender Classroom Structure Questionnaire (BCSQ), and Teachers' Motivation Questionnaire (TMQ), complemented by interviews with school heads. Ethical standards were observed through institutional ethics review and informed consent from all participants. Results revealed high levels of teacher efficacy ($M = 4.02$), instructional strategy implementation ($M = 4.06$), and motivation ($M = 4.12$). Student learning outcomes were fairly satisfactory ($M = 76.38$), with persistent gaps in Mathematics and Science. Teaching experience significantly influenced teacher efficacy, while instructional strategies were significantly associated with teacher motivation ($p < .05$). However, teacher-related variables did not directly predict learning outcomes, highlighting the critical role of external learner-related factors. Qualitative findings emphasized the influence of socio-economic conditions, mental health, and learning readiness on academic performance. The study concludes that improving student outcomes requires a holistic, learner-centered, and context-responsive approach.

Keywords: Teacher Efficacy, Instructional Strategies, Motivation, Learning Outcomes, Mixed Methods, Senior High School, Tagbilaran City, Philippines

Academic Self-Efficacy and Career Decision-Making Efficacy of Senior High School Students



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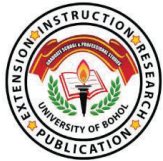
Aligned with the government and the Department of Education's vision to foster job-ready and globally significant graduates, and in support of the country's long-term development goals, this study investigated the influence of Academic Self-Efficacy (ASE) on the Career Decision-Making Efficacy (CDME) of Senior High School (SHS) students within the Schools Division of Camarines Norte for the School Year 2025-2026. Specifically, this research sought to determine the level of students' ASE and CDME, identify contributing factors to career decision-making efficacy, and develop a strategic action plan to enhance students' career readiness. The research utilized a mixed-methods approach involving quantitative surveys and qualitative interviews. The study statistically analyzed the relationship between ASE and CDME and explored lived experiences to identify additional influencers on career choices. Findings revealed that while students possessed high levels of both ASE and CDME, a very highly significant positive relationship existed between them, alongside significant, non-uniform differences in efficacy across specific aspects. The study concluded that academic confidence is a crucial determinant for successful career choices and suggested that targeted support is needed to address the uneven nature of these strengths in students to empower them and evolve into globally competitive graduates and impactful nation-builders who contribute meaningfully to the workforce.

Keywords: Education, Academic Self-Efficacy, Career Decision-Making Efficacy, Quantitative, Qualitative, Schools Division of Camarines Norte, Philippines

Self-Efficacy and Academic Performance among Multigrade Learners, Calape, District, Division of Bohol



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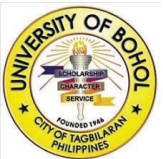
Self-efficacy and academic performance are often key factors in educational research, especially in multigrade classrooms. This study determined the relationship between self-efficacy and academic performance among Grade 5 and Grade 6 multigrade learners in Calape District, Division of Bohol, during the Third Quarter of School Year 2025–2026. Using a descriptive-correlational research design, the study involved 40 learners from Canguha, Sampoangon, and Cabudburan Elementary School. Data were gathered through Bandura's self-efficacy questionnaire for children and researcher-made summative tests in English, Science, and Mathematics. Data collection was done with care, ensuring privacy, and followed strict ethical standards including obtaining necessary ethical clearances and parental consent for minors. The study found that the learners had a moderately high overall self-efficacy mean of 3.5527, with self-regulated learning being the highest dimension (4.1075) and self-regulatory efficacy the lowest (2.6800). Despite this, many learners did not meet academic expectations, with an average performance of 26.9083. Statistical analysis revealed no significant relationships between self-efficacy and academic performance, as all p-values were greater than 0.05. Variables such as sex, grade level, and age also showed no significant connection. The study concludes that while self-efficacy is important, it does not significantly predict academic performance, suggesting the need for an enhancement program focusing on self-regulation and academic support.

Keywords: Self-efficacy, Academic Performance, Multigrade Classrooms, Learners, Enhancement Program, Self-Regulatory, Self-Regulation, Social Resources.

Lived Experiences of Persons with Disabilities in Pursuing Education and Career Development



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Persons with disabilities (PWDs) continue to encounter systemic barriers in accessing education and advancing career development, making their lived experiences a critical lens for strengthening inclusive practices. This qualitative study explored key variables including educational experiences, motivations, challenges, coping mechanisms, institutional perceptions, and insights for improving inclusive education and employment systems. Data were collected through in-depth interviews with ten purposively selected participants representing diverse disabilities and analyzed using thematic analysis to address five central research questions. Findings revealed that PWDs demonstrate remarkable resilience and perseverance in pursuing education despite persistent challenges such as discrimination, physical inaccessibility, and communication barriers. Their motivation is largely anchored in personal aspirations, family support, and spiritual faith, while their academic and career progression is shaped by the availability of external support systems and institutional assistance. Educational institutions were perceived as vital in developing competencies and opportunities; however, gaps in inclusive policies and accessibility hinder full participation. Participants employed multidimensional coping strategies, including emotional resilience, adaptive techniques, positive mindset, and spirituality. The study underscores the urgent need for inclusive systems that go beyond access by eliminating structural barriers and fostering equitable, supportive environments for meaningful participation.

Keywords: Persons With Disabilities, Inclusive Education, Resilience, Coping Mechanisms, Educational Experiences, Career Development, Accessibility, Social Inclusion, Tubigon, Bohol, Philippines

Ready or Not? Career Preparedness of Pre-Service Teachers: An Explanatory Sequential Mixed-Methods Study



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The rapidly changing landscape of education, driven by advancements in technology, increasing student diversity, and emerging teaching modalities, underscores the need for pre-service teachers to be adequately career-prepared. This mixed-methods study examined the career preparedness of 178 pre-service teachers (PSTs) across seven specializations using an explanatory sequential design. The quantitative phase employed a 12-dimensional career preparedness survey adapted from Hirschi et al. (2018), while the qualitative phase consisted of in-depth interviews with purposively selected PSTs and cooperating teachers (CTs) to explain and elaborate on the quantitative findings. Results revealed that PSTs generally rated their career preparedness at a high level across eleven dimensions, with job challenge as the sole dimension rated very high ($M=4.31$). Job market knowledge ($M=3.57$) and occupational expertise ($M=3.78$) had the lowest means, indicating these are the most underdeveloped dimensions of career readiness. No statistically significant differences were found by gender or specialization. Qualitative findings revealed a persistent theory-practice gap as the central challenge to career preparedness — PSTs demonstrate sound theoretical knowledge but struggle to operationalize it under real classroom conditions. Cooperating teacher mentorship emerged as an impactful institutional factor in PST development. Both PSTs and CTs independently identified misalignment between college lesson plan formats and DepEd standards, insufficient deployment duration, and the absence of career transition guidance as critical systemic gaps. The study recommends restructuring the internship toward active teaching, introducing graduated micro-immersion in the third year, aligning curriculum with DepEd field requirements, and formalizing career orientation and mentorship programs to produce graduates who are not only pedagogically prepared but professionally and vocationally ready for the demands of the teaching labor market.

Keywords: education, career preparedness, explanatory-sequential mixed-methods, Philippines

Teachers' Lived Experiences In Integrating Play-Based Learning Approaches In Kindergarten Classrooms, Dimiao District, Bohol



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Play-based learning, a child-centered pedagogical approach that fosters cognitive, social, and emotional development, has become a critical variable in early childhood education, particularly in kindergarten classrooms. This qualitative study explored the lived experiences of teachers in integrating play-based learning, focusing on key variables such as instructional strategies, influencing attributes, meaning-making processes, encountered challenges, and perceived implications for practice and policy in the Dimiao District, Bohol. Grounded in the descriptive phenomenological frameworks and Colaizzi's method of analysis to examine data collected through in-depth interviews with eight purposively selected kindergarten teachers. Findings revealed that participants actively implement diverse play-based strategies, including role-playing, storytelling, learning centers, manipulatives, and movement-based activities, to support holistic learner development. These practices are shaped by teachers' beliefs, professional competence, and contextual realities such as limited resources and large class sizes. Teachers perceived play-based learning as a meaningful and transformative approach that enhances engagement, creativity, and socio-emotional growth. Despite implementation challenges, they demonstrated adaptability and resilience in sustaining its use. The study highlights the need for continuous professional development, adequate instructional resources, and supportive policies to strengthen play-based learning in early childhood education.

Keywords: Play-Based Learning, Kindergarten Education, Phenomenology, Colaizzi's Method, Teachers' Experiences, Early Childhood Education

Navigating the Attrition Crisis: A Narrative Review of Factors and Interventions for Learners At-Risk of Dropping Out (LARDO) in the Philippines



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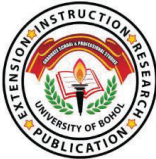
School dropout remains a critical impediment to socio-economic development in the Philippines, directly challenging the global mandate for inclusive and equitable education. This narrative review examines the multidimensional factors—academic, socio-economic, and psychological—that place learners at risk. The study specifically aligns with Sustainable Development Goal (SDG) 4: Quality Education, focusing on Target 4.1, which aims to ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. By synthesizing international trends, national policy frameworks, and localized Philippine studies, this paper highlights the complexity of the “LARDO” phenomenon. The review underscores the necessity of moving beyond generalized interventions toward context-specific Early Intervention Programs (EIP) grounded in ecological and retention theories to satisfy the indicators of SDG 4 regarding completion rates.

Keywords: LARDO, Dropout Prevention, Philippine Education Policy, SDG 4: Quality Education, Target 4.1, Early Intervention Program, Narrative Synthesis

Challenges and Coping Mechanisms of Teachers Handling Physical Education to Deaf Students of the 1st Congressional District, Bohol



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The study examined how the challenges of teaching physical education shaped the coping mechanisms of teachers handling deaf students. Teachers in inclusive classes must adapt instruction, communication, and safety practices simultaneously, which can leave them vulnerable to stress and professional strain. The research focused on PE teachers from schools offering programs for deaf learners in the 1st Congressional District of Bohol, Philippines, who had actual experience teaching PE to deaf students in basic education. The researcher used a qualitative phenomenological design, conducting in-depth interviews and a focus group discussion, and analyzed the data through Colaizzi's method to generate themes on instruction, communication, and physical challenges and the ways teachers responded to them. The research has shown that teachers experience constant instructional adaptation demands, visual communication constraints, and tension around safety and participation when conducting PE with deaf learners. At the same time, the study found that teachers coped through Filipino Sign Language training and deaf culture immersion, interdisciplinary integration of lessons and external partnerships, and visual technology and equipment access for professional support. These findings support Adapted Physical Education Theory, Sociocultural Theory, Ecological Systems Theory, and the Transactional Model of Stress and Coping by showing how teachers adjust their practices within social, institutional, and environmental systems to sustain inclusion. The research demonstrates that schools and education agencies need to design targeted training, adequate resource provision, and collaborative support systems to strengthen teachers' capacity to deliver safe, engaging, and equitable physical education to deaf students, with implications for inclusive education policy, teacher preparation, and future studies in deaf-inclusive PE in the Philippine context.

Keywords: deaf students, physical education, instructional challenges, coping mechanisms, inclusive education, phenomenology

Narrative Literature Review: A Comparative Analysis of Financed Emissions and Technology Metrics in Metro Manila Banks



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The global financial sector is experiencing a paradigm shift from backward-looking financed emissions metrics to forward-looking financed technology metrics. This transition underscores the need for banks to align portfolios with science-based climate trajectories while embedding sustainability into governance and risk management. In the Philippines, the Bangko Sentral ng Pilipinas (BSP) has introduced the Sustainable Finance Framework (2020) and the Philippine Sustainable Finance Taxonomy Guidelines (2024), requiring banks to adopt metrics that not only disclose risks but also guide actionable portfolio steering. This study aims to (1) compare the utility of financed emissions versus financed technology metrics in Metro Manila banks, (2) examine how BSP compliance moderates their effectiveness, and (3) identify methodological barriers to integration. A narrative literature review was conducted, synthesizing BSP circulars, Metro Manila bank sustainability reports, Scopus-indexed studies, and international regulatory documents. Thematic coding and comparative benchmarking against International Energy Agency (IEA) Net Zero pathways were applied to ensure validity. Findings reveal that financed emissions metrics, while useful for transparency, are hindered by data lags, proxy dependence, and volatility, often resulting in “paper decarbonization.” In contrast, financed technology metrics provide scenario-aligned insights that enable banks to benchmark portfolios against energy transition pathways and set precise, actionable targets. BSP compliance amplifies their utility by embedding them into governance and risk management processes. The study advances the Regulatory-Metric Utility Model (RMUM), demonstrating that metric effectiveness depends on regulatory moderation. It contributes to sustainable finance discourse by contextualizing global methodologies within Philippine realities, aligning with SDG 7.2 (increase renewable energy share) and SDG 13.3 (enhance climate change education and institutional capacity).

Keywords: Financial Management, financed emissions, financed technology, BSP compliance, sustainable finance, portfolio steering, risk management, taxonomy guidelines, regulatory frameworks, narrative literature review, comparative benchmarking, thematic coding, Philippines, Metro Manila

Role of Local Government in Strengthening Agricultural Sustainability and Farmer Welfare, Bilar, Bohol



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From a global perspective, many countries have realigned agricultural strategies toward sustainability and resilience through decentralized governance. This study investigated the role of local governance in advancing agricultural sustainability and farmer welfare in the Municipality of Bilar, Bohol. A qualitative approach was employed, utilizing data from a desk review of municipal documents, Key Informant Interviews (KIIs) with local officials and technical staff, Focus Group Discussions (FGDs) with farmers, and In-Depth Interviews (IDIs) capturing both successful and less successful farmer experiences. Research instruments were validated, and ethical clearance was secured from the University of Bohol Research Ethics Committee. Thematic analysis was conducted using the OECD-DAC evaluation criteria of relevance, effectiveness, efficiency, and sustainability. Findings revealed that the Municipal Agriculture Office implemented integrated programs, including production support services, financial protection through insurance, extension and training services, and market linkage initiatives. Governance mechanisms were generally effective, particularly in needs-based program design, stakeholder coordination, and monitoring systems. However, challenges such as resource constraints, varying levels of farmer engagement and adoption, and operational and logistical issues persisted. Opportunities were identified to improve resource allocation, strengthen farmer participation, and enhance coordination among stakeholders. Overall, the study concluded that while the LGU of Bilar has established a solid governance foundation, targeted improvements are needed to further enhance sustainability and farmer welfare.

Keywords: local governance, agricultural sustainability, farmer welfare, municipal agriculture programs, policy implementation, Philippines

OFWs as a Business Entity: A Narrative Literature Review on Capital Allocation and Sustainability among Filipino Corporate Professionals in Dubai



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Overseas Filipino Workers (OFWs) have traditionally been framed as remittance senders whose economic value is tied to household support and national remittance inflows. However, recent global shifts in skilled migration reveal that corporateclass OFWs increasingly function as economic actors embedded in complex financial systems. This narrative literature review synthesizes theoretical, empirical, and practicebased studies to conceptualize the OFW as a Business Entity—an analytical lens grounded in corporate finance, behavioral economics, and Filipino sociocultural frameworks. Drawing from Western theories such as Human Capital Theory and Modern Portfolio Theory, Asian migration models including the New Economics of Labor Migration, and Philippine sociocultural constructs such as Kapwa and Utang na Loob, the review examines how financial competencies, capital allocation strategies, behavioral biases, and cultural obligations shape financial sustainability among Filipino corporate professionals in Dubai. Findings reveal a persistent “competency paradox,” where highearning migrants with strong workplace analytical skills struggle to apply similar rigor to personal financial management. The review highlights the need for practicebased financial governance tools that mirror corporate systems. Recommendations emphasize model development, digital interventions, and future empirical testing

Keywords: OFW finance, capital allocation, financial competencies, behavioral biases, cultural liabilities, Dubai migrants, financial sustainability, corporate finance, remittances, SDG 8.10, SDG 10.c, practicebased financial models

Job Performance, Satisfaction, and Organizational Commitment, Buenavista Community College Employees, Buenavista, Bohol



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This study examined the relationship among job performance, job satisfaction, and organizational commitment of employees at Buenavista Community College during the Academic Year 2023–2024. A descriptive-correlational research design was employed, involving 126 teaching and non-teaching personnel. Data were analyzed using descriptive statistics, chi-square tests, and Spearman's rho. Findings revealed that employees generally demonstrated a very satisfactory level of job performance and a high level of organizational commitment. However, the overall level of job satisfaction was found to be low, particularly in areas such as supervision, pay, advancement, working conditions, and job design. Significant relationships were identified between job performance and job satisfaction, as well as between job performance and organizational commitment, while no significant relationship was found between job satisfaction and organizational commitment. Among profile variables, only age showed a significant relationship with job performance, whereas all profile variables were significantly related to job satisfaction. Based on the findings, it is recommended that the institution enhance supervision practices, review compensation and benefits, improve working conditions, and provide clearer career advancement opportunities. Furthermore, regular monitoring of employee satisfaction and the implementation of structured development programs are encouraged to sustain performance and strengthen overall organizational effectiveness.

Keywords: Job performance, job satisfaction, organizational commitment, employee development, educational institution

Special Program for the Employment of Students (SPES) of the Department of Labor and Employment (Dole) Ilocos Sur Field Office



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This study assessed the implementation of the Special Program for the Employment of Students (SPES) of the Department of Labor and Employment in the First District of Ilocos Sur. It aimed to describe the demographic profile of beneficiaries including age, sex, civil status, educational attainment, year level, annual family income, and number of times as grantee; the profile of Local Government Units in terms of income classification, number of employees, budget allocation, and vacancies; the level of implementation in terms of awareness, administrative efficiency, extent of implementation, and satisfaction; the relationship between implementation and respondent profiles; and the problems encountered in implementation. The study involved 94 student beneficiaries and six respondents from the Provincial Government of Ilocos Sur and the municipalities of Cabugao, Santo Domingo, San Juan, Caoayan, and Vigan City, through PESO Managers during SPES implementation for Calendar Year 2024. A descriptive survey design was used with a validated questionnaire. Data were treated using frequency distribution, percentage, mean, and simple linear correlation. Findings indicated that most beneficiaries were young, single, female college students from low-income families, mainly second-year and first-time grantees. LGUs showed varied income classifications but demonstrated strong administrative capacity, adequate staffing, and substantial budget support. Overall implementation was rated high across indicators, with high awareness and satisfaction. No significant relationship was found between implementation and profiles except sex, which was significantly associated with awareness. Identified issues included limited information dissemination and insufficient vacancies. Study concludes that SPES implementation effective enhancement in outreach funding and policy support recommended.

Keywords: Public Administration; Labor and Employment Studies; Development Studies; Human Resource Management, Special Program for the Employment of Students (SPES); Program Implementation; Student-Beneficiary Profile; Local Government Unit (LGU) Profile; Program Awareness; Administrative Efficiency; Beneficiary Satisfaction; Youth Employment; Information Dissemination; Employment Opportunities, Descriptive Survey Method; Quantitative Research; Researcher-Made Questionnaire; Content Validation; Frequency and Percentage Distribution; Mean; Simple Linear Correlation Analysis, Philippines (Ilocos Sur Province)

The Role of Participatory Governance in Relation to Public Service Delivery: A Qualitative Multiple-Case Study in the Municipality of Dauis, Bohol



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This study examines the role of participatory governance in relation to public service delivery in the Municipality of Dauis, Bohol, focusing on stakeholder experiences of transparency, accountability, and responsiveness. Grounded in participatory and collaborative governance perspectives, the study explores how governance processes are practiced and perceived across different barangay contexts. Specifically, it aims to describe stakeholder profiles, examine participatory governance practices, and understand how these practices relate to public service delivery experiences. A qualitative multiple-case study design was employed, treating selected barangays as individual cases organized into four clusters: Interior, Exterior/Coastal, Remote, and Rural-Urban. Data were collected through semi-structured interviews, online survey questionnaire, focus group discussions, and document analysis involving thirty-six governance stakeholders, including municipal officials, barangay officials, and registered Civil Society Organization representatives. Thematic analysis was used to interpret patterns of participation, inclusiveness, information access, and feedback mechanisms. Findings indicate that participatory governance practices vary across barangays, influenced by institutional capacity, geographic accessibility, and socio-economic conditions. The study highlights the dynamic relationship between participation and service delivery, offering insights for strengthening governance mechanisms and improving public service experiences.

Keywords: Participatory governance, public service delivery, qualitative multiple-case study, transparency, accountability, responsiveness, Dauis, Bohol

Records Management Practices in the Schools Division Office of Vigan City, Philippines



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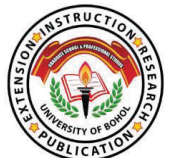
The study aimed to assess the records management practices of the Schools Division Office of Vigan City's, focusing on filing of requests, custodianship and accountability, issuance and maintenance, disposal, and archival preservation. The descriptive correlational method of research was employed using questionnaires. Findings include that the majority of the respondents aged 20–29, mostly female, married, records staff hold advanced degrees, while non-teaching personnel, teaching personnel, and stakeholders mostly have bachelor's degrees with some graduate units, mostly are permanent, have served for 1–3 years, the respondents rated filing of requests and issuance and maintenance practices as very high, custodianship, accountability, and disposal were also rated high, archival preservation received a neutral rating. Filing of requests, custodianship and accountability are significantly influenced by sex, civil status, and employment status. Among teaching personnel, factors such as length of service, present position, age, and civil status show significant correlations with various types of requests highlighting the importance of personal and professional background in administrative interactions and service utilization. The following were recommended; that the division should implement mentorship programs to guide younger ones and offer scholarships to non-teaching personnel. Investments in digital archiving, climate-controlled storage, regular training on records disposal and custodianship, and routine audits are essential to improve access, preservation, and service quality.

Keywords: Records, records management, records creation, records maintenance and use, records disposal

The Role of Gender Equality Policies, Women's Participation in Governance, and Socio-Economic Development in the 1st District of Bohol



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This study investigated the role of gender equality policies and women's participation in governance in shaping socio-economic development in the Local Government Units (LGUs) of Antequera, Calape, Cortes, Loon, Maribojoc, and Panglao in the 1st District of Bohol. A mixed-methods design was employed, combining survey data from 426 LGU employees with desk-mined analysis of municipal reports, Gender and Development (GAD) documents, and local development plans. Descriptive and inferential statistics, including Chi-square, Spearman's rho, and Kruskal-Wallis tests, were used to analyze the data. Findings indicated high levels of awareness and implementation of gender equality policies, as well as a high level of women's participation in governance, leadership, and decision-making. A moderate positive and significant relationship was found between policy awareness and women's participation. While awareness was consistent across LGUs, variations in the extent of women's participation reflected differences in local implementation. Educational attainment and position significantly influenced awareness, whereas age, sex, and years of service did not. Desk-mined results showed that gender equality policies contributed to improved employment, livelihood, and financial inclusion for women. The study concludes that effective policy implementation, supported by strong local leadership, is critical in translating gender equality initiatives into tangible socio-economic outcomes.

Keywords: gender equality policies, women's participation, governance, socio-economic development, local government units, Gender and Development (GAD), 1st district, Bohol

Fiscal Governance and Performance at the Grassroots: A Narrative Review of Institutional Frameworks and Local Realities



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This narrative review, synthesized from the study, evaluates the intersection of Public Financial Management (PFM) and institutional practices within the Philippine barangay system. Grounded in PFM and Institutional theories, the discussion identifies key drivers of fiscal performance, the transformative impact of the Mandanas-Garcia ruling, and persistent technical capacity challenges. The study aligns with Sustainable Development Goal (SDG) 16: Peace, Justice, and Strong Institutions (Target 16.6) and SDG 17: Partnerships for the Goals (Target 17.1) by promoting accountable institutions and domestic resource mobilization. The review highlights that while a robust legal architecture exists under the Local Government Code and the 2023 Budget Operations Manual, a “compliance-implementation gap” remains prevalent. Fiscal health is significantly enhanced in units where managerial professionalism and educational attainment are prioritized over political decision-making. However, resource dependency and technical gaps continue to hinder effective service delivery. The paper concludes that bridging these gaps requires targeted capacity building and a shift toward administrative professionalism to ensure long-term community development.

Keywords: Fiscal Governance, Barangay, Public Financial Management, SDG 16 (Target 16.6), SDG 17 (Target 17.1), Philippines

Narrative Literature Review on Organizational Justice and Cultural Values in Disciplinary Practices



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Fairness in disciplinary practices is a pressing concern in human resource management, particularly in contexts where compliance must be balanced with employee welfare and cultural sensitivity. This study investigates how disciplinary practices influence employee relations, mediated by organizational justice and moderated by communication transparency and Filipino cultural values. Anchored on Organizational Justice Theory and supported by Social Exchange Theory, the research integrates Asian perspectives such as the Confucian Work Ethic and Kaizen Philosophy, alongside indigenous values of pakikipagkapwa and pakikisama. An explanatory sequential mixed-methods design was employed, beginning with quantitative surveys to test statistical relationships, followed by qualitative interviews to capture cultural nuances. Results reveal that procedural and interactional justice are the strongest predictors of employee trust, satisfaction, and organizational commitment, while communication transparency significantly enhances fairness perceptions. Filipino cultural values contextualize discipline as relational and humane, ensuring corrective measures preserve harmony and shared identity. The study contributes new knowledge by integrating global and local frameworks, addressing methodological gaps in justice research, and aligning with UN SDG 8 (Target 8.5: Decent Work and Economic Growth) and SDG 16 (Target 16.6: Peace, Justice, and Strong Institutions).

