

INTERNATIONAL Conference on Management, Education & Innovation

ISSN: 3028-2209 (Print) • 3028-2195 (Online)



ICMEI

International Conference
on Management, Education
and Innovation



Copyright ©2026
The author(s)




The open-access articles are published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

For publication concerns, contact the publisher at icmei@iiari.org.

ISSN: 3028-2209 (Print)
3028-2195 (Online)

Published by:

Institute of Industry and Academic Research Incorporated

 South Spring Village, Bukal Sur
Candelaria, Quezon, Philippines
Postal Code 4323

Contact Number: (+63) 916 387 3537

Visit the website <https://iiari.org>

3rd International Conference on Management, Education & Innovation (ICMEI) 2026

“Sustaining innovation in business and education”

February 6, 2026 • Hybrid Conference

STI West Negros University, Bacolod City, Philippines (onsite)

Zoom (online)

BOOK OF ABSTRACTS

The International Conference on Management, Education & Innovation series is published annually.

For more information, visit the website <https://iiari.org/conference/icmei>.

D I S C L A I M E R

The standpoint and perspective of the authors as expressed in their research articles do not necessarily reflect the stance of the publisher, the editors and the conference committee members. In addition, the author is solely responsible for the originality, authenticity of the data and information and proofreading of their research papers.

Aims and Scope

The education and business are two sectors that gear towards industrialization and internationalization. In fact, the 21st Century Skills required from the 21st Century learners are fundamental to succeed in Industry 4.0. While these sectors are in two different spectrums, their interdependence affects their management and leadership. Hence, the International Conference on Management, Education and Innovation (ICMEI) provides a platform for researchers in these fields to disseminate, collaborate and publish their scientific findings. It focuses on the current issues, practices and innovations in both the education and business sectors.

Objectives

The conference aims to:

- Provide a platform for the education and business research outputs;
- Continuously develop strong research culture among academic researchers and professionals;
- Educate the community of scholars through updates on current issues, practices and innovations in the education and business sectors;
- Foster collaboration among academic researchers and professionals around the globe; and
- Develop camaraderie among fellows in the academic community.

Conference Tracks

1. Educational Management and Leadership

- School administration and management practices;
- Organizational leadership, qualities and practices;
- School management efficacy;
- Effects of educational management and leadership;
- Higher education management and leadership;
- Educational leadership in the 21st century;
- Issues, trends and innovations in educational management and leadership; and
- Other topics on educational management and leadership.

2. Educational Pedagogy

- Teaching methods;
- Learning activities;
- Learning assessments;
- Current issues, trends and innovation in educational pedagogy; and
- Other topics on educational pedagogy.

3. Business, Hospitality & Health Management

- Business administration and management practices;
- Business leadership, qualities and practices;
- Business management efficacy;
- Effects of business management and leadership;
- Interpersonal, systems and strategic skills in leadership;
- Business leadership in Industry 4.0;
- Entrepreneurship and entrepreneurial leadership;
- Small business management and its dimensions;
- Issues, trends and innovations in business management and leadership;
- Other topics on business management and leadership.
- Hospitality management and operations;
- Hotel and resort practices;
- Food and beverage management;
- Quality service delivery and guest satisfaction;
- Technology and automation in hospitality operations;
- Tourism and hospitality linkages;
- Research and trends in hospitality;
- Other topics on hospitality management;
- Healthcare systems and administration;
- Hospital and clinic management;
- Healthcare delivery models;
- Primary health care and community health services;
- Health policy, planning, and reform;
- Public health and preventive care;
- Ethics, law and governance in health;
- Healthcare quality improvement frameworks;
- Global health and policy;
- Environmental and occupational health;
- Crisis and emergency management; and
- Other topics on health management.

4. Management Education

- Management and administration of educational institutions;
- Business program pedagogy;
- Employability and business skills;
- Graduate attributes;
- 21st century skills for business students;

- Current trends, practices and innovation on management of educational institutions; and
- Other topics on education.

5. Education, Business and Technological Innovation

- Developmental studies in education;
- Development of learning resources;
- Innovative assessments for 21st century learners;
- Curriculum development in the 21st century;
- Innovative learning environments;
- Innovative trends and practices in education;
- Business innovation;
- Introduction of business model, product, idea, or service;
- Entrepreneurial development and innovation;
- Innovation in business education;
- Technological innovations related to business and education;
- Development of learning management system;
- Development of educational and business websites;
- Development of educational and business applications; and
- Other topics on education, business and technological innovation.

CONFERENCE POLICIES

Statement of Open Access

The IIARI upholds and supports open access research publication that allows global sharing of scholarly information without restrictions. Through this platform, free access to shared information promotes knowledge and education. As such, the book of abstract and conference proceedings journal are open-access that anyone can reproduce, redistribute and transform, commercial or non-commercially, with proper attribution. The name of the publication should always be acknowledged.

Copyright

The open access articles are published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Authors retain the copyright but grant the journal the right to the first publication. Authors can use any contents of the article provided there is proper acknowledgement. Reprint and reproduction of the article does not require prior permission. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

Authors' Warranties

Authors ensure that:

- The article is an author's original work.
- It is not considered for publication nor any part previously published elsewhere.
- The author confirms, to the best of his knowledge, the authenticity and integrity of the data gathered.
- There are no fabrication, plagiarism, material misrepresentation, academic dishonesty, discriminatory and bigoted language contained in the article.
- The author obtains prior permission for the use of any previously published text or material owned by another person.

Peer Review

The review of papers submitted to the conference follows the double-blind editorial review process. There are assigned group of five editors headed by the Director of Conferences and Events to evaluate and review all submissions to the conference. The Institute reserves the right to select the members of the editorial team based on their qualification and specialization.

All submitted papers duly accepted for suitability to scope or structural requirements are sent to the reviewers. The conference team reserves the right to choose the appropriate reviewer based on their knowledge of the topic. The journal adheres to the double blind peer-review process. Neither the author nor the reviewers know each other's identity. Invitations are sent to the reviewers.

Any submission goes for two evaluation and review process: a) preliminary evaluation by the conference chair and b) editorial review. The conference chair evaluates the paper based on its fitness to conference scope or structural requirements while the reviewers give detailed ratings and comments on the paper based on the evaluation criteria. The result of the review may be any of the following: accept, resubmit for review or decline. The decision is made after the receipt of two reviews. The decision is communicated to the corresponding author through email.

Conference Attendance Consent

Upon submission of the conference registration form, the author hereby agrees to the following:

- The research work will be presented by the first author or any other author designated by the teach virtually or face to face and abide by the existing protocols/netiquette on the conduct of the event.
- Submission of the electronic copies of the presentation materials and other materials necessary for submission to external parties (i.e. The CPD Certification Services, United Kingdom).
- Consent to the part/full recording of the event and the upload of the photos, videos and other materials to various websites and social media platforms.
- Sharing of personal information and details necessary for the publication (print and online), promotion, indexing and sharing of the article, commercially or non-commercially.

Conference Decorum

Presenters are expected to follow the conference presentation guidelines. They are also expected to follow proper etiquette/ network etiquette. Unacceptable behavior includes, but not limited to:

- Discrimination, harassment, intimidation, or demeaning words during the conference.
- Hateful verbal or written comments related to gender, race, religion, or disability.
- Verbal or physical personal attacks.
- Inappropriate use of pornographic materials.
- Use of photos or videos in the presentation without prior permission.
- Taking photos or videos without approval or permission.

The conference organizers have all the rights to drop any participants from the conference in case of any misbehavior.

For other editorial policies and publication details, you can visit the following:

Editorial Policies: <https://iiari.org/conference/icmei/conference-policies/>

Author Guidelines: <https://iiari.org/conference/icmei/guidelines/>

Conference Board and Committees



Dr. Carie Justine P. Estrellado
Director – Conferences & Events



Ezekiel A. Manire
Conference Manager



Dr. Liza Joy B. Barican
Chairman



Dr. Tengku Intan Suzila
Co-Chairman

Session Chairs & Moderators



Dr. Mark Anthony A. Canlas
Session Chair & Moderator



Cereneo Sailog Santiago Jr.
Session Chair & Moderator



Eleonor L. Francisco
Session Co-Chair



Dr. Marissa L. Dimarucot
Session Co-Chair

Technical Working Group Members & Evaluators

Dr. Profetiza I. Maatubang, *Evaluator*

Charlie T. Anselmo, *Evaluator*

Daniel B. Ambrocio, *Evaluator*

Martin S. Barbarona, *Evaluator*

Raquel Ballares - *IT & Technical committee chair*

Mark Jeriel Racasag - *Master of ceremonies*

Dino V. Torres – *Graphic artist*

Dina V. Torres – *Editorial assistant*

Francis S. Rodil – *Finance officer*

Conference Organizer



The Institute of Industry and Academic Research Incorporated (IIARI) is a non-stock, non-profit organization registered under the Philippine Securities and Exchange Commission (SEC) with company registration number CN202004359. It is also a registered book publisher in the National Book Development Board Philippines and a CPD provider in The CPD Certification Services, United Kingdom.



**Registered
Publisher**
Reg. No. CN202004359



**Registered
Book Publisher**
Reg. No. 2843



**Registered
CPD Provider**
Membership No. 14118

The organization is anchored on the following strategic pillars:

Research: The value of academic and industry research is at the forefront. The organization upholds quality research through rigorous peer review process.

Education: The landscape of digital quality education in an alternative means is the model the organization embraces. The production of quality educational resources in video, print and online formats gratifies to the needs of every lifelong learners.

Training: The training for professionals is a continuous practice. The organization provides the venue for continuous training through international collaboration that multiplies research conferences, workshops and symposia and sharing of best industry practices.

Community Service: The concept of ‘pay it forward’ emulates in the organization. It extends a small share in the community development through various forms of outreach programs.

Mission

A premier industry and academic collaborative organization upholding the power of research and education to a more informed and intellectual community of scholars.

Vision

IIARI aims to be at the forefront of research and education transcending post-millennial boundaries through collaborative and dynamic strategies.

Conference Collaborator



STI West Negros University

STI West Negros University is a private university located in Bacolod City, Negros Occidental, Philippines. The university is a second level-accredited school by the Philippine Association of Colleges and Universities - Commission On Accreditation (PACU-COA) and awards degrees in associate, bachelor, master, and doctorate levels. STI West Negros University has an enrollment of about 10,000 students per semester and produces 1,500 graduates every school year.

1948 - STI West Negros University known then as West Negros College was founded on Valentine's day by three Baptist women leaders, Luciana Aritao, Teresa Padilla, and Rosario Remetio, when the city was still fresh from the devastation of the Second World War.

1951 - The school was re-established as a non-sectarian school on its present location along Burgos Street, utilizing a three-storey wooden building that housed different classrooms and administrative offices.

1968 - To enrich the college life of students, a gymnasium was constructed for the school's extra-curricular and sports activities. It also hosted convocations, cultural presentations and graduation activities.

1980 - Responding to the changing times with the advent of computers, the college put up its own Computer Center and expanded its curricular offerings by opening computer courses and short-term or technical programs

2008 - During a meeting of the Commissioners en banc, the Commission on Higher Education has found West Negros College in full compliance of CHED requirements, and granted University status thus called, West Negros University.

2013 - STI Education Systems Holdings Inc. acquired the 65 year old West Negros University. The school then envisions herself as a Higher Educational Institution that provides equal learning opportunities for all.

Message



The challenge of sustainability within the academic community has become more pressing than ever. This challenge is now compounded by the increasing demands of internationalization and research collaboration. While the growing presence of private organizations and publishers has expanded opportunities, it has also added complexity to sustaining ethical, high-quality scholarly work. At IIARI, we continuously strive to address the evolving needs of the academic community through conferences and events grounded in quality, responsibility, and integrity.

The 3rd International Conference on Management, Education & Innovation (ICMEI) serves as a vital platform for disseminating research findings to a broader international audience. Being indexed in the prestigious Directory of Open Access Journals (DOAJ), the conference upholds and reinforces the highest standards of publication ethics and scholarly excellence.

I warmly congratulate the authors, presenters, and participants for taking a significant step toward sustaining a strong research culture within their respective institutions. Your scholarly contributions are essential in generating continuous cycles of comparative studies, establishing benchmarks, and enriching both academic and industry-related literature. Your active engagement in this conference reflects a shared commitment to knowledge advancement and meaningful scholarly collaboration. This gathering marks an important step toward achieving long-term sustainability in research and education.

We extend our sincerest gratitude to all participants, speakers, partners, and collaborators who contributed to the success of this event. Kudos to all the researchers who embraced the challenge of the 3rd International Conference on Management, Education and Innovation. Your commitment to scholarship truly makes a difference.

Dr. Rodrigo M. Velasco
Gulf College
IIARI President

Message



On behalf of the organizing committee, we are delighted to extend our warmest welcome to the 3rd International Conference on Management, Education, and Innovation, centered on the theme “Sustaining Innovation in Business and Education.” This event provides a vibrant forum where academics, educators, business professionals, and innovators come together to exchange insights, share experiences, and explore forward-looking strategies that will influence the future of both business and education.

Innovation has become the cornerstone of progress in today’s rapidly changing world. It is not only about creating new solutions but also about sustaining them to ensure that they remain impactful, relevant, and adaptable across generations. By focusing on sustainability, we recognize the importance of building resilient systems in education and business that can withstand challenges while continuing to inspire growth and transformation.

Over the course of this conference, we encourage you to engage in meaningful discussions, challenge conventional thinking, and collaborate across disciplines. The diversity of perspectives represented here is our greatest strength, and together we can cultivate ideas that transcend boundaries and create lasting impact.

We warmly welcome you to this exciting journey of discovery, dialogue, and innovation. May this conference inspire new partnerships and enduring contributions to society. Thank you.