Keywords: Organizational Justice, Disciplinary Practices, Employee Relations; Communication Transparency, Social Exchange Theory; Confucian Work Ethic, Kaizen Philosophy; Pakikipagkapwa, Pakikisama, Human Resource Management, SDG 8 – Decent Work and Economic Growth (Target 8.5), SDG 16 – Peace, Justice, and Strong Institutions (Target 16.6)

Job Satisfaction and Organizational Commitment among Public Elementary Teachers of Valencia District, Bohol Province



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This study examined the relationship between job satisfaction and organizational commitment among public elementary teachers in the Valencia District, Bohol Province, as a basis for proposing strategic interventions to improve teacher welfare and institutional effectiveness. Specifically, it aimed to determine teachers' levels of job satisfaction across five dimensions—work environment, salary and benefits, diagnostic and coaching, role conflict and ambiguity, and task accomplishment—and their degree of organizational commitment in terms of affective, continuance, and normative components, as well as to assess the relationship between these variables and selected demographic factors. A quantitative descriptive-correlational research design was employed, involving 123 valid responses from public elementary teachers from a total population of 156. Data were collected using a standardized questionnaire adapted from established instruments and analyzed using descriptive statistics (frequency, percentage, weighted mean) and inferential statistics (correlation tests, t-test, and ANOVA). Findings revealed that teachers generally exhibited moderate to high levels of job satisfaction and organizational commitment. A significant positive relationship was identified between job satisfaction and organizational commitment, indicating that higher satisfaction is associated with stronger commitment to the organization. Some demographic variables also showed significant differences in selected dimensions. The study concludes that improving workplace conditions, professional development opportunities, and support systems can enhance both job satisfaction and organizational commitment. It recommends the implementation of targeted programs to strengthen teacher motivation, retention, and overall school performance.

Keywords: Job satisfaction, organizational commitment, public elementary teachers, work environment, teacher retention

HRM Practices and Workforce Capability in Safety-Critical Construction Projects: A Narrative Literature Review



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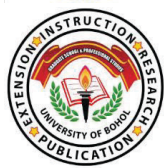
Workforce capability is a critical determinant of safety performance in construction, particularly in high-risk and multinational project environments. This narrative literature review synthesizes global, Japanese, and Philippine studies to examine how Human Resource Management (HRM) practices influence workforce capability in safety-critical construction settings. The review highlights four major HRM functions, recruitment, training, performance management, and competency assessment, as central drivers of technical competence, safety behavior, and cross-cultural capability. Japan's construction sector presents unique challenges due to demographic decline, an aging workforce, and dual-regulation requirements under ISHA and EM 385-1-1. Cultural norms such as senpai-kohai hierarchy, tatemae-honne communication, and nemawashi decision-making further shape safety behavior and communication patterns. Philippine studies reinforce the importance of HRM-driven capability development, offering regional insights relevant to Asian construction environments. The review identifies key research gaps, including the absence of systematic competency gap measurement, limited Japan-based HRM capability studies, and insufficient integration of cultural factors into HRM models. Findings support the need for competency-based, culturally responsive HRM systems aligned with global safety standards. Recommendations include empirical competency gap analysis, cross-cultural HRM research, and model testing in multinational construction projects.

Keywords: HRM practices; workforce capability; competency models; safety performance; construction industry; cultural influences; multinational projects; ISHA; EM 385-1-1; SDG 8.8 (protect labor rights); SDG 9.1 (sustainable infrastructure); strategic HRM

Workload, Job-Related and Social Challenges Faced by the Higher Education Instructors of Bantayan Island, Cebu



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Higher education instructors in Bantayan Island, Cebu face persistent concerns over workload, job-related pressures, and social challenges that significantly affect their well-being and quality of education. This study investigated the workload, job-related challenges, and social challenges faced by full-time instructors at Madridejos Community College, Bantayan Southern Institute, and Cebu Technological University-Bantayan Campus for SY 2025–2026. Using a quantitative descriptive-correlational survey design, 75 instructors were selected from a population of 93 via Cochran's formula. Standardized questionnaires on workload and challenges were administered face-to-face, with strict ethical protocols maintained throughout. Respondents were mostly aged 30–39 (44%), female (57.3%), and had 1–3 years of service (38.7%). Instructors reported a moderate level of workload satisfaction (mean = 3.75), with most working extra hours due to heavy demands. Job-related challenges were at an acceptable level (mean = 2.68), with overwhelming workload cited as the top difficulty. Social challenges were similarly acceptable (mean = 2.81), with salary dissatisfaction and the need for emotional support ranking highest. Spearman rho tests revealed no significant relationship between respondents' profile variables, workload perception, and challenges encountered. This educational management study examined workload, job-related challenges, and social challenges among higher education instructors through a descriptive-correlational survey conducted in Bantayan Island, Cebu, Philippines.

Keywords: Workload, job-related challenges, social challenges, higher education instructors, Bantayan Island, Cebu

Passing the Plow: A Narrative Literature Review on the Aspirations and Perceived Barriers to Generational Succession in Rice Cultivation



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Generational succession in agriculture is a critical challenge for global food systems, particularly in developing economies like the Philippines where an aging farmer population and declining youth interest threaten sustainability. This literature review examines the complex socio-economic processes shaping succession, focusing on the interplay between structural barriers and household aspirations. The analysis synthesizes existing empirical evidence while critiquing common methodological limitations, such as the reliance on cross-sectional data and descriptive analyses that fail to establish causal relationships. Results indicate that succession decisions are driven by a tension between economic mobility—often pursued through education and off-farm diversification—and the cultural desire to preserve family heritage. Key constraints include land fragmentation, limited credit access, and the perception of rice farming as a low-status, high-risk occupation. The review concludes that addressing these challenges requires a shift toward diverse income-generating activities and integrated, context-specific policies that reframe agriculture as a viable career. Ultimately, the study advocates for longitudinal, theory-driven research to better understand the evolving psychological and structural determinants of agricultural continuity.

Keywords: Agribusiness, Family Business Administration, Generational Succession, Rice Farming, Youth Disinterest, Agripreneurship, Social Stigma, Subjective Norms, SDG 2 (Zero Hunger) Target 2.3, SDG 8 (Decent Work) Target 8.6, SDG 12 (Responsible Production) Target 12.2, Philippines

A Best Practice Case Study on Capasanglay Livelihood Program and Community Market Integration



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The Our Lady of the Pillar College-Cauayan, Inc. (OLPCC) Capasanglay Livelihood Program serves as a transformative model shifting educational outreach from traditional compassion toward a sustainable, self-reliant social enterprise. Grounded in a Value Chain-Enabled Sustainable Livelihood Model, this research objectives were to evaluate the program's efficacy as a best practice by examining the integration of indigenous capasanglay (kapok) fiber production within institutional market channels and its resilience against resource seasonality. Employing a qualitative case study design with purposive sampling of 15 cooperative members and extension officers, the study utilized semi-structured interviews and focus group discussions to document socio-economic impacts and operational transitions. Findings demonstrate significant enhancement in household financial stability, with participants generating 5,000–12,000 per production cycle, which facilitated access to essential services such as education and agricultural inputs. The program remains vulnerable to stop-and-go production cycles caused by the inherent seasonality of the capasanglay fruit and a lack of localized storage infrastructure. By advocating for stakeholder-identified interventions specifically formalized contract growing agreements and dedicated community-managed stock areas the study concludes that the OLPCC model provides a scalable and culturally congruent blueprint for higher education institutions to lead community-driven industrialization while mitigating environmental and market shocks.

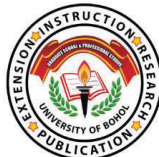
Keywords: Social Enterprise and Community Development, Sustainable Livelihoods, and Capasanglay (Kapok) Fiber, qualitative case study, Philippines

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Financial Literacy, Financial Management, and Happiness Index of High School Teachers in Trinidad Districts, Bohol



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The study aimed to examine the financial literacy, financial management, and happiness levels of high school teachers in Trinidad Districts I and II, located in the Municipality of Trinidad, Province of Bohol. The specific objectives were to establish a) teachers' financial literacy, b) financial management practices, c) degree of happiness, and d) associations among these variables. The researchers used a descriptive correlational research design involving one hundred and thirteen (113) high school teachers, utilizing a structured questionnaire. Descriptive statistics, including frequency distributions, means, and standard deviations, as well as Spearman rho, were applied to analyze the data. The findings revealed that teachers were generally very financially literate and happy. However, they demonstrated only moderate levels of financial management practices. Results also showed that only a small proportion of teachers participated in financial literacy education programs. Furthermore, no statistically significant relationships were found among financial literacy, financial management practices, and happiness, suggesting that knowledge does not necessarily translate into improved financial behavior. Based on these findings, the study proposed an Enhanced Financial Literacy and Financial Well-Being Program aligned with DepEd policies. It recommends continuous financial literacy training, integration into professional development, and support mechanisms to help teachers achieve financial stability and improved well-being.

Keywords: financial literacy, financial management practices, happiness, high school teachers, financial behavior

Architectural Design as a Strategic Financial Instrument: A Narrative Literature Review on Branch Design and Financial Performance in Development Banking



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The increasing complexity of banking operations and escalating infrastructure costs in developing economies have intensified the urgency for financially efficient branch development strategies in development banking. This narrative literature review synthesizes interdisciplinary scholarly evidence on how architectural design influences financial performance, operational efficiency, and customer behavior. Drawing from financial management, construction economics, services marketing, and facilities planning literature published from 1995 to 2026, the study examines four key design strategies: modular standardization, servicescape optimization, lifecycle costing, and brand-led design. Modular standardization enhances capital expenditure efficiency through economies of scale and reduced construction variability; servicescape optimization improves operational throughput by minimizing transaction turnaround time. Lifecycle costing emerges as a critical framework for reducing long-term maintenance and operating expenses, while brand-led design significantly shapes customer trust and financial engagement in underserved markets. Despite these convergent findings, the existing literature remains fragmented, with limited integration of design variables into financial management frameworks for development banking contexts. This review proposes a unified perspective repositioning architectural design as a strategic financial instrument capable of driving cost efficiency and sustainable financial growth, while contributing to interdisciplinary research and curriculum development in higher education. Implications for SDG 9 (Industry, Innovation and Infrastructure) and SDG 8 (Decent Work and Economic Growth) are discussed.

Keywords: Modular standardization, servicescape optimization, lifecycle costing, CAPEX efficiency, MOOE, transaction turnaround time, customer trust, deposit growth, financial performance, development banking, SDG 9 (Industry, Innovation and Infrastructure – Target 9.1), SDG 8 (Decent Work and Economic Growth – Target 8.10)

The Financial Literacy and Engagement in Personal Finance of PhilRice Agusan Service Contractors



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This study examined the financial literacy and level of engagement on personal finance of the service contractors of PhilRice Agusan Experiment Station in RTR, Agusan del Norte. Of the 44 service contractors who participated, the majority (40.9%) were between 27 to 42 years old, predominantly male and married. The lowest salary bracket of P16,241.00 and below constituted the largest share of respondents. The respondents demonstrated an “Extremely High” level of financial literacy across the six indicators—income, spending, borrowing, emergency fund, insurances, and long-term savings and investments—with correct-response rates ranging from 86% to 98% on most items. However, the lowest mastery was observed in long-term savings and investment (only 20.5% reaching “Extremely High”). Engagement in personal finance was “Frequently” practiced overall, with insurance coverage rated “Always” and long-term savings and investment rated only “Sometimes.” Tests of significant difference showed no significant relationship between the respondents’ profile and their level of personal finance engagement, leading the researcher to accept the null hypothesis. Pearson-r correlation likewise revealed no significant relationship between five of the six financial literacy indicators and personal finance engagement. The lone exception was emergency fund, which yielded a significant positive relationship with engagement ($p = 0.013$). These findings indicated that the contractors were intellectually equipped to manage personal finances but remained behaviorally constrained, suggesting the need for a competency-based training intervention to bridge the knowledge–action gap.

Keywords: Financial literacy, engagement on personal finance, income management, household expenses, debt management, emergency fund

A Study on the Financial Literacy and Financial Management among Business Owners (Small Medium Enterprises) in Tagbilaran City



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Financial literacy plays a vital role in improving financial management and promoting sound financial decision-making among small and medium enterprise (SME) owners. This study aimed to determine the relationship between financial literacy and financial management among SME owners in Tagbilaran City. Specifically, it examined respondents' levels of financial literacy, personal or family budget management, and financial decision-making, as well as the significant relationships among these variables and selected demographic and business profile factors. The study employed a quantitative descriptive–correlational research design using a structured survey questionnaire administered to 203 SME owners selected through stratified random sampling. Frequency counts, percentages, weighted means, Chi-square test, and Spearman's rho correlation were utilized in the analysis of data. Findings revealed that respondents had a very high level of financial literacy but demonstrated poor budget management and moderate financial decision-making. Statistical analysis further showed no significant relationship between financial literacy and financial management practices. Likewise, no significant associations were found between demographic and business profile variables and respondents' financial literacy and financial practices. The study concluded that financial knowledge alone is insufficient to influence actual financial behavior, emphasizing the need for behavior-focused financial education and practical financial management interventions.

Keywords: Financial Literacy, Financial Management, SME Owners, Descriptive–Correlational Method, Tagbilaran City

School Heads' Transformational Leadership and Teaching Efficacy among Teachers, Ubay District, Bohol



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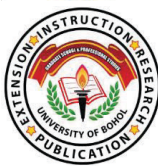
Current research on transformational leadership and teaching efficacy gives limited attention to rural public elementary schools, especially in districts where school heads supervise teachers across varied school settings and resource conditions. This study determined the relationship between school heads' transformational leadership and teaching efficacy among public elementary teachers in Ubay District, Bohol for School Year 2025–2026. Specifically, it described the profile of the respondents, assessed school heads' transformational leadership, measured teachers' teaching efficacy, tested the relationship between respondents' profile and the major variables, examined the relationship between transformational leadership and teaching efficacy, and used the findings as basis for a proposed intervention program. Using a quantitative descriptive–correlational design, the study involved 45 school heads selected through total enumeration and 171 teachers selected through stratified random sampling. Data were gathered through structured survey instruments adapted from established measures of transformational leadership and teachers' sense of efficacy. Frequency, percentage, weighted mean, standard deviation, chi-square test, and correlation analysis were used to analyze the data. Findings showed that school heads' transformational leadership was highly practiced. Teachers' teaching efficacy was very high. Years of teaching experience had a significant relationship with school heads' transformational leadership practices, while the other profile variables showed no significant relationship with the major variables. Based on these findings, the study proposed an intervention program to strengthen transformational leadership practices and sustain teaching efficacy in rural public schools.

Keywords: Transformational Leadership, Teaching Efficacy, School heads, public elementary teachers, rural education, Ubay District, descriptive–correlational research

Principals' Leadership Practices and Teacher Job Performance in Public Elementary Schools in Tagbilaran City, Bohol



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This research examined how principals' leadership practices in public elementary schools in Tagbilaran City, Bohol, affected teachers' job performance. The study utilized two structured quantitative instruments and a qualitative interview guide to comprehensively examine the relationship between principals' leadership styles and teachers' job performance in public elementary schools in Tagbilaran City. The use of two instruments was deliberately chosen to ensure alignment with the mixed-methods design and to capture both measurable patterns and contextual explanations of leadership and performance. Results revealed that the principals' leadership practices have a small direct effect on teachers' job performance. The study found that teachers did a great job, even though there was only a weak link to leadership. Though principals' leadership is important, it is not the only factor that affects how well teachers do their jobs. Leadership mostly affects things indirectly, by creating a supportive, collaborative, and goal-oriented school environment. On the other hand, teaching success still results from how leadership, individual skills, motivation, and the organizational context work together.

Keywords: leadership practices, teacher job performance, instructional, transformational, distributed, ethical, leadership for learning, lesson delivery, learning atmosphere, administrative tasks, interpersonal skills, and professional growth.

Developing Instructional Materials Based on the Relationship Between Culturally Responsive Science Pedagogy, Scientific Attitudes, and Critical Thinking Skills of Grade 6 Learners: A Narrative Review



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This study explores the integration of Culturally Responsive Science Pedagogy (CRSP), scientific attitudes, and critical thinking skills in educational resources, particularly for Grade 6 learners. By synthesizing current research from 2023 to 2025, the study highlights how instructional materials that bridge local cultural frameworks with academic science improve student engagement and academic achievement. This research aligns with Sustainable Development Goal (SDG) 4: Quality Education, specifically Target 4.7, which aims to ensure all learners acquire the knowledge and skills needed to promote sustainable development through an appreciation of cultural diversity and its contribution to education. Furthermore, it supports SDG 10: Reduced Inequalities by advocating for inclusive, culturally sensitive pedagogy that empowers marginalized student populations.

Keywords: Culturally Responsive Science Pedagogy, Critical Thinking Skills, Scientific Attitudes, Grade 6 Science, SDG 4 (Target 4.7), SDG 10

Leadership Practices Among Academic Community in Bohol Northwestern Colleges



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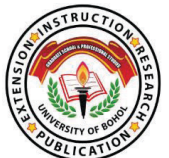
In teacher education institutions in Bohol, Northwestern Colleges, leadership has an important role in influencing the quality of instruction and performance in the academic institutions. The differences in student performance indicate that changes in leadership practices must be explored in relation to their effects on institutional outcomes. This research will establish the correlation between four dimensions of leadership, which are: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and the academic performance of the students in the form of their General Weighted Average. A validated questionnaire will also be used to collect data, using a quantitative descriptive-correlational research design. Data will be collected using a validated questionnaire with the Dean, Vice President of Academic Affairs, program coordinators, and faculty, as well as academic records, which will serve as a data source. The extent and significance of the relationships among the variables will be evaluated using descriptive statistics, Pearson's correlation, chi-square tests, and regression analysis. It can be anticipated that the study will demonstrate statistically significant relationships between the leadership practices and the student outcomes and present evidence-based data that can be used to develop a proposed improvement program to enhance leadership performance and improve academic performance in Bohol Northwestern Colleges in Poblacion, Catigbian, Bohol.

Keywords: Leadership practices, transformational leadership, student academic performance, General Weighted Average (GWA), teacher education institutions, quantitative descriptive-correlational study. Bohol Northwestern Colleges in Poblacion, Catigbian, Bohol.

Entrepreneurship Environment and Self-Efficacy among Small and Medium Enterprise Owners in Talibon, Bohol



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This study examined the relationship between the entrepreneurship environment and self-efficacy among small and medium enterprise (SME) owners in Talibon, Bohol. Specifically, it assessed the level of entrepreneurship environment in terms of socio-economic, political, legal, and institutional dimensions, and the level of self-efficacy in terms of entrepreneurial self-efficacy, entrepreneurial persistence behavior, and enterprise performance. The study also determined whether significant differences exist when respondents are grouped according to years in business and highest educational attainment, and whether a significant relationship exists between the two main variables. A quantitative descriptive-correlational research design was employed, utilizing a survey questionnaire administered to 210 SME owners selected through random sampling. Data were analyzed using weighted mean, Spearman rho, and Kruskal-Wallis test. Findings revealed that respondents generally perceived the entrepreneurship environment as strongly favorable, while their level of self-efficacy was high. The results further indicated that there is no significant difference in the perception of the entrepreneurship environment when grouped by educational attainment, but a significant difference was found in self-efficacy across educational levels. Moreover, variations based on years in business were not statistically significant. The findings also showed that entrepreneurship environment and self-efficacy are related, suggesting that external conditions influence internal entrepreneurial confidence. Based on the results, a strategic growth plan was proposed to enhance SME owners' self-efficacy through improved access to resources, training, institutional support, and policy alignment. The study contributes to the understanding of how environmental and psychological factors interact to influence entrepreneurial outcomes, particularly in a local and provincial context.

Keywords: Entrepreneurship environment, self-efficacy, small and medium enterprises (SMEs), entrepreneurial self-efficacy, entrepreneurial persistence, enterprise performance, Talibon Bohol, descriptive-correlational study.

Institutional Entrepreneurship in Local Government Colleges: A Narrative Review Toward a Strategic Roadmap for Self-Sustaining Economic Enterprises



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The landscape of Philippine higher education is shifting as Local Government Colleges (LGCs) face rising operational costs and volatile local subsidies. This study provides a narrative literature review exploring the transition of these institutions into self-sustaining entities through the lens of Institutional Entrepreneurship, specifically focusing on the urban context of Pateros, Metro Manila. The primary purpose is to synthesize existing scholarly perspectives, legal frameworks, and Philippine local government mandates to propose a Strategic Roadmap for transforming Associate programs at Pateros Technological College into self-sustaining Local Economic Enterprises (LEE). Utilizing a qualitative synthesis of academic literature and policy documents relevant to the Philippine administrative landscape, the research examines the entrepreneurial agency required of academic managers within highly centralized urban municipalities. The review indicates that while practices such as Strategic Faculty Loading and Market-Driven Activity Design are theoretical drivers of sustainability, their implementation in the Philippine setting is significantly moderated by rigid regulatory and bureaucratic constraints. The study concludes that a validated Strategic Roadmap is essential for bridging the gap between entrepreneurial intent and formal governance in Philippine LGCs. By aligning institutional practices with the Local Government Code of the Philippines, these colleges can reduce subsidy dependence while fulfilling their social mission. This transformation directly supports global mandates for quality education (SDG 4) and inclusive economic growth (SDG 8) within the Southeast Asian educational context.

Keywords: Institutional Entrepreneurship, Local Economic Enterprise (LEE), Narrative Literature Review, Strategic Roadmap, Fiscal Autonomy, Pateros Technological College, Institutional Self-Sustainability, Local Government Colleges (LGCs), Pateros, Metro Manila, Philippines, Southeast Asia, SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG Target 4.3 (Technical Education).

Tax Literacy and Tax Compliance of Micro Enterprises in the Municipality of Dausi, Bohol



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In economies where microenterprises constitute the foundation of local development, their compliance with tax obligations is fundamental for maintaining public services and advancing community growth. This study examined the influence of tax literacy on tax compliance among microenterprises within the municipality of Dausi, Bohol. The study used a descriptive-correlational design with 305 microenterprise owners and managers across the town's 12 barangays. Data were collected via a structured survey questionnaire that measured respondents' demographic profiles, tax literacy levels, and tax compliance. Data analysis involved applying statistical methods such as weighted mean, Pearson correlation, and difference tests. Results indicated that microentrepreneurs typically exhibited a moderate level of tax literacy across knowledge, skills, attitudes, and transformative and foundational competencies. Similarly, tax compliance was generally moderate, with better adherence in business registration and payment duties, but weaker performance in digital tax systems and technical tax calculations. Further analysis found no significant differences in tax literacy and tax compliance when profile variables were used to group respondents. However, a significant positive relationship was found between tax literacy and tax compliance, indicating that higher tax literacy is associated with better compliance practices. The study concludes that improving tax literacy via targeted training and practical interventions is vital for increasing tax compliance among microenterprises in Dausi, Bohol.

Keywords: Tax literacy, tax compliance, profile variables, microenterprises, Dausi, Bohol, Philippines

An Integrated Model of Entrepreneurial Competence Development: A Narrative Literature Review on the Interplay of Business Performance, Academic Achievement, and Experiential Learning



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Entrepreneurial competence is increasingly recognized as a critical capability for economic development and workforce readiness in the context of rapidly evolving labor markets. However, existing research remains fragmented and offers limited integrative guidance for education systems and policy design. This study aims to develop a comprehensive understanding of how academic performance, experiential learning participation, and business performance collectively shape entrepreneurial competence, focusing on senior high school business education. Employing a qualitative narrative literature review, the study systematically synthesizes and critically evaluates peer-reviewed scholarly works using defined inclusion criteria and thematic analysis. The literature is organized into three core domains: cognitive foundations, experiential learning mechanisms, and performance outcomes; informing the development of an integrated conceptual framework. Findings reveal that academic performance provides essential cognitive capabilities, experiential learning facilitates the application of knowledge, and business performance functions both as an outcome and as a feedback mechanism that reinforces competence development. These variables interact synergistically through mediating processes such as self-efficacy, feedback loops, and adaptive learning, rather than operating independently. The study also identifies contextual variations and methodological limitations, highlighting the complexity and non-linear nature of competence development. It concludes that entrepreneurial competence is most effectively cultivated within an integrated, dynamic learning system. The proposed framework contributes to theory and offers practical implications for designing evidence-based entrepreneurship education and policy interventions aligned with the Sustainable Development Goals.

Keywords: Entrepreneurship Education; Entrepreneurial Competence; Academic Performance; Experiential Learning; Business Performance; Narrative Literature Review; Thematic Analysis; Conceptual Framework; Senior High School Education; Asia; Developing Countries; Education Policy

Determinants and Mediators of Entrepreneurial Competence: A Narrative Review



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Entrepreneurial competence has become a critical educational outcome in developing economies such as the Philippines, where youth employment, underemployment, and economic participation remain pressing concerns. This study presents a narrative literature review examining the determinants and mediating factors influencing entrepreneurial competence among Senior High School (SHS) students in the Accountancy, Business, and Management (ABM) strand. Drawing from global and Philippine-based literature, the review synthesizes evidence on the roles of knowledge, technical and soft skills, motives, entrepreneurial traits, and socio-economic contexts. Findings reveal that while Filipino students demonstrate strong entrepreneurial intentions and foundational competencies, significant gaps persist in higher-order skills such as innovation, opportunity recognition, and risk-taking. Family business exposure, experiential learning, and curriculum design emerge as key determinants, while psychological constructs such as self-efficacy and motivation act as mediating variables influencing academic, personal, and socio-economic outcomes. This study aligns with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), Target 4.4, which promotes relevant skills for employment and entrepreneurship, and SDG 8 (Decent Work and Economic Growth), Target 8.3, which supports entrepreneurship and MSME development. By synthesizing existing literature within the Philippine context, this paper provides insights for improving entrepreneurship education and informing policy and curriculum development.

Keywords: Entrepreneurial competence, ABM students, Philippines, narrative review, SDG 4 Target 4.4, SDG 8 Target 8.3, entrepreneurship education, senior high school

Strategic Integration of Crisis Preparedness in Event Management Education: Fostering Industry-Ready Professionals for Resilient Events



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In today's turbulent and dynamic global setting, the events industry is increasingly exposed to threats and disruption in a wide variety of transformations, natural disasters, pandemics, political disturbances, and cyber assaults. This study evaluated the current state of event management education programs in relation to how well crisis preparedness is integrated relative to curriculum structure, teaching methodologies and industry collaboration initiatives; assessed the level of skills and competencies that students have gained in the field of crisis management; test the relationship between crisis preparedness and crisis management skills; and proposed an action plan for an improved preparedness in events management. Descriptive research was utilized with 355 students who took the Events Management class as respondents of the study. The instrument utilized was a self-made questionnaire, validated by faculty and industry experts and passed reliability test. The data were gathered using Google Forms. Weighted Mean, Shapiro-Wilk Test, and Spearman's rho were the statistical tests used. Based on the results, crisis management preparedness is significantly embedded in event management education. Students equally demonstrated a high level of crisis management abilities and expressed high confidence in decision-making, teamwork, and the implementation of industry protocols. The results also reflected a very strong positive correlation between crisis preparedness and crisis management skills acquired by students.

Keywords: Events Management; Crisis Preparedness; Industry Ready Professionals, Batangas, Philippines

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The Strategic Nexus of Organizational Culture, Managerial Support, and Professional Development ROI in Public Research Agencies: A Narrative Literature Review



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Human Resource Development (HRD) in public-sector research agencies is increasingly expected to demonstrate strategic value, measurable performance contribution, and alignment with public accountability. This narrative literature review synthesizes theoretical, empirical, and institutional literature on the relationship among organizational culture, managerial support, professional development, and Return on Investment (ROI), with the Metals Industry Research and Development Center of the Department of Science and Technology (DOST-MIRDC) used as a contextual reference. The review draws from Human Capital Theory, the Phillips ROI Methodology, Denison's Organizational Culture Model, training transfer literature, Kaizen philosophy, public-sector performance literature, and the PRIME-HRM framework of the Philippine Civil Service Commission. The synthesis suggests that professional development ROI is not determined by training design alone. It is shaped by the organizational conditions that allow learning to be applied, reinforced, measured, and translated into institutional value. In public research agencies, technical expertise becomes a strategic asset when supported by a culture of mission clarity, adaptability, involvement, knowledge sharing, and evidence-based management. Managerial support is equally important because supervisors influence pre-training goal setting, resource provision, feedback, application opportunities, and post-training accountability. The review concludes that public-sector professional development should move beyond attendance-based and satisfaction-based evaluation toward a more mature system that links training to productivity, innovation, technology transfer, service quality, and public value. Practical recommendations include strengthening training needs analysis, aligning professional development with PRIME-HRM maturity indicators, using objective performance metrics, applying ROI selectively to strategic programs, improving post-training transfer mechanisms, and developing HR analytics capacity.

Keywords: Return on Investment; Organizational Culture; Professional Development; Human Capital Theory; PRIME-HRM; Narrative Literature Review; Training Transfer; Managerial Support; Public-Sector HRD; DOST-MIRDC; Phillips ROI Methodology; Institutional Resilience; SDG 8; SDG 16.

The Role of Ethical Leadership in Developing Cognition-Based and Affect-Based Trust Among Faculty



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This study examines the role of ethical leadership in shaping trust among faculty in local universities and colleges (LUCs). In the context of increasing ethical challenges in educational institutions, ethical leadership has emerged as a critical factor in fostering integrity, transparency, and accountability. Grounded in Ethical Leadership Theory, the study emphasizes the importance of leaders acting as both moral persons and moral managers in cultivating trust-based organizational environments. The primary objective of this study is to determine the influence of school administrators' ethical leadership practices on faculty trust, and analyze how faculty demographic profiles relate to these perceptions. This study employed a descriptive-quantitative research design with regression analysis. Data were collected from 160 faculty members across selected LUCs in Misamis Oriental using validated survey instruments, with stratified random sampling ensuring representative participation. Statistical tools such as mean, correlation, and regression analysis were used to examine relationships among variables. The findings revealed that ethical leadership practices significantly influence faculty trust, as administrators who demonstrate fairness, honesty, and accountability as moral persons, and reinforce ethical behavior as moral managers, contribute to higher levels of cognition-based and affect-based trust among faculty. The study concludes that ethical leadership is a vital determinant of trust in academic institutions, enhancing organizational trust and faculty relationships.

Keywords: Educational Leadership, Educational Management; Ethical Leadership, Faculty Trust, Moral Person, Moral Manager; Descriptive-Quantitative Design, Regression Analysis, Stratified Sampling; Philippines, Southeast Asia

Measurement Model of Logistics Perfect Order Fulfillment in the Retail Industry



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Logistics perfect order fulfillment is a decisive source of competitiveness in the last-mile delivery in retail as firms operate in disruption-prone, technology-intensive, and customer-driven environments. It is in the background of delivery reliability and service recovery that shape customer loyalty. This study aimed to develop and validate a multidimensional measurement model of Logistics Perfect Order (LPO) fulfillment, determine the dominant operational capabilities that explain order accuracy, responsiveness, and customer satisfaction in retail and last-mile delivery settings. It also examined how execution, flexibility, integration, and resilience capabilities jointly influence LPO in real operational contexts. Using a quantitative cross-sectional design, survey data were gathered through simple random sampling from retail and logistics supervisors, managers, and business owners. Data were gathered from 461 respondents in the Exploratory Factor Analysis and 423 respondents in the Confirmatory Factor Analysis analyzed using variance-based structural modeling techniques using PLS-SEM. Results produced a refined and empirically supported four-domain LPO capability architecture, consisting of Product Quality Assurance and Service Recovery (PQASR), Delivery Flexibility, Communication, and Customer Coordination (DFCCC), Customer Relationship Management and Packaging/Handling Controls (CRMPH), and Route Planning, Forecasting, and Operational Reliability (RPFOR). It indicates that delivery quality integrity and structured recovery mechanisms emerged as the most dominant explanatory domain, demonstrating that execution-quality and post-delivery correction capabilities account for the largest share of performance variance. The results further confirm that technology operates as a cross-domain enabler embedded within communication and coordination capabilities rather than as a standalone construct. The validated model demonstrates that LPO is inherently multidimensional and capability-driven.

Keywords: EFA-CFA, last-mile logistics, retail industry, Logistics Perfect Order, measurement model

Innovation Capability and Entrepreneurial Behavior as Predictors of Business Sustainability among Student Entrepreneurs in Laguna University



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In an era of rapid economic shifts, student-led ventures face unique challenges in achieving long-term viability within academic environments. This study addresses the urgency of understanding how internal competencies, specifically innovation capability and entrepreneurial behavior, serve as critical drivers of business sustainability. The primary purpose of this research is to examine and synthesize the influence of these variables on the survival and growth of enterprises managed by student entrepreneurs, particularly in a localized university context. A narrative literature review methodology was employed, involving the systematic synthesis of diverse scholarly perspectives, theoretical frameworks, and empirical findings from various research outputs. The results of this review highlight that the interplay between creative problem-solving and proactive behavioral traits is fundamental in navigating resource-constrained environments. Furthermore, the study identifies that fostering a robust innovation mindset and resilient entrepreneurial actions significantly predicts more sustainable business models. The study concludes that strengthening these factors through integrated entrepreneurship programs in higher education is essential for enhancing business sustainability. These findings provide a conceptual basis for curriculum development and future empirical investigations into the sustainability of student enterprises.

Keywords: Innovation capability, entrepreneurial behavior, business sustainability, student entrepreneurs, entrepreneurship education, narrative literature review, sustainable entrepreneurship, predictive study, SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, SDG 9: Industry, Innovation and Infrastructure, SDG Target 8.3

Role Performance of Administrative Officers on the Implementation of the Digital Records Management System in DepEd Caraga Region: A Narrative Review



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This narrative review examines the role performance of administrative officers in the implementation of the Digital Records Management System (DRMS) within the Department of Education (DepEd) Caraga Region. Drawing from both quantitative and qualitative data, the research synthesizes global and local perspectives on digital transformation in education governance, highlighting the importance of administrative capacity, systematic implementation, and contextual relevance. Findings affirm that effective role performance—characterized by adherence to methodological rigor, utilization of validated instruments, and responsiveness to organizational needs—significantly enhances efficiency, transparency, and accountability in records management. The study situates DRMS implementation within the framework of the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education, Target 4.1: ensuring equitable and quality education; Target 4.5: eliminating disparities; Target 4.7: fostering knowledge and skills for sustainable development). By aligning administrative functions with these global targets, the research underscores the critical role of administrative officers in advancing competency-based, equitable, and sustainable education governance in the digital era.

Keywords: Role Performance, Administrative Officers, Digital Records Management System, DepEd Caraga Region, narrative review, SDG 4 Quality Education

Capital Asset Replacement and Corporate Profitability in Bahrain: A Narrative Literature Review for MBA Financial Management



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This narrative literature review examines capital asset replacement as a strategic financial management issue affecting corporate profitability in asset-intensive, multi-sector enterprises in Bahrain. The review synthesizes classical and contemporary literature on capital replacement theory, profitability outcomes, user cost of capital, operational bottlenecks, gestation lag, and behavioral delay. The paper is grounded in neoclassical investment theory, user cost of capital theory, Tobin's q , resource-based view, prospect theory, and lag-based investment reasoning. Findings suggest that replacement timing influences profitability through maintenance cost, asset productivity, financing cost, depreciation, operational readiness, and delayed return realization. The review also shows that profitability can serve both as a trigger for investment and as an outcome of improved asset efficiency. However, existing studies remain limited in explaining firm-level replacement decisions in Bahrain, especially across multi-sector enterprises where asset lives, capital expenditure cycles, and operational delays differ. This review contributes to MBA Financial Management by framing asset replacement as a capital budgeting and profitability management decision rather than a purely technical maintenance issue. It recommends future longitudinal and mixed-method studies to test how asset age, replacement rate, user cost of capital, and gestation lag affect return on assets and net profit margin.

Keywords: Capital asset replacement; corporate profitability; MBA Financial Management; capital budgeting; investment timing; user cost of capital; return on assets; net profit margin; operational bottlenecks; gestation lag; SDG 8 Target 8.2; SDG 9 Target 9.4

Shared Governance in Practice: A Narrative Review of SGC Functionality as a Catalyst for Institutional Performance and Learning Outcomes



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School governance has emerged as a central lever for improving educational quality, accountability, and inclusiveness under decentralized education systems. In the Philippine basic education context, School Governing Councils (SGCs) serve as institutional mechanisms that operationalize school-based management through participatory decision-making, transparency, and shared accountability. This narrative review synthesizes empirical and theoretical literature on school governance, stakeholder participation, and school performance, with particular attention to large, complex secondary school environments. Anchored in systems theory, stakeholder theory, and participatory governance, the review examines how governance practices influence organizational outcomes, identifies persistent implementation challenges, and highlights contextual factors shaping governance effectiveness. The review aligns its analysis with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), Target 4.7, which emphasizes inclusive, participatory, and effective learning environments; SDG 16 (Peace, Justice, and Strong Institutions), Target 16.6, which promotes effective, accountable, and transparent institutions; and SDG 17 (Partnerships for the Goals), Target 17.17, which underscores multi-stakeholder collaboration. Findings reveal consistent associations between governance practices—especially leadership, accountability, and stakeholder engagement—and school performance, while also exposing gaps related to symbolic participation, uneven capacity, and scalability in mega secondary schools. The review concludes by identifying research gaps and proposing directions for future governance-focused educational research.

Keywords: School governance; School Governing Council, school-based management, stakeholder participation, school performance, SDG 4 Target 4.7, SDG 16 Target 16.6, SDG 17 Target 17.17, Philippines, secondary education

Faculty Workload, Well-Being, Organizational Commitment, and Teaching Effectiveness in a Local Government-Funded Higher Education Institution: A Structural Equation Modeling Approach



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Faculty in locally funded Philippine higher education institutions carry compounded workload obligations within resource-constrained environments that persistently threaten well-being, motivation, and instructional quality. This study investigates the structural relationships among faculty workload, job satisfaction, organizational commitment, and teaching effectiveness at City College of Calapan, Oriental Mindoro, Philippines, theoretically anchored in Conservation of Resources theory (Hobfoll, 1989) and Sikolohiyang Pilipino (Enriquez, 1992). Employing a Convergent Parallel Mixed Methods Design (Creswell & Plano Clark, 2018), the study combines Structural Equation Modeling using a census sample of CCC faculty with phenomenological qualitative interviews analyzed through Braun and Clarke's (2006) thematic framework. Results are anticipated to confirm that workload negatively predicts teaching effectiveness through the sequential mediation of job satisfaction and organizational commitment, with institutional support moderating the workload-to-satisfaction pathway and affective commitment emerging as the dominant predictor of instructional quality. The study concludes that workload in Filipino HEIs is a culturally mediated, structurally consequential condition whose effects on teaching quality require explanation through both Western organizational theory and indigenous cultural frameworks, producing evidence-based recommendations for workload rationalization and faculty welfare policy aligned with SDG 3, SDG 4, SDG 8, and SDG 17.

Keywords: Faculty workload, job satisfaction, affective organizational commitment, teaching effectiveness, institutional support, Conservation of Resources theory, Sikolohiyang Pilipino, structural equation modeling, local government-funded HEI, Philippines, SDG 4 Quality Education Target 4.c, SDG 3 Good Health and Well-Being Target 3.4, SDG 8 Decent Work and Economic Growth Target 8.8, SDG 17 Partnerships for the Goals Target 17.16.

Instructional Innovation and Supplementary Instructional Materials: A Narrative Review



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This narrative review synthesizes global and local studies on instructional innovation, focusing on project-based learning (PjBL), inquiry-based learning (IBL), simulation-based learning (SBL), and supplementary instructional materials (SIMs) such as Project E-TUKLAS. Findings affirm that innovative pedagogies enhance student achievement, engagement, and higher-order thinking skills when systematically implemented. Methodological rigor, validated instruments, and contextual relevance are critical in ensuring effectiveness. The review also situates instructional innovation within the framework of the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education, Target 4.1: ensure free, equitable, and quality primary and secondary education; Target 4.5: eliminate disparities in education; Target 4.7: ensure learners acquire knowledge and skills for sustainable development). By aligning instructional innovation with these global targets, the study underscores the role of SIMs in advancing equitable, competency-based, and sustainable education.

Keywords: Instructional Innovation, Project-Based Learning, Inquiry-Based Learning, Simulation-Based Learning, Supplementary Instructional Materials, Project E-TUKLAS, SDG 4 Quality Education

Knowledge, Attitude, and Practices on Online Misinformation on Voting Literacy and Preferences among Senior High School Students in Panglao District



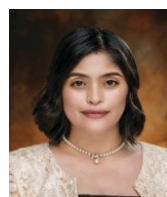
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Young voters need to possess the knowledge, attitudes, and practices (KAP) necessary to develop their voting literacy and voting preferences, especially in this era where online political misinformation is increasingly shaping political understanding and democratic participation. This study examined 300 Senior High School students in Panglao District's knowledge, attitude, practices toward online misinformation and its relation to their voting literacy and voting preferences anchored by the KAP Model and Media Literacy Theory. The descriptive-comparative-correlational research design was used. Findings revealed very high knowledge and practices along with positive attitudes, yet only moderate voting literacy and preferences. There is a significant relationship between voting literacy and preferences, while most demographic factors were insignificant, except for few cases, such as practices by sex and grade level, voting literacy by strand, and voting preferences by grade level and household income. The study concludes that improving students' online verification practices and strengthening their understanding of electoral processes can lead to better voting literacy and more informed voting preferences. It recommends that schools should strengthen their electoral understanding and decision-making through an intervention program, "WE CAN VOTE SMART!" that focuses not only on the knowledge but also on actual behavior and critical engagement with information to better prepare students as informed future voters.

Keywords: Online Misinformation, Voting Literacy, Voting Preferences, KAP Model, Descriptive-comparative-correlational design, senior high school students, Philippines

The Voters Today: Voting Behavior of Batuananon Electorate in Batuan, Bohol



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Voting behavior reflects how people make decisions in choosing their leaders. Thus, this study was conducted to determine the voting behavior of the electorate of Batuan, Bohol, based on their level of electoral participation and the factors affecting their voting decisions. Quantitative research design was employed. Using a modified questionnaire, data were gathered from 367 respondents of Batuan, adhering to ethical research standards to ensure authenticity and integrity. The findings reveal that while voting is widely practiced, participation remains moderate. The voters are primarily motivated by civic duty and personal responsibility, with their decisions being personality-oriented rather than party-based, strongly influenced by family and community networks. Although aware of election laws, vote-buying is prevalent. Demographic factors-age, education, and income-significantly influence participation, motivations, and candidate selection, supporting the sociological model of voting behavior. However, it provides new insight: awareness of election laws does not significantly influence participation, and motivation plays a crucial role, as shown by the significant relationships between reasons for voting and the level of participation, as well as between participation and determinants of candidate choice.

Keywords: Politics, voting behavior, participation, determinants, Batuan, Bohol, quantitative research

Gender Sensitivity and Social Awareness Among Maritime Apprentices Docking at Tagbilaran Port



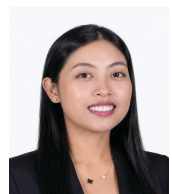
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This study examines the level of gender sensitivity and social awareness among apprentices at Tagbilaran Port. The main objective is to determine the relationship between gender sensitivity and social awareness among maritime apprentices and assess significant differences across sex groups. The study applied a quantitative, descriptive-correlational design, administering survey questionnaires to certain maritime apprentices allocated to various ships at Tagbilaran Port, while strictly adhering to the ethical principles of informed consent, confidentiality, and voluntary participation. Findings indicate that respondents generally displayed satisfactory gender sensitivity and social awareness. Further, significant differences occurred in gender sensitivity and social awareness based on sex. Pearson's *r* analysis revealed a significant relationship between gender sensitivity and social awareness among respondents. These findings propose that identifying gender-related and social issues promotes socially responsible behavior among maritime apprentices. The study concludes that gender sensitivity and social awareness are dynamic for promoting professionalism, respect, and inclusiveness within the maritime apprenticeship setting.

Keywords: gender sensitivity, social awareness, maritime apprentices, apprenticeship, maritime education, Tagbilaran Port, gender and development, quantitative research, maritime industry, inclusivity

Students' Social Media Engagement And Advocacy on Social Issues in Colegio De San Pedro- Recoletos, Incorporated, Valencia, Negros Oriental



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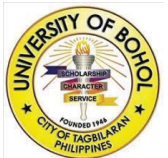
This study aimed to determine the relationship between students' social media engagement and their level of advocacy on social issues among Grade 7 to Grade 12 students of Colegio de San Pedro-Recoletos, Incorporated, Valencia, Negros Oriental. Specifically, it examined the respondents' demographic profile, social media usage patterns, and level of advocacy on social issues such as climate change, poverty, inequality, and gender and development (GAD). A quantitative research design was employed, using a researcher-developed questionnaire validated by experts and tested for reliability with Cronbach's alpha. A total of 188 respondents were selected through stratified random sampling. Data were analyzed using descriptive statistics, Spearman's rank correlation, and the chi-square test of independence. Findings revealed that students demonstrated moderate social media usage and moderate advocacy with social issues, but limited participation in advocacy activities. Results further showed that social media usage is significantly related to students' advocacy on social issues, while demographic variables were associated with limited engagement and advocacy, except for grade level. The study concludes that while social media enhances awareness and engagement, students remain passive participants in advocacy. It is recommended that schools strengthen digital literacy programs to promote critical thinking, active participation, and responsible advocacy campaigns through social media use.

Keywords: Engagement, Advocacy, Social Issues, Social Media, Digital Literacy Program, Quantitative-correlational, Spearman-rho test, Chi-square test, Philippines

Work-Life Balance in Relation to Occupational Burnout and Job Satisfaction among Online Workers



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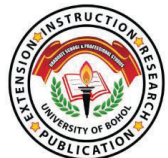
Work-life balance is about balancing work commitments with other non-professional duties, which affects employees' work satisfaction and professional tiredness. This study aimed to examine the relationship among work-life balance, occupational burnout, and job satisfaction of online workers, and to suggest ways to improve the well-being of employees working from home. A total of 60 online workers participated. Data were collected using the Work-Life Balance Scale, Maslach Burnout Inventory, and Job Satisfaction Survey. Online workers maintain excellent work-life balance, according to descriptive analysis results, as their highest balance score shows minimal work interference, rated as their most effective work-life balance method. Occupational burnout ranged from moderate to high, with personal accomplishment most affected, while emotional exhaustion and depersonalization were moderate. Employees expressed neutral job satisfaction, rating pay and working conditions as their most important work elements. Evaluation of coworker interactions showed the lowest rating, while all other work elements received mixed results. Pearson's correlation revealed that work-life balance and occupational burnout were moderately and positively correlated ($r = 0.336$, $p = 0.009$), suggesting that imbalance is associated with higher burnout. Work-life balance and job satisfaction were negatively correlated, but the correlation was not significant ($r = 0.230$, $p = 0.077$). Findings show that remote employees receive their best support from organizations that implement work-life balance initiatives together with personal achievement strategies and wellness programs.

Keywords: work-life balance, occupational burnout, job satisfaction, online workers, correlation

Knowledge Level and Readiness in Performing Psychological First Aid among Psychology Students, Holy Name University, Tagbilaran City, Bohol



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Rising mental health concerns and increasing exposure to crises among youth underscore the need for effective early psychological support mechanisms within higher education. This study assessed the readiness to perform Psychological First Aid (PFA) among fourth-year Bachelor of Science in Psychology students at Holy Name University, Tagbilaran City, Bohol, with the aim of proposing a capacity-building intervention program. Specifically, it examined the respondents' demographic profile, level of knowledge in PFA, and readiness across the Look-Listen-Link domains, as well as the relationships among these variables. The study employed a descriptive-correlational research design using a structured and validated questionnaire anchored on established PFA guidelines. Data were collected from selected respondents and analyzed using descriptive statistics, Pearson correlation, and chi-square tests at a 0.05 level of significance. Results revealed that respondents generally demonstrated a high level of knowledge, particularly regarding the PFA framework and principles, although misconceptions persisted in areas related to ethical boundaries and communication practices. Readiness levels were moderate to high; however, actual experience in providing PFA was limited. Significant relationships were identified between selected profile variables, particularly training and exposure, and both knowledge and readiness. Moreover, a significant positive correlation was found between knowledge and readiness, indicating that increased understanding contributes to improved preparedness. The findings suggest that while students possess a solid conceptual foundation, gaps in practical application remain. The study highlights the importance of integrating experiential learning strategies, such as simulation and supervised practice, to strengthen readiness. A capacity-building program is therefore recommended to enhance both knowledge and applied competencies in PFA, positioning psychology students as more effective responders in crisis situations.

Keywords: Psychological First Aid, readiness, knowledge, psychology students, capacity-building program, mental health, crisis response

Efficiency Analysis of a Buck Converter under Mode-Based Voltage Scaling for Multi-Sensor Vital Sign Monitoring Systems



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Continuous multi-sensor vital sign monitoring systems are widely used in embedded healthcare applications; however, continuous sensing and monitoring operations often result in high power consumption and inefficient energy utilization. Conventional buck converter control methods typically rely on load-current-based regulation, where voltage adjustments occur only after changes in electrical load are detected. This reactive approach can lead to unnecessary high-voltage operation during low-demand conditions, reducing overall energy efficiency. To address this limitation, this study evaluated the effect of mode-based voltage scaling on buck converter performance in embedded monitoring systems. The proposed approach utilized three predefined operating modes: standby mode (1.8 V), sampling mode (3.0 V), and active mode (3.3 V), representing varying levels of system activity and power demand. A simple model was developed to establish the relationship between operating modes, output voltage, and duty cycle behavior. A closed-loop PWM-controlled synchronous buck converter was implemented and evaluated using MATLAB/Simulink under light, medium, and heavy load conditions. Simulation results showed stable output voltage regulation across all operating modes with errors below 1%, producing simulated output voltages of 1.81 V, 2.98 V, and 3.31 V for standby, sampling, and active modes, respectively. The proposed mode-based voltage scaling approach reduced average power consumption from 1.12 W to 0.64 W and decreased total energy consumption from 3.36 J to 1.92 J, achieving approximately 42.86% energy savings compared with conventional fixed-voltage operation. These findings demonstrate that mode-based voltage scaling can effectively improve converter efficiency and reduce unnecessary power consumption in embedded multi-sensor monitoring systems.

Keywords: Synchronous Buck Converter, Dynamic Voltage Scaling (DVS), Power Efficiency, Mode-Based Voltage Scaling, MATLAB/Simulink Simulation

Co-Author: Harreez M. Villaruz

Mobile and Web-Based Attendance Checker System Using Face Recognition for the Teaching and Non-Teaching Personnel of the Higher Education Institutions in Olongapo City



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Deep learning and cloud-powered facial recognition systems have developed into effective, contactless solutions for tracking attendance in educational institutions, solving the problems, errors, and delays of manual and fingerprint-based systems. Several colleges in Olongapo City have experienced continued growth in terms of their teaching and non-teaching faculty in order to cater to the growing needs of higher education. Several studies show that there are growing numbers of faculty and administrative staff, and efficient monitoring of attendance has become a critical aspect of institutional management. Most Higher Education Institutions (HEIs) in the city currently rely on traditional or standalone biometric systems, such as fingerprint scanners or manual logbooks, to track attendance. This study used a quantitative-descriptive research design, targeting teaching and non-teaching personnel of Higher Education Institutions (HEIs) in Olongapo City. The study adopted the ISO/IEC25010 Software Quality Metrics to evaluate the system's quality and the Technology Acceptance Model to assess the usability, acceptance, and readiness of its intended user. Based on the obtained evaluation from the respondents, the study was evaluated "Excellent" in terms of software quality, which indicates that the study is technically robust and exceptionally tailored for the Olongapo City HEI context and met the stated user requirements. In terms of acceptability, the findings revealed that the user believes that using the system or technology enhanced the process and improved productivity, rated as "Very Acceptable". The result shows that the overall ICT infrastructure of the institutions are ready to support full implementation of the face recognition attendance system, which indicates that the HEIs in Olongapo City are "Very Ready". In view of the findings, the study suggests that it should be extended to other areas or organizations in order to determine whether the results can be generalized to other contexts and enhance the system according to varied requirements.

Keywords: Face Recognition, Higher Education Institution, Deep Learning, Cloud Technologies, Attendance Checker System, ISO/IEC25010, Software Quality Metrics, Technology Acceptance Model, Olongapo City, Philippines

SERISCAN: An Image-Based Mulberry Leaf Spot (*Cercospora moricola*) Disease Detection



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Mulberry cultivation plays a vital role in the sericulture industry since mulberry leaves serve as the primary food source for silkworms. However, mulberry plants are vulnerable to diseases such as mulberry leaf spot caused by *Cercospora moricola*, which reduces leaf quality and negatively affects silkworm growth and silk production. Traditional disease detection methods at the Sericulture Research and Development Institute (SRDI) rely on manual visual inspection, which can be time-consuming and may delay early disease identification. To address this problem, this study developed SERISCAN: An Image-Based Mulberry Leaf Spot Disease Detection System to assist mulberry extensionists in detecting disease symptoms efficiently. The study aimed to (1) build an image dataset for mulberry leaf spot disease, (2) train a machine learning model for disease detection, (3) develop a mobile application integrating the trained model, and (4) evaluate the usability of the developed system. This study employed descriptive and design science research methods. The development process followed the CRISP-DM framework, which includes business understanding, data understanding, data preparation, modeling, evaluation, and deployment. A total of 1,000 mulberry leaf images were used to train a customized Convolutional Neural Network (CNN), with data augmentation techniques applied to increase the dataset to 6,000 images. The trained model was integrated into an Android-based mobile application developed using the Agile Mobile-D methodology. The results showed that the developed CNN model achieved 99.32% accuracy, 98.32% precision, 98.30% recall, and 98.30% F-measure, demonstrating high reliability in detecting mulberry leaf diseases. In conclusion, the SERISCAN mobile application provides an effective and accessible tool for early detection of mulberry leaf spot disease, helping extensionists and farmers implement timely disease management and improve mulberry leaf quality for sustainable sericulture production.