Dr. Ruel F. Ancheta
Gulf College
IIARI Director- Media and Publication

Message



A warm handshake to everyone!

When we discuss transformation, we are not talking about a mere pivot—it is a cumulative, high-stakes endeavor, subject to occasional, large, discontinuous shifts. It is systemic. This reality is not new, yet we often treat it as a simple transition.

An Evidence-Based Reality

The most dangerous misconception regarding transformational change is the belief that once people understand the "why," they will naturally embrace the "how." That is almost never the case. If we intend to influence an entire organization—or an entire society—we must assume the deck is stacked against us. The status quo has had years—decades, even—to build connections and fortify its networks.

Are we here for a sustainable purpose? Or are we just piling up research papers? Let us be honest: are we conducting research because we are required by agencies, or because we seek the hollow glow of rewards and recognition? I hope we see the big picture here. Hence, we must view change as a strategic conflict between the present state and our alternative vision. In sustaining innovation, it must promote critical thinking and collaborative decision-making. This process begins socially.

That is why this conference is vital. Thank you for submitting your paper and contributing to this discourse. I urge you to engage with the work of others, dare to ask the difficult questions, and connect with your colleagues beyond the virtual presentations. Like any other profession, networking is the lifeblood of our field.

Take advantage of every opportunity: the presentations, the networking, the informal discussions. Consider it a necessary investment in your professional development.

Congratulations to everyone for your participation!

Carie Justine P. Estrellado
Tayabas Western Academy
IIARI Director – Conferences & Events

Message



Mabuhay!

Distinguished guests, eminent keynote speakers, esteemed scholars, respected researchers, dedicated educators, and innovators from across the globe, it is with great honor and profound appreciation that I welcome you to the 3rd International Conference on Management, Education, and Innovation (ICMEI 2026). As Chairman of ICMEI 2026 and a proud member of STI West Negros University, our host institution, I am deeply privileged to convene this distinguished assembly of intellectual leaders whose collective work continues to shape knowledge, policy, and practice on both national and global scales.

ICMEI 2026 stands as a vital scholarly platform grounded in our central theme, “Sustaining Innovation in Business and Education.” This theme compels us to examine innovation through a rigorous academic lens, one that values continuity, evidence, ethical responsibility, and long-term societal impact, particularly in education and business. In an era marked by rapid technological disruption and complex global challenges, sustainable innovation must be informed by research that is methodologically sound, theoretically grounded, and responsive to real-world contexts. This conference invites us to interrogate prevailing paradigms, advance interdisciplinary inquiry, and generate knowledge that strengthens institutions and communities alike.

At this pivotal moment, we are called not merely to participate, but to lead and to become trailblazers of innovation and sustainability, particularly in the field of research. Let us pursue scholarship that transcends publication and contributes meaningfully to practice, policy, and social transformation. May our research agendas champion inclusivity, resilience, and ethical foresight, and may we inspire the next generation of scholars to uphold academic excellence while courageously exploring uncharted frontiers of knowledge. Through collaboration and intellectual rigor, we can ensure that innovation is not only novel, but enduring and transformative.

On behalf of IARRI and STI West Negros University, I extend my sincere gratitude to all participants for enriching this global scholarly discourse. As we engage in thoughtful dialogue, critical reflection, and collaborative exchange over the coming days, may ICMEI 2026 serve as a catalyst for sustained research innovation and academic leadership. Once again, welcome to ICMEI 2026, and Madamo gid nga salamat!

Dr. Liza Joy B. Barican, RCrim
STI West Negros University
3rd ICMEI 2026 Chairperson

Message



On behalf of Universiti Teknologi Mara (UiTM), Pahang Branch, Malaysia, it is a great pleasure that we welcome you to the International conference on Management, Education, Innovation (ICMEI). This gathering stands as a vibrant testament to our commitment to pioneering ideas and transformative practices that will shape the future across these critical domains.

As a co-organizer, UiTM is deeply honoured to collaborate in facilitating this essential platform for global dialogue. The theme of this conference calls upon us not just to observe trends, but to actively design the pathways for progress. The diverse research encapsulated in this conference- spanning innovative educational methodologies, sustainable management strategies, and technological breakthroughs – perfectly embodies this spirit of proactive and interdisciplinary problem-solving. Each contribution is a vital piece in the collective endeavour to bridge knowledge with actionable innovation.

We extend our profound gratitude to the entire conference committee, whose meticulous planning, expert review, and unwavering dedication have been the cornerstone of this event. Your professional rigor and commitment to academic excellence have made this gathering possible. We also thank our distinguished keynote speakers and plenary presenters for sharing their visionary insights, which undoubtedly inspire rich discussions.

To all authors and presenters, we congratulate you on your accepted work. We strongly encourage you to take the next step in amplifying the impact of your research by proceeding to the full paper submission for publication in the DOAJ- indexed conference proceedings. This opportunity ensures your valuable findings gain wider visibility, contributes formally to the scholarly record, and supports the goal of conference, creating lasting intellectual output. As a CPD- certified event, we hope your participation here marks a significant milestone in your continuous professional development.

Finally, to every participant, whether joining us onsite or online, we wish you an intellectually stimulating, collaborative, and highly productive conference. May the connections you forge and ideas you exchange here spark continued innovation and meaningful partnership. Thank you so much for participation.

Associate Professor Dr Tengku Intan Suzila, T.S.
Universiti Teknologi MARA, Pahang Branch
3rd ICMEI 2026 Co-chairperson

Message



It is with great honor and enthusiasm that we welcome you to the 3rd International Conference on Management, Education, and Innovation (ICMEI) 2026. This year’s theme, “Sustaining Innovation in Business and Education,” reflects our shared commitment to advancing ideas that empower institutions and industries to thrive in an era of constant transformation. Innovation is not merely about creating something new—it is about sustaining progress, fostering resilience, and ensuring that knowledge and creativity continue to shape a better future.

ICMEI 2026 serves as a global platform for thought leaders, educators, researchers, and practitioners to exchange insights, challenge perspectives, and collaborate on solutions that bridge theory and practice. Through keynote addresses, research presentations, and interactive dialogues, we aim to inspire strategies that uphold innovation as a driving force for sustainable growth in both business and education.

We extend our deepest gratitude to our distinguished speakers, dedicated participants, and partners whose contributions make this conference possible. Your engagement will not only enrich the discourse but also spark transformative actions that resonate beyond these sessions. Together, let us embrace the challenge of sustaining innovation and lead with vision, purpose, and impact.

Welcome to ICMEI 2026—where ideas ignite progress, partnerships create opportunities, and innovation endures.

Ezekiel Albani Manire
Department of Education - Lucena City
3rd ICMEI 2026 Manager

TABLE OF CONTENTS

Aims and Scope	iv
Conference Policies	vii
Conference Board and Committees	ix
Conference Organizer	xi
Conference Collaborator	xii
Messages	xiii

Track: Educational Management and Leadership

<p>Assessing the Vulnerability of STIWNU College Students to Online Shopping Scam: An Analysis of Demographics, Scam Types and Platforms <i>Liza Joy B. Barican, Carlo G. Piad & Genesis D. Espuerta</i></p>	2
<p>Understanding At-Risk Behavior: The Role of Media Consumption in Criminology Students <i>Lornilee M. Subere, Wilfredo O. Dela Cruz Jr. & Francisco R. Castro Jr.</i></p>	3
<p>Perspectives of Achieving Sustainable Education through Artificial Intelligence and Blockchain Technology <i>Gina G. Jocson & Revenio C. Jalagat, Jr.</i></p>	4
<p>Experiences of Filipino Teachers in the Gulf Cooperation Council (GCC) Countries' Higher Education Institutions <i>Cherubim S. Gilbang, Zarah Jane P. Manila, Laura L. Quiachon, Alex Nino L. Roble, Cruza D. Sablas & Edroslyn J. Fernandez</i></p>	5
<p>Mid-Career Peak: Demographic Determinants of Knowledge Generation in Philippine Higher Education Institutions <i>Rochell R. Petil, Myra Luz M. Homillano & Ludivico B. Homillano</i></p>	6
<p>Personal and Organizational Change Management Skills of Public Elementary School Administrators: Basis for Enhancement Program <i>Democrito D. Juyamao Jr. & Emee D. Juyamao</i></p>	7
<p>The Impact of Leadership Training and Seminar Opportunities on the Leadership Performance of Faculty Members in Higher Education <i>Ismaela M. Bawica & Elaine Joy C. Apat</i></p>	8
<p>Assessing the Effectiveness of Peer Support in Improving the Well-Being of Police Officers in Bacolod City <i>Gerick R. Artieda, Rhea Mae C. Caño & Rachel Mae Sulitas</i></p>	9
<p>Lived Experiences of Women in Law Enforcement <i>Jessa S. Brillantes, Sherwin G. Olarte, Mhars Maiden M. Arroz & Erika Faye Taray</i></p>	10

Academic Leaders in Conflict Resolution Management: Cases of State Universities and Colleges in Davao Region <i>Glenford C. Franca</i>	11
Framing Cancel Culture in Social Media Among Filipinos <i>Ronalyn R. Ramos, Micaella Mae C. Jocosal, Ashley Jane F. Merene & Chen Chen B. Silva</i>	12
Examining Factors That Promote a Culture of Innovation Among Teachers in Eswatini <i>Phumuzani Mpofu & Bhekie S. Mdluli</i>	13
Teacher Benefits and Job Performance in CSTC: Basis for a Three-Year Employee Benefits Integration Plan <i>Marlon P. de Gala</i>	15
Qualitative Analysis on the Preparedness of Teachers Towards Classroom Observation: Basis for the Instructional and Supervisory Design <i>Lorena T. Blancaflor & Katherine H. Pagkaliwangan</i>	16
Effectiveness of the Bachelor of Science in Business Administration Curriculum in the Professional Practice of Graduates <i>Marierose P. Valenzuela, Jeffrey R. Ayala, Guillermo B. Briones, Dennis Gaudencio Lorica III & Elaine Joy C. Apat</i>	17
Track: Educational Pedagogy	
Development and Acceptability of Strategic Intervention Material (SIM) in Bread and Pastry Production <i>Ayra Joy G. Abayon, Martina R. Rebustes, Eduardo G. Sumanga, Manuel O. Maloniso, Darren N. Naelgas & Jesusa D. Constantino</i>	19
Parenting Styles, Scouting Involvement and Learner's Academic Performance <i>John Edward Tupas & Jake Lauren S. Mercado</i>	20
The Effect of Cognitive Defusion Techniques on the Negative Automatic Thoughts of the College Students <i>Portia R. Marasigan</i>	21
Factors Influencing the LECPA Performance of Board Topnotchers (2010-2025): A Foundational Study for Future Research <i>Arianne Joy O. Pionilla, Blessie V. Raby, Fernando P. Tiu Jr. & Christian John P. Formaran</i>	22
Project S3IM (Self-Made Science Strategic Intervention Materials): Increasing the Cognitive Domain of Grade 12-STEM Students in General Biology 1 in the Least Mastered Learning Competencies <i>Jhon Manuel Maranan & Jonathan N. Cube</i>	23

Multiple and Emotional Intelligences and Its Influence to Growth Mindset Among Selected Senior High School of Laguna: Basis for Self-Awareness & Regulation Program <i>Ma. Rona D. Sahagun, Rowena A. Reyes, Maria Daisy F. Camilon, Gloribel C. Cordez & Minerva C. Manalo</i>	24
MaKaPaSa (Makabagong Kagamitan sa Pagpapabasa ng Salaysay): A Strategic Reading Intervention Plan to Meet Matatag Curriculum Demands <i>Katherine H. Pagkaliwangan, Mauricia P. Rodriguez & Erwin P. Peji</i>	25
iHear: College-Level English Readiness Remediation Program for Deaf and Hard-of-Hearing Students <i>Mary Rose Q. Cabrerros</i>	26
Shaping Professional Identity: A Narrative Inquiry into Filipino English Teachers' Experiences with the Talk in English Policy <i>John Paul O. Cagadas & Cheska H. Reynoso-Cagadas</i>	27
Pre-Internship Program Effectiveness and Its Impact On Clinical Internship Outcome <i>Brent Kiro G. Arbon, Jomelyn Nicole G. Marino, Carlos Von Luigui S. Sale, Daniele Clyde P. Cacha & Delcie Flores-Jader</i>	28
Lived Experiences of Non-Specialized Criminology Instructors Handling Forensic Sciences Courses <i>Aiza P. Villanueva, Gerick R. Artieda, Liza Joy B. Barican & Nilvon Batohanon</i>	29
Aligning Assessment, Pedagogy and Learning Spaces: A Rapid Literature Review <i>Alberto A. Rico, Maria Christina F. Bagundol & Democrito D. Juyamao, Jr.</i>	30
Track: Business, Hospitality and Health Management	
Investigating Social Media's Role in Brand Equity and Purchase Intentions for Non-Alcoholic Beverages <i>Sandra D. Panugayan-Sy & Fernando L. Trinidad</i>	32
Towards Sustainable Development: Household Welfare through Financial Inclusion in Bangladesh <i>Aslam Mahmud</i>	33
Household Disaster Awareness and Preparedness in Liliw, Laguna, Philippines: Basis for Disaster Preparedness Community Training <i>Marierose P. Valenzuela</i>	34
Electronic Shopping Application Benefits and Customers' Acquisition Decision of Generation Z in the Province of Laguna <i>Ismaela M. Bawica, Elaine Joy C. Apat, Julieta A. Sumague & Marierose P. Valenzuela</i>	35