Keywords: Information Technology; Agricultural Technology; Artificial Intelligence; mulberry leaf spot (*Cercospora moricola*), plant disease detection, image classification, mobile decision-support system; Convolutional Neural Network (CNN), machine learning classification, CRISP-DM framework, Agile Mobile-D methodology, System Usability Scale (SUS); Philippines, Southeast Asia

A YOLOv11n-Driven Machine Vision Framework for Real-Time Coffee Cherry Ripeness Detection and Automated Sorting



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This study presents the development of a real-time automated coffee cherry classification and sorting system integrating computer vision, deep learning, and electromechanical actuation. Addressing the inefficiencies and subjectivity of manual post-harvest sorting, the proposed system employs the YOLOv11n object detection model to classify coffee cherries into three ripeness categories: unripe, ripe, and overripe. A dataset comprising 1,120 annotated images, captured under diverse environmental conditions, was utilized for training with augmentation techniques to enhance generalization. The trained model achieved high performance, with precision of 99%, 93%, and 95%, recall of 98%, 90%, and 90%, and F1-scores of 98%, 91%, and 92% for unripe, ripe, and overripe classes, respectively, indicating robust multi-class discrimination. The system was deployed on a real-time platform integrating a dual-camera vision setup with a conveyor-based mechanical sorting mechanism controlled via an Arduino interface. A two-stage detection framework was implemented to reduce misclassification between visually similar ripeness classes. Experimental results demonstrate that the upgraded system can process up to five cherries simultaneously, significantly improving throughput compared to conventional single-item sorting designs. Performance evaluation through confusion matrix analysis and continuous operation testing confirmed stable detection accuracy, low latency, and resilience to illumination variability. The proposed approach demonstrates the feasibility of combining lightweight deep learning models with embedded systems for agricultural automation. The system provides a scalable and cost-effective solution for improving sorting consistency, reducing labor dependency, and enhancing post-harvest quality control, thereby contributing to increased productivity and value in the coffee supply chain.

Keywords: Coffee cherry classification, Image processing, Deep learning, YOLOv11n, Object detection, Machine vision, Ripeness detection, Automated sorting system, Precision agriculture, Embedded systems

Co-Author: Gene Fe P. Palencia

Predicting Licensure Examination for Teachers (LET) Success of Ilocos Sur Polytechnic State College, Main Campus: A Support Vector Machine Approach



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This study developed a Support Vector Machine (SVM)-based prediction system to forecast the outcomes of the Licensure Examination for Teachers (LET) for Bachelor of Elementary Education (BEED) graduates from Ilocos Sur Polytechnic State College (ISPSC) Main Campus. Only 46.77 percent passed the March 2023 elementary LET, underscoring the need for data-driven tools to identify at-risk students early. The study aimed to: (1) build a dataset for model training; (2) develop an SVM prediction model; (3) evaluate model performance; and (4) assess system acceptability using ISO 25010:2011 quality characteristics. A descriptive-developmental research design was employed, guided by CRISP-DM for predictive analytics and Feature-Driven Development (FDD) within an Agile framework for system development. Records of 219 BEED graduates from ISPSC Main Campus (AY 2016–2019, 2022–2023) served as the dataset. GWA in General Education and Professional Education were predictor variables, with LET outcomes encoded as binary values. A Support Vector Classifier with RBF kernel was trained on a 70:30 split with 5-fold cross-validation. Thirteen respondents evaluated the system. The model achieved 89.39% accuracy, 89.39% precision, 100% recall, and 94.90% F1-score. Cross-validation yielded 89.50% mean accuracy (SD = 0.0106). The system was rated Highly Acceptable (Mdn = 4.00) across all ISO 25010:2011 characteristics, with security highest (Mdn = 5.00). SVM effectively predicted LET outcomes using GWA as predictor variables. The web-based decision-support system was institutionally acceptable, showing that machine learning can identify at-risk students and improve LET preparation.

Keywords: Education and Pedagogy; Science, Technology, Engineering, and Mathematics; Support Vector Machine, Licensure Examination for Teachers, predictive analytics, educational data mining, decision-support system; machine learning classification, CRISP-DM, Feature-Driven Development, ISO 25010:2011 evaluation; Philippines, Southeast Asia.

Adaptive Beamforming and Antenna Co-Design for Robust LTE-GNSS Communication in Rural and Geographically Isolated Environments



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Reliable wireless communication in rural and geographically isolated environments remains a critical challenge due to severe propagation losses, terrain-induced attenuation, and limited infrastructure deployment. Despite the widespread availability of 4G LTE systems, signal quality in such environments frequently falls below operational thresholds, resulting in degraded connectivity and positioning performance. This study aims to develop a theoretically grounded and experimentally validated framework that enhances LTE–GNSS communication through the integration of antenna co-design and adaptive beamforming. The proposed approach formulates a propagation-aware antenna–system model incorporating link-budget analysis, path loss characterization, and adaptive beamforming optimization to maximize signal-to-interference-plus-noise ratio (SINR). A developmental-experimental methodology is employed, combining electromagnetic simulation, algorithm implementation, and field validation in representative rural environments. System performance is evaluated using metrics including received signal strength, throughput, link stability, and positioning accuracy. Results demonstrate that the proposed co-design framework significantly improves signal reception, interference suppression, and overall communication robustness compared to conventional architectures. The study establishes a unified antenna–beamforming design paradigm that bridges electromagnetic theory and system-level optimization. It concludes that such an integrated framework provides a scalable and generalizable solution for enhancing wireless communication performance in signal-deprived environments and offers potential adaptability toward next-generation networks.

Keywords: Engineering, adaptive beamforming, antenna co-design, LTE–GNSS, rural propagation modeling, SINR optimization

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Hire Hub: A Smart Applicant Tracking System for Streamlined Recruitment



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Public higher education institutions (HEIs) in the Philippines continue to experience inefficiencies in recruitment due to manual and semi-digitized processes, resulting in delays, fragmented records, and limited transparency. This study aimed to develop and evaluate Hire Hub, a smart web-based applicant tracking system designed to streamline recruitment processes and support institutional digitalization initiatives. A quantitative developmental research design was employed using the Agile Development Model. The system integrates job posting, applicant submission, document management, evaluation, and real-time tracking within a secure, role-based environment. System performance and user acceptability were evaluated by 152 respondents using ISO/IEC 25010 attributes. Results revealed consistently high acceptability, with all attributes rated “Strongly Agree.” Findings indicate improved efficiency, transparency, and data security.

Keywords: Information Systems, Applicant Tracking System, Recruitment Efficiency, Agile Development Model, ISO/IEC 25010, Philippines, Asia

Agriforecasting: A Visual Mapping and Forecasting of Agricultural Crops in Benguet, Philippines



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Agriculture plays a critical role in ensuring food security and economic stability, particularly in Benguet, Philippines, a key producer of highland vegetables. However, production variability driven by climatic conditions, market fluctuations, and the absence of advanced planning tools poses significant challenges to effective agricultural decision-making. This study presents AgriForecast, a forecasting and visualization system designed to support data-driven agricultural planning. Specifically, the study aimed to: (1) evaluate and compare the performance of Autoregressive Integrated Moving Average (ARIMA), Holt–Winters Exponential Smoothing, and Seasonal Trend Decomposition (STD) models; (2) optimize the best-performing model; (3) integrate the selected model into a web-based platform with Geographic Information System (GIS) visualization; and (4) assess system usability using the Post-Study System Usability Questionnaire (PSSUQ). A descriptive–developmental research design was employed, utilizing historical monthly crop production data from 2014 to 2023. Model evaluation using R^2 , Mean Absolute Error (MAE), and Mean Absolute Percentage Error (MAPE) revealed that the Seasonal Trend Decomposition (STD) model consistently outperformed ARIMA and Holt–Winters across all five crops. STD achieved the lowest MAPE values for cabbage (37.69%), Chinese cabbage (25.41%), broccoli (21.51%), potato (41.38%), and carrots (22.94%). Despite varying accuracy levels, the model demonstrated relatively better forecasting performance and stability across different crop types. These results highlight the robustness of STD in handling seasonal agricultural data with varying production patterns. The developed system generated reliable forecasts and enabled intuitive visualization of spatial and temporal production patterns. Usability evaluation results indicated a high level of user satisfaction and system effectiveness. The study concludes that integrating time-series forecasting with GIS-based visualization significantly enhances agricultural planning, supports data-driven decision-making, and contributes to policy formulation in agricultural regions. The findings underscore the value of interdisciplinary approaches in addressing complex challenges in agricultural informatics.

Keywords: Information Technology; Agricultural Informatics; and Decision Support Systems; agricultural production forecasting, time series modeling, geospatial analytics, data-driven agricultural planning; ARIMA, Holt–Winters Exponential Smoothing, Seasonal Trend Decomposition, GIS-based mapping, PSSUQ usability evaluation; Philippines, Southeast Asia.

Guided or Dependent? Exploring SPUD Students' Use of Generative AI in Academic Work



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Generative artificial intelligence will change how learners meet their academic requirements at universities and colleges. This research examined the case of St. Paul University Dumaguete (SPUD) students and how they use generative AI in the completion of their assignments and other academic tasks. Data were gathered via an online survey employing a mixed-methods design, with open-ended and Likert-type questions, and completed by 151 students from different colleges. Most students have at least some knowledge of generative AI, and many have used it, particularly in assignments related to research and in checking grammar. In addition, some negative consequences of the use of generative AI were being overly dependent on AI, losing critical and creative thinking skills, loss of evaluative judgment, and the fairness and ethics of data privacy. Students felt that several institutional policies needed to be put in place to emphasize the positive use of generative AI so that Learning will not be AI-generated. Students want training on the use of responsible AI, and want guidelines from instructors. Lastly, the findings of the study suggest that generative AI may be used to assist students academically, as long as the institution appropriately channels and manages the use of the technology.

Keywords: Educational Technology, Artificial Intelligence in Education, Generative AI, Awareness and Perceptions, Benefits and Challenges, AI Integration in Education, Mixed Methods, Quantitative Surveys, Qualitative Thematic Analysis, St. Paul University Dumaguete, Philippines

To Use or Not to Use AI in Qualitative Research: Understanding the Reasoning Behind the Two Camps



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Generative artificial intelligence (AI) has created one of the major paradigm shifts seen in recent decades. It has and continues to disrupt how daily work is done from business to administration, from learning to teaching, from writing to research, and many more. It has been praised for making work easier, more efficient, and more effective. Despite its unimaginable potential, it still has been criticized for some challenges such as affordability, ethical practices, and impact on the brain. This has created two camps in the field of qualitative research. On one hand, there is a camp of scholars who are totally opposed to the use of AI in qualitative research. On the other hand, there's a camp of scholars who fully embrace it. This presentation focuses on what each camp provides as arguments to support their view. It then recommends the way forward about integrating AI in qualitative research projects. The presentation is meant to generate deeper critical thinking about the use or the rejection of AI in qualitative research.

Keywords: Generative Artificial Intelligence, Qualitative Research, Ethical Considerations, Academic Debate, Human-AI Collaboration, Paradigm Shift in Research

Learning to Heal: School Attrition, Daily Survival, and Health Challenges of Former Women Rebels in Davao Oriental, Philippines



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Armed conflict produces complex and gendered consequences, particularly among women involved in insurgent movements, yet their lived experiences remain underexplored in the Philippine context. This study examines the experiences of former women rebels in Davao Oriental, focusing on school attrition, daily survival, health challenges, and post-conflict insights following disengagement from the New People's Army (NPA). A qualitative phenomenological approach was employed, involving seven in-depth interviews and one focus group discussion with participants selected based on prior NPA membership, camp residency, voluntary surrender, and participation in the government's reintegration program. Findings reveal that school attrition was shaped by unstable family relationships, ideological influences, school alienation, and unresolved trauma. Daily survival was characterized by psychological distress, insecurity, resource scarcity, and harsh environmental conditions. Health challenges included limited access to healthcare, inadequate maternal care, untreated illnesses, and exposure to infections such as malaria and amoebiasis. Post-conflict insights highlight the role of faith, motherhood, renewed mobility, and reintegration support in restoring dignity and hope. These findings underscore the need for gender-responsive and context-sensitive reintegration and health interventions for former women combatants.

Keywords: Former women rebels, School attrition, Daily survival, Health challenges, Armed conflict, Phenomenological study, Philippines

Plant Performance, Market Feasibility, and Adoption Potential of Organic Container Gardening Using Grafted Fruit-Bearing Trees in Quezon City



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Rapid urbanization in Philippine cities has increased the need for sustainable living, as families struggle to find adequate space and food security becomes a concern. Urban homes can become more sustainable by growing their own food using grafted fruit-bearing trees in organic container gardens. This method shows potential in Quezon City, but more research is needed. This study evaluates the performance and health indicators of grafted fruit trees in containers with organic inputs, identifies factors influencing market feasibility, and analyzes the impact of perceived value on adoption intention among households in Quezon City. A practice-based research methodology, supported by a narrative literature analysis, was used. Thematic synthesis of literature on urban agriculture, container gardening, grafted fruit trees, organic inputs, green marketing, perceived value, and innovation adoption created a comprehensive conceptual framework connecting horticultural performance with consumer adoption. Container gardening is an effective way to address space problems in cities. Grafted trees grow and produce fruit faster, while organic inputs maintain plant and soil health. People will adopt if they see results, have easy-to-follow care routines, and understand the long-term benefits, including better access to food, health, aesthetics, environmental impact, and learning. Organic container gardening holds significant importance for Marketing Management. The effectiveness of this gardening method and its perceived value determine the number of individuals adopting it. The study presents a market-responsive adoption model integrating horticulture outcomes with green marketing strategy and advises empirical validation through quantitative and experimental research in urban homes in the Philippines.

Keywords: Marketing Management, Urban Agriculture, plant performance, market feasibility, adoption potential, organic container gardening, grafted fruit-bearing trees, green marketing, practice-based research, narrative literature review, Quezon City, Philippines, Southeast Asia

Opportunity Cost, Trade-Offs And Career Choices: Students of Low-Income Families in Danao Technological College when Selecting Educational Pathways



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Career choices are those that individuals make concerning their future careers, and in most cases, they are influenced by circumstances and opportunities. This study examined the process of educational and career choices of the selected students from low-income families of Danao Technological College in the context of opportunity costs and trade-offs. It seeks to learn how financial constraints are informing their decisions and how institutional investors are responding by granting scholarships and providing financial aid. The qualitative research method was used and a semi-structured interview was employed with 10 students from the Rural and 10 students from the Poblacion areas, as well as key stakeholders, to gather their experiences/decisions on these issues. Research findings showed that financial constraints were evident as significant factors affecting the students' decision-making about their education and career. Additionally, many students selected near, accessible, less expensive programs, worked part-time while pursuing their studies, or delayed their education to support their families. In all instances, students' trade-offs between their own aspirations and their economic obligations could be observed. Furthermore, there were instances where there was limited financial aid to sustain educational expenses; thus, students opted to have absences to find money. It was also found that there were no specific scholarship programs intended for students from low-income families in the municipality. The study recommended strengthening the implementation of scholarship programs specifically for students from low-income families in Danao and improving access to financial aid information.

Keywords: opportunity cost, trade-offs, career choice, low-income students, educational pathways, qualitative research method, Danao Technological College

Persisting Against the Odds: A Narrative Literature Review of Socio-Economic, Digital, and Transitional Factors Influencing Student Persistence in Philippine Open and Distance e-Learning Programs



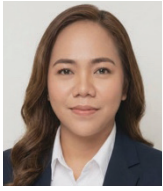
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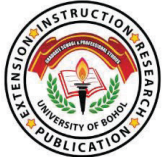
Student persistence in Philippine Open and Distance e-Learning (ODEL) programs represents a structurally complex challenge that extends well beyond individual motivation. Thus, this narrative literature review examines the socio-economic, digital, and transitional factors that influence continued enrollment and academic progression among ODEL learners at the Polytechnic University of the Philippines Open University. Drawing on peer-reviewed sources published between 1996 and 2026, the review utilizes a narrative synthesis methodology interpreted through four theoretical frameworks: Tinto's (1997) Student Integration Model, Belawati's Holistic Support Model, Role Conflict Theory (Greenhaus & Beutell, 1985), and the Digital Divide Framework (van Dijk, 2006). Research findings confirm that socio-economic stability and employment flexibility are significant predictors of persistence, as financial precarity limits Learning Management System (LMS) access while rigid work arrangements generate role conflict that weakens academic commitment. Furthermore, purposeful LMS engagement and stable technological access are synergistically correlated with persistence, while program year level moderates these relationships, identifying the freshman year as the most volatile and high-risk period. Given that persistence is a multi-dimensional construct shaped by structural conditions, this review affirms the urgency of proactive institutional interventions aligned with Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 8 (Decent Work).

Keywords: Higher Education, Distance Education, Open and Distance e-Learning (ODEL), student persistence, socio-economic status, employment flexibility, LMS engagement, technological access, role conflict, digital divide, freshman year vulnerability, SDG 4, SDG 8, narrative literature review, thematic synthesis, Philippines

Implementation and Barriers of Dajong in Bohol, Philippines



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Dajong, a traditional community-based support system practiced during times of bereavement in the locality across the three congressional districts of Bohol. Using a qualitative phenomenological approach, the research documents the lived experiences of community members, leaders, and cultural bearers to understand how Dajong is organized, practiced, and valued today. The study examines the traditions' cultural and social significance, as well as the factors affecting its continuity. The study used semi-structured questionnaires and gathered data from 30 participants, adhering to ethical research standards to ensure authenticity and integrity. The findings reveal that Dajong remains an important expression of bayanihan, emotional solidarity, and social cohesion in vibrant communities. In contrast, dying communities experience challenges such as migration, economic strain, weakened social bonds, modernization, and reduced youth participation. Despite these barriers, Dajong continues to shape community identity, provide informal social protection, and strengthen collective resilience. The study highlights the need for culturally grounded interventions, including community education, youth engagement, and local policy support to sustain and revitalize Dajong as an essential and irreplaceable element of Boholano heritage.

Keywords: Social Science, Dajong: Community-Based Support, Cultural Heritage, Phenomenology, Bohol, Philippines.

Students' Awareness of the School Counselors' Role in Relation to Perceived Benefits of Counseling Service in Cristal e-College, Panglao, Bohol



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This study examined the relationship between students' awareness of school counselors' roles and their perceived benefits of counseling services. Specifically, its objectives were: (1) to identify respondents' profiles based on frequency of visits and types of counseling services utilized; (2) to determine the level of awareness of school counselors' roles across domains; and (3) to assess students' perceived benefits of counseling services. To achieve these aims, the researcher employed a descriptive-correlational design and administered a paper-and-pencil survey to a random sample of senior high school students at Cristal e-College. Data were collected using a 47-item self-developed tool with acceptable to good internal consistency ($\alpha \geq 0.70$). Regarding the results, the study found infrequent visitation and underutilization of counseling services. However, students are highly aware of the role and highly perceive the benefits of counseling services. Furthermore, the study revealed a significant relationship between variables ($r = 0.67$, $p < 0.001$), leading to the rejection of the null hypothesis. Taken together, the findings indicate that awareness influences perceptions of counseling service benefits. In light of these results, interventions such as identifying barriers to utilization, enhancing awareness, and improving accessibility and availability may be implemented.

Keywords: Guidance and counseling, students' awareness of school counselors' roles, perceived benefits of counseling services, utilization of counseling services, descriptive-correlational research design, Cristal e-College

Inquiry-Based Learning: BISU-Calape Students' Interpretation of Historical Events During Spanish Colonization in Bohol



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In today's evolving narratives of the past, historical interpretation has become a complex interplay of perspectives, yet persistent historical bias continues to obscure balanced understanding, revealing a critical gap in history education. This study examined the influence of inquiry-based learning (IBL) on the interpretation of historical events among first-year Bachelor of Secondary Education students at Bohol Island State University–Calape Campus during the Academic Year 2025–2026. It compared students' competency using traditional teaching and IBL, and explored the relationship between their profile and interpretative skills. A quasi-experimental two-group pretest-posttest design was employed, with sixty (60) students equally divided into control and experimental groups. A researcher-made 45-item test covering the Blood Compact, Tamblot Uprising, and Dagohoy Rebellion was used. Data were analyzed using percentage, weighted mean, t-tests, and correlation analysis. Findings revealed that students exposed to IBL demonstrated significantly higher competency in historical interpretation than those taught through traditional methods. A significant improvement between pretest and post-test scores in the IBL group confirmed its effectiveness in enhancing critical thinking and interpretative skills. The study concludes that IBL is more effective in improving historical interpretation and recommends its integration into history instruction, along with the development of an inquiry-based module.

Keywords: Inquiry-based learning, Historical Interpretation, Spanish Colonization, Bohol History, Student Competency, Quasi-experimental design

Performance and Experiences of Non-Social Studies Graduates in Teaching Senior High Schools, Carmen Districts, Bohol



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Amid the growing demand for teachers in senior high schools, many educators are assigned to teach subjects outside their specialization. This qualitative study explored the experiences of non-social studies graduates teaching social studies in senior high schools in the three districts of Carmen, Bohol, Philippines. The study used phenomenology and SWOT analysis. Semi-structured interviews were conducted to thirty non-social studies teachers, with 10 participants from each district. The findings revealed several strengths among teachers, including knowledge from their undergraduate courses, the ability to connect lessons to real-life situations, and effective teaching skills. However, younger teachers experienced challenges such as limited subject knowledge, difficulty explaining theories, and lack of teaching experience. Teachers improved through professional development and collaborative learning opportunities. Major challenges included limited resources, heavy workloads, lack of time, and low student participation. Teachers coped by using lesson plans, peer mentoring, and internet resources. The study concluded that professional development, resource availability, and institutional support greatly affect teaching effectiveness. It recommended the Social Studies Teaching Enhancement Program (S.T.E.P.-UP) to strengthen teachers' skills and improve student learning outcomes in social studies classes among senior high school students in Carmen, Bohol.

Keywords: Non-Social Studies Teachers, Senior High School, Social Studies Education, Professional Development, Coping Mechanisms, Phenomenological Analysis, Resource Support

Parental Discipline and The Formation of Student Values Among Intermediate Learners in Inabanga North District, Division of Bohol



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Parental discipline, together with psychological and relational factors such as parent–child relationship quality, emotional security, moral reasoning, and self-regulation, plays a crucial role in shaping student values during the intermediate years. This study examined the relationship between parental discipline and the formation of student values among learners in Inabanga North District, Division of Bohol, during the School Year 2025–2026. Utilizing a descriptive-correlational research design, data were collected from 351 parent–student pairs through validated survey instruments. Findings indicated that authoritative discipline was highly evident, while authoritarian, permissive, and neglectful practices were moderately observed. Psychological and relational variables were generally high, particularly in parent–child relationship quality, emotional security, and moral reasoning, although self-regulation skills were only moderately developed. Student values formation—encompassing respect, responsibility, honesty, self-discipline, and empathy—was also found to be highly evident. Statistical analysis revealed no significant relationship between learner profile and most variables, except for grade level in relation to parents' perception of psychological processes. Significant correlations emerged between parental discipline and psychological variables, and between these variables and student values formation, with psychological and relational factors showing the strongest influence. The study concludes that beyond disciplinary approaches, emotional support and strong relational foundations are central to values development, prompting the proposal of an intervention program to enhance parenting practices and learner outcomes.

Keywords: Parental Discipline, Student Values Formation, Psychological Variables, Parent–Child Relationship, Emotional Security, Self-Regulation, Moral Development, Inabanga North District, Bohol

Between Staying For Good and Leaving Again: Sustaining Imagined Mobility Through Narrative Integration



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This study examined how imagined mobility – the capacity to project oneself across places and time – is narrated among Overseas Filipino Workers in publicly available YouTube videos. Past studies frame imagined mobility as a compensatory mechanism, showing how it functions as both a coping resource and a source of frustration. However, these outcomes are often treated as separate, limiting the complexity and continuity by which migrant experiences should be understood. This study conceptualizes imagined mobility as a narratively shaped process, where coping and frustration are treated as interconnected movements. Using Stephens and Breheny's integrated narrative approach, this study analyzed how migrants narrated their imagined futures drawing on personal, interpersonal, and public narratives. The findings suggest that imagined mobility unfolds as a dynamic narrative process rather than a stable psychological resource. Migrants narrated shifts as they confronted disrupted aspirations, blocked opportunities, identity strains, deferred homecomings, and attempts at giving their migration journeys closure. At the personal level, migrants reworked their aspirations to sustain direction. At the interpersonal level, they presented themselves as responsible actors to perceived moral audiences, particularly their family. At the public level, they drew on familiar narratives of sacrifice, family obligation, and temporary migration that shape how overseas work is understood in the Filipino context. These interrelated layers shaped how migrants made sense of tensions between aspirations, lived realities, and structural possibilities. Overall, imagined mobility is continuously reworked over time, sustained through integrating multiple layers of meaning, and shaped by structural conditions that constrain possible futures.

Keywords: Social Psychology; Imagined Mobility; Narrative Analysis; Migration; Overseas Filipino Workers, Philippines, Transnational Studies

Empathy and Burnout in Relation to Self-Care Practices among Mental Health Professionals



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The study examined how an empathetic perspective contributed to burnout and self-care strategies used by mental health professionals. Practitioners need to maintain empathy as their primary work requirement because they must handle emotionally challenging tasks, which puts them at higher risk for burnout. The research examined mental health professionals who hold licenses and work in Tagbilaran City, Bohol, after they finished their initial year of professional practice. The researcher measured empathy, burnout, and self-care activities of different caregivers using standardized instruments. The researcher employed descriptive statistics, correlation analysis, and mediation analysis to analyze the data gathered. The research has shown significant evidence of an association between empathy and burnout, indicating that people with high empathy are more at risk of burnout. The relationship between these two variables did not include self-care practices as a significant mediating factor because empathy operates in complex ways within mental health professionals' work environment. The findings support Maslach's Burnout Theory and Compassion Fatigue Theory by demonstrating how empathy creates emotional challenges for professionals. The research demonstrates organizations need to develop both organizational programs and personal development programs that help employees maintain self-care practices while achieving professional success. The research findings will impact mental health policy and training programs, as well as upcoming studies, which aim to improve practitioner performance and create a more sustainable and satisfying work environment.

Keywords: empathy, burnout, self-care practices, mental health professionals, mediation analysis, compassion fatigue

Perceived Social Support and Self Compassion of Emergency Responders in District 1 of Davao City



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Emergency responders, police, firefighters, and paramedics play a vital role in public safety but face high levels of work-related stress that impact mental health. These professionals often encounter dangerous and traumatic situations, which can lead to emotional exhaustion and burnout. This study examined the relationship between perceived social support and self-compassion among 111 emergency responders in District 1 of Davao City using a correlational design. Participants included 37 police officers, 37 firefighters, and 37 paramedics/EMTs, representing an equal number from each group to ensure balanced data. Using G*Power software, the required sample size was determined based on a large, expected effect size ($\rho=0.5$), a significance level of $\alpha=0.05$, and a statistical power of 0.90. Data were gathered using two well-established instruments: the Multidimensional Scale of Perceived Social Support (MSPSS) and the Self-Compassion Scale (SCS). Spearman Rank-Order Correlation was used to show the relationship between perceived social support and self-compassion, and Kruskal Wallis was used to see differences of perceived social support between emergency responders. Results showed moderate levels of both perceived social support ($M = 5.06$) and self-compassion ($M = 3.23$), indicating that responders generally felt somewhat supported and compassionate toward themselves. No significant overall relationship was found between the two variables across all participants. However, support from partners and family was positively associated with self-compassion among firefighters and EMTs, suggesting that close personal relationships may help these groups cope better with stress. This positive link was not observed among police officers, highlighting possible differences in social dynamics or coping mechanisms within this group.

Keywords: Psychology, Perceived Social Support, Self-Compassion, Emergency Responders, Spearman Correlation, Kruskal Wallis, Philippines, Davao City

Psychological Empowerment and Psychological Well-Being of Women Academic Leaders in Bohol



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Women's representation in academic leadership has grown, yet gender inequality persists in higher education. This study examines the extent of women's participation in the top decision-making roles and investigates the relationship between psychological well-being and psychological empowerment among women academic leaders in selected higher education institutions in Bohol, Philippines. A descriptive-correlational design was employed using standardized psychological scales and a profile questionnaire. Participants included women academic leaders in executive, academic, and administrative roles. Findings reveal that while women occupy a majority of leadership positions, men continue to dominate governing bodies, indicating ongoing vertical gender segregation. Respondents reported high levels of psychological empowerment, particularly in meaning and competence, and moderate levels of psychological well-being, with lower scores in self-acceptance and personal growth. A strong positive correlation was found between psychological empowerment and psychological well-being. Among profile variables, years of service and educational attainment were associated with empowerment but not with well-being, while age showed a significant correlation with both variables. These findings indicate that psychological empowerment contributes to enhanced psychological well-being, it does not fully offset the effect of enduring gender disparities within academic institutions.

Keywords: women academic leaders, psychological empowerment, psychological well-being, higher education, gender inequality, self-determination

Kindergarten Teachers' Readiness and Challenges in Integrating ICT Tools in Early Childhood Education in Buentage Districts



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The Global Move Towards Digital Competence Has Radically Changed The Education Expectations Requiring The Integration Of Information And Communication Technology (Ict) In All Levels Of Learning, Including Early Childhood Education (Ece). This Study Investigates Kindergarten Teachers' Ict Integration Readiness, Perceived Challenges, And Actual Implementation Extent Within The Buentage Districts. Utilizing A Descriptive-Correlational-Quantitative Design With 100 Respondents, Data Were Gathered Through Validated Survey Instruments Analyzed Via Weighted Means, Pearson Chi-Square, Spearman's Rho, And Variance Analyses. Findings Reveal Moderate Readiness Anchored By Strong Knowledge/Skills And Attitudes Yet Undermined By High Challenges—Led By Technical Infrastructure Deficits And Professional Development Gaps—Yielding Only Moderately Extensive Integration. Significant Contributory Demographic Characteristics Include Educational Attainment And Income For Readiness, District Location For Challenges, With All Factors Influencing Actual Integration. Spearman's Correlations Confirm Readiness Positively Contributes Integration While Inversely Relating To Challenges. Variance Analyses Expose District/Income Disparities As Primary Equity Barriers. The Study Concludes That Although Kindergarten Teachers Are Prepared And Willing To Integrate Ict, Persistent Structural And Training-Related Constraints Limit Effective Implementation. The Proposed Ict Bridge Enhancement Program Addresses Infrastructure, Targeted Training, Routine Integration, And Monitoring To Strengthen Ict Integration In Kindergarten Education.

Keywords: Kindergarten ICT Integration, Tpack, Professional Development Infrastructure Equity, Early Childhood Education, Ra 10533 Compliance

Analysis of Senior Highschool Students' ICT Literacy: Basis for Development of Skills Training Program



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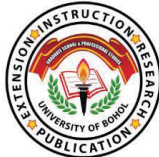
This study assesses the state of computer education and technological proficiency among 175 respondents, primarily aged 18. The findings reveal that while 71.4% of respondents reported having computer courses in their curriculum, only 49.1% participated in hands-on activities in computer laboratories. This indicates a gap between resource availability and practical application, underscoring the need for greater emphasis on experiential learning. Respondents demonstrate familiarity with basic computing tasks, such as starting and shutting down a computer, file management, word processing, presentations, email, and online communication. However, gaps are evident in their understanding of function keys, navigation buttons, and certain peripherals, as well as proficiency in operating systems, file navigation, spreadsheet tasks, and bookmarking. Intermediate computing skills, such as advanced productivity software features, cloud storage, data analysis tools, and system maintenance, are significantly underdeveloped. The demographic analysis shows 62.9% of respondents are enrolled in public schools, and 43.4% belong to the STEM strand, reflecting a strong emphasis on science and technology education. Additionally, most respondents report middle (59.4%) or high (38.3%) household technology levels, suggesting access to resources that could support skill development. The study highlights the importance of bridging gaps between resource availability and technological proficiency through enhanced hands-on activities and targeted training programs. Strengthening basic and intermediate computing skills can better equip students for the demands of the digital age, improving their readiness for academic, professional, and personal pursuits in a technology-driven world.

Keywords: Analysis, ICT Literacy, Skills training, Computer Literacy

Digital Media Integration and Grade 10 Students' Academic Performance in Araling Panlipunan



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The study examined the influence of digital media integration on Grade 10 learners' academic performance in Araling Panlipunan at Cambuyo High School, Cambuyo, Garcia-Hernandez, Bohol, during the fourth quarter of the school year 2025-2026. It involved 36 respondents divided into two groups. A descriptive-correlational research design examined relationships between learners' profiles and their academic performance, while a quasi-experimental approach assessed differences in the learners' academic performance between control and experimental groups. Results showed most respondents were female, with monthly family incomes ranging from P5,000.00 to less than P10,000.00. The respondents' sex significantly influenced posttest scores in the experimental group. There were significant improvements from pretest to posttest in both groups across three trials. The posttest scores showed differences only in the third trial, and there were significant variances in the posttest scores of both groups across three trials. In conclusion, digital media effectively enhances learners' fourth quarter academic performance in Araling Panlipunan. The findings also highlight the effectiveness of traditional teaching methods, appropriateness of the topic, and learners' engagement in transformative learning experiences. Thus, continuous integration of these instructional strategies is highly recommended.

Keywords: Araling Panlipunan 10, digital media integration, pretest, posttest

A Cybersecurity-Informed Teaching Practices Framework for Elementary Teachers in Private Schools



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The integration of digital technologies into Philippine education has created both opportunities for enhanced learning and cybersecurity risks. Teachers in private elementary schools are expected to guide students in safe and responsible digital practices, yet many lack structured frameworks to embed cybersecurity into pedagogy. This study develops and validates a cybersecurity-informed teaching practices framework contextualized to the Philippine setting. Aligned with the United Nations Sustainable Development Goals (SDGs), this study contributes to SDG 4: Quality Education, particularly Target 4.4, by promoting the development of relevant digital skills, including digital literacy and cybersecurity, necessary for employment, decent work, and entrepreneurship. It also supports SDG 9: Industry, Innovation, and Infrastructure, specifically Target 9.c, through its emphasis on increasing access to information and communications technology and advancing universal and affordable internet access. Furthermore, the study aligns with SDG 16: Peace, Justice, and Strong Institutions, particularly Target 16.10, by advocating for public access to information and the promotion of digital safety and protection of fundamental freedoms within educational settings. Keywords: Cybersecurity, Teaching Practices, Private Schools, SDG 4.4, SDG 9.c, SDG 16.10

Readiness and Preparedness of School Administrators for the National Assessment for School Heads (NASH): Basis for the Development of an Assessment Tool



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One of the pressing concerns in educational leadership is ensuring that aspiring and practicing school administrators possess the competencies required to meet national standards for school headship. This study examines the readiness and preparedness of school administrators for the National Assessment for School Heads (NASH) in the Division of Lapu-Lapu City, grounded in the Philippine Professional Standards for School Heads (PPSSH). Specifically, it explores leadership competencies across key domains, including strategic leadership, instructional leadership, school operations, professional development, and stakeholder engagement. The study employed a descriptive-correlational research design, involving 85 respondents selected through stratified random sampling. Findings revealed that respondents generally demonstrated a high level of preparedness, with notable strengths in teaching and learning and stakeholder engagement. However, gaps were identified in strategic leadership, particularly in data-driven decision-making. Results further indicated that demographic variables such as age, sex, educational attainment, and teaching experience do not significantly influence preparedness, while leadership experience has a significant effect. Moreover, no significant relationship was found between perceived preparedness and actual diagnostic assessment performance. These findings provide a basis for developing a standards-based NASH Readiness Enhancement and Assessment Tool (NREAT) to support leadership development.

Keywords: NASH, school leadership, preparedness, readiness, PPSSH, leadership competencies, assessment tool, Philippines

Program Outcomes Attainment and Status of Industrial Technology Graduates: Toward an Industry-Based Curriculum Framework



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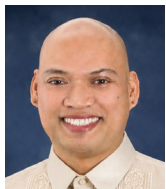


This research study evaluated the attainment of program outcomes and the employment status of 655 Industrial Technology graduates from Marinduque State University (MarSU) for the classes of 2022 to 2024. Utilizing a quantitative descriptive research design with a survey-tracer method, the study benchmarked graduate performance against the Philippine Qualifications Framework (PQF) Level 6 descriptors. The employment profile revealed high institutional efficacy, with an overall employment rate of 86.8% across specializations. Challenge of Artisans aligns with the recommendation of the employers regarding emerging technologies where graduates stipulated that the curriculum structure must align with more advanced technologies. While personal obligations, such as family and health matters, were identified as the primary barriers to employment, the graduates consistently demonstrated high levels of competency. Employer assessments and graduate self-evaluations both indicated “Highly Attained” status for program outcomes, with notable overall mean scores of 4.51 and 4.53, respectively. Statistical analysis using the Welch t-test showed no significant difference in these perceptions ($p = 0.195$), suggesting a mature alignment between academic training and industry expectations. Despite these strengths, a slight confidence gap was observed in applying abstract STEM principles to practical problems. To address this and sustain professional growth, the study proposes an Industry-Based Curriculum Framework that prioritizes “Validation-Driven Scaling,” embedding high-tier certifications, context-specific STEM modules, and innovation labs into the curriculum to prepare graduates for the complexities of the industry.

Keywords: Industrial Education, Industrial Technology, Industry-Based Curriculum Framework, Marinduque State University, trade skills

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Impact of TOEIC Practice and Program Enhancement on Test Performance at St. Teresa International University, Thailand



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This study examined the effectiveness of traditional and non-traditional teaching strategies in Physical Education using a quasi-experimental research design. Specifically, it aimed to determine the profile of the respondents in terms of age and sex, compare the pre-test and post-test scores of students exposed to both teaching strategies, and identify whether significant differences exist in their performance. The study was conducted among 31 Senior High School students from the Humanities and Social Sciences (HUMSS) strand at San Isidro National High School during the School Year 2025–2026. A one-group quasi-experimental design was employed, wherein the same group of respondents was exposed to both traditional (teacher-centered) and non-traditional (cooperative learning and student-centered) teaching strategies. Data were collected using validated pre-test and post-test instruments. Statistical tools such as frequency, percentage, mean, standard deviation, Wilcoxon Signed Ranks Test, and Mann–Whitney U Test were utilized to analyze the data. Findings revealed that both teaching strategies significantly improved students’ performance in Physical Education. However, the non-traditional teaching strategy resulted in higher and more consistent post-test scores, with all students achieving an “Outstanding” level of performance. Statistical analysis further confirmed a significant difference between the two approaches, favoring the non-traditional strategy ($p < 0.05$). These results indicate that student-centered and interactive teaching methods are more effective in enhancing students’ engagement, participation, and learning outcomes in Physical Education. Based on the findings, it is recommended that educators adopt non-traditional teaching strategies to promote active learning and improve student performance. An action plan was also proposed to support the integration of innovative instructional practices in Physical Education.

Keywords: Teaching Strategies, Physical Education, Quasi-Experimental Study, Traditional Teaching, Non-Traditional Teaching, Cooperative Learning, Student Performance, Learning Outcomes

Effectiveness of Communicative Language Teaching (CLT) on the Communicative Competence of Grade 11 Students at Loboc National High School, Bohol: A Quasi-experimental Study



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Oral communication is a basic language skill for expressing feelings, ideas, and purposes through speaking, yet many students struggle with English fluency because instruction often focuses more on grammar and writing than on speaking practice. Thus, this study examined the use of the Communicative Language Teaching (CLT) strategy to improve the oral communication skills among Grade 11 students at Loboc National High School, Bohol. The research used a post-test-only quasi-experimental design with repeated assessment cycles involving two groups of 25 respondents each: one taught using a traditional method and the other employing a CLT-based strategy. This research study was conducted over three instructional cycles with post-tests administered after each cycle using the Cambridge PET speaking test questionnaire for high school students. Statistical analyses, such as percentage, frequency, Mann-Whitney Test, and Friedman Test, showed that the experimental group significantly outperformed the control group across all three assessment periods because CLT methods helped students develop their fluency, confidence, and overall communicative competence. This study concludes that learner-centered communicative instruction, such as CLT-based strategies, yields greater improvements in speaking than traditional teacher-centered methods. With this, the study proposes a CLT-based Oral Communication Enhancement module for use in Oral Communication classes to enhance students' communicative competence.

Keywords: Communicative Language Teaching (CLT), communicative competence, oral communication skills, quasi-experimental design, senior high school students, language instruction, Philippines

A Correlational Study of TikTok-based Microlearning and Metacognitive Awareness Among College Students



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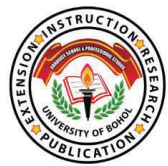
Short-form video platforms offer new possibilities for microlearning in higher education by delivering concise, engaging, and accessible content to learners. This study aimed to examine the relationship between TikTok-based microlearning engagement and metacognitive awareness among Bachelor of Secondary Education major in Mathematics students. Specifically, it explored how students' interaction with short-form educational content relates to their awareness and regulation of learning processes, particularly in the context of independent and technology-mediated learning environments. Using a descriptive-correlational quantitative design, data were collected from 81 pre-service mathematics teachers through a researcher-developed TikTok Microlearning Engagement Scale (TMES) and an adapted Metacognitive Awareness Inventory (MAI). The instruments measured various dimensions of engagement and metacognitive awareness. Descriptive statistics were used to determine the levels of both variables, while the Shapiro-Wilk test assessed data normality. Due to non-normal distribution, Spearman's Rank Order Correlation was applied to examine the relationship at a 0.05 significance level. Results revealed moderate engagement with TikTok-based microlearning ($M = 3.32$) and high metacognitive awareness ($M = 3.85$). However, correlation analysis showed a very weak and non-significant relationship between the variables ($\rho = 0.031$, $p = 0.783$). These findings suggest that informal engagement with short-form video content alone does not significantly influence students' metacognitive awareness. The study highlights the importance of integrating structured instructional strategies and guided reflection to effectively support metacognitive development in digital learning environments.

Keywords: Education, TikTok-based microlearning, descriptive-correlational design, Philippines

Utilization of Rally Coach Strategy in the Improvement of Reading Comprehension Skill among Grade 10 Learners, Juanito-Paula Cruse, High School, Pres.Carlos P. Garcia, Bohol



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This study investigated the effectiveness of the Rally Coach Strategy in improving the reading comprehension skills among Grade 10 learners at Juanito-Paula Cruse High School in President Carlos P. Garcia, Bohol. Reading comprehension remains a significant challenge among Filipino learners, as reflected in international assessments such as the PISA and local assessments like the Phil-IRI. In response to these concerns, the study examined whether a cooperative learning approach, such as the Rally Coach Strategy, could enhance learners' comprehension performance. The study employed a quantitative approach, specifically a quasi-experimental design, to measure changes in learners' reading comprehension before and after the intervention. The participants consisted of 31 learners, selected through total population sampling. Researcher-developed 30-item reading comprehension pre-tests and post-tests, aligned with the DepEd Most Essential Learning Competencies, were administered as research instruments. Descriptive statistics and comparative analysis were used to determine the difference between the learners' scores before and after the intervention. Findings revealed that the Rally Coach Strategy contributed to improving reading comprehension performance and promoted collaborative learning, active participation, and peer support among learners. The results suggested that cooperative learning strategies can be effective interventions for addressing reading difficulties among secondary learners. Based on the findings, a reading intervention program was proposed to strengthen learners' comprehension skills further.

Keywords: Rally Coach Strategy, reading comprehension, cooperative learning, quasi-experimental design, Grade 10 learners, peer-assisted learning, reading intervention, Bohol, Philippines.

Enhancing Mathematical Literacy Through Language Integration in Statistics and Probability Among Grade 11 Students



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Statistics and Probability continue to challenge senior high school learners in the Philippines due to both conceptual and linguistic demands. This study aimed to determine whether a Language-Integrated Instructional approach significantly improves Grade 11 students' mathematical literacy compared with the traditional method. A quasi-experimental research design was employed in a public secondary school setting, specifically at Biabas Trade High School during the fourth quarter of School Year 2025–2026. The study involved 50 Grade 11 students selected through purposive sampling and assigned to control and experimental groups. Data were collected using three validated pre-test and post-test instruments, and ethical standards, including informed consent, confidentiality, and voluntary participation, were strictly observed. Statistical analyses included chi-square tests, paired-samples and independent-samples t-tests, and mixed-design ANOVA with Greenhouse-Geisser correction. Results showed that both groups demonstrated improvement across assessments. However, the experimental group consistently achieved significantly higher post-test scores than the control group ($p < .05$). The gains of the experimental group were also more stable across testing periods. These findings indicate that integrating language into mathematics instruction enhances comprehension and performance. Therefore, Language-Integrated Instruction is an effective and inclusive strategy that supports mathematical literacy and informs the development of improved instructional materials.

Keywords: Mathematics Education, Mathematical Literacy, Language-Integrated Instruction, Traditional Teaching Method, Quasi-Experimental Design, Grade 11 Students, Biabas Trade High School, Bohol, Philippines

Dynamic Strategic Identity Construction as a Catalyst for Sustainable Competitive Brand Positioning: A Narrative Literature Review



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Institutional branding in higher education has undergone a paradigm shift, transitioning from a peripheral marketing function into a core strategic imperative anchored in identity construction. In a marketized global landscape, universities face the dual challenge of maintaining local relevance while striving for international prestige. This study addresses the necessity of aligning internal organizational culture with external brand promises to foster long-term institutional resilience. The primary objective is to investigate the relationship between Dynamic Strategic Identity Construction (DSIC) and Sustainable Competitive Brand Positioning (SCBP). Specifically, it seeks to determine how internal values can be leveraged as strategic assets to differentiate institutions in a crowded marketplace and how these identities adapt to environmental shifts. Adopting a rigorous narrative literature review, the research synthesizes three theoretical frameworks: Organizational Identity Theory, Dynamic Capabilities, and the Resource-Based View (RBV). This cross-disciplinary approach allows for a holistic evaluation of how institutions build brand equity through internal resource orchestration. The findings reveal a robust, significant positive relationship between purposeful identity work and SCBP. The research demonstrates that DSIC serves as a fundamental organizational capability, transforming indigenous cultural values, exemplified by the Filipino construct of Kapwa (shared identity), into authentic market signals. This process shifts the discourse from branding as a communicative tool to identity as a tangible strategic asset. The study concludes that achieving a 'Glocal' synthesis requires a balance between local authenticity and global standards, specifically the UN SDGs. For managers in volatile environments, long-term performance is sustained through the continuous alignment of institutional identity with evolving stakeholder expectations and global sustainability mandates.

Keywords: Dynamic Strategic Identity Construction (DSIC), Sustainable Competitive Brand Positioning (SCBP), Institutional Branding; Brand Authenticity, Review this abstract as well using the same matrix. Create suggested for not complied parts: Higher Education Management, Resource-Based View (RBV), Dynamic Capabilities, Glocal Synthesis, Indigenous Psychological Constructs, SDG 4: Quality Education (Target 4.3), SDG 8: Decent Work and Economic Growth (Target 8.2), SDG 12: Responsible Consumption and Production (Target 12.6)

Toward a Context-Responsive Monitoring Framework for Learning Recovery: A Narrative Review



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The global education sector continues to confront substantial learning losses brought about by the COVID-19 pandemic, prompting the widespread implementation of learning recovery initiatives. Central to the success of these interventions is the role of monitoring and evaluation (M&E), particularly at the school level, where policies are operationalized. This narrative review synthesizes global, national, and local literature on M&E practices in learning recovery, with a focus on the role of school leaders. It examines how monitoring systems, leadership practices, and contextual conditions interact to influence program implementation and effectiveness. Anchored in the global education agenda, this review aligns with the Sustainable Development Goal 4 (Quality Education), particularly Target 4.1 and Target 4.c (United Nations, 2015). Findings reveal that while structured M&E systems are widely advocated, there remains a significant gap in understanding how they are operationalized as integrated and multidimensional processes at the school level. The review highlights the need for context-responsive monitoring frameworks that strengthen accountability, improve instructional practices, and support data-driven decision-making, particularly in resource-constrained settings such as Agusan del Sur, Philippines.

Keywords: Learning recovery, monitoring and evaluation, school leadership, SDG 4, SDG 4.1, SDG 4.c, instructional leadership, data-driven decision-making

Job Satisfaction and Retention in the Philippine BPO Industry: A Mixed-Method Analysis of Employee Experiences in Metro Manila



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The Philippine business process outsourcing (BPO) industry employs approximately 1.7 million workers and faces annual voluntary turnover rates exceeding 50% in some corridors, yet retention research remains fragmented across theories and disciplines. This narrative literature review synthesizes six theoretical frameworks — Herzberg's Two-Factor Theory, Perceived Organizational Support (POS) Theory, Transformational Leadership Theory, Job Embeddedness Theory, Confucian Work Dynamism, and Sikolohiyang Pilipino — and identifies their combined explanatory power in the Metro Manila BPO context. Western frameworks establish that compensation adequacy, organizational support, and leadership style are robust predictors of both job satisfaction and retention intention. Collectivist and Confucian perspectives add a cultural layer, demonstrating that hierarchical loyalty and group-oriented motivation attenuate individual cost-benefit calculations. Indigenous Filipino psychology extends understanding further by showing how *kapwa*, *pakikisama*, *utang na loob*, *hiya*, and *amor proprio* transform organizational variables into morally weighted, relational experiences that standard Western exit models systematically misclassify. The review reveals a critical gap: no published study has simultaneously integrated all three cultural orientations — Western, Asian, and indigenous Filipino — in a single analytical model applied to Metro Manila BPO workers. This paper maps that gap, identifies methodological limitations in prior research, and proposes an agenda for mixed-methods inquiry that combines quantitative moderation testing with culturally sensitive qualitative probing.

Keywords: Business process outsourcing, job satisfaction, employee retention, perceived organizational support, transformational leadership, job embeddedness, Sikolohiyang Pilipino, *kapwa*, *utang na loob*, collectivism, SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities)

Instructional Leadership Practices, Administrative Task De-loading, and Teaching Performance in Philippine Public Elementary Schools: A Narrative Review



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Instructional leadership is widely recognized as a critical determinant of teaching performance and school effectiveness. In the Philippine public elementary school system, however, school heads are required to balance instructional responsibilities with extensive administrative demands arising from decentralization, accountability reforms, and school-based management. This narrative literature review synthesizes empirical and theoretical studies on instructional leadership, administrative task de-loading, and teaching performance, with emphasis on the Philippine context. Anchored on leadership and administrative management theories, the review examines how administrative workload influences the capacity of school heads to enact effective instructional leadership. The study contributes to Sustainable Development Goal (SDG) 4: Quality Education, particularly Target 4.c, which emphasizes strengthening the supply of qualified teachers and school leaders, and SDG 16: Peace, Justice, and Strong Institutions, specifically Target 16.6, which promotes effective and accountable institutions. The literature consistently shows that instructional leadership positively affects teaching performance, but its impact is constrained when administrative task de-loading mechanisms are insufficient. Strengthening structural support for school heads is therefore essential to improving teaching quality and leadership effectiveness in Philippine public elementary schools.