Viral Marketing as a Predictor of Consumer Buying Behavior and Extensive Decision Making among Residents of San Pablo, Laguna <i>Ismaela M. Bawica, Elaine Joy C. Apat, Guillermo B. Briones, Dennis Gaudencio III R. Lorica & Jeffrey R. Ayala</i>	36
Role of Digital Services in Enhancing Customer Satisfaction Among Microfinance Clients in Laguna Province <i>Ismaela M. Bawica, Elaine Joy C. Apat, Geraldine M. Tilap, John Wendell Escoses & Desiree L. Wagan</i>	37
Assessing the Impact of Service Quality, Price, and Firm Image on Client Satisfaction in Lucena City Accounting Firms <i>Mark Paul O. Altarejos & Sheryl Q. Quila</i>	38
Bridging The Gap: Factors Strengthening Human Resources for Achieving Universal Healthcare Among Medical Technologists in Quezon Province <i>Joel R. Aguilan & William Christopher C. Salazar</i>	39
Employers, Employees, and Consumers on the Hiring of Formerly-Incarcerated Individuals <i>May R. Hernandez, Sofia Judyawon, Fernando P. Tiu Jr. & Steve Jerome P. De Rama</i>	40
Exploring The Effectiveness of Green Energy in Lucena City: Basis for Developing Educational Campaign Program <i>Veronica R. Campano, Amelia A. Jarapa & Erwin Abrencillo</i>	41
The Role of Primary Healthcare Exposure in Shaping Clinical Competence of Radiologic Technology Interns <i>Ehrynn Mae L. Abanilla, Nadine C. Espiritu, Mikyla S. Siazon, Rechelle Joy D. Zeta</i>	42
Bridging the Gap: Embedding Research Relevance in Non-Research Environments <i>Helmer B. Montejo</i>	43
Track: Education, Business and Technological Innovation	
An Emerging Role of Observability and Resiliency in Modern API Quality Management: A Systematic Review <i>Aumir Shabbir, Aziz Deraman & Shahid Kamal</i>	45
SentinelTrack: A Monitoring System in Safeguarding SemiExpendable Property <i>Dominador F. Faurillo</i>	46
Research Data Management and Oversight Web Application Platform <i>Mark Mikko J. Patrona, Carlos Hilarion C. Siason, Bhea Nathalie Parreñas, Princess Monlan, Danica S. Duazo & Orvilla V. Balangue</i>	47

Educational Management and Leadership Track

Assessing the vulnerability of STIWNU college students to online shopping scam: An analysis of demographics, scam types and platforms

¹Liza Joy B. Barican, ²Carlo G. Piad & ³Genesis D. Espuerta

¹Doctor of Philosophy in Criminal Justice with specialization in Criminology, Professor 2 STI West Negros University, lizajoybarican@gmail.com; ²Bachelor of Science in Criminology, Instructor 3 STI West Negros University, piadcarlo582@gmail.com; ³Bachelor of Science in Criminology, Alumni, spuerta.genesis@wnu.sti.edu.ph

ABSTRACT

Online shopping has become an essential part of everyday life, especially for college students who rely on e-commerce platforms for convenience and affordability. However, despite recognition of the risks associated with online shopping scams, there is a substantial gap in research focusing on the specific vulnerabilities of college students to these scams, particularly with respect to demographic variables such as college program, sex, and socioeconomic status. This study examined the vulnerability of STI West Negros University (STIWNU) students to online shopping scams based on demographic factors such as college program, sex, and socioeconomic status. Using a descriptive design and surveying 371 students, statistical analysis showed that first-year students and females were more vulnerable, with phishing being the most common scam. The College of Information and Communication Technology (CICT) students were the most vulnerable, while Engineering students were the least. Shopee was the most used platform. Significant differences were found by year level but not by college or income. The findings highlight the urgent need for targeted educational programs to improve digital literacy and online safety awareness. By identifying key vulnerability factors, this study contributes valuable insights for developing effective prevention strategies to protect students from online shopping scams.

Keywords: cybercrime education, scam vulnerability, quantitative analysis, demographic profiles, factors influence

About the presenter:

Mr. Carlo G. Piad is a Faculty member, STI West Negros University



Understanding at-risk behavior: The role of media consumption in criminology students

¹Lornilee M. Subere, ²Wilfredo O. Dela Cruz Jr , ³Francisco R. Castro Jr.

¹Bachelor in Science in Criminology, Alumni, Lornilee M. Subere, lornileesubere@gmail.com; ²Master of Science in Criminal Justice Major in Forensic Science, Associate Professor, delacruzwilfjr@gmail.com; ³Bachelor in Science in Criminology, Professor 3, Mr. Francisco R. Castro Jr., castrojrfrancisco35@gmail.com

ABSTRACT

International research keeps looking at the general effects of media, there's a growing need to study how media use affects future criminal justice workers, like criminology students. This study investigates at how both media use relates to risky behaviors among criminology students at STI West Negros University. Previous studies have demonstrated the prevalence of modern media use and identified the presence of high-risk behaviors among adolescents, including self-harm and sharing of sexually explicit messages. This study used a quantitative method and descriptive cross-sectional survey design to explore the relationship between media consumption and whether there is a significant difference between the traditional and modern media according to their profile. The study was conducted on criminology students of STI West Negros University to determine the impact of media consumption on the at-risk behavior of criminology students. Data was collected from 323 respondents using the proportional allocation formula, which ensures that each year level is represented proportionally. The study employed statistical tools including frequency count, mean, standard deviation, T-test, and ANOVA to analyze respondents' profiles and assess significant differences in their exposure to traditional and modern media. The study found that most criminology students at STI West Negros University were first-year males who used media for 3 hours or less, with overall moderate exposure to both media, suggesting minimal risk of at-risk behavior. Statistical analysis showed significant differences in media exposure based on year level and media consumption, while sex had no significant effect on exposure levels.

Keywords: media, criminology students, at-risk behavior, adolescents, media pressure

About the presenter:

Mr. Francisco R. Castro Jr. is a Faculty Membe, STI West Negros University



Perspectives of achieving sustainable education through artificial intelligence and blockchain technology

¹Gina G. Jocson & ²Revenio C. Jalagat, Jr.

¹Doctor of Management, Assistant Professor, Gulf College, gina@gulfcollege.edu.om; ²Doctor of Management, Associate Professor, Al Zahra College for Women, revenio@zcw.edu.om

ABSTRACT

The main thrust of this paper is to examine the different perspective that focuses on the application of artificial intelligence (AI) and blockchain technology on educational sustainability. It also discusses how the synergy between AI and blockchain technology transforms the educational landscape. The study goes beyond summarising the existing research; it evaluates, compares, and interprets the strengths, weaknesses, assumptions, and implications of prior studies. Articles gathered were examined for review from 2017 to 2025 to highlight the latest technological development in AI and blockchain applications in educational settings. Key findings revealed that the synergy between AI and blockchain technology is promising despite the scarcity of studies integrating these two domains. These technologies have proved to address the difficulties and challenges in academic institutions in terms of transparency, individualised learning, accessibility, data security, and the cost-effective utilisation of learning resources. Conclusions derived from the examination of the literature reveal that the collaboration between AI and blockchain technology will result in favourable outcomes. However, challenges were also prevalent in AI and blockchain implementation. Recommendations suggest that the acceptance and growth of AI and blockchain utilisation in the education sector require collaborative partnerships among stakeholders such as academic institutions, government agencies, technological companies, experts, and other related participants. This enables for a cohesive environment that encourages the application of AI and blockchain for enhanced and sustainable learning and innovation.

Keywords: blockchain, artificial intelligence, synergy, sustainable education, educational landscape

About the presenter:

Dr. Gina G. Jocson is an accomplished academician dedicated to achievement in education and groundbreaking research. With over 30 years' experience, she is a leading figure in business education, holding a Ph.D. in Management. A licensed teacher, she commits to lifelong learning, shaping future scholars and professionals. As an Assistant Professor at Gulf College, Oman, she mentors countless students, guiding academic-research journeys. Her research is remarkable, with articles, conference papers, books, and reviews published in international refereed journals. Her interests focus on educational quality management, evidencing her innovative approach. As former research head at one of the colleges in the Philippines, she spearheaded institution-wide research activities, strengthened research culture, building her reputation. Through her commitment to education, passion for research and leadership, Dr. Gina G. Jocson has paved her legacy as a catalyst educator and innovative researcher, inspiring excellence.



Experiences of Filipino teachers in the Gulf Cooperation Council (GCC) countries' higher education institutions

¹Cherubim S. Gilbang, ²Zarah Jane P. Manila, ³Laura L. Quiachon, ⁴Alex Nino L. Roble, ⁵Cruza D. Sablas & ⁶Edroslyn J. Fernandez

¹Lecturer Gulf College Oman, cherubim@gulfcollege.edu.om; ²Public School Teacher III Jesus J. Soriano National High School, Davao, zarahjane.manila@hcdc.edu.ph; ³Public Special Education Teacher II Davao City Special School, laura.quiachon@hcdc.edu.ph; ⁴Secondary School Teacher II Jesus J. Soriano National High School, Davao, alexnino.roble@hcdc.edu.ph; ⁵Public School Teacher III Quimayong Elementary School, Agusan del Sur, cruza.sablas@hcdc.edu.ph; ⁶Associate Professor City College of Davao, edroslyn.fernandez@hcdc.edu.ph

ABSTRACT

This study explores the experiences of Filipino teachers working in higher education institutions within Gulf Cooperation Council (GCC) countries, focusing on the challenges they encounter and the teaching strategies they apply. In-depth interviews were done by researchers using qualitative methodologies. Criterion sampling is used to choose the participants for this study. The criteria are as follows: teachers should be teaching in a Gulf Cooperation Council (GCC) country; (2) they should have rendered at least 9-11 years of teaching experience to capture a wide range of perspectives in higher educational institutions in the GCC countries; and (3) Participants should be from the undergraduate programme. The researchers interviewed five participants from higher education institutions in one of the GCC countries. The collected data was subjected to a thematic analysis while ethical guidelines were followed. The study results highlight that Filipino teachers in GCC higher education institutions face challenges and opportunities in adapting to the teaching and learning process. This includes the utilization of the spoon-feeding method, the direct teaching approach, and the application of the Socratic method. Teachers also reported dealing with minimal student engagement, having difficulty managing students, being passive students, having poor attendance, and having a language barrier. The study underscores the importance of tailored support systems to enhance the integration and effectiveness of foreign educators in GCC higher education. These insights contribute to a deeper understanding of the global mobility of educators and the evolving landscape of higher education in the GCC region.

Keywords: GCC educational system, overseas Filipino teachers, teaching and learning, challenges, student engagement

About the presenter:

Cherubim S. Gilbang is an English Language Lecturer at Gulf College in the Sultanate of Oman. She has a total of 28 years of teaching experience in both the Philippines and Oman. She holds a Master of Arts in Teaching English, strengthening her expertise in language education. Her teaching focuses on innovative strategies to promote learner engagement and success. She has co-authored the study "Teachers' Reflections on Utilizing Slido to Enhance Learner Engagement." This work was published in the World Journal of English Language. She also collaborated on "Error Analysis of Written Essays of Omani EFL Students," published in the European Journal of English Language Teaching. The same research received the Outstanding Research Award at the 5th ICMIAR in Shah Alam, Malaysia. Her scholarly contributions highlight her commitment to research and academic excellence. She continues to play an active role in advancing English language teaching in international contexts.



Mid-career peak: Demographic determinants of knowledge generation in Philippine higher education institutions

¹Rochell R. Petil, ²Myra Luz M. Homillano & ³Ludivico B. Homillano

¹Administrative Aide VI, Central Bicol State University of Agriculture, rochell.petil@cbsua.edu.ph; ²Doctor of Philosophy, Associate Professor V, Central Bicol State University of Agriculture, myraluz.homillano@cbsua.edu.ph; ³Doctor of Educational Leadership and Management, Associate Professor V, Central Bicol State University of Agriculture, ludivico.homillano@cbsua.edu.ph

ABSTRACT

This study examined the relationship between knowledge generation practices and demographic characteristics among 123 employees (71 teaching, 52 non-teaching) at a Philippine state university using stratified sampling. Validated questionnaires were used to gather information on gender, age, education level, and work experience. Mann-Whitney U and Kruskal-Wallis tests were used to analyze the data at the $P = 0.05$ significance level. The findings indicated that both groups were dominated by women. Non-teaching employees were usually between the ages of 47 and 57 with bachelor's degrees and 11 to 20 years of experience, whereas teaching employees were mostly between the ages of 36 and 46 with master's degrees and more than 21 years of experience. There was no discernible difference in knowledge generation between teaching (Median = 4.00) and non-teaching employees (Median = 4.25), $P = 0.77$, according to the Mann-Whitney test. According to the Kruskal-Wallis test, younger employees (25–35 years old) scored higher in knowledge generation, and age approached significance ($P = 0.07$). Employees with 3–5 and 6–10 years of experience showed significantly higher levels of knowledge generation ($P = 0.015$), but no significant differences were found for education level ($P = 0.51$). The study comes to the conclusion that by creating knowledge management frameworks that increase organizational effectiveness and sustainability, higher education institutions should create focused strategies to improve knowledge generation across diverse workforces. The results support the development of experience-differentiated knowledge management techniques. Longitudinal patterns and cross-institutional comparisons should be investigated in future studies.

Keywords: knowledge management, higher education institutions, knowledge generation, teaching employees, non-teaching employees

About the presenter:

Rochell R. Petil is a member of the Technical Staff at the Research Publication Office of Central Bicol State University of Agriculture (CBSUA) in Pili, Bicol Region, Philippines, a role she has held since August 2021. She earned a Bachelor of Secondary Education from CBSUA's College of Development Education in 2016. Currently, she is pursuing a Master of Distance Education at the University of the Philippines Open University's Faculty of Education, starting in September 2022. Her research interests include mathematics, mathematics education, education, and distance education. Besides her duties at CBSUA, Ms. Petil has been the Layout and Design editor for the Multidisciplinary Research and Extension Journal (ISSN: 2984–8806) since October 2022.



Personal and organizational change management skills of public elementary school administrators: Basis for enhancement program

¹Democrito D. Juyamao Jr. & ²Emee D. Juyamao

¹Doctor of Philosophy major in Educational Management, Dean, College of Education, STI West Negros University, democrito.juyamaojr@wnu.sti.edu.ph; ²Teacher, Minoyan Elementary School

ABSTRACT

The main purpose of this study was to determine the personal and organizational change management skills of public elementary school administrators in Negros Occidental. Twenty-one (21) out of thirty-six (36) districts were selected as samples, with three hundred twenty-three (323) public elementary school administrators serving as respondents. Participants were classified according to sex, age, marital status, educational attainment, present position, and length of service. Specifically, the study examined the level of personal and organizational change management skills, differences when grouped according to selected personal variables, and the relationship between the two types of change management skills. A researcher-developed questionnaire with high validity and reliability was utilized. The study employed a descriptive-correlational research design, and data were analyzed using mean, standard deviation, z-test, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation (PPM). Results revealed that public elementary school administrators generally possessed high to very high levels of personal and organizational change management skills. Significant differences were found when respondents were grouped according to age, marital status, educational attainment, present position, and length of service, but not according to sex. Administrators who were older, married, had higher educational attainment, held higher positions, and had longer service demonstrated higher change management skills. Findings further indicated a significant high positive correlation between personal and organizational change management skills, suggesting that administrators with strong personal change management skills also exhibit strong organizational change management skills. The study recommends that school administrators continuously strengthen their management skills and that middle and top-level management provide enhancement programs through trainings, seminars, and professional development activities.

Keywords: personal change management, organizational change management, school administrators, public elementary schools

About the presenter:

Dr. Democrito D. Juyamao, Jr. is a graduate of Doctor of Philosophy, major in Educational Management. Currently, he is the Dean of the College of Education of STI West Negros University, Bacolod City, Philippines.



The impact of leadership training and seminar opportunities on the leadership performance of faculty members in higher education

¹Ismaela M. Bawica & ²Elaine Joy C. Apat

¹Assistant Professor III, Laguna State Polytechnic University, ismaela.bawica@lspu.edu.ph; ²Doctor in Business Administration, Associate Professor II, Laguna State Polytechnic University, elaine.apat@lspu.edu.ph

ABSTRACT

This study examines the impact of leadership training and seminar opportunities on the leadership performance of 83 regular faculty members at Laguna State Polytechnic University, San Pablo City Campus. This study was adopted in the theories of Katz's Three Skills. The approach focuses on human, conceptual, and technical skills. Bandura's self-efficacy theory addresses self-efficacy and influences duty awareness. Transformational Leadership Theory aligns with Leadership Responsibilities and Leadership Strategies, emphasizing the ability of leaders to inspire and manage their roles and responsibilities effectively. Using a purposive sampling technique, the study selected faculty members who have participated in leadership training programs to explore how training in human, conceptual, and technological skills influences key aspects of leadership performance, including self-efficacy, duty awareness, leadership responsibility, and leadership strategies. The findings revealed a significant relationship between leadership training and improved leadership performance, suggesting that faculty members who engage in leadership development opportunities demonstrate enhanced leadership abilities. This work highlights the importance of continuous professional development in fostering effective leadership within higher education institutions.

Keywords: leadership training, seminars, leadership skills, leadership strategies, faculty opportunities, higher education

About the presenter:

Dr. Elaine is a graduate of the Doctor of Business Administration and is currently an Associate Professor II at Laguna State Polytechnic University, San Pablo City Campus, under the College of Business Administration and Accountancy. She holds numerous designations at both the campus and college levels. An active researcher, Dr. Elaine has extensive involvement, strong professional networks, and leadership roles in research and professional organizations that conduct conferences, trainings, seminars, and scholarly publications in the Philippines and abroad.



Assessing the effectiveness of peer support in improving the well-being of police officers in Bacolod City

¹Gerick R. Artieda, ²Rhea Mae C. Caño & ³Rachel Mae Sulitas

¹Bachelor's Degree, Faculty, STI West Negros University, gerick.artieda@wnu.sti.edu.ph; ²Bachelor's Degree, Faculty, STI West Negros University, rheamae.cano@wnu.sti.edu.ph; ³Bachelor's Degree, sulitas.654583@wnu.sti.edu.ph

ABSTRACT

The well-being of police officers is a critical global concern due to sustained exposure to occupational stress, trauma, and high-risk environments, particularly in areas with limited mental health resources such as Bacolod City. This study assessed the effectiveness of peer support programs in improving police officers' well-being by examining their influence on resilience, sense of belonging, and coping mechanisms, while considering demographic factors such as age, sex, and years of service. Using a quantitative, correlational design, the study surveyed 284 officers from the Bacolod City Police Office. Results showed that peer support was perceived as highly effective in enhancing overall officer well-being across all demographic groups. No significant relationships were found between perceptions of peer support effectiveness and age, sex, or length of service, indicating its broad applicability and universal value among law enforcement personnel. The findings are consistent with Social Support Theory, Stress and Coping Theory, and Resilience Theory, which emphasize the role of social networks and adaptive coping strategies in managing occupational stress. The study concludes that peer support programs are a vital component of a comprehensive police wellness strategy. It recommends the institutionalization of structured peer support systems, enhanced training for peer officers, and the integration of these programs into wider mental health initiatives to strengthen police morale, resilience, and overall effectiveness.

Keywords: effectiveness, peer support, coping, well-being, police officers

About the presenter:

Rhea Mae Caño is a faculty member of STIWNU and a registered criminologist with specialization in criminalistics.



Lived experiences of women in law enforcement

¹Jessa S. Brillantes, ²Sherwin G. Olarte, ³Mhars Maiden M. Arroz & ⁴Erika Faye Taray

¹Bachelor's Degree, Faculty, STI West Negros University, jessa.brillantes@wnu.sti.edu.ph; ²Master's Degree, Administrative Assistant, STI West Negros University, sherwin.olarte@wnu.sti.edu.ph; ³Bachelor's Degree, Faculty, STI West Negros University, mharsmaiden.arroz@wnu.sti.edu.ph; ⁴Bachelor's Degree, taray.140855@wnu.sti.edu.ph

ABSTRACT

Women in law enforcement, despite their valuable contributions to policing, remain underrepresented in leadership roles and frequently experience systemic bias and discrimination. This study explored the personal and professional experiences of women in law enforcement, highlighting the challenges they face, the coping mechanisms they employ, and their contributions to the field. A qualitative phenomenological research design, guided by Moustakas' technique, was used to examine the lived experiences of women law enforcers. Data were collected through focus group discussions and in-depth interviews, from which a total of fifty-nine (59) significant statements were extracted. Four emergent themes were derived from the participants' responses. Two themes addressed the challenges faced by women in law enforcement: Striving for Balance between Career, Family, and Equality and Managing Challenges in Work-Life Balance through Faith and Flexibility. Two additional themes reflected how women perceive their roles and impact in the profession: Women in Law Enforcement Breaking Barriers and Facing Challenges and Mentorship and Support as the Foundation for Strong Officers. The findings revealed that women often encounter barriers in a predominantly male-dominated field, including persistent biases and stereotypes that require them to repeatedly prove their physical capability and leadership competence. Despite these obstacles, many women succeeded in earning the respect of their colleagues and contributed to gradual cultural change within law enforcement organizations. Although challenges remain, the resilience and determination demonstrated by women in law enforcement continue to pave the way for greater inclusion and opportunities for future generations.

Keywords: career-family balance, faith and adaptability, women overcoming barriers, mentorship and support

About the presenter:

Mhars Maiden M. Arroz is a faculty member of STI West Negros University and a registered criminologist.



Academic leaders in conflict resolution management: Cases of state universities and colleges in Davao Region

Glenford C. Franca

Assistant Professor II, SPAMAST

ABSTRACT

Conflict Resolution Management (CRM) often becomes a burdensome necessity in academic institutions, where clashing interests, unequal resource distribution, and strained interpersonal dynamics undermine leadership and organizational stability. This study explored the CRM approaches of academic leaders in Higher Educational Institutions (HEIs) within the Davao Region, focusing on challenges, coping mechanisms, and insights. Anchored in the Thomas–Kilmann Conflict Mode Instrument (TKI), the study used an embedded multiple-case study design. Semi-structured interviews served as the primary data-gathering method. Findings revealed that leaders strategically applied the five conflict-handling styles: competing for urgent compliance, collaborating for inclusivity and trust, compromising for pragmatic middle-ground solutions, accommodating for preserving relationships, and avoiding for de-escalation. Challenges such as miscommunication, resistance to change, hierarchical power dynamics, and emotional strain highlight the complexity of institutional conflict. Coping strategies included emotional regulation, collective accountability, empathy, wellness initiatives, and peer consultation, which collectively support resilience and effectiveness. Insights emphasized the importance of flexibility, balancing results with relationships, and continuous growth through feedback. The results align with the TKI framework, confirming that no single style is universally effective. Instead, academic leaders adapt modes situationally, blending assertiveness with empathy to sustain institutional integrity and relational harmony. This study validates the TKI's emphasis on flexibility and contextual application, underscoring that effective conflict management in higher education requires adaptive leadership, emotional intelligence, and a commitment to both organizational goals and human relationships.

Keywords: academic leaders, conflict resolution, management, case study, state university, college, Davao region

About the presenter:

Glenford C. Franca, LPT, MAED, MAT, is a dedicated Assistant Professor II with a robust academic and professional background. Holding a Bachelor of Arts in Philosophy from St. Francis Xavier College Seminary, he furthered his education with Master's degrees in Educational Management from SPAMAST and Theology from Holy Cross of Davao College, and is currently a Ph.D. Candidate in Educational Management at DNSC. His diverse experience includes serving as a Sponsorship Relations Specialist for WorldVision and a Community Development Facilitator/Organizer for Pamilya Malita funded by ChildFund, followed by a tenure as a Teacher I with DepEd Davao del Sur Division. Since 2018, he has been a faculty member at SPAMAST.. He is also actively involved in scholarly pursuits as a Board Member of the Philippine Association for the Study of Culture, History and Religion, an Associate Member of the National Research Council of the Philippines (NRCP-DOST), and a peer reviewer for esteemed journals, demonstrating his commitment to academic excellence and community development.



Framing cancel culture in social media among Filipinos

¹Ronalyn R. Ramos, ²Micaella Mae C. Jocosol, ³Ashley Jane F. Merene & ⁴Chen Chen B. Silva

¹Bachelor's Degree, Instructor, Calayan Educational Foundation Inc., ronalyn.ramos@cefi.edu.ph; ²Bachelor's Degree, CEFI, micaellamaejocosol@gmail.com; ³Bachelor's Degree, CEFI, ajajashleyferrer@gmail.com; ⁴Bachelor's Degree, CEFI, chensilva882@gmail.com

ABSTRACT

This study examines contents and explores patterns in social media cancellation, focusing on the prevalence and similarity of buzzwords and approaches utilized in captions and comments. This research analyses common phrases like “Cancel”, “Call Out”, and “Boycott” and addresses whether it’s based on logical reasoning or ad hominem. Key findings in terms of buzz or recurring words from social media influencers on Facebook were “call out” while “boycott”, and “stupid” on Twitter. The researchers also examined the approaches used by the users in their captions, finding that logical reasoning dominates Facebook posts, while ad hominem is more common on Twitter. The study also found that for celebrities and influencers, logical reasoning is more prevalent while ad hominem on Twitter. Politically related posts are “ad hominem,” on both platforms. From there, the researchers identified common codes of the posts on each platform in every category. For social media influencers, logical attacks on Facebook, and verbal ridicule on Twitter. For celebrities, logical attacks on Facebook and sarcasm and insults on Twitter. For politically related posts, the code found on the two platforms was sarcasm/insults and verbal ridicule. In conclusion, social media influencers and celebrities got the same criticisms and received harsh words through Facebook in a logical way, while more hateful words such as insults and personal verbal attacks on Twitter. For politically related canceling, Facebook and Twitter have the same nature when we talked about their approach, as Facebook and Twitter are both emotional-based when politics is at stake.

Keywords: boycott, cancel, call out, social media

About the presenter:

Ronalyn R. Ramos is a graduate of AB Mass Communication with Academic Distinction, she currently serves as the chairperson of the Communication program at Calayan Educational Foundation Inc., where she shares her knowledge and expertise with aspiring communication professionals, while also pursuing a Master of Arts in Communication at the Polytechnic University of the Philippines.



Examining factors that promote a culture of innovation among teachers in Eswatini

¹Phumuzani Mpofu & ²Bhekis S. Mdluli

¹Doctor and Educational Psychologist, mpofup89@gmail.com;

²BA Psychology & Theology, Instructor ECT, shadesm3@gmail.com

ABSTRACT

This study explores teachers' understandings and practices of innovation in teaching, highlighting the factors that enable or constrain its implementation. Findings indicate that teachers perceive innovation as a purposeful, learner-centred process that integrates problem-solving, adaptive strategies, and technology to address diverse student needs. The study identifies school culture, leadership support, professional collaboration, and alignment with personal beliefs and professional goals as critical enablers of innovative teaching. Conversely, resource limitations, rigid curricula, and resistance to change are significant barriers. Teachers' agency, professional judgment, and values mediate these influences, underscoring that effective innovation results from the interplay between systemic structures, collaborative practices, and individual commitment. Based on these insights, the study recommends systemic interventions, including continuous professional development, adequate resourcing, and structured platforms for collaboration. Leadership approaches that encourage autonomy, shared decision-making, and access to instructional and technological resources can empower teachers to experiment and sustain innovative practices. Furthermore, fostering professional learning communities and cross-school networks can enhance collegial support and collective problem-solving, enabling the co-construction of knowledge and contextually responsive innovation. These findings contribute to understanding how systemic, collaborative, and individual factors converge to shape teaching innovation, offering practical guidance for policy and practice aimed at advancing learner-centred, adaptive, and sustainable educational innovations.