Keywords: Instructional leadership, administrative task de-loading, teaching performance, public elementary schools, Philippines, SDG 4 (Target 4.c), SDG 16 (Target 16.6)

Mga Pamahiin sa Lungsod ng Loon: Isang Pag-Aaral sa Kultura at Tradisyon



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Ang mga pamahiin sa Loon, Bohol ay mahalagang salamin ng lokal na kultura at nagsisilbing daluyan ng identidad at tradisyon sa harap ng modernisasyon. Layunin ng pag-aaral na sistematikong suriin ang mga kategorya, ang mga kahulugan, mga tungkulin, at transmision ng mga pamahiin bilang ambag sa pangangalaga ng kulturang lokal at edukasyon. Gumamit ang pananaliksik ng kwalitatibong disenyo sa phenomenological at interpretive na pagdulog sa sampung barangay ng Loon gamit ang semi-structured na panayam sa mga piling impormante batay sa edad, paninirahan, at kaalaman sa pamamagitan nga purposive sampling. Sinuri ang datos sa tematikong paraan kasabay ng pagsunod sa pahintulot, kompidensiyalidad, at etikal na pamantayan. Natukoy ang 98 pamahiin na nakapaloob sa pitong pangunahing kategorya ng mahahalagang yugto ng buhay. Ipinakita ng mga resulta na ang mga pamahiin ay nagsisilbing gabay sa pag-uugali, espiritwal na proteksyon, at emosyonal na kapanatagan. Pinananatili rin nito ang tradisyon, ugnayang panlipunan, at pagpapasa ng kaalamang kultural sa mga susunod na salinlahi. Gayunman, nahaharap ang mga ito sa hamon ng modernisasyon at pagbabago ng pananaw ng kabataan. Samakatuwid, mahalaga ang integrasyon nito sa kurikulum upang mapalalim ang pagpapahalaga sa lokal na kultura at pamangang kultural.

Mga susing salita: Kultura, pamahiin, kwalitatibong penomenohikal-interpretive, tematikong pagsusuri, lungsod ng Loon, Bohol

Antolohiya ng mga Alamat sa Lungsod ng Sibulan, Lalawigan ng Negros Oriental: Mungkahing Kagamitang Pampagtuturo



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Ang pag-aaral na ito ay isinagawa upang masuri ang mga alamat sa Lungsod ng Sibulan, Negros Oriental at matukoy ang ambag nito sa paglinang ng kaalaman at pagpapahalagang kultural ng mga mag-aaral gamit ang exploratory sequential mixed-method na disenyo. Isinagawa ang kwalitatibong pangangalap ng datos mula sa tatlumpong (30) matatandang tagapagsalaysay na pinili sa pamamagitan ng purposive sampling. Ang mga natuklasang Alamat ay ang mga sumusunod: Alamat ng Agan-an, Ajong, Balugo, Boloboloc, Calabnugan, Cangmating, Enrique Villanueva, Looc, Magatas, Maningcao, Maslog, Poblacion, San Antonio, Tubigon at Tubtubon. Ito ay nagpapakita ng mga paksa, tauhan, tagpuan, simbolismo na may kaugnayan lamang sa kalikasan, pananampalataya, kasaysayan at kabayanihan na nagpapakita ng tradisyon ng pasalindilang panitikan. Ginamit ang validated na talatanungan upang masukat ang antas ng kaalaman at antas ng pagpapahalaga ng mga mag-aaral mula sa Ikapitong Baitang ng St. Paul University Dumaguete sa ikalawang semestre ng taong panuruan 2025-2026. Ipinakita ng resulta na mataas ang antas ng kaalaman ng mga kalahok sa dimensyong kultural at kasiya-siya ang kanilang pagpapahalagang moral, gayundin ang kamalayan na walang kabuluhan ang ugnayan ng antas ng kaalaman at antas ng pagpapahalaga sa alamat at kulturang Pilipino. Bunga nito, nabuo ang antolohiya at kagamitang pampagtuturo bilang ambag sa pagpapanatili, pagpapayaman, at integrasyon ng lokal na panitikan sa edukasyong pangkultura.

Mga susing salita: antolohiya, alamat, elementong pampanitikan, kultural at moral na pagpapahalaga, exploratory sequential mixed method

Alamat ng mga Barangay sa Bayan ng Catigbian: Isang Pagsusuring Pangnilalaman



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Ang Alamat ng mga Barangay sa bayan ng Catigbian ay nagbibigay-liwanag sa pagkakakilanlan at kultura ng mga lokal na komunidad. Layunin ng pag-aaral na ito na ipakita na ang mga alamat sa bayan ng Catigbian ay mayaman sa kaugalian at tradisyon, na nagsisilbing salamin ng pagkakakilanlan ng komunidad. Gumamit ito ng kwalitatibong disenyo, partikular ang phenomenological at interpretive na pagdulog, upang maunawaan ang karanasan at pananaw ng mga mamamayan hinggil sa kanilang mga alamat. Nakalap ang datos mula sa piling impormante sa pamamagitan ng purposive sampling batay sa edad, haba ng paninirahan, at kaalaman sa mga alamat. Isinalin at sinuri ang mga salaysay gamit ang content analysis upang matukoy ang mahahalagang tema. Natuklasan na ang mga alamat ay maaaring iuri batay sa pinagmulan tulad ng kalikasan, yamang likas, karanasan ng mga unang nanirahan, at mga pangyayaring historikal. Lumitaw din ang mga pagpapahalagang kultural gaya ng pagkakaisa, kasipagan, at pakikipagkapwa. Ipinakita ng pagsusuri na ang mga alamat ay nagsisilbing tagapagpaliwanag ng pinagmulan ng lugar, salamin ng identidad, at daluyan ng pagpapahalagang panlipunan. Napatunayan ding naipapasa ang mga ito sa pamamagitan ng pasalitang tradisyon, bagaman nahaharap sa hamon ng modernisasyon at kakulangan sa dokumentasyon. Sa kabuuan, mahalaga ang mga alamat sa pagpapanatili ng kultura; kaya inirerekomenda ang patuloy na dokumentasyon at integrasyon nito sa edukasyon.

Mga susing salita: Alamat, kultura, Lungsod ng Catigbian, pagkakakilanlan, pamayanan

Wika at Estilo sa Limang Awitin ni Freddie Aguilar: Isang Tekstuwal at Pangnilalamang Pagsusuri sa Literary Devices at Ethos-Pathos-Logos



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Ang awitin ay isang uri ng sining at paraan ng komunikasyon na gumagamit ng mga isinasayog na tunog upang maipahayag ang damdamin, karanasan at mensahe. Isa sa mga kilalang haligi ng musikang Pilipino ay si Freddie Aguilar, tanyag dahil sa mga awiting may mahahalagang mensaheng panlipunan. Layunin ng pag-aaral na suriin ang limang piling awitin ni Aguilar upang matukoy kung paano nakakaapekto ang wika, retorika at estilo sa mensahe nito. Ginamit ang tekstuwal na pamamaraan upang matukoy ang literary devices at estilo partikular sa antas ng wika, tugma, ritmo, estruktura at tema. Ginamit naman ang pagsusuring pangnilalaman upang matukoy kung anong retorikal na estratehiya ang ginamit ayon sa retorikal na apela ni Aristotle. Batay sa resulta, natukoy na gumamit ng iba't ibang literary devices ang awitin, ngunit ang nangibabaw sa kabuuan ay ang Imagery. Nagpapahiwatig ito na ang awitin ay naglalahad ng makatotohanang paglalarawan ng mga damdamin at karanasan. Natukoy rin na parehong ginamit ang tatlong retorikal na apela, gayunpaman nangibabaw rito ang Pathos na nakatuon sa pagpukaw ng damdamin. Ipinakita rin na ang antas ng wika, tugma, ritmo, at estruktura ng bawat awitin ay nauugnay sa tema nito. Sa kabuuan, pinapakita na ang wika, retorika at estilo ay nagtutulungan sa paghahatid ng mensahe, kamalayan at mga pagpapahalaga.

Mga susing salita: Freddie Aguilar, Wika, Estilo, Retorika, Ethos, Pathos, Logos, Tugma, Ritmo, Estruktura, Tekstuwal, Pangnilalaman

Paggamit ng ICT-Based Instruction at Akademikong Performans ng mga Mag-aaral sa Filipino 8, Camambugan National High School Ubay Bohol: Mungkahing Disenyo ng Aralin



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Ang ICT-based instruction ay patuloy na ginagamit sa edukasyon bilang makabagong estratehiya upang mapahusay ang pagkatuto ng mga mag-aaral. Layunin ng pag-aaral na masuri ang bisa ng ICT-based instruction at ang akademikong performans ng mga mag-aaral sa Filipino 8. Ginamit ang quasi-experimental sa Camambugan National High School na kinasangkutan ng 134 mag-aaral na hinati sa control at experimental group. Gumamit ng aptitude test at tatlong set ng pre-test at post-test bilang instrumento. Natuklasan na mataas ang antas ng kakayahan sa teknolohiya ng mga mag-aaral, partikular sa digital citizenship, ngunit mababa ang pagkamalikhain. Magkatulad ang antas ng performans ng dalawang pangkat sa pre-test na nagpapakita ng pantay na panimulang kakayahan. Mas mataas ang naging performans ng experimental group sa post-test kumpara sa control group. Walang makabuluhang ugnayan sa pagitan ng kasarian at akademikong performans, ngunit may makabuluhang epekto ang uri ng pagtuturo at nakabuo ng mungkahing disenyo ng aralin batay sa kinalabasan ng pag-aaral bilang pamantayan sa pagpapaunlad ng pagkatuto ng mga mag-aaral.

Mga Susing Salita: ICT-based instruction, akademikong performans, Filipino 8, teknolohikal na kakayahan, quasi-experimental

Pagsusuring Pangnilalaman ng mga Piling Pilipinong Podcast Bilang Pantulong na Kagamitang Pampagtuturo Sa Filipino



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Sa patuloy na pag-usbong ng digital na midya, kinikilala ang podcast bilang makabagong plataporma ng komunikasyon at pagkatuto sa edukasyon at lipunan sa kasalukuyang panahon ng pag-aaral. Layunin ng pag-aaral na suriin ang piling Pilipinong podcast upang matukoy ang teknikal, pangnilalaman, at sosyo-kultural na katangian sa makabagong konteksto ngayon. Isinagawa ang kwalitatibong disenyo gamit ang content at thematic analysis. Isinagawa ang pakikinig at transkripsyon ng mga piling podcast upang matiyak ang datos para sa mas tumpak na pagsusuri. Ginamit ang coding sheet at open at axial coding sa pagtukoy ng tema at kategorya sa nakalap na datos. Ipinakita ng resulta na gumagamit ang podcast ng malinaw na audio, musika, at biswal na elemento upang maging mas epektibo ang paghahatid ng nilalaman na nakatutulong sa malinaw na komunikasyon. Nagpapahusay ito ng pagkatuto at pag-unawa ng mga tagapakinig. Lumilitaw ang temang panlipunan, historikal, at kultural tulad ng kahirapan, nasyonalismo, at identidad ng lipunang Pilipino ngayon. Naipakita ang paggamit ng pambansa, lokal, at idyomatikong pahayag sa epektibong paghahatid dito ng mensahe. Naitala ang sosyo-kultural na isyu tulad ng korapsyon, diskriminasyon, at kakulangan sa serbisyong panlipunan, at ipinakita ang pagpapahalagang moral gaya ng katapatan, lakas ng loob, at malasakit sa kapwa. Ang podcast ay epektibong kagamitang pampagtuturo sa Filipino na nagpapalim ng pagkatuto at kamalayang panlipunan.

Keywords: Pilipinong podcast, teknikal, nilalaman, sosyo-kultural, kwalitatibo, content analysis, thematic analysis, Pilipinas

Interactive Storytelling and Academic Performance of Kindergarten Learners of Taytay Elementary School Getafe II District, Bohol



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Eager reading is the cornerstone of every child's education. Hence, they cannot actively participate by asking questions, using gestures and connecting the story to their own experiences. This study examined the effectiveness of interactive storytelling in enhancing the listening and comprehension skills of 22 kindergarten learners at Taytay Elementary School, Getafe II District, Schools Division of Bohol, during the school year 2025–2026. Specifically, the research focuses on the demographic profile (family income and sex), the academic performance of Listening and Comprehension Skills, the difference and variance of pre-test and post test scores across three trials. Utilizing a quasi-experimental design. Findings show that learners initially performed at “Needs Improvement” and “Developing” levels. However, sustained exposure to interactive storytelling led to significant improvements, with many progressing to “Very Good” levels across successive trials. Statistical analyses confirmed significant differences between pre-test and post-test scores, as well as significant variances across trials, the cumulative impact of repeated interactive storytelling is effective. The study concludes that interactive storytelling is a viable, evidence-based approach to strengthening foundational literacy skills among kindergarten learners. By bridging the gap, interactive storytelling emerges as a transformative tool for improving literacy outcomes and fostering holistic learning experiences.

Keywords: Interactive Storytelling, Listening Skills, Comprehension Skills, Quasi-Experimental Design, Early Childhood Education, Philippines

Job Satisfaction and Teaching Efficacy in Early Childhood among Public Kindergarten Educators in 1st Congressional District, Bohol



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This study looks at how job satisfaction relates to teaching effectiveness among public kindergarten teachers in the 1st Congressional District of Bohol. It aims to identify the factors that make teaching more effective. Job satisfaction and teaching effectiveness are important for how well teachers perform and how much students learn. This study explores whether teachers who are more satisfied with their jobs also feel they teach more effectively, especially in classroom management and student engagement. The main goal of this study is to determine how satisfied teachers are with their jobs and how confident they are in their teaching skills. It also looks at whether there is a meaningful link between these two factors. A quantitative correlational study was conducted in selected public schools in the 1st Congressional District of Bohol. It included 80 kindergarten teachers and 80 school administrators. Data were collected using a structured questionnaire reviewed by experts and analyzed using descriptive statistics. Teachers reported moderate job satisfaction and rated their teaching effectiveness as high. They gave the highest marks to their relationships with others and classroom management, while compensation and student engagement got lower scores. The results showed no significant link between job satisfaction and teaching effectiveness. Simply increasing job satisfaction may not directly improve teaching effectiveness, but it could benefit other parts of teachers' work lives. The study did not identify a strong association between job satisfaction and teaching effectiveness; the results remain relevant for policy and practice by highlighting areas for potential intervention. Specifically, the findings clarify that even if increasing teacher satisfaction does not directly improve teaching effectiveness, it still has value by fostering supportive, stable classroom environments for young children. These environments are crucial for early learning. Therefore, prioritizing teacher satisfaction in educational initiatives may enhance overall student experiences and contribute to the holistic success of schools.

Keywords: Job Satisfaction, Teaching Efficacy, Descriptive- Correlational Method, Kindergarten Teachers

SPARK (Search, Probe, Act, Reason, Keep) Inquiry-Based Learning Strategy and Academic Performance Among Intermediate Learners of Candabong Elementary School, Anda, Bohol



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Inquiry-based learning is recognized as an effective approach in improving learners' conceptual understanding and academic performance; however, its classroom implementation in public elementary schools remains limited. This study determined the effectiveness of the SPARK (Search, Probe, Act, Reason, Keep) inquiry-based learning strategy in enhancing the academic performance of Grade 5 learners in understanding the life cycles of plants and animals at Candabong Elementary School, Anda, Bohol, during School Year 2025–2026. The study employed a quasi-experimental pretest–posttest design involving a control group and an experimental group. A researcher-made test aligned with the Most Essential Learning Competencies (MELCs) was used to measure learners' academic performance. Descriptive and inferential statistical tools, including mean and tests of significant difference, were utilized for data analysis. Results showed that learners in groups were comparable in terms of age and sex, indicating group homogeneity to the intervention. Pretest results revealed that groups did not meet expectations, reflecting limited knowledge of plant and animal life cycles. After instruction, the control group achieved a “Fairly Satisfactory” level of performance, while the experimental group attained a “Very Satisfactory” level. Significant differences were found between the pretest and posttest scores of both groups, indicating learning gains after instruction. However, the improvement was more pronounced among learners exposed to SPARK.

Keywords: Inquiry-based learning, SPARK strategy, academic performance, Grade 5 learners, life cycles, Science education, quasi-experimental design, elementary education, Philippines

Assessment of School–Based Feeding Program (SBFP) among Kindergarten Learners of Jandayan Elementary School, Getafe, Bohol



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Nutrition is essential for children's physical growth, cognitive development, and school achievement. This study investigated the effectiveness of the School-Based Feeding Program (SBFP) on the body mass index, lesson engagement, and academic performance of kindergarten learners in Jandayan Elementary School, Getafe, Bohol, during the school years 2024-2025 and 2025-2026. Employing a quasi-experimental design, the research compared SBFP recipients (N=26) and non-recipients (N=38) to determine differences in nutritional outcomes, lesson engagement, and academic performance. Data were gathered through BMI assessments, lesson engagement ratings, and academic performance classifications, and analyzed using descriptive statistics, Mann-Whitney U test, and Wilcoxon Signed Ranks test. Findings revealed that most learners came from low-income households, underscoring the relevance of SBFP in disadvantaged contexts. Academic performance showed uniform results at the Average Development level for both groups. However, SBFP recipients demonstrated significantly higher lesson engagement across all dimensions compared to non-recipients. Moreover, BMI analysis confirmed a significant improvement among SBFP recipients after program implementation. These results affirm SBFP's effectiveness in improving nutritional status and fostering classroom engagement. This concludes that SBFP is a vital intervention for promoting learners' health and engagement. Based on these findings, an enhancement program was proposed to strengthen SBFP delivery, link nutrition with classroom practices, and foster holistic development among kindergarten learners.

Keywords: School-Based Feeding Program (SBFP); Body Mass Index (BMI); lesson engagement; academic performance; kindergarten learners; quasi-experimental design; enhancement program

Effects of Explicit Grammar Instruction on English Macroskills Accuracy



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A strong grammar foundation helps students communicate clearly across all macroskills, yet many Filipino learners still struggle due to inconsistent and limited grammar instruction. This study aimed to assess the effects of explicit grammar instruction on English macroskills accuracy of the Grade 8 classes for the School Year 2025 - 2026 at Alicia Technical Vocational High School. Specifically, it examined the respondents' profile, level of English macroskills accuracy, and pretest and post-test scores. A quasi-experimental method in a quantitative study was employed, using a researcher-developed test. A total of 85 students was chosen through purposive sampling, a non-probability sampling technique. Data were analyzed using statistical treatment such as paired sample t-test and independent sample t-test. Findings showed that students initially had low to moderate English macroskills accuracy, with comparable baseline performance across groups. Explicit grammar instruction led to significant improvement, while traditional teaching showed minimal gains, and no gender differences were observed. In conclusion, explicit grammar instruction significantly improves learners' accuracy, performance, and overall English macroskills. Grounded in Krashen's Monitor Theory, the study highlights that combining natural acquisition with explicit learning is an effective approach to enhancing language outcomes.

Keywords: English Macroskills accuracy, Effects, Explicit Grammar Instruction, English Teachers, independent sample t-test, paired sample t-test, Alicia, Bohol, Philippines

Gamification in the English Classroom: Assessing the English Proficiency of Grade 8 Students in Candijay National High School



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This study aimed to assess the effects of gamification on student English proficiency in the English classroom among Grade 8 students at Candijay National High School for the Academic Year 2025-2026. Specifically, it examined the respondents' profile, level of English proficiency, and pretest and post-test scores. A quasi-experimental method in a quantitative study was employed, using a researcher-developed test. A total of 110 students was chosen through purposive sampling, a non-probability sampling technique. Data were analyzed using statistical treatment such as paired sample t-test and independent sample t-test. Findings showed that students initially demonstrated moderate English proficiency, but improved significantly after gamification. The results confirmed a significant increase in scores, while no significant differences were found based on sex or age, indicating that the intervention benefited all learners equally. In conclusion, gamification enhances learners' motivation, participation, and overall learning experience, making it an effective instructional approach. Grounded in Landers' Gamified Learning Theory, it improves outcomes by both directly supporting learning and strengthening instructional design.

Keywords: Gamification, English Classroom, Assess, English Proficiency, Grade 8 students, independent sample t-test, paired sample t-test, Candijay National High School, Bohol, Philippines

Best Practices In Pedagogical Approaches and Content Knowledge among English Teachers in Camag Districts



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This study aimed to explore the best practices in pedagogical approaches and content knowledge among English teachers in Candijay, Alicia, Mabini, Anda and Guindulman Districts for the School Year 2025 – 2026, with the goal of proposing an enhancement measure. Specifically, it examined the respondents' practices of the key informants in terms of pedagogical approaches and content knowledge, how the best practices articulate and improve the teaching and learning process in terms of relevance, effectiveness and efficiency, and the challenges encountered by the key informants. A narrative inquiry in a qualitative study was employed, using a researcher-developed interview question. A total of 15 respondents were selected through purposive sampling. Data were analyzed using Lubov's Eight-Step Data Processing Procedure. Findings revealed that effective English teaching is largely learner-centered and interactive, supported by varied strategies and structured instruction that enhance student engagement and independence. Results further showed that while relevance, effectiveness, and efficiency improve learning outcomes, persistent difficulties in grammar and vocabulary limit students' communication skills. The study concludes that effective teaching relies on integrating content, pedagogy, and technology while engaging students through meaningful activities and supportive strategies. It recommends strengthening teachers' content mastery and promoting continuous professional development to address language challenges and improve instructional effectiveness.

Keywords: Best Practices, Pedagogical Approaches, Content Knowledge, English Teachers, Lubov's Steps, Candijay, Alicia, Mabini, Anda and Guindulman Districts, Bohol, Philippines

Instructional Material on Feminist Stylistics for 21st Century Literature among Senior High School in Dimiao District, Bohol



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This study examines the use of feminist stylistic devices in selected poems by Marjorie Evasco using Mills' (1995) feminist stylistics framework. The seven devices explored in this research were gender roles, fragmentation, description of body parts, description of clothes, cataloguing, objectification, and passivity. An instructional material was developed and administered to 100 Senior High School Humanities and Social Sciences students in Dimiao District, Bohol, to measure their ability to determine these features. The research design used was an exploratory sequential mixed-methods design, with qualitative analysis through a stylistic approach to feminism and Critical Discourse Analysis, and a quantitative approach to measure the extent of students' identification with the content and the suitability of the instructional material. The participants of the study included 100 Senior High School students from the Humanities and Social Sciences strand taking the subject 21st Century Literature from the Philippines and the World in selected public secondary schools of Dimiao District in the province of Bohol. The data-gathering instrument used in this study is a self-constructed 41-item instructional material tested through validity and reliability using Cronbach's Alpha. Findings revealed that the instructional material achieved high effectiveness rates, with 70% of learners attaining an Excellent overall score (28% Very Satisfactory and 2% Satisfactory). A detailed analysis of each attribute showed that body parts and fragmentation had the highest percentage of students (63% and 56% rating it as Excellent). In contrast, objectification was the least identified attribute but accounted for the greatest number of students answering with this attribute (23%). The study found a significant positive correlation between learners' age and their ability to identify attributes ($p = .000$), but did not find any significant relationship between learners' sex, school, and section. The 41-item instructional material exhibited good internal consistency (Cronbach's Alpha = 0.748) and provides evidence that the instructional materials are a valid and efficient method to teach feminist stylistics. Therefore, the instructional material can be integrated into the 21st Century Literature curriculum to help develop critical analytical skills in students.

Keywords: feminist stylistics, feminist linguistic analysis, Marjorie Evasco, instructional material, literary analysis

Pedagogical Competence of Grade 10 English Teachers and Its Influence on Learners' Academic Performance in the Division of Siquijor



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This study examined the pedagogical competence of Grade 10 English teachers and its relationship with learners' academic performance in the Division of Siquijor during School Year 2025–2026. The study utilized a mixed-method descriptive–correlational design. Quantitative data were obtained from Classroom Observation Tool (COT) of teachers and Grade 10 learners' English third quarter test scores, while qualitative data were gathered through teacher interviews. The respondents consisted of 22 Grade 10 English teachers and 1,274 learners from nineteen public secondary schools in the Division of Siquijor. Findings revealed that most teachers were female, within the mid-career stage, and had attended several professional trainings. Teachers demonstrated an outstanding level of pedagogical competence across content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. However, most learners did not meet expectations in their English examination performance. Statistical analysis showed that teachers' pedagogical competence had no significant relationship with learners' academic performance, indicating that other learner-related and contextual factors may influence achievement outcomes. The study concluded that although pedagogical competence is essential for effective instruction, it alone does not directly determine learners' academic success. The findings imply that continuous enhancement of teachers' pedagogical competence remains necessary to strengthen instructional quality and support learner development in the Division of Siquijor.

Keywords: pedagogical competence, English language teaching, academic performance, Grade 10 learners, teacher effectiveness, mixed-methods research, Siquijor Division

Medication Compliance and Hospitalization Experiences of Adult Patients with Chronic Diseases at Salvacion Oppus Yñiguez Memorial Provincial Hospital



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Adult chronic diseases are the primary cause of death and disability in the world. Medication compliance is important for controlling symptoms, lowering the chance of complications, and avoiding hospitalization. This study examined how adult patients with chronic diseases at Salvacion Oppus Yñiguez Memorial Provincial Hospital relate medication compliance to their hospitalization experiences. A qualitative case study method was used, which included an in-depth interview guided by semi-structured questions. A total of 15 participants with chronic diseases, currently admitted, and with a previous history of admission due to the same condition were selected. A thematic data analysis began after the interview data had been transcribed and organized. Findings revealed that poor income, education, and employment status contribute to poor medication compliance. The results showed that personal beliefs, financial constraints, distance to healthcare, use of traditional medicine, and lack of social support were common barriers to noncompliance. Furthermore, their hospitalization experiences gave participants new outlooks and helped them stick to their medication plan. This suggests that patient-focused approaches, such as health education, support plans, and stronger support networks, can improve medication compliance, thereby decreasing unnecessary hospital visits. These experiences can help healthcare providers deliver more effective, holistic care for adults with chronic diseases.

Keywords: Adult chronic diseases, medication compliance, hospitalization experiences, qualitative case study, Southern Leyte, Philippines

Burnout and Practice Environment Related to Quality of Care among Nurses in Garcia Memorial Provincial Hospital, Talibon, Bohol



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The study was born out of a desire to understand how nurses' mental and emotional well-being directly impacts the quality of care. Thus, this research aims to determine the relationship between burnout and the practice environment related to quality of care among nurses at Garcia Memorial Provincial Hospital, Talibon, Bohol. A non-experimental, quantitative correlational design was used; 60 respondents were selected via stratified random sampling. A standardized survey questionnaire was used as the primary data collection tool to ensure reliability. Findings reveal that most respondents were aged 18-39, female, married, with a Bachelor of Science in Nursing, with more than 10 years of experience, and assigned to different areas in the hospital. The results show that nurses experience slight burnout in the hospital. Another outcome showed that the quality of care is generally good, with an overall mean of 3.1947. Years of nursing experience show a significant relationship with the level of burnout, while other factors, such as age, sex, marital status, educational attainment, and department assignment shows no relationship. Moreover, age, sex, educational attainment, years of nursing experience, and department assignment were not associated with quality of care. The study concludes that burnout significantly affects the practice environment and quality of care among nurses at Garcia Memorial Provincial Hospital.