Keywords: innovation in teaching, learner-centred pedagogy, professional learning communities, teacher agency, educational leadership, technology integration

About the presenters:

Dr Phumuzani Mpofu is an educational psychologist registered with the Eswatini Medical and Dental Council. He holds a PhD in educational psychology from North-West University and is currently a Postdoctoral Fellow at the University of the Witwatersrand. His research interests include child development, parenting, gerontology, inclusive education, gender studies, sexual offenses, psychological assessment, sustainable development, and corporal punishment. He has published over 40 peer-reviewed journal articles and authored three book chapters with different publishers. Dr Mpofu currently serves as guest editor for the International Journal of Studies in Psychology, leading its 2026 special issue, and supervises four postgraduate candidates at Unicaf University.

His career began in school teaching, where he progressed into leadership roles, including Head of Department, across institutions in Zimbabwe and



Eswatini. In higher education, he served as Research Coordinator at AMADI/MSU, supervising research projects from diploma to master's level. He has peer-reviewed more than 15 academic articles and actively mentors PhD candidates and early-career researchers, particularly in Eswatini.

His long-term goal is to make a sustained scholarly contribution and attain a full professorship

Bhekie S. Mdluli is a pastor, Bible school lecturer, and Director of Extension Schools in Eswatini. He holds a BA in psychology and a BA in theology, together with several other qualifications that inform his interdisciplinary work. His academic specialization is in biblical hermeneutics, exegesis, and Pentecostal theology, enriched by psychological insight into pastoral care, mentoring, and leadership development. His research interests include educational innovation and teacher development in Eswatini, while his teaching emphasizes theological reflection and academic writing. He supervises research students and contributes as a facilitator and speaker at academic and ministry conferences. He has authored and reviewed scholarly essays and created digital resources for ministry training and organizational growth. Anchored in a vision of renewal and advancement, he is committed to extending the frontiers of scholarship and ministry beyond established boundaries.



Teacher benefits and job performance in CSTC: Basis for a three-year employee benefits integration plan

Marlon P. de Gala

MA in Educational Management, College Instructor, College Of Sciences, Technology, And Communications (CSTC), mdegala116@gmail.com

ABSTRACT

The study sought to examine the effect of benefits to work productivity and performance of College of Sciences, Technology and Communication (CSTC) employees. It aimed to describe the demographic profile of the respondents, the benefits they received from their place of work, and its perceived impact to their work productivity and performance. It also sought to determine if there is a significant relationship between the benefits received by the employees and their productivity and performance. This research utilized quantitative descriptive research design using a survey questionnaire. The data gathered were analyzed using statistical treatment like frequency, percentage, weighted arithmetic mean and Pearson correlation coefficient. Based on the result of the data gathered, the CTSC workforce is predominantly young, single, and relatively new, with most employees aged 21-30 and employed for five years or less, earning between 10,001 and 20,000. They receive various benefits, including SSS, PhilHealth, Pag-IBIG, 13th Month Pay, uniforms, training seminars, gifts, and sick leave. These benefits are highly motivating, enhancing adherence to safety protocols, task completion, productivity, and overall job performance, with positive effects on teaching methods and stress reduction. Financial and non-financial benefits significantly impact job-specific and personal standards, but not organizational standards, with variations based on demographics like age, income, and civil status. To optimize performance, a Benefits Optimization Program is recommended, featuring benefits awareness workshops, personalized consultations, leadership and gender sensitivity training, and performance monitoring to ensure continuous improvement and inclusivity.

Keywords: employee, teacher, benefits, performance

About the presenter:

Marlon P. De Gala is a committed educator and academic leader whose career reflects both intellectual rigor and service. He earned his Bachelor of Arts in Philosophy from Maryhill College and pursued graduate studies in Educational Management at Lipa City Colleges, alongside advanced theological training at St. Alphonsus Regional Seminary. His teaching journey spans institutions such as CSTC, MSEUF, and Holy Rosary Chinese Catholic School, where he has guided learners with discipline and compassion. Currently serving as NSTP Coordinator at CSTC, he has been instrumental in shaping programs that foster civic responsibility and leadership among the youth. A member of the Philippine Association of NSTP Implementers, Mr. De Gala exemplifies integrity, scholarship, and a steadfast commitment to holistic education.



Qualitative analysis on the preparedness of teachers towards classroom observation: Basis for the instructional and supervisory design

¹**Lorena T. Blancaflor** & ²**Katherine H. Pagkaliwangan**

¹*Master of Arts in Education major in Educational Administration, DepEd Assistant School Principal II, Kaysuyo National High School, lorena.blancaflor@deped.gov.ph; ²Doctor of Philosophy major in Mathematics Education (CAR), DepEd Teacher, Kaysuyo National High School, katherine.herrera@deped.gov.ph*

ABSTRACT

This study assesses readiness under the MATATAG Curriculum by DepEd, aiming to enhance education through critical thinking and adaptability. It identifies support needs, refines strategies, and suggests professional growth plans. It was conducted at Kaysuyo National High School S.Y. 2024-2025, assessed teachers' preparedness for classroom observations under the MATATAG Curriculum using a qualitative descriptive design. Purposive sampling and validated questionnaires explored experiences, strategies, and challenges. Ethical measures ensured confidentiality and voluntary participation. Data were analyzed with descriptive statistics and decoding techniques to inform instructional and supervisory strategies. It highlighted teacher preparedness for classroom observations under the MATATAG Curriculum. Eight teachers (50% male, 50% female) at Kaysuyo National High School described it as holistic, promoting critical thinking and adaptability. Strategies like group discussions, differentiated instruction, and project-based learning addressed diverse needs, though challenges arose in contextualizing competencies, managing dynamics, and integrating technology. SLAC, FGDs, and feedback supported growth, while teachers recommended dynamic, collaborative observations for continuous improvement. The study emphasized gender balance, strategies, and feedback in preparing teachers for MATATAG Curriculum observations. Continuous support and professional development are vital. Recommendations focus on curriculum adaptation, strategy refinement, and leveraging feedback for growth and improvement.

Keywords: qualitative analysis, preparedness, classroom observation, instructional and supervisory

About the presenter:

Lorena T. Blancaflor. Master of Arts in Education major in Educational Administration. DepEd Assistant School Principal II



Effectiveness of the Bachelor of Science in Business Administration curriculum in the professional practice of graduates

¹Marierose P. Valenzuela, ²Jeffrey R. Ayala, ³Guillermo B. Briones, ⁴Dennis Gaudencio Lorica III & ⁵Elaine Joy C. Apat

¹Doctor in Business Administration, Associate Professor II Laguna State Polytechnic University, marierose.valenzuela@lspu.edu.ph; ²Master in Business Administration, Assistant Professor I Laguna State Polytechnic University, jeffrey.ayala@lspu.edu.ph; ³Master in Business Management, Assistant Professor II Laguna State Polytechnic University, guillermo.briones@lspu.edu.ph; ⁴Master in Business Administration, Assistant Professor I Laguna State Polytechnic University, dennis.lorica@lspu.edu.ph; ⁵Doctor in Business Administration, Associate Professor II Laguna State Polytechnic University, elaine.apat@lspu.edu.ph

ABSTRACT

With the ever-evolving learning needs, a program curriculum should be regularly updated to answer these changing demands. Analyzing the effectiveness of this learning program in the practice of one's profession is crucial for attaining quality education. This study aimed to determine the effectiveness of the BS Business Administration (BSBA) curriculum in the practice of profession of graduates from 2018 to 2020 at the Laguna State Polytechnic University – San Pablo City Campus. Descriptive and quantitative research were utilized. A survey was administered to one hundred twenty-four (124) BSBA graduates. The questionnaire was intended to assess how the graduates perceived the effectiveness of the BSBA curriculum in their professional practice using the Kirkpatrick Model of Evaluation. The majority of the graduates are working in the financial and Business Process Outsourcing industry, which is aligned to the curriculum of the BSBA program. It was also found that the said curriculum is highly effective in the practice of the graduates' profession in terms of reaction, learning, behavior, and results. A significant difference in the perceived effectiveness of the curriculum was found when the respondents were grouped by the type of industry. The curriculum of the BSBA program, as well as the delivery of instruction for such curriculum, may include new and innovative business strategies or tools that are applicable in the workplace. As such, the educators should be kept updated on the emerging trends and innovations being used in the changing business environment.

Keywords: BSBA curriculum, effectiveness, practice of profession, curriculum effectiveness

About the presenter:

Mr. Guillermo B. Briones graduated on March 1985 with a Degree of Bachelor of Science in Commerce-Major in Accounting at the Laguna College, San Pablo City from which he also took up his Master in Business Management that was completed last April 2016. He worked as an Administrative Officer at VG General Marketing (Distributor of Johnson and Johnson Philippines Inc) from 1986 to 1993. He then worked at Philippine National Bank from June 1995 to August 2019 holding various positions such as remittance analyst, branch operation specialist and relationship officer. From December 2016 to present, he is with the LSPU-SPCC entering as Instructor III and now as Assistant Professor II as a core Faculty of the BSBA Program and teaching mostly major professional subjects. Likewise, he is currently the CBAA Extension Implementing Unit Head.



Educational Pedagogy Track

Development and acceptability of Strategic Intervention Material (SIM) in bread and pastry production

¹Ayra Joy G. Abayon, ²Martina R. Rebustes, ³Eduardo G. Sumanga, ⁴Manuel O. Maloniso, ⁵Darren N. Naelgas & ⁶Jesusa D. Constantino

¹MAEd HE, Teacher II Numancia National School of Fisheries, ayrajoy.abayon@deped.gov.ph; ²EdD, Associate Professor I Aklan State University, martina.rebustes@asu.edu.ph; ³PhD, Professor V Aklan State University, eduardosumanga62@gmail.com; ⁴PhD, Professor Aklan State University, mmaloniso@gmail.com; ⁵PhD, EPS Schools Division of Aklan, darren.naelgas@deped.gov.ph; ⁶EdD, Instructor I Aklan State University, jdconstantino@asu.edu.ph

ABSTRACT

This quasi-experimental, non-equivalent research group design was employed to develop and evaluate the acceptability of a Strategic Intervention Material (SIM) for Bread and Pastry Production students at Numancia National School of Fisheries for the school year 2023-2024. Research findings indicated that both the experimental and control groups had average pretest scores in baking skills performance. In response to identified performance gaps in the Bread and Pastry Production subject, a Strategic Intervention Material (SIM) was developed, guided by the Learning Resource (LR) Quality Assurance Tools. Following a thorough evaluation, the Strategic Intervention Material was deemed acceptable in terms of content, language, layout, and format. Post-test results demonstrated significant improvement in the baking skills of the experimental group, who advanced from an average pretest score to a "very high" classification, in contrast to the control group, which showed less pronounced improvement. Therefore, the Strategic Intervention Material (SIM) is validated as an effective tool for remediation, successfully addressing students' learning gaps and challenges in Bread and Pastry Production.

Keywords: development, acceptability, strategic intervention material

About the presenter:

Ayra Joy Guevarra Abayon is a dedicated and compassionate educator from Numancia, Aklan. She holds a Bachelor of Secondary Education major in Technology and Livelihood Education from Aklan State University – College of Industrial Technology, where she was recognized as a consistent Dean's Lister and an Outstanding Pre-Service Teacher. To further enhance her professional competence, she pursued and completed a Master of Arts in Education major in Home Economics at Aklan State University – College of Industrial Education, Kalibo, Aklan, Philippines, in 2025. With several years of experience in the education sector under the Department of Education, she has developed expertise in teaching Technology and Livelihood Education, curriculum implementation, and skills-based instruction. Her professional practice is grounded in creativity, diligence, and responsiveness to learners' diverse needs. She takes pride in promoting holistic learning through contextualized, values-driven, and community-responsive teaching approaches. As an educator, her goal is to continually inspire students to become competent, responsible, and productive individuals while upholding integrity, commitment, and lifelong learning as core professional values.



Parenting styles, scouting involvement and learner's academic performance

¹John Edward Tupas & ²Jake Lauren S. Mercado

¹Doctor of Philosophy, Master Teacher at Barangay Estado National High School, johnedward.tupas@deped.gov.ph; ²Doctor of Philosophy, Associate Professor IV at STI West Negros University, jake.mercado@wnu.sti.edu

ABSTRACT

This study aimed to determine the parenting styles, parental involvement, and learners' academic performance in a small-sized schools division in northern negros island for the school year 2024–2025. It focused on how parenting approaches and levels of engagement in scouting programs relate to the academic outcomes of senior scouts from grades 7 to 12. A descriptive research design was employed. The respondents included 371 officially registered parents of senior scouts. data were analyzed using frequency and percentage, mean, Mann-Whitney U test, and Spearman's rho to determine differences and relationships among variables such as age, sex, educational attainment, and average family income. The findings showed that older and female respondents were more dominant. Most had lower educational attainment but higher monthly family income. Parenting styles (authoritative, authoritarian, permissive, and uninvolved) and parental involvement (communicating, parenting, and volunteering) were generally rated to a high extent. a very satisfactory level of academic performance was noted among learners. Significant differences in authoritarian and uninvolved parenting styles emerged when grouped by sex and age, while most other parenting dimensions showed no significant differences across variables. Communicating and parenting dimensions of involvement also showed mixed significant and non-significant differences depending on demographic factors. No significant relationship was found between parenting styles or parental involvement and learners' academic performance. Parenting styles and involvement in scouting programs were generally high but did not significantly influence learners' academic performance. Certain demographic factors, however, impacted specific parenting and involvement dimensions.

Keywords: parenting styles, scouting involvement, authoritative domain, authoritarian domain, permissive domain, uninvolved domain, Negros Occidental, Philippines

About the presenter:

Dr. Jake Lauren S. Mercado is an Associate Professor IV in the College of Education and School of Graduate Studies at STI West Negros University. He is the Head of the Student Development Program, and the ROTC Coordinator of the same university and a certified security investigation specialist. He also served as the Local Executive Director of the Regional and National Private Schools Athletic Association (PRISAA) Games Negros 2026. He earned his Doctor of Philosophy in Educational Management and Master of Arts in Education, major in Mathematics, from STI West Negros University. He is also a graduate of the Bachelor of Secondary Education, major in Mathematics, from the same institution.



The effect of cognitive defusion techniques on the negative automatic thoughts of the college students

Portia R. Marasigan

*Doctor of Philosophy major in Psychology, Professor V, Laguna State Polytechnic university,
portia.marasigan@lspu.edu.ph*

ABSTRACT

Negative automatic thoughts are the conscious or subconscious thoughts that occur involuntarily in response to everyday events. These thoughts are irrational, self-defeating, and indicative of negative core beliefs someone has about themselves. The study's goal was to assess how the college students cope with negative automatic thoughts using the techniques of cognitive defusion. Its specific goal was to ascertain whether the pre-and post-test results of the experimental group and the control group differed in a statistically significant way. The results indicated that while there is a significant difference between the means of the two groups' post-test scores, there is no significant difference between any group's means of the pre-test scores. Additionally, the mean scores of the groups that received cognitive defusion techniques and those that did not receive an intervention differed significantly before and after the test. Finally, using cognitive defusion techniques is an effective method in coping with negative automatic thoughts of college students.

Keywords: cognitive defusion techniques, negative automatic thoughts, college students

About the presenter:

PORTIA R. MARASIGAN, Professor V at the Laguna State Polytechnic University. A graduate of Doctor of Philosophy in Psychology at Manuel L. Quezon University. She became the dean of the College of Arts and Sciences from 2013 – 2017. She is a holder of License for Teachers. She has Published 2 research papers as book chapters in the book entitled *The World in Different Perspectives: Rebuilding a Lesson after a Crisis*, Presented Research Papers in International Conferences and Published Research Papers in International Journals. Also she has Rendered Expert/Technical Services as: Resource speaker in seminars, Evaluator/Judge in international research conferences, Moderator/Session chair in international research conferences, Editorial Board Member (2021-2022) - International Review of Social Sciences Research and Section Editor (2022- present) - International Review of Social Sciences Research.



Factors influencing the LECPA performance of board topnotchers (2010-2025): A foundational study for future research

¹Arianne Joy O. Pionilla, ²Blessie V. Raby, ³Fernando P. Tiu Jr. & ⁴Christian John P. Formaran

¹BS Accountancy, Student, Calayan Educational Foundation, Incorporated; ²BS Accountancy, Student, Calayan Educational Foundation, Incorporated; ³Master of Business Administration, Associate Professor, Calayan Educational Foundation, Incorporated; ⁴Master of Business Administration, Associate Professor, Calayan Educational Foundation, Incorporated, christianjohn.formaran@gmail.com

ABSTRACT

The licensure examination for Certified Public Accountants (LECPA) is considered among the most difficult board exams in the Philippines, as evidenced by passing rates that hover between 20-35% in the last 15 years. LECPA passing average is even lower in provinces such as Quezon. HEIs offering BSA are trying to explore multiple angles on how to improve this passing rate. Hoping to provide a lead to this end, this study attempted to look into a broad range of factors that may affect LECPA performance, using comparative and correlational analyses. From all over the country, the researchers gathered data from a total of 153 LECPA takers, which include 34 topnotchers, 61 passers, and 61 non-passers. Results reveal that the respondents tend to obtain higher LECPA ratings if they are more introverted and conservative, while those who are more sophisticated in music and arts tend to perform poorly in the said exam. Respondents from intact nuclear families also tend to perform better. Certain practices were associated with poor board performance, such as the use of Pomodoro and similar techniques, as well as the use of note-taking apps. Those who followed a less structured review schedule performed better. Participation in accounting competitions showed high correlation with board performance. The researchers recommend the use of the findings not necessarily for the screening of BSA applicants, but rather to develop strategies around the academic, personal, and other characteristics of students with the goal of improving board performance.

Keywords: accounting, licensure exam, Philippines, factors

About the presenter:

Christian John “CJ” P. Formaran is a Certified Public Accountant and a graduate of Manuel S. Enverga University Foundation–Lucena City, where he earned his degree magna cum laude in 2011. He completed his Master’s Degree in Business Administration at the University of Batangas in 2018 and is currently pursuing a Doctor of Philosophy in Business Management at the same institution. He is presently the Cluster Dean of the College of Business and Management at Calayan Educational Foundation, Inc., Lucena City, overseeing programs in Accountancy, Management Accounting, Business Administration, Hospitality Management, Tourism Management, and Information Systems. Prior to joining the academe, he served as a Senior Audit Associate at Reyes Tacandong & Co., one of the largest auditing firms in the Philippines, with expertise in external audit, financial reporting, business consultancy, and personal finance. Dean Formaran is a former President of the PICPA Quezon Province Chapter and a recipient of the 2020 Outstanding PICPA Chapter President Award and Regional Leadership Award. He is also the creator of the YouTube channel Dean CJ Formaran Accounting Lectures with over 37,000 subscribers, providing free accounting and auditing lectures. He actively serves as a CPA reviewer and educator nationwide.



Project S3IM (Self-Made Science Strategic Intervention Materials): Increasing the cognitive domain of Grade 12-STEM students in general biology in the least mastered learning competencies

¹Jhon Manuel Maranan & ²Jonathan N. Cube

¹BSEd major in General Science Graduate, Manuel S. Enverga University Foundation-Candelaria, Inc., jhonmanuelmaranan01@gmail.com; ²MASEd, Instructor Manuel S. Enverga University Foundation-Candelaria, Inc., cubejonathan@mseuf.edu.ph

ABSTRACT

The field of education continues to face the ongoing challenge of providing instruction that effectively addresses the diverse learning needs of students. In particular, teaching General Biology I presents unique complexities, as the subject requires not only factual knowledge but also a deep conceptual understanding of scientific principles. This study explores the use of Self-made Science Strategic Intervention Materials (S3IM) as a tool to enhance the cognitive domain of students, specifically targeting the least mastered learning competencies in General Biology I. The S3IM approach provides tailored, student-centered interventions that offer additional activities aimed at reinforcing understanding, promoting active engagement, and improving academic performance. Employing a Convergent Mixed Method Design, this research integrates both qualitative and quantitative data collection techniques, including surveys and interviews, to examine the effectiveness of the S3IM in enhancing students' conceptual comprehension and learning outcomes. The study investigates how these self-designed materials influence student engagement, motivation, and academic achievement, while also exploring their adaptability to individual learning needs. By demonstrating the potential of innovative, self-created intervention resources, this research contributes to evidence-based strategies for addressing learning gaps in science education. The findings are expected to provide valuable insights for educators, curriculum developers, and policymakers seeking effective approaches to strengthen students' cognitive skills and foster mastery in General Biology I.

Keywords: self-made science strategic intervention material, cognitive domain, least mastered learning competencies, student engagement, academic performance

About the presenter:

Jhon Manuel Maranan is a graduate of Manuel S. Enverga University Foundation–Candelaria, Inc., with a major in General Science, and graduated cum laude.

Jonathan N. Cube is a graduate of the Master of Arts in Science Education program and is currently a college instructor at Manuel S. Enverga University Foundation–Candelaria, Inc.



Multiple and emotional intelligences and its influence to growth mindset among selected senior high school of Laguna: Basis for self-awareness and regulation program

¹Ma. Rona D. Sahagun, ²Rowena A. Reyes, ³Maria Daisy F. Camilon, ⁴Gloribel C. Cordez & ⁵Minerva C. Manalo

¹Doctor of Education major in Educational Management, Associate Professor III, Laguna State Polytechnic University-San Pablo City Campus, ma.rona.sahagun@lspu.edu.ph; ²Doctor of Philosophy in Psychology, Associate Professor II, LSPU-SPCC, reyes.rowena@lspu.edu.ph; ³Doctor of Education major in Educational Management, Assistant Professor IV, LSPU-SPCC, mariadaisy.camilon@lspu.edu.ph; ⁴EdD 24 units, Master of Education in Educational Management, Associate Professor I, LSPU-SPCC, gloribel.cordez@lspu.edu.ph; ⁵Master in Business Administration, Assistant Professor III, LSPU-SPCC, minerva.mano@lspu.edu.ph

ABSTRACT

The researchers conducted a study on multiple and emotional intelligences and its influence to growth mindset among selected Senior High School of Laguna: basis for self-awareness and regulation program. Specifically, the study utilized a descriptive correlational and predictive research design. This was participated by 235 female respondents or (54.4%), and 197 male respondents or (45.6%), most of them were from the STEM strand and came from younger senior high school students. The findings revealed that respondents generally possess good social awareness and potentially enhancing overall interpersonal effectiveness. Moreover, emotional intelligence among respondents appears moderately effective but could significantly benefit from targeted interventions, especially in emotional awareness to strengthen foundational EI skills. The results suggest that different intelligence profiles impact emotional intelligence dimensions distinctly. Emotional Management and Relationship Management positively influenced grit significantly, while Emotional Awareness negatively impacted it, and Social Awareness was insignificant. Social Awareness negatively and significantly influenced Growth Mindset, while Relationship Management had a positive significant effect. Emotional Awareness and Emotional Management were not significant.

Keywords: multiple and emotional intelligences, growth mindset, self-awareness, regulation program

About the presenter:

Dr. Rowena A. Reyes is a licensed professional teacher, registered psychologist, and registered psychometrician. She earned her Bachelor's and Master of Arts degrees in Psychology from the University of Santo Tomas. In addition, she took and finished her Doctor of Philosophy in Psychology degree at Lyceum of the Philippines Batangas in 2020.. Currently, she serves as the BS Psychology Program Coordinator at the College of Arts and Sciences, Laguna State Polytechnic University-San Pablo City Campus. She has also been an active member of the Psychological Association of the Philippines since 2013.



MaKaPaSa (Makabagong Kagamitan sa Pagpapabasa ng Salaysay): A strategic reading intervention plan to meet Matatag Curriculum demands

¹Katherine H. Pagkaliwangan, ²Mauricia P. Rodriguez & ³Erwin P. Peji

¹Doctor of Philosophy major in Mathematics Education (CAR), DepEd Teacher, Kaysuyo National High School, katherine.herrera@deped.gov.ph; ²Master in Educational Management, DepEd Teacher, Kaysuyo National High School, mauricia.pillerva001@deped.gov.ph; ³Master of Science in Biology, DepEd Teacher, Kaysuyo National High School, erwin.peji@deped.gov.ph

ABSTRACT

The purpose of this study, "MaKaPaSa" aims to evaluate the effectiveness of a strategic reading intervention in improving students' reading skills, addressing comprehension difficulties, and enhancing digital literacy to meet the demands of the Matatag Curriculum. This action research was conducted at Kaysuyo National High School during the S.Y. 2024–2025 first semester. It focused on learners from Grades 7 to 10 who needed a reading intervention. The study used purposive sampling, PHIL-IRI pre and post assessment, digitized reading materials, and Google Forms for weekly reading sessions and assessments. Data were gathered, analyzed using frequency and t-test, and aimed to evaluate the effectiveness of the intervention in improving reading skills. The study analyzed the effectiveness of the MaKaPaSa strategic reading intervention plan based on Phil-IRI pre- and post-test scores. Results showed a significant improvement in reading skills ($t\text{-value}=11.8005$, $p=0.00001$), with 10 out of 18 students increasing their scores to or above the baseline of 28/40. Despite challenges in adapting to digitized materials and technology-based assessments, the use of digital tools enhanced learning and supported students' reading development. The intervention aligned with DepEd's efforts to improve reading proficiency. The intervention showed significant improvement in reading, with 10 out of 18 students scoring at or above the baseline. However, many struggled with digital tools, indicating a need for tech support. Recommendations include digital training, follow-up sessions, and extending the intervention.

Keywords: strategic, reading intervention, matatag curriculum, digital literacy

About the presenter:

Katherine H. Pagkaliwangan is a dedicated educator currently serving as a DepEd teacher at Kaysuyo National High School. She holds a Master of Arts in Mathematics, reflecting her strong academic background and specialization in the field. With her commitment to quality mathematics instruction and learner-centered teaching, she continues to contribute significantly to the academic development of her students.



iHear: College-level English readiness remediation program for deaf and hard-of-hearing students

Mary Rose Q. Cabreros

PhD in English, Assistant Professor 1, Dalubhasaan ng Lungsod ng Lucena, rose.raphaell6@gmail.com

ABSTRACT

The study aimed to design and develop a College-Level English Remediation program tagged as iHear which stands for Interactive Higher Education Achievement Readiness, and is a language remediation program that aims to enhance the College-Level English skills of the 21 deaf and hard of hearing (d/hh) research participants from Dalubhasaan ng Lungsod ng Lucena who were subjected to the remediation program during the 2nd semester of SY 2021-2022. Data were collected on the basis of an English Proficiency pre-test and post-test that identified the least mastered language skills and analyzed the program's impact on these said skills. Paired t-Test were conducted to analyze the test results for significant differences in scores. Results showed it has addressed only Grammar and Cause and Effect under the Analysis skills, although there were very little significant differences in the scores between the Pre-test and Post-Test. An assessment and validation of the program was conducted through a face and content validation by experts in the fields of language instruction, program development and deaf pedagogy, appraising the program as to its adequacy, appropriateness, coherence and usefulness. The initial assessment by the expert validators have rated the program as acceptable in all the dimensions. Likewise, the program was evaluated by the research participants through an evaluation checklist that examined the program's content and construct validity. The results implicated the validity of the items contained in the remediation program and was considered acceptable by its users. Following an iterative framework, the program underwent revision based on the comments and recommendations of the expert validators in the initial validation and was subsequently re-evaluated by the same expert validators using the same evaluation tool. Results of the re-evaluation reflected that the improved version was rated "very much acceptable", indicating the acceptability and validity of the remediation program.