Keywords: Burnout, practice environment, quality of care, nurses, Garcia Memorial Provincial Hospital, Talibon, Bohol, Philippines

Quality of Nursing Service and Patient Satisfaction in District Hospitals of the Second Congressional District of Bohol



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Using a sample representative of district hospitals in the Second Congressional District of Bohol, Philippines, this study aimed to determine whether there is a correlation between nursing service quality and patient satisfaction. With Donabedian's Quality of Care Model, Watson's Theory of Human Caring, and Service Quality Theory as guiding principles, the study focused on the core, care, and cure components of nursing services. Specifically, the research endeavor focused on the core component of nursing services. A quantitative descriptive-correlational study was used to assess potential correlations among variables; however, we did not attempt to demonstrate causal relationships among them. A stratified random sampling method was used to select a sample of 300 patients admitted within 2 to 7 days during December 2025 and February 2026. To gather the required information, a survey questionnaire was used. Using this questionnaire, the patient profile, satisfaction level, and perceived quality of nursing services were investigated simultaneously. Descriptive statistics were used, including frequencies, percentages, and weighted averages. At the same time, the Mann-Whitney U test, the Kruskal-Wallis H test, and Spearman's rank-order correlation were applied for inferential analysis due to non-normal data distribution. Results generally indicated that nursing services were perceived as high quality across the three dimensions, with the cure aspect receiving the highest ratings. Additionally, patient satisfaction was generally high, particularly regarding nurses' competence. It was shown that there is a strong positive association between the quality of nursing services and patients' satisfaction. This finding suggests that a higher perceived level of service quality is associated with higher satisfaction. These findings served as the basis for proposing a clinical skills enhancement program to improve nursing service delivery further.

Keywords: Nursing service quality, patient satisfaction, descriptive-correlational design, Spearman's rho, district hospitals, Bohol, Philippines

Correlation Between Non-Communicable Disease Risk Factors and Health-Related Quality of Life Among Hospital Employees in Bohol



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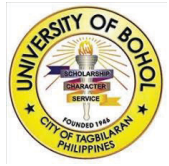
Research has shown that medical professionals and employees are increasingly at risk of developing noncommunicable diseases (NCDs), which negatively impact their health-related quality of life, giving rise to increased stress, burnout, and reduced general well-being. For this reason, this study examines the prevalence of non-communicable disease (NCD) risk factors and health-related quality of life (HRQoL) of 165 employees of District Three Hospitals in Bohol Province during the Fiscal Year 2026. Using a descriptive-correlational design, it also explores the relationship between respondents' demographics, the prevalence of NCD risk factors, their health-related quality of life, and the correlation between these variables. Using a descriptive-comparative design, it detects significant variances based on hospital employees' demographic profiles. Research shows a low prevalence of NCD risk factors and very good health-related quality of life. Age, civil status, and years of employment strongly influence both, with a negative, statistically significant relationship between the study's main variables. Consistent trends reveal marked variances in NCD risk factors and quality of life based on the aforementioned demographics. The results show the significance of targeted health promotion programs, emphasizing lifestyle enhancement and supporting work environments to enhance hospital employees' total well-being.

Keywords: Non-communicable disease risk factors, health-related quality of life, demographics, hospital employees

Knowledge and Preventive Self-Care Practices on Chronic Kidney Disease in Tagbilaran City, Bohol: Basis for Information Dissemination



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As the burden of chronic kidney disease (CKD) continues to rise globally, understanding public knowledge and preventive practices is essential. Thus, this study aims to determine the relationship between knowledge and preventive self-care practices regarding CKD among residents of Tagbilaran City, Bohol, Philippines. A quantitative descriptive-correlational design was used, and a total of 408 respondents were selected through stratified random sampling. Data was collected using a structured questionnaire. Findings showed that a large portion of respondents were aged 19-29, female, college graduates, single, non-poor, and from Barangay Cogon. Results revealed that 45.1% of the respondents had moderate knowledge and an overall fair level of preventive self-care practices. Results also showed a strong positive relationship between knowledge and preventive self-care practices. Age, highest educational attainment, monthly family income, and civil status were significantly related to knowledge. While age, sex, highest educational attainment, monthly family income, and civil status were shown to have a significant relationship with preventive self-care practices. Moreover, age, sex, educational attainment, poor or non-poor, rural or urban, and civil status were all shown to have statistically significant variances in both knowledge and preventive self-care practices. The study concludes that health education and dissemination programs should be targeted and community-based to improve overall knowledge and preventive practices.

Keywords: Nursing, chronic kidney disease (CKD), knowledge, preventive self-care practices, quantitative descriptive-correlational, Tagbilaran City, Bohol, Philippines

Maternal Mental Health, Feeding Practices, and Health-Seeking Behaviors and their Association with Stunting among Under-Five Children in Danao, Bohol



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This study examined the relationship between maternal mental health status, feeding practices, and health-seeking behavior, and their influence on child nutritional outcomes, particularly stunting, among 275 mother-child dyads. Utilizing a quantitative descriptive-correlational design, maternal mental health was assessed using the WHO Self-Reporting Questionnaire (WHO SRQ-20), while feeding practices and health-seeking behaviors were measured through researcher-made questionnaires aligned with IYCF guidelines. Findings revealed that maternal mental health status, feeding practices, and health-seeking behavior are significantly correlated. Respondents with better psychological well-being (SRQ 8) were more likely to demonstrate appropriate feeding practices and proactive health-seeking behaviors. Furthermore, significant differences were observed between mothers of stunted and non-stunted children, indicating that compromised maternal well-being and suboptimal caregiving practices are associated with poorer child nutritional outcomes. The study concludes that maternal mental health is a critical factor in caregiving capacity and child nutrition, emphasizing the need for integrated, mother-centered interventions.

Keywords: Community health nursing, maternal and child, Maternal mental health, child health and nutrition, stunting

Organoleptic Quality of Home-Made Chips as Influenced by Preparation Methods and Fortification Level of Kulitis (*Amaranthus viridis*) Chopped Leaves



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The increasing demand for nutritious and sustainable food products has prompted the exploration of locally available and underutilized plant resources for snack food development. Snack foods, particularly chips, are widely consumed due to their convenience and palatability; however, most commercially available products are characterized by high fat and sodium content and limited nutritional value. This study examined the feasibility of incorporating kulitis (*Amaranthus viridis*), a nutrient-dense leafy vegetable, into homemade chips and evaluated the effects of different preparation treatments on their sensory attributes. An experimental research design was employed utilizing four treatments that represented varying preparation methods of chopped kulitis (*Amaranthus viridis*) leaves incorporated into the chips. Sensory evaluation was conducted by thirty (30) evaluators composed of Hospitality Management students and Food Technology professors. A structured hedonic rating scale was used to assess appearance, aroma, taste, texture, and general acceptability. Descriptive statistics were applied to summarize the sensory scores, while one-way analysis of variance (ANOVA) at the 0.05 and 0.01 levels of significance was used to determine statistically significant differences among treatments. The results indicated that the different treatments significantly influenced selected sensory attributes of the kulitis (*Amaranthus viridis*) chips. Treatment B consistently obtained the highest mean scores for appearance, taste, texture, and overall acceptability. Statistical analysis revealed that Treatment B had a significant effect on appearance, taste, and texture, whereas no significant differences were observed in aroma across treatments. Treatment D demonstrated a significant effect on general acceptability, indicating its contribution to favorable overall sensory perception. The study concludes that kulitis (*Amaranthus viridis*) can be effectively utilized as a functional ingredient in homemade chip production without adversely affecting sensory quality when appropriate preparation methods are employed. The findings support the potential of kulitis (*Amaranthus Viridis*) based chips as a healthier snack alternative and provide a basis for future research on nutritional analysis, shelf life, and product commercialization.

Keywords: Kulitis (*Amaranthus viridis*), homemade chips, sensory evaluation, acceptability, functional ingredient

Teachers' Engagement in Professional Development and Their Professional Outcomes in Getafe Districts, Bohol



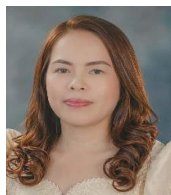
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Continuous Professional Development (CPD) is an essential mechanism for enhancing teachers' competencies and ensuring the delivery of quality education. This study examined the relationship between teachers' engagement in Continuous Professional Development (CPD) and their professional outcomes in the Getafe Districts, Bohol, particularly in terms of classroom effectiveness, community linkages, and ancillary roles. Anchored on Adult Learning Theory, Transformational Learning Theory, Theory of Planned Behavior, and Role Theory, the study employed a descriptive-correlational research design. Data were collected from 180 public elementary school teachers using a structured survey questionnaire and Classroom Observation Tool (COT) records. Descriptive and inferential statistical tools, including frequency, percentage, weighted mean, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation, were used to analyze the data. The research showed that teachers took part in CPD activities with moderate to high levels of commitment. Teachers showed high classroom performance, which they achieved through moderate community connections and their lesser involvement in other duties. The study results showed that teachers who participated in CPD programs demonstrated better professional outcomes than their non-participating peers. The study found that demographic factors affected both CPD participation and professional achievement in different ways. Based on the findings, a contextualized CPD intervention program was proposed to enhance teachers' sustained engagement in professional development and improve their professional outcomes within the district.

Keywords: Continuous Professional Development, Teacher Engagement, Classroom Effectiveness, Community Linkages, Ancillary Roles, Professional Outcomes

Online Reading Remediation Tool, Grade 3 Level, Taytay Elementary School, Getafe 2 District, Division of Bohol



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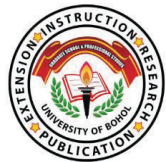
Reading skills are necessary for academic success, but despite its significance, reading comprehension remains a problem for many learners worldwide. This study examined the effectiveness of an online reading tool in enhancing the reading performance of the grade 3 learners during the school year 2025–2026. Utilizing a quasi-experimental quantitative design, the research compared an experimental group exposed to an online reading tool with a control group taught through traditional reading remediation methods. The study was conducted at Taytay Elementary School, Getafe 2 District to 42 grade 3 learners divided equally to experimental and control groups. The study complied with ethical criteria for research involving children. Through standardized Comprehensive Rapid Literacy Assessment (CRLA) materials on word recognition and comprehension skills tests, learners' reading performance was assessed through pre-test and post-test with data statistically analyzed. Statistical analyses confirmed that the experimental group outperformed the control group, particularly in the post-test, demonstrating the cumulative impact of the online reading app. Overall, the study concludes that an online reading tool is a viable, evidence-based approach to strengthening foundational literacy skills among young learners. By bridging research and pedagogy, an online reading app can serve as a transformative tool for improving literacy outcomes and fostering holistic learning experiences in the early years.

Keywords: Online Reading Tool, Reading Performance, Word Recognition Skills, Comprehension Skills, Quasi-Experimental Quantitative Design, Online Reading Tool Effectiveness, Taytay Elementary School, Getafe 2 District

Emotional Intelligence, Work-Life Balance, and Leadership Practices of School Heads in CAMAG Districts, Bohol, Philippines



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Emotional intelligence, the ability to perceive, manage, and utilize emotions, plays a crucial role in school leadership and maintaining work-life balance. This quantitative correlational study investigated the relationship between emotional intelligence, work-life balance, and leadership practices among school heads in Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG) Districts during the 2025–2026 school year. It also examined how demographic variables (age, sex, educational attainment, years of experience, position, school level, and school size) relate to these constructs. Data were collected from 65 school heads using validated questionnaires and analyzed through percentages, weighted means, Chi-Square Test and Spearman correlation. Findings revealed that school heads generally exhibited very high emotional intelligence, with self-awareness, motivation, empathy, and social skills being the strongest dimensions, while self-regulation, though lower, remained high. Work-life balance was rated high overall, with efficiency and effectiveness at work ranking highest and health and wellness initiatives lowest. Leadership practices were most intensively demonstrated across all dimensions, particularly in focusing on teaching and learning, with strategic leadership and developing self and others slightly lower yet still highly practiced. Age and years of experience significantly influenced emotional intelligence and leadership practices. Emotional intelligence showed strong positive correlations with both work-life balance and leadership practices, indicating that emotionally competent school heads manage personal and professional responsibilities more effectively, thereby enhancing leadership effectiveness.

Keywords: Educational Management, emotional intelligence, work-life balance, leadership practices, correlational research, Philippines

School Crisis Management In Talibon 1 District, Division of Bohol



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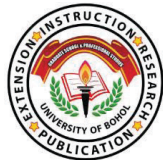
School crisis management, encompassing preparedness, crisis management processes, and response effectiveness, is a critical variable in ensuring safety, resilience, and continuity in educational institutions. This study assessed the level of school crisis management in Talibon I District, Division of Bohol, during the School Year 2025–2026. Employing a descriptive-correlational design, data were collected from 443 respondents, including teachers, school heads, SDRRM coordinators, and PTA officials. Results revealed that preparedness, crisis management processes, and response effectiveness were generally rated high, with notable strengths in planning and protocols, leadership readiness, decision-making, and the promotion of safety and well-being. However, gaps were identified in technical skills, consistency of implementation, and post-crisis recovery and reflective practices. Significant differences emerged when respondents were grouped according to position, while years in service correlates response effectiveness, and educational attainment showed no significant variation. Correlation analysis demonstrated strong relationships among preparedness, processes, and response effectiveness, indicating their interdependence in effective crisis management. The study concludes that school crisis management is a structured, system-driven practice shaped more by leadership capacity and experience than by academic qualifications. It recommends enhanced capacity-building initiatives, strengthened leadership development, increased stakeholder collaboration, and improved post-crisis recovery mechanisms. A comprehensive enhancement program is proposed to further strengthen school resilience and crisis management effectiveness.

Keywords: School Crisis Management, Preparedness, Crisis Management Processes, Crisis Response Effectiveness, Disaster Risk Reduction, School Safety, Leadership Readiness, Talibon I District

Teaching Strategies in Physical Education: A Quasi-Experimental Study



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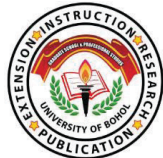
This study examined the effectiveness of traditional and non-traditional teaching strategies in Physical Education using a quasi-experimental research design. Specifically, it aimed to determine the profile of the respondents in terms of age and sex, compare the pre-test and post-test scores of students exposed to both teaching strategies, and identify whether significant differences exist in their performance. The study was conducted among 31 Senior High School students from the Humanities and Social Sciences (HUMSS) strand at San Isidro National High School during the School Year 2025–2026. A one-group quasi-experimental design was employed, wherein the same group of respondents was exposed to both traditional (teacher-centered) and non-traditional (cooperative learning and student-centered) teaching strategies. Data were collected using validated pre-test and post-test instruments. Statistical tools such as frequency, percentage, mean, standard deviation, Wilcoxon Signed Ranks Test, and Mann–Whitney U Test were utilized to analyze the data. Findings revealed that both teaching strategies significantly improved students' performance in Physical Education. However, the non-traditional teaching strategy resulted in higher and more consistent post-test scores, with all students achieving an “Outstanding” level of performance. Statistical analysis further confirmed a significant difference between the two approaches, favoring the non-traditional strategy ($p < 0.05$). These results indicate that student-centered and interactive teaching methods are more effective in enhancing students' engagement, participation, and learning outcomes in Physical Education. Based on the findings, it is recommended that educators adopt non-traditional teaching strategies to promote active learning and improve student performance. An action plan was also proposed to support the integration of innovative instructional practices in Physical Education.

Keywords: Teaching Strategies, Physical Education, Quasi-Experimental Study, Traditional Teaching, Non-Traditional Teaching, Cooperative Learning, Student Performance, Learning Outcomes

Health Practices and Wellbeing of Student-Athletes at BISU-Calape Campus, Calape, Bohol, Philippines



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The increasing demands placed on student-athletes highlight the importance of maintaining consistent health practices and well-being to support performance in both athletics and academics. This study investigated the health practices and well-being of student-athletes at BISU–Calape Campus during School Year 2025–2026, including their profile and the relationships among the variables. A cross-sectional research design was employed with 110 student-athletes selected through simple random sampling. Data were gathered using an adapted questionnaire based on Romen (2020), which underwent expert validation and pilot testing. Data were analyzed using frequency, percentage, weighted mean, Chi-square test, and Spearman's rank correlation. Findings revealed that health practices were “Frequently Practiced,” while well-being was at a “Very High” level. No significant relationship was found between profile variables and both health practices and well-being. However, a significant positive correlation existed between health practices and well-being. An action plan was proposed to address areas that need improvement among student-athletes.

Keywords: Health practices, Wellbeing, Student-athletes, BISU–Calape Campus, Cross-sectional research design, Spearman's rank correlation

English Memes: A Mixed-Method Study of Filipino Millennials and Gen Z



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The present study investigates internet memes as complex sociolinguistic and multimodal artifacts within the Philippine digital landscape. It explores the communicative practices, linguistic preferences, and generational identities of Filipino Millennials and Generation Z. This research addresses a significant gap in understanding how these cohorts utilize English-language memes to navigate social spaces and express group solidarity. A convergent parallel mixed-methods design was employed. Quantitative data were collected from 120 participants (60 Millennials and 60 Generation Z) through an online survey and a meme coding sheet, while qualitative data were obtained from 240 submitted meme samples. The analysis was grounded in Sociolinguistic Theory, Social Identity Theory, and Multimodal Discourse Analysis to examine the interplay between visual and textual elements. The findings indicate that hyperbole is the most prevalent figurative device, present in 41.7% of the analyzed memes, followed by irony at 29.2%. Both generations exhibit a high level of multimodal literacy, defined as the ability to interpret text, imagery, and cultural subtext simultaneously. The results further demonstrate that while both cohorts value memes as an emotional buffer against stressors such as inflation and academic pressure, Generation Z participants rely more extensively on specific TikTok slang and Taglish to construct an authentic digital identity. The study concludes that memes serve as essential communicative tools for identity construction and social maintenance among Filipino youth. Based on these findings, a Sociolinguistic Meme-Linguistic Guide is proposed to act as a cultural bridge between digital natives and immigrants, thereby fostering improved cross-generational understanding and digital citizenship.

Keywords: Internet Memes, Sociolinguistics, Filipino Millennials, Generation Z, Multimodal Discourse, Digital Communication

Khan Academy Mobile Application-Based Learning Assessment in Mathematics of SHS Students in Erico B. Aumentado High School, Ubay, Bohol



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The integration of technology in education plays a vital role in addressing learners' challenges and enhancing mathematics performance in the 21st century. This study evaluated the effectiveness of the Khan Academy mobile application in improving the mathematical skills of Grade 11 HUMSS students in Statistics and Probability. A quasi-experimental pretest-posttest non-equivalent control group design was employed at Erico B. Aumentado High School in Ubay, Bohol, involving 50 students who were equally divided into control and experimental groups. The experimental group used the Khan Academy mobile application as a supplementary learning tool, while the control group received conventional instruction. Data were collected using researcher-made, validated, and pilot-tested proficiency tests to ensure reliability and validity. Ethical considerations such as informed consent, voluntary participation, and confidentiality were strictly observed. Statistical analyses included frequency counts, percentages, paired and independent samples t-tests, and mixed-design (ANOVA). Results showed that both groups improved in their posttest scores; however, the experimental group demonstrated significantly higher gains than the control group. Findings further revealed that mobile-based learning enhanced student engagement, promoted self-paced learning, and improved conceptual understanding of statistical concepts. A significant difference was also found between the performances of the two groups, favoring the experimental group. The study concludes that the Khan Academy mobile application is an effective instructional tool for improving students' mathematical proficiency and supporting meaningful integration of technology in secondary mathematics education.

Keywords: Mathematics Education, mobile learning, Khan Academy, academic performance, quasi-experimental design, Ubay, Bohol, Philippines

A Comparative Study on the Use of Integer Tiles and Traditional Method in Operating Integers among Grade 7 Learners in Canlaas High School, Antequera, Bohol



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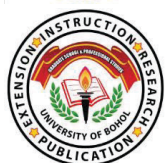
Grade 7 learners often struggle with integer operations because of the abstract nature of negative numbers, which are essential to advanced mathematics. This study evaluated the effectiveness of Integer Tiles in improving computational skills among 36 Grade 7 students at Canlaas High School during the 2025–2026 school year. A quasi-experimental, pretest-posttest, matched-group design was used; students were divided into an experimental group (using Integer Tiles) and a control group (traditional instruction). Three 20-item tests were administered and analyzed using means and percentages, the Pearson chi-square test, the Wilcoxon Signed-Rank test, the independent-samples t-test, and a Mixed-Design ANOVA. Results showed that the experimental group achieved significantly higher post-test scores ($p < .05$), while the control group showed minimal improvement. No significant relationships were found between performances and age or household income ($p > .05$). A mixed-design ANOVA revealed significant improvements within the experimental group and notable differences between the two groups. Overall, Integer Tiles proved to be an effective and practical tool for enhancing students' understanding and skills in integer operations.

Keywords: Manipulative, Integer Tiles, quasi-experimental design, Integer operations, computational skills, Grade 7 learners

Self-efficacy in Relation to Civic-mindedness Among High School Student Leaders, San Miguel District, Bohol



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Understanding how self-efficacy influences civic-mindedness is essential in developing effective student leaders. This study assessed the levels of self-efficacy and civic-mindedness among high school student leaders in San Miguel District, Bohol, during the 2025–2026 academic year and examined their relationships and implications for leadership development. Specifically, it analyzed demographic profiles, levels of self-efficacy and civic-mindedness, relationships among variables, their correlations, and differences across leadership positions. A quantitative descriptive-correlational design was employed using a modified and validated questionnaire administered to 56 student leaders selected through proportionate stratified random sampling. Ethical standards were upheld through informed consent, confidentiality, anonymity, and voluntary participation. Findings revealed very high self-efficacy across leadership dimensions and very high civic-mindedness in both civic attitude and behavior. No significant relationship was found between demographic variables and self-efficacy; however, civic-mindedness was significantly associated with age, grade level, and leadership position. A significant positive correlation between self-efficacy and civic-mindedness was identified. Further analysis showed that self-efficacy was positively related to civic behavior and overall civic-mindedness, but not to civic attitudes alone. While self-efficacy did not vary across leadership positions, civic-mindedness did. The study concludes that stronger self-efficacy contributes to greater civic-mindedness and recommends enhancing student leadership development programs through mentoring, values formation, community-based engagement activities, and continuous leadership capacity-building.

Keywords: Education, self-efficacy, civic-mindedness, demographic profiles, student leadership development program, quantitative descriptive-correlational, Bohol, Philippines

Points-and-Rewards Gamification Strategy: A Quasi-Experimental Approach in Teaching Mathematics



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This study addressed the need for innovative instructional strategies to enhance students' engagement and academic performance in Mathematics, particularly among Grade 7 learners who often demonstrate limited mastery of fundamental concepts. It aimed to determine the effectiveness of the Points-and-Rewards Gamification Strategy in improving students' academic performance in Mathematics. A quasi-experimental research design utilizing a non-equivalent control group pretest–posttest approach was employed, involving 59 Grade 7 students at Payao National High School in Payao, Duero, Bohol. The respondents were assigned into control and experimental groups based on aptitude test results to ensure comparable ability levels. The experimental group received gamified instruction through structured collaborative tasks and race quiz challenges, while the control group was taught using conventional teacher-centered methods. Data were collected using validated pretests and posttests across three instructional modules and were analyzed using frequency, percentage, Wilcoxon Signed-Rank Test, Friedman Test, Spearman's rho, and Chi-Square Test. Findings revealed that although both groups exhibited comparable pretest performance, the experimental group significantly outperformed the control group in posttests and demonstrated more consistent achievement across the three trials. The study concludes that the Points-and-Rewards Gamification Strategy is an effective approach in enhancing students' engagement and academic achievement in Mathematics.

Keywords: Points-and-Rewards Gamification, Mathematics Education, Academic Performance, Quasi-Experimental Design, Student Engagement, Payao National High School, Payao Duero Bohol

Quiz-Based Game Strategies: A Quasi-Experimental Study among Grade 8 Students in Pandanon High School, Pandanon, Getafe, Bohol



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Quiz-based game strategies transform mathematics learning into an engaging and interactive experience where achievement is reflected in students' academic performance. This performance serves as an important indicator of educational success and a predictor of students' future academic and career opportunities. This study examined the differences in post-test results between the control and experimental groups, highlighting the effects of traditional instruction compared to interactive, game-based learning. Conducted among Grade 8 students of Pandanon High School for the school year 2025–2026, the study involved 46 participants equally divided into control and experimental groups, with balanced sex distribution and a majority coming from lower-income households. A quasi-experimental research design was employed, and both descriptive and inferential statistical tools were used to analyze the data. Pre-test results revealed that both groups had generally low to moderate proficiency levels, although the experimental group showed slightly higher initial performance. After the intervention, both groups improved, but the experimental group demonstrated significantly greater gains in both proficiency levels and mean scores. Statistical analysis confirmed that these improvements were significant in favor of the experimental group, highlighting the effectiveness of quiz-based game strategies in enhancing mathematics learning outcomes.

Keywords: Quiz-based game strategy, Mathematics learning, Academic performance, Game-based learning, Traditional instruction, Interactive learning, Quasi-experimental design

Tuxmath Game-Based Instruction in Teaching Arithmetic among Grade 7 Students, Mayor A. R. Tuazon Nat'l Sch. Of Fisheries, Calape, Bohol



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Persistent difficulties in arithmetic remain a major challenge among Grade 7 students in low-resource educational settings, affecting their mastery of foundational mathematical skills. This study aims to determine the effectiveness of TuxMath game-based instruction in improving arithmetic performance compared to traditional teaching methods. A quasi-experimental matched-group design was employed at Mayor A. R. Tuazon Nat'l Sch. of Fisheries in Calape, Bohol. The study involved 90 Grade 7 students assigned to control and experimental groups based on pretest equivalence. Data were gathered using validated arithmetic assessments covering addition, subtraction, multiplication, and division. Ethical standards, including informed consent, voluntary participation, and confidentiality of student data, were strictly observed. Results showed that the experimental group achieved significantly higher posttest scores across all arithmetic domains. The group demonstrated greater improvement in performance compared to the control group, which showed only minimal gains. No significant relationship was found between demographic variables and students' arithmetic performance. These findings indicate that the effectiveness of the intervention was consistent across different student profiles. The study concludes that TuxMath game-based instruction is an effective and accessible instructional approach for improving arithmetic performance and supporting learning engagement in resource-constrained classrooms.

Keywords: Mathematics education, arithmetic performance, game-based instruction (TuxMath), quasi-experimental design, Grade 7 students, Calape, Bohol, Philippines

Teachers' Self-Efficacy and Challenges in Implementing the Enhance Kindergarten Blocks of Time, Ubay Districts, Bohol



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Teachers' self-efficacy and implementation challenges in the Enhanced Kindergarten Blocks of Time (EKBT) are essential factors in improving instructional effectiveness and ensuring successful program delivery through appropriate institutional support. The purpose of the study is to examine the self-efficacy of kindergarten teachers and the challenges they encountered in implementing EKBT in the Ubay Districts, Bohol, during the school year 2025–2026. The study utilized a quantitative descriptive comparative and correlational design, with a total of 58 respondents. The data were gathered through a validated survey instrument and were analyzed using weighted means, Pearson-chi-square, and Spearman's rho. Findings revealed that the teachers demonstrated a high level of self-efficacy in performing their instructional roles, particularly in managing classrooms, engaging learners, and applying instructional strategies. In terms of challenges, the overall extent was low; however, demands emerged as the most evident concern compared to other factors such as control, support, and role clarity. Statistical analysis further showed a significant negative relationship between teachers' self-efficacy and the challenges they encountered, indicating that higher self-efficacy is associated with fewer perceived difficulties in EKBT implementation. The results underscore the importance of strengthening teachers' instructional competencies and providing sustained institutional and administrative support.

Keywords: Teacher self-efficacy, Enhanced Kindergarten Blocks of Time (EKBT), kindergarten teachers, Implementation challenges, Instructional strategies, Classroom management, Early childhood education, Ubay Districts Bohol

Bridging the Strategy-Execution Gap: A Narrative Review of Administrative Effectiveness and Sustainability in Philippine Local Governance Consultancy



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The decentralization of Philippine local governance has intensified the demand for sustainable consultancy programs, yet a persistent strategy-execution gap remains a critical barrier to institutional impact. This study evaluates the administrative effectiveness of middle management at the Center for Local Governance and Professional Development (CLGPD) through the lens of Dynamic Capabilities and Kapwa Theory. Utilizing an explanatory sequential mixed methods design with 120 middle managers, the research investigates how strategic planning quality and data-driven decision-making influence program implementation success and institutional sustainability, particularly when moderated by the cultural construct of Pakikipagkapwa (relational trust). Quantitative analysis via ordinal logistic regression and qualitative insights from semi-structured interviews reveal that while technical administrative competence significantly predicts implementation success, long-term sustainability is fundamentally dependent on high levels of relational trust. The findings suggest that bridging the strategy-execution gap requires a dual approach that harmonizes rigorous management protocols with indigenous socio-cultural values. Ultimately, this research proposes an “Integrated Sustainable Strategic-Execution Framework” to optimize consultancy operations, contributing to the global advancement of UN Sustainable Development Goals 16 and 17 by fostering effective, accountable, and transparent institutions through resilient, trust-based partnerships in the Philippine local governance sector.

Keywords: Administrative Effectiveness, Strategic Planning, Decision-Making, Program Implementation, Institutional Sustainability, Pakikipagkapwa, Middle Management, Local Governance, Strategy-Execution Gap, Mixed Methods Research, SDG 16 (Target 16.6: Develop effective, accountable, and transparent institutions), SDG 17 (Target 17.17: Encourage and promote effective public, public-private, and civil society partnerships)

A Comprehensive Assessment of Transparency, Accountability, and Citizen Participation in Antipolo’s Healthcare Governance



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This study examined the institutionalization of transparency, accountability, and citizen participation (TACP) in the healthcare governance of Antipolo City. Anchored on Participatory Governance Theory, Institutional Theory, Systems Theory, Stakeholder Theory, and Filipino concepts such as Bayanihan and Kapwa, the study explored how governance practices shape stakeholder perceptions and participation within local healthcare systems. A mixed-methods design was employed, integrating survey data from healthcare providers and beneficiaries with qualitative interviews. Findings revealed that respondents generally perceived healthcare governance as moderately transparent and functional across budgeting, project implementation, expenditures, and performance monitoring. Inferential analysis showed significant differences in governance ratings between healthcare providers and beneficiaries, particularly in perceptions of transparency and accountability. Significant variations were likewise observed when respondents were grouped by sex under both controlled and uncontrolled conditions. Correlation analysis further revealed significant associations between demographic variables and perceptions of governance among selected respondent groups. Qualitative findings highlighted persistent concerns related to information asymmetry, centralized decision-making, weak accountability mechanisms, tokenistic participation, and limited citizen empowerment. The study proposed a Health Governance Transparency Program emphasizing participatory accountability, stakeholder engagement, and institutional transparency. Findings contribute to the healthcare governance literature and support reforms aligned with the implementation of Universal Health Care and the Sustainable Development Goals 3, 16, and 17.

Keywords: Transparency, Accountability, Citizen Participation, Healthcare Governance, Public Administration, Local Government Units (LGUs), Universal Health Care (UHC), Mixed Methods Research, Participatory Governance, Institutional Theory, Systems Theory, Stakeholder Theory, New Public Management, Health Policy, Governance Reform, Antipolo City, Philippines

Entrepreneurial Training and MSME Performance: A Narrative Literature Review on Competitiveness, Innovation, and Sustainability



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Micro, Small, and Medium Enterprises (MSMEs) are vital contributors to economic growth, employment generation, and poverty alleviation, particularly in developing economies such as the Philippines. Despite their importance, MSMEs often face challenges related to limited resources, managerial capacity, and market access. Entrepreneurial training programs (ETPs) have therefore emerged as strategic interventions to enhance MSME performance by equipping entrepreneurs with essential skills in financial management, marketing, innovation, and digitalization. The primary purpose of this study is to synthesize theoretical and empirical evidence on the impact of entrepreneurial training programs on MSME performance, competitiveness, and sustainability. Anchored on Human Capital Theory and the Resource-Based View (RBV), the study examines how training builds managerial capabilities and entrepreneurial competencies that serve as intangible assets for sustained competitive advantage. Methodologically, the study employs a narrative literature review, integrating findings from randomized controlled trials, quasi-experimental studies, and contextual analyses across Asia, Africa, and Latin America. Results indicate that entrepreneurial training programs consistently improve MSME outcomes in financial management, operational efficiency, and innovation, while fostering competencies such as opportunity recognition, risk management, and strategic agility. However, methodological weaknesses—including small sample sizes, reliance on self-reported data, short-term evaluation horizons, and sectoral or gender biases—limit the robustness of causal claims. In conclusion, the literature affirms that entrepreneurial training positively influences MSME performance, but effectiveness depends on program design, contextual tailoring, and competency-building as mediating pathways. Future research should adopt longitudinal mixed-methods designs to capture both quantitative outcomes and qualitative behavioral changes, with attention to sectoral differences, gender responsiveness, and integration of digitalization and psychological constructs.

Keywords: Entrepreneurial Training, MSME Performance, Human Capital Theory, Resource-Based View, Competitiveness, Innovation, Continuous Improvement, Gender Responsiveness, Digitalization, SDG 8 (Decent Work and Economic Growth – Target 8.3), SDG 9 (Industry, Innovation, and Infrastructure – Target 9.3), SDG 11 (Sustainable Cities and Communities – Target 11.a)

Competence Level of Social Sciences Teachers in Promoting Cultural Awareness and Heritage Preservation



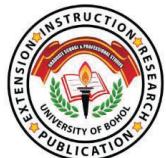
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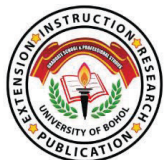
Culture and heritage are vital assets that sustain and distinctly identify a society, making their appreciation and preservation through education essential. This study examined the competence level of Social Sciences teachers of Senior High School public schools in Tagbilaran City Division in integrating local culture and heritage into the Understanding Culture, Society, and Politics (UCSP) subject in to promote cultural awareness and heritage preservation. Using a mixed-methods explanatory-sequential design, the study employed a triangulation approach involving students, Social Sciences teachers, and school heads. Data were gathered through researcher-made survey questionnaires and semi-structured interviews, both of which underwent pilot-testing and validation. Results revealed that teachers demonstrated a very satisfactory level of competence in pedagogical approaches for cultural awareness integration, as assessed by both students and teachers. However, documentation and transmission were identified as the weakest areas for the extent of heritage preservation. Notably, no significant correlation was found between teachers' competency in integrating cultural awareness and the extent of heritage preservation. Scarcity of resources and limited training were the primary challenges constraining teachers' effectiveness. The study recommends targeted trainings on localization and resource development, alongside direct teacher involvement in cultural activities, to strengthen pedagogy and advance both cultural awareness and heritage preservation efforts.

Keywords: social sciences, competence level, cultural awareness, heritage preservation, localization, contextualization, explanatory-sequential design, Tagbilaran City, Philippines

A Mixed-Method Inquiry on Community Knowledge, Attitudinal Orientations, and Practices Toward Protected Area Policies in the Chocolate Hills, Bohol, Philippines



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Protected areas are essential for biodiversity conservation, ecological balance, and sustainable development. This study examined the knowledge, attitudes, and practices (KAP) of residents and implementers regarding conservation policies in the Chocolate Hills Natural Monument. A convergent mixed-methods design was employed, using a validated modified KAP questionnaire and a semi-structured interview. Stratified random sampling selected 500 respondents across six municipalities, and purposive sampling identified 5 key implementers. Quantitative data were analyzed using frequency distributions, weighted mean, Spearman's rho, Kruskal-Wallis, and regression test, while qualitative data were analyzed thematically; both were then merged to generate integrated conclusions. Results showed that respondents generally demonstrated moderate-to-high knowledge, positive attitudes, and acceptable conservation practices. Knowledge and attitudes were significantly correlated with practices, supporting the KAP framework, while demographic variables such as education, town, and years of residency were significantly associated with KAP levels. Qualitative findings revealed that lived experiences, livelihood dependence, land ownership issues, and tourism pressures shaped residents' responses. Key implementers also played a central role in shaping perceptions and translating policies into collective action. This concludes that residents' conservation practices are shaped by knowledge, attitudes, strengthened by education, community ties, and responsive local policies. Strengthening the environmental awareness program and participatory governance mechanisms is recommended to enhance sustainable conservation efforts within protected areas.

Keywords: protected areas, environmental knowledge, community attitudes, conservation practices, convergent mixed-method, KAP Model, CHNM

Beyond Intergenerational Responsibility: A Socio-Legal Assessment of Granting Legal Rights to Nature under Philippine Environmental Law



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Evaluating the constraints of existing environmental statutes in the Philippines, this study contends that viewing nature strictly as human property is insufficient to prevent major ecological degradation. While landmark rulings such as *Oposa v. Factoran* safeguard the environment for future human generations, this research advocates for a transition toward the "Rights of Nature" paradigm. This model confers legal personhood upon ecosystems, recognizing their intrinsic right to survive, flourish, and restore themselves. This study undertakes a critical assessment of foundational frameworks, landmark jurisprudence, and pending legislative measures, while ensuring the preservation of ethical safeguards to uphold the integrity of indigenous cultural representation. Employing a qualitative doctrinal and comparative legal analysis on the legal frameworks of Ecuador, Colombia, and New Zealand, nations that have integrated nature's rights and designated indigenous groups as custodians, this research outlines viable avenues for domestic policy reform. It further explores how integrating indigenous traditions with the Writ of Kalikasan and proposed measures like Senate Bill 143 and House Bill 4420 can provide nature with standing in legal proceedings. Ultimately, this study offers a strategic roadmap for refining the Philippine judicial system, illustrating that a fusion of indigenous wisdom and the "Rights of Nature" will establish a stronger and more sustainable environmental framework.

Keywords: Environmental Law, Rights of Nature, Doctrinal Legal Research, Biocultural Rights, Philippine Jurisprudence.

Lived Experiences of Children Living with Extended Family



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The worldwide context of families is usually nuclear structured as the primary care unit. Due to increasing prevalence of reasons such as labor migration, as well as personal and psychological needs, family structures have evolved to include the extended family. Using a phenomenological qualitative design, this study explores the lived experiences of twenty (20) children, specifically adolescents aged 13 - 17, living with extended family. In comparison, 10 children have a parent who is an overseas worker, and the other 10 children have a separated or married parent, in Bilar, Bohol, Philippines. The objective of the study was to understand how these adolescents perceive their living arrangements, the effects on all aspects of their health, perception of life through motivation, aspiration, coping mechanisms, and overall well-being while living with their extended family. The Data was gathered through semi-structured interviews and analyzed using thematic analysis. The results revealed various themes, which were categorized as follows: Adaptive Resilience, characterized by adjustment and normalization; Kinship Care Dynamics, characterized by parental figures and holistic support; Gratitude-rooted Motivation, characterized by a strong desire to succeed and family-centered ambition; and Values Development, characterized by self-reliance and behavioral molding. The study generated the “Theory of Adaptive Companionship,” highlighting that children can adapt to their family structure over time. Additionally, 16 out of 20 children found motivation and aspirations in looking forward to helping their extended family after they finish their studies. In conclusion, the study demonstrates that the Filipino extended family serves as a resilient structure that mitigates the trauma of parental absence, supplements the children’s needs, and fosters motivation and self-reliance among them.

Keywords: Social Science, Lived Experiences, Children Living with Extended Family, phenomenological qualitative design, Bohol, Philippines

The Relationship Between Parental Involvement and Academic Performance of Multigrade Learners in Antequera District, Bohol



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Parental involvement is widely recognized as a key factor influencing learners’ academic performance in multigrade schools. This study aimed to examine the relationship between parental involvement and academic performance of multigrade learners in the Antequera District, Bohol. Using a quantitative cross-sectional descriptive–correlational with comparative analysis design, the study was conducted in six multigrade schools with a population of 154 learners living with both biological parents, from which 140 were sampled. Data were gathered through the Parental Involvement Questionnaire–Elementary by Grover, with adherence to research ethics. Findings revealed that most respondents were 8–9 years old (37.1%), predominantly female (57.9%), and from low-income households where fathers were often laborers (22.1%), and mothers were unemployed (35.0%). Mothers demonstrated high involvement in parenting and moderate engagement in communication and school activities, while fathers showed high parenting involvement but low-to-moderate participation in school-based practices. Academic performance indicated that 54.3% in Language and 40.7% in Mathematics did not meet expectations, with few achieving “Outstanding” ratings. Maternal involvement significantly correlated with performance in Language, Mathematics, and overall averages, while paternal involvement correlated positively only with Mathematics. Child’s sex, school context, and class arrangement were associated with involvement levels, but household income did not. In conclusion, this quantitative cross-sectional descriptive–correlational with comparative analysis study in Antequera District, Bohol, highlights parental involvement as a critical variable influencing multigrade learners’ academic performance, underscoring the importance of maternal engagement in language and mathematics outcomes.

Keywords: parental involvement, academic performance, multigrade learners, multigrade education

The Influence of Bibliotherapy Towards the Emotional and Mental Health of College Students



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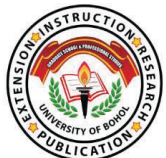
Bibliotherapy has a significant impact on improving the emotional well-being and mental health of college students. This study employed a descriptive regression design to determine the influence of bibliotherapy on the emotional health and mental health of college students in Davao del Sur. A total of 199 college students were identified as respondents through a quota sampling technique. The data were gathered using a structured questionnaire developed by the researcher, which passed content validity and internal consistency tests. Mean and simple linear regression analysis were employed to analyze the data. The findings showed that college students' level of perception towards bibliotherapy, emotional health, and mental health was very high. Bibliotherapy was described as strongly agree, with enhancing empathy receiving the highest rating and improving coping skills the lowest, both still categorized as strongly agree. Moreover, emotional health also garnered a very high perception, with emotional resilience achieving the highest rating and emotional expression the lowest, yet both remained within the strongly agree category. Similarly, mental health was rated very high, with psychological well-being receiving the highest rating and cognitive clarity the lowest, both still falling under the strongly agree category. Based on the results, it is recommended that academic institutions strengthen support for bibliotherapy by providing adequate resources to advance emotional and mental health initiatives.

Keywords: Library and Information Science, Bibliotherapy, Emotional and Mental Health, Correlations, Philippines

Contextualized Teaching Approaches among Junior High School Araling Panlipunan Students, Tagbilaran City: A Quasi-Experimental Study



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This study examined the academic performance of Grade 7 students in Araling Panlipunan using contextualized teaching approaches in Tagbilaran City. A quasi-experimental research design was employed, involving 64 students divided equally into control and experimental groups. Pre-test results revealed that both groups initially performed at a low level, with the majority of students classified under "Did Not Meet Expectations," indicating comparable baseline performance. Following the implementation of the instructional interventions, both groups showed slight improvements in post-test performance. The experimental group consistently obtained higher mean scores than the control group across the three instructional trials. However, statistical analysis at the 0.05 level of significance revealed that these differences were not statistically significant. Further analysis indicated that profile variables such as sex and household monthly income did not have a significant effect on students' post-test performance. Notably, a significant variance in performance across the three instructional trials was observed, reflecting fluctuations in students' learning outcomes over repeated instructional exposures. The findings suggest that while contextualized teaching may contribute to gradual improvements in academic performance, its effects were not statistically significant within the short duration of the intervention. The significant variation across trials highlights the dynamic nature of the learning process and the importance of sustained instructional implementation. The study therefore recommends the continued use and further investigation of contextualized teaching approaches over a longer period to achieve more substantial and measurable learning gains.

Keywords: Contextualized Teaching, Academic Performance, Araling Panlipunan, Quasi Experimental Design, Grade 7 Students

Social Responsibility and Employability Skills among Senior High School Students, Biking, Technical Vocational High School, Dauis, Bohol



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This study examined the social responsibility and employability skills of Senior High School students after completing the Work Immersion Program. It aimed to determine the levels of these variables and assess their relationship and differences when grouped according to students' profile. A survey design was employed. The research was conducted at Biking Technical Vocational High School in Dauis, Bohol, involving 123 Senior High School students assigned to industry partners. Data were collected using a modified questionnaire and performance evaluation reports. Findings showed that students demonstrated a high level of social responsibility in terms of respect, accountability, adherence to workplace ethics, and community awareness. Their employability skills were rated from satisfactory to very satisfactory in terms of quality of work, job knowledge, productivity, and interpersonal relations. Academic strand was found to have a significant relationship with both social responsibility and employability skills, suggesting that students' specialization influences their development. Students demonstrated positive workplace behavior and competence after immersion. The study concludes that the Work Immersion Program effectively enhances social responsibility and employability skills. It is recommended to strengthen programs that promote accountability, align placements with academic strands, and ensure continuous monitoring, evaluation, and support.

Keywords: Education, work immersion, social responsibility, employability skills, descriptive-normative survey, Bohol

Interactive Learning Strategies in Teaching Araling Panlipunan among Grade 8 Students of Calape National High School: A Quasi- Experimental Study



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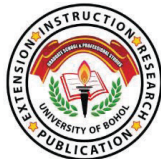
Teaching Araling Panlipunan becomes more meaningful when learners are actively thinking, participating, and connecting lessons to real-life scenarios. This study investigated the effectiveness of interactive learning strategies, particularly scenario-based learning and gamification, in teaching Araling Panlipunan among the Grade 8 students of Calape National High School during the School Year 2025- 2026. Using a quasi-experimental, nonequivalent groups pretest–posttest design, the participants were 80 Grade 8 learners from two intact, heterogeneous sections, with 40 assigned to the experimental group and 40 to the control group. Researcher-made and validated 20-item pretests and posttests, aligned with Quarter 4 competencies, were utilized to gather data. Pretest results showed that both groups had generally low and comparable baseline performance. The experimental group, however, demonstrated greater improvement in posttest scores, with an average posttest score of 15.2995 (mean gain of 7.7500), compared with the control group's 14.2830 (mean gain of -5.55). Chi-square tests revealed no significant relationship between sex or household income and post-test performance. In contrast, a statistically significant difference in posttest scores between the two groups confirmed the effectiveness of interactive learning strategies in enhancing Grade 8 learners' performance in Araling Panlipunan.

Keywords: Araling Panlipunan, interactive learning strategies, quasi-experimental, scenario-based learning, gamification, Grade 8, Philippines

Learning Styles in Relation to Reading Comprehension and Writing Skills among Grade 7 Students in Pilar District



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Students exhibit varied learning styles, which may influence literacy outcomes. This study examined the relationship among Learning Styles, Reading Comprehension, and Writing Skills among Grade 7 students in Pilar District, Bohol, during School Year 2025-2026. A descriptive-correlational design was employed involving 237 respondents selected through simple random sampling from a population of 611. Data were gathered using Reid's Perceptual Learning Style Preference Questionnaire, the Philippine Informal Reading Inventory (Phil-IRI), and a CEFR-based writing rubric. Data were analyzed using descriptive statistics, Spearman rho correlation, and regression analysis. The results revealed that learners predominantly preferred a bimodal Auditory-Individual Learning Style. Most students were at the independent reading level and Approaching Proficiency in writing. A significantly strong relationship was found between reading comprehension and writing skills. However, learning styles showed weak, generally non-significant relationships with literacy outcomes, except for a minimal influence of group learning. Age showed no significant differences, whereas sex indicated significant differences in reading and writing skills. The study concludes that cognitive and experiential factors more strongly influence literacy development than learning style preferences. It recommends differentiated, literacy-integrated instruction to strengthen learners' reading and writing performance, thereby improving instructional design and student literacy outcomes in public schools.

Keywords: Learning Styles, Bimodal Learning, Reading Comprehension, Writing Skills, Literacy Performance, Descriptive-Correlational Study, Grade 7 Students, Pilar District

Resilience of the Dubai Real Estate Market and Its Implications on Brokerage Firm Performance: An Analysis of Market Recovery Drivers and Their Influence on Agent Productivity and Financial Outcomes



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This study examines the resilience of the Dubai real estate market and its implications on brokerage firm performance, with particular focus on operational efficiency and marketing effectiveness. The research investigates two key mechanisms: (1) integrated operational workflows and (2) administratively verified property advertisements. A quantitative, practice-based research design is proposed to evaluate how these factors influence transaction speed, lead quality, agent productivity, and financial outcomes. Drawing on international literature and industry practices, the study argues that workflow integration reduces transaction delays by improving coordination across marketing, sales, and administrative processes. Similarly, administrative verification enhances information accuracy, reduces information asymmetry, and improves the quality of sales leads. These mechanisms collectively contribute to higher conversion rates and improved financial performance. The study concludes that brokerage firms in Dubai can strengthen resilience by aligning operational systems with marketing strategies, emphasizing process integration and data accuracy. The findings provide practical implications for brokerage management and contribute to the growing body of literature on real estate performance in emerging global markets.

Keywords: Financial Management, Real Estate Brokerage, Market Resilience; Operational Efficiency, Lead Quality, Dubai

Narrative Literature Review: Cost Structures and Affordability of Housing Rentals in Antipolo



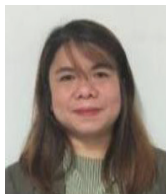
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This narrative literature review evaluates the financial cost structures and affordability of urban housing rentals, focusing on the peri-urban corridor of Antipolo, Philippines. By synthesizing local and international evidence, the paper explores the critical interplay between household income, transparent rental costing, and policy enforcement. The review identifies a significant “housing gap” of 6.66 million units and highlights that traditional 30% income-to-rent thresholds are frequently breached by low- and middle-income households. Unlike systematic reviews, this narrative approach provides a descriptive and critical overview of how “Aggregated Subsidies” and Strategic Management Accounting (SMA) practices can optimize investment viability while maintaining tenant stability. The study identifies key research gaps in localized, city-level costing and the management of informal rental markets. Ultimately, the paper proposes a practice-based framework for private developers to bridge the gap between financial feasibility and social responsibility.

Keywords: Housing Affordability, Rental Cost Structures, Antipolo, Practice-Based Research, Financial Management, Strategic Management Accounting, Sustainable Urbanization, Formal vs. Informal Markets, SDG 11: Sustainable Cities and Communities (Target 11.1), SDG 1: No Poverty (Target 1.4), Urban Development, Tenant Protection

Financial Governance and Digital Transformation in the Direct Selling Industry: A Mixed-Methods Inquiry into Dealer Compliance and Operational Resilience



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This narrative literature review explores the complex interplay between financial governance, digital transformation, and cultural moderation, specifically within the context of the direct-selling industry in emerging markets. As global economic volatility increases, organizations are pressured to adopt structural accountability mechanisms that align with international standards such as COSO and the Sarbanes-Oxley Act. However, this study argues that the success of such initiatives is not purely technical. By synthesizing diverse scholarly works, this review identifies a significant “practice-based” gap where formal governance systems intersect with localized human behavior. Grounded in Agency Theory and the Technology Acceptance Model (TAM), the paper evaluates how digital tools like real-time analytics and cloud-based accounting serve as catalysts for operational resilience. Crucially, the research highlights the moderating role of indigenous Filipino values—specifically Kapwa (shared identity) and Ginhawa (well-being)—and relational frameworks like Guanxi in Asian business environments. The findings suggest that while structural-economic domains provide the necessary oversight, socio-cultural factors dictate the actual implementation effectiveness. This paper contributes to the academic discourse by proposing a holistic model that integrates technological innovation with cultural intelligence. This approach directly supports the United Nations Sustainable Development Goals, specifically focusing on fostering innovation (SDG 6) and building transparent, accountable institutions (SDG 16). The review concludes that sustainable organizational resilience in the Philippine direct-selling sector requires a shift from purely transactional governance to a relational, culturally-embedded framework that leverages digital capabilities to secure institutional integrity.

Keywords: Financial Governance, Digital Transformation, Operational Resilience, Narrative Literature Review, Practice-Based Perspective, Cultural Moderation, Kapwa, Ginhawa, Agency Theory, TAM, SDG 5 (Target 5.b), SDG 1c (Target 1c.c).

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