Keywords: special education, language proficiency, sign language, D/HH, ADDIE model, remediation program, second language acquisition theory, bilingualism, online modality

About the presenter:

Dr. Mary Rose Q. Cabreros currently serves as the Research Director and Gender and Development (GAD) Focal Person at the Dalubhasaan ng Lungsod ng Lucena. With over two decades of teaching experience, Dr. Cabreros has become a guiding force in the fields of English and Social Sciences, shaping young minds and championing inclusive education. She is a seasoned resource speaker, frequently invited to speak on student leadership, language and communication, and an array of Gender and Development topics—from gender sensitivity and equality to gender-fair language. Her talks are not only informative but transformational, rooted in research and driven by advocacy. Dr. Cabreros is an active scholar and presenter, having participated in both local and international research conventions. She has published two research papers that delve into language, communication, and gender-based studies—contributions that continue to inform and inspire discourse in these critical areas. She holds a bachelor's degree in Mass Communication from Manuel S. Enverga University Foundation, where she was a consistent university scholar. She earned her Master's in Development Communication from the University of the Philippines Open University, and capped her academic journey with a Doctor of Philosophy in English, again from MSEUF.



Shaping professional identity: A narrative inquiry into Filipino English teachers' experiences with the talk in English policy

¹John Paul O. Cagadas & ²Cheska H. Reynoso-Cagadas

¹Master of Arts in Education – Major in English. Program Chairperson of the College of Education at Calayan Educational Foundation, Incorporated, johnpaul.cagadas@cefi.edu.ph; ²Bachelor in Secondary Education – Major in English. Program Chairperson of the Senior High School Program of the Basic Education Department at Calayan Educational Foundation, Incorporated.

ABSTRACT

This qualitative narrative inquiry research investigates how the Talk-in-English (TIE) policy shapes the professional identity of Filipino English teachers in a private school in Lucena City. Data were collected through semi-structured interviews with three English teachers. The thematic analysis revealed three major themes: (1) Redefining Classroom Communication - the TIE policy redefined classroom communication by encouraging sustained English use and deliberate language modeling, although inconsistencies in implementation created challenges; (2) Identities in Negotiation - teachers' identities were placed in negotiation as they balanced institutional expectations of English-only communication with their Filipino linguistic and cultural repertoires, resulting in both tensions and adaptive strategies; and (3) Becoming the Teacher They Expect - the policy fostered professional growth by enhancing teachers' confidence, authority, and alignment with institutional goals of academic excellence and prestige. The study concludes that while the TIE policy imposes limits on pedagogical flexibility, it simultaneously fosters teacher development and recognition. The study contributes to the wider discourse on language policy and teacher identity in the Philippine context.

Keywords: professional identity, Filipino english teachers, talk in English policy, language policy, translanguaging

About the presenter:

Cheska H. Reynoso-Cagadas is a graduate with a Bachelor's degree in Secondary Education Major in English. I have been teaching for 9 years now, and I teach Language and Research subjects, as well as Entrepreneurship. I am currently the Program Chairperson of the Senior High School Program under the Basic Education Department at Calayan Educational Foundation, Inc.



Pre-internship program effectiveness and its impact on clinical internship outcome

¹Brent Kiro G. Arbon, ²Jomelyn Nicole G. Marino, ³Carlos Von Luigui S. Sale, ⁴Daniele Clyde P. Cacha & ⁵Delcie Flores-Jader

¹BS Radiologic Technology-IV, Calayan Educational Foundation, Inc., 022-058@cefi.edu.ph; ²BS Radiologic Technology-IV, Calayan Educational Foundation, Inc., 022-321@cefi.edu.ph; ³BS Radiologic Technology-IV, Calayan Educational Foundation, Inc., 022-583@cefi.edu.ph; ⁴Registered Radiologic Technologist, Faculty, Calayan Educational Foundation, Inc., danieleclayde.cacha@cefi.edu.ph; ⁵MA in Education Management, Dean, Calayan Educational Foundation, Inc., delcie.jader@cefi.edu.ph

ABSTRACT

This study examined the effectiveness of the Pre-internship Program implemented by the College of Radiologic Technology at Calayan Educational Foundation, Inc., and its impact on the clinical internship performance of students from Batch 2017 and 2018. Since the program was halted during the pandemic, the researchers aimed to gather evidence that could support its revival and improvement for future cohorts. The primary objective was to determine whether pre-internship experiences significantly influenced student performance during Clinical Education I and II, and to propose actionable recommendations. A quantitative research design was employed, involving document review and an online survey of 22 graduates from the identified batches. Findings revealed that students achieved an average pre-internship score of 4.00, reflecting strong initial readiness. However, performance slightly declined during Clinical Education I (mean grade of 2.49) and Clinical Education II (mean grade of 2.59). Statistical analysis showed a significant positive correlation ($r = 0.532$, $p = 0.011$) between pre-internship scores and Clinical Education I grades, suggesting that pre-internship activities effectively enhanced early clinical competence. Nonetheless, sustaining performance throughout the internship requires further program refinement. The study underscores the importance of strengthening the Pre-internship Program to better prepare students for real-world challenges in clinical settings. While the program successfully builds foundational skills and confidence, additional support in areas such as time management and critical decision-making is essential. Enhancing these aspects will ensure students maintain consistent performance and adaptability during their entire clinical education journey.

Keywords: pre-internship, clinical education, radiologic technology, student performance

About the presenter:

Prof. Delcie Flores-Jader is a licensed Radiologic Technologist and certified Radiation Safety Officer with a background in both clinical practice and academic leadership. She earned her BS in Radiologic Technology from Calayan Educational Foundation, Inc., followed by a MA in Educational Management from St. Jude College Manila. She is currently pursuing her Doctor of Philosophy in Educational Management. Prior to transitioning into academia, she spent nine years honing her expertise in the clinical setting. She worked as a mammographer, echocardiographer, CT-scan technologist, and eye imaging technologist, while also assisting radiologists in the ultrasound section—an experience that has deeply informed her approach to education and mentorship. Her academic career began as a faculty member and intern coordinator, roles through which she advanced to become the Dean of the College of Radiologic Technology in 2015. She is an active member of the PART, Inc. – Quezon Chapter, and a distinguished accreditor for the Radiologic Technology Program under the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).



Lived experiences of non-specialized criminology instructors handling forensic sciences courses

¹Aiza P. Villanueva, ²Gerick R. Artieda, ³Liza Joy B. Barican & ⁴Nilvon Batohanon

¹Master's Degree, Faculty, STI West Negros University, aiza.villanueva@wnu.sti.edu.ph; ²Bachelor's Degree, Faculty, STI West Negros University, gerick.artieda@wnu.sti.edu.ph; ³Doctor of Philosophy in Criminal Justice with Specialization in Criminology, Program Head – College of Criminal Justice Education, STI West Negros University, lizajoy.barican@wnu.sti.edu.ph; ⁴Bachelor's Degree, nilvonbatohanon@gmail.com

ABSTRACT

This study explores the lived experiences of non-specialized criminology instructors who teach forensic sciences courses at higher education institutions. With forensic science becoming an increasingly essential component of criminology curricula, the role of instructors without formal specialization in the field is a critical area of inquiry. The research utilizes a qualitative approach and collaizzi method employing in-depth interviews and participant observations to gather insights into the challenges and strategies these instructors employ. The findings reveal seven (7) emergent themes including Ethical Teaching Practices, Barriers to Practical Forensic Training, Forensic Education Gaps, Stress and Knowledge Gaps in Teaching, Adaptive Teaching Strategies in Forensic Science Education, Hands-on Skill Development Constraints, Blending Digital and Expert Knowledge in Teaching. Range of experiences, including struggles with the lack of specialized knowledge, the need for continuous professional development, and the reliance on collaboration with experts in the field. Despite these challenges, many instructors highlight their adaptability, creativity, and dedication to providing students with a comprehensive understanding of forensic science. The study contributes to a deeper understanding of the intersection between criminology education and forensic science instruction, emphasizing the need for institutional support and resources to enhance the teaching effectiveness of non-specialized instructors. Recommendations for curriculum development and faculty training are also discussed.

Keywords: challenges, strategies, instructors, non-specialized, barriers, education gaps

About the presenter:

Aiza P. Villanueva is a faculty member of the College of Criminal Justice Education (CCJE). She is a Master of Science in Criminology graduate, a registered criminologist, and a specialist in questioned document examination.



Aligning assessment, pedagogy and learning spaces: A rapid literature review

¹Alberto A. Rico, ²Maria Christina F. Bagundol & ³Democrito D. Juyamao, Jr.

¹Doctor of Philosophy major in Educational Management, Associate Professor IV, STI West Negros University, rico.alberto@wnu.sti.edu.ph; ²Doctor of Philosophy in Management, Associate Professor III, College of Education of STI West Negros University, mariachristina.bagundol@wnu.sti.edu.ph; ³Doctor of Philosophy major in Educational Management, Dean of the College of Education, STI West Negros University, democrito.juyamaojr@wnu.sti.edu.ph

ABSTRACT

This paper aims to determine how assessment is aligned with pedagogy and learning spaces through a rapid literature review. This methodology speeds up the analysis of newly published data to identify and summarize available information regarding different approaches. The reviewed and analyzed literatures have highlighted the nature of various learning spaces. Pedagogical approaches were organized according to specific learning spaces. Assessment approaches were aligned to specific approaches. The findings showed that learning space is clearly defined apart from learning environment; physical, virtual and hybrid learning spaces were explained; and transforming schools into a venue for active learning spaces were expounded. Notably, literature showed that learning space is more specific than learning environment. It means a place where learning, related to curriculum implementation, takes place. Using various learning spaces has implications on teachers' utilization of assessment as a tool for learning improvement. Creating active learning environment, as a learner-centered approach grounded on the constructivist theory, responds to the need of constructing knowledge which is focused on activities and strategies that foster higher-order thinking skills. It is recommended that schools must transform themselves from the traditionalist classrooms into dynamic and active learning spaces where learners are actively involved in the teaching and learning process. Schools' transformation into active learning spaces would require the integration of key elements, such as: (a) active learning pedagogy; (b) active learning spaces; and, (c) activity-based assessment.

Keywords: assessment, pedagogy, learning spaces, teaching and learning process

About the presenter:

Maria Christina F. Bagundol is a graduate of Doctor of Philosophy in Management. Currently, she is an Associate Professor III and a full-time faculty member in the College of Education of STI West Negros University, Bacolod City, Philippines.



Business, Hospitality and Health Management Track

Investigating social media's role in brand equity and purchase intentions for non-alcoholic beverages

¹Sandra D. Panugayan-Sy & ²Fernando L. Trinidad

¹MBA, The Graduate School, University of Santo Tomas, sandrapanugayan@gmail.com; ²PhD, Professor, University of Santo Tomas, fltrinidad@ust.edu.ph

ABSTRACT

The research investigates how social media influences consumer perceptions of non-alcoholic beverage brands, enhancing social media engagement and brand equity and driving purchase intentions. It highlights the impact of digital engagement, brand communication, and consumer interactions in shaping purchasing decisions and brand loyalty. Although beverage companies in the Philippines increasingly use social media to engage with customers, advertise products, and invest funds in digital marketing strategies, they know little about how social media engagement affects consumer behavior, particularly in the Fast-Moving Consumer Goods (FMCG) non-alcoholic beverage sector. Furthermore, little research has been done on the cultural, platform-specific, and economic factors that might affect brand equity and the efficacy of social media marketing. This study utilized a descriptive-correlational quantitative research design. Using Krejcie and Morgan's 1970 published data table, a total of 394 samples were used and analyzed statistically using the partial least square-structural equation modeling (PLS-SEM). The results show that social media marketing had a significant positive effect on brand equity, social media engagement, and purchase intentions. The study also found that although both mediating variables are significant, brand equity had a direct positive effect, while social media engagement had a suppression effect. The study findings contribute to effectively navigating the modern marketplace, adapting to changing consumer trends and preferences, and driving growth by understanding the interplay between social media marketing, social media engagement, brand equity, and purchase intention.

Keywords: social media marketing, consumer engagement, FMCG, brand equity, consumer behavior, purchase intention, brand loyalty, advertisement

About the presenter:

Sandra Panugayan-Sy is a Filipino researcher, Certified Public Accountant (CPA), and graduate student at the University of Santo Tomas (UST) Graduate School. Her research focuses on the role of social media in shaping brand equity and purchase intentions, particularly within the non-alcoholic beverage industry. Her research interests include digital marketing, consumer behavior, brand equity, and marketing analytics, with emphasis on practical applications in fast-moving consumer goods.



Towards sustainable development: Household welfare through financial inclusion in Bangladesh

Aslam Mahmud

Master of Finance, Assistant Professor, Department of Finance and Banking, Jatiya Kabi Kazi Nazrul Islam University, Trishal, Mymensingh-2224, Bangladesh

ABSTRACT

This study employs a two-stage least squares (2SLS) instrumental variable (IV) approach to examine the role of financial inclusion in improving employment conditions, household living standards, and sanitation in Bangladesh. By leveraging variations in financial inclusion across sixty-four districts and seven divisions in Bangladesh, this research aims to establish a causal relationship between financial inclusion and household welfare. The analysis utilizes data from IPUMS International 2011 and IPUMS DHS 2014 for Bangladesh. To address potential endogeneity, the study employs instrumental variable (IV) techniques, using (i) the ratio of the Hindu religious population in each district and division and (ii) exogenous growth in financial inclusion as instruments. The findings reveal that financial inclusion enables households to invest in better living conditions, while also improving access to safe drinking water and sanitation facilities. The mechanism behind these positive effects is driven by increased labor force participation and higher employment rates. Moreover, financial inclusion significantly improves employment conditions, potentially facilitating a shift away from low-value-added agricultural work as households gain access to financial services. This study is unique in its examination of within-country variations in financial inclusion and its application of instrumental variable techniques to address endogeneity. Utilizing microdata from Bangladesh, it provides robust evidence on the impact of financial inclusion on household welfare.

Keywords: financial inclusion, household welfare, instrumental variables, Bangladesh

About the presenter:

Aslam Mahmud serves as an Assistant Professor in the Department of Finance and Banking at Jatiya Kabi Kazi Nazrul Islam University, Bangladesh, where he has contributed seven years of dedicated service to academia. He holds a Master's degree in Finance from the Research Institute of Economics and Management at Southwestern University of Finance and Economics, China. Additionally, he earned both his MBA and BBA degrees in Finance and Banking with distinction from Jatiya Kabi Kazi Nazrul Islam University, Bangladesh. His research interests encompass machine learning, financial economics, banking systems, capital market dynamics, and corporate finance.



Household disaster awareness and preparedness in Liliw, Laguna, Philippines: Basis for disaster preparedness community training

Marierose P. Valenzuela

*Doctor in Business Administration, Associate Professor II Laguna State Polytechnic University,
marierose.valenzuela@lspu.edu.ph*

ABSTRACT

Household disaster awareness and preparedness are crucial for saving lives and minimizing the negative effects on the community. This study aimed to determine the disaster awareness and preparedness of the households in the municipality of Liliw, province of Laguna in the Philippines. Descriptive and quantitative research were utilized. A survey was administered to three hundred sixty-seven (367) households in the said municipality. The questionnaire is intended to assess disaster awareness in terms of disaster knowledge, perception, and adaptation. It also scored in the household preparedness in terms of disaster management and mitigation. The majority of households in Liliw, Laguna are medium-sized and belong to the poor to low-income class. Moreover, it was found that the residents of the said municipality are aware of disasters. On the other hand, the results revealed that the households are highly prepared for disasters as they scored high in disaster management and disaster mitigation. Finally, a high positive correlation was found between disaster awareness and disaster preparedness. It is suggested that the local government conduct regular training specifically on strengthening awareness about the evacuation system and plan in the locality, and the importance of infrastructure retrofitting.

Keywords: household disaster, disaster awareness, disaster preparedness, disaster management

About the presenter:

Marierose Placente-Valenzuela is a Doctor of Business Administration, which she finished Magna cum Laude at the San Pablo Colleges. She took up a Master's in Business Administration and was also awarded Magna cum Laude from the same institution. She also completed a Bachelor of Science in Applied Mathematics at the University of the Philippines-Los Banos. She has been in the rural banking industry for 20 years before returning to the academe as she had her previous experience in education at the De La Salle University Dasmariñas from 1991-1994. She is a multi-awarded researcher who completes, presents, and publishes research on business, finance, and education. She was awarded the 2022 Outstanding Reviewer of the Year by the Institute of Industry and Academic Research Incorporated through its International Journal of Academe and Industry Research. She was also the recipient of the 2023 Distinguished Faculty Member of the Year at the Laguna State Polytechnic University, San Pablo City Campus, and is at present an Associate Professor II and the Program Coordinator of the BS Business Administration program at the same university.



Electronic shopping application benefits and customers' acquisition decision of Generation Z in the Province of Laguna

¹Ismaela M. Bawica, ²Elaine Joy C. Apat, ³Julieta A. Sumague & ⁴Marierose P. Valenzuela

¹Asst. Professor III, Laguna State Polytechnic University, ismaela.bawica@lspu.edu.ph; ²Assoc Professor II, Laguna State Polytechnic University, elaine.apat@lspu.edu.ph; ³Assoc Professor I, Laguna State Polytechnic University, julieta.sumague@lspu.edu.ph; ⁴Assoc. Professor II, Laguna State Polytechnic University, marierose.valenzuela@lspu.edu.ph

ABSTRACT

This recent research examined usage of shopping apps online and their impacts on purchasing decisions amongst Laguna Province's Generation Z. A quantitative-descriptive research design was employed to collect data from 200 respondents using four-point Likert-scale questionnaire from the researchers supplemented by secondary data such as articles, journals, and thesis. Quota sampling was employed to ensure coverage across contrasting gender and age profiles, and data analysis included frequency and percentage distribution, weighted mean, ANOVA test, and Pearson correlation. Results showed that respondents averaged between 13–17 years (43%) and had close to equal numbers of females (51%) and males (49%). Respondents largely supported use of online shopping applications as convenient ($M = 3.05$), helpful ($M = 3.12$), and somewhat trustworthy ($M = 2.87$). Decisions to purchase showed strong agreement at initial consideration ($M = 3.27$) and agreement at active evaluation ($M = 3.12$) and point of purchase ($M = 3.12$). ANOVA results suggested no difference in use of applications and decisions to buy when averaged by age and sex. Pearson correlation showed strong positive correlations with trustworthiness having highest correlation at point of purchase ($r = .697$, $p < .001$). It determines that use and ease of use influence early decision stages, although trustworthiness is most crucial in final purchasing decisions.

Keywords: e-commerce, Generation Z, buying choices, shopping application, online purchase

About the presenter:

Ismaela M. Bawica serves as an Assistant Professor III at Laguna State Polytechnic University, bringing nine years of expertise in higher education teaching, research, and extension programs. She possesses a robust academic and professional background in office administration, organizational studies, and management-related fields. Her research interests encompass ethical leadership, organizational culture, employee motivation, career progression, and instructional material development, with multiple studies presented and published at various local and international research conferences. She has also acted as a resource speaker and seminar facilitator for academic institutions and government agencies, including professional development initiatives for administrative and clerical staff. As a researcher, she is dedicated to evidence-based investigation that advances institutional development, promotes instructional innovation, and ensures organizational sustainability. In this presentation, she presents findings intended to offer practical insights and scholarly contributions pertinent to policy development, curriculum design, and professional practice.



Viral marketing as a predictor of consumer buying behavior and extensive decision making among residents of San Pablo, Laguna

¹Ismaela M. Bawica, ²Elaine Joy C. Apat, ³Guillermo B. Briones, ⁴Dennis Gaudencio III R. Lorica & ⁵Jeffrey R. Ayala

¹MBA, Assistant Professor III, LSPU; ²DBA, Associate Professor II, LSPU; ³MBM, Assistant Professor II, LSPU; ⁴MBA, Assistant Professor I, LSPU; ⁵MBA, Assistant Professor I, LSPU

ABSTRACT

The study aimed to assess the influence of viral marketing on consumer purchasing behavior and decision-making processes. Viral marketing is defined as a promotional approach leveraging social media and viral content to enhance brand awareness with minimal costs, primarily through word-of-mouth communication. The research examined the effects of viral messages, social media engagement, and peer recommendations on consumer perceptions and purchasing decisions, involving 200 respondents who completed a structured questionnaire. Descriptive statistics summarized the respondents' views on viral marketing, while Pearson correlation analysis explored the relationships among various factors. The findings indicated a favorable acceptance of viral marketing, particularly highlighting that consumer reviews garnered the highest agreement among participants. Notably, significant associations were observed between response behavior and comprehensive decision-making linked to word-of-mouth, viral messaging, and social media interactions. Social media emerged as having the strongest correlation with response behavior, demonstrating its capability to elicit quick consumer engagement. The results further revealed that viral messages and peer recommendations significantly affect rational purchase decisions. Key elements such as trustworthiness, credibility, and interactivity were identified as influencing factors in consumer behavior. The study suggests that businesses should focus on creating credible viral content and fostering engagement on social media platforms, alongside promoting authentic word-of-mouth initiatives to enhance immediate consumer responses and informed purchasing decisions. Overall, this research offers valuable insights into effective digital marketing strategies for marketers aiming to optimize viral marketing campaigns.

Keywords: viral marketing, consumer behavior, social media, word-of-mouth, response behavior, extensive decision-making

About the presenter:

DENNIS GAUDENCIO III R. LORICA is an Assistant Professor 1 at Laguna State Polytechnic University, San Pablo City Campus under the College of Business, Administration and Accountancy currently handling Business administration subjects particularly Financial and Marketing electives.



Role of digital services in enhancing customer satisfaction among microfinance clients in Laguna Province

¹Ismaela M. Bawica, ²Elaine Joy C. Apat, ³Geraldine M. Tilap, ⁴John Wendell Escoses & ⁵Desiree L. Wagan

¹Asst. Professor III, Laguna State Polytechnic University, ismaela.bawica@lspu.edu.ph; ²Assoc. Professor II, Laguna State Polytechnic University, elaine.apat@lspu.edu.ph; ³Instructor I, Laguna State Polytechnic University, geraldine.tilap@lspu.edu.ph; ⁴Asst. Professor III, Laguna State Polytechnic University, johnwendell.escoses@lspu.edu.ph; ⁵Associate Professor IV, Laguna State Polytechnic University, desiree.wagan@lspu.edu.ph

ABSTRACT

This research investigated the impact of digital services on customer satisfaction among microfinance clients in Laguna Province, Philippines. Data were collected from 200 respondents utilizing a descriptive-quantitative approach via a structured survey and evaluated by descriptive statistics and one-way ANOVA. The findings indicated that most respondents were middle-aged, married, and had moderate tenure as microfinance users. Clients conveyed substantial consensus that digital services are advantageous, user-friendly, and beneficial for financial management, while actual utilization was somewhat tempered by differing degrees of digital confidence. Customer satisfaction received good ratings in terms of reliability, responsiveness, and assurance, with convenience and security identified as the primary factors influencing satisfaction. The ANOVA outputs revealed that perceptions and satisfaction with digital services were not significantly diverse across different age groups, civil status, or microfinance involvement periods, aside from perceived usefulness which manifested statistically significant difference based on civil status. The study establishes that digital services significantly enhance client experience and overall consumer satisfaction with microfinance despite demographic variations. It recommends further improvement of digital literacy programs, service responsiveness, system dependability and security observation, and tailoring services to family-based financial requirements. The study contributes to the literature proving that technology-based microfinance results in inclusive financial institutions and fortifies client trust.

Keywords: digital services, microfinance, consumer satisfaction, perceived utility, dependability

About the presenter:

Geraldine M. Tilap is a college instructor at Laguna State Polytechnic University–San Pablo City Campus under the College of Business, Administration, and Accountancy. She earned her Master’s degree in Business Administration (MBA) from Pamantasan ng Lungsod ng San Pablo and her Bachelor’s degree in Office Administration from LSPU–SPCC.



Assessing the impact of service quality, price, and firm image on client satisfaction in Lucena City accounting firms

¹Mark Paul O. Altarejos & ²Sheryl Q. Quila

¹MBA, Instructor QCRS College, maltarejos@qcrscollege.org; ²MBA, Instructor QCRS College, sherylquila@qcrscollege.org

ABSTRACT

This study investigates the impact of service quality, price, and firm image on client satisfaction within accounting firms in Lucena City, Philippines. Utilizing the SERVQUAL model, the research examines how these dimensions collectively influence the professional service experience. A field survey was conducted using availability sampling, collecting 70 responses from accounting firm clients. The results indicate that both service quality and firm image are significant predictors of client satisfaction, suggesting that a firm's reputation is as vital as its technical performance. Furthermore, while price significantly influences perceptions of service quality, it was also found to have a direct correlation with overall satisfaction levels. The findings reveal that the duration of the client-firm relationship further strengthens these effects. This research concludes that accounting firms must adopt a dual strategy of enhancing service reliability while actively managing their corporate image to maintain a competitive advantage and ensure long-term client loyalty.

Keywords: service quality, client satisfaction, firm image, price, SERVQUAL, accounting firms, Lucena City

About the presenter:

Mr. Mark Paul Altarejos is a graduate of the Bachelor of Science in Accountancy from Tayabas Western Academy and has completed academic units in Agricultural Engineering at the University of the Philippines Los Baños. He is a Licensed Professional Teacher and has earned a Master in Business Administration from San Pablo Colleges. He is currently pursuing a Doctor of Business Administration at the same institution. Mr. Altarejos previously served for several years as Program Chair of the BSBA and BSOA programs at Tayabas Western Academy. His professional background includes experience in corporate auditing, bank compliance, tax practice, and the academe. He is an active researcher with peer-reviewed publications in international journals. His paper on supply chain resilience using latent class analysis received the Best Paper Award. His research interests focus on management and education.



Bridging the gap: Factors strengthening human resources for achieving universal healthcare among medical technologists in Quezon Province

¹Joel R. Aguilan & ²William Christopher C. Salazar

¹Doctor of Philosophy, Faculty Calayan Educational Foundation Inc., joel.aguilan@cefi.edu.ph; ²MM-PHA, Faculty Calayan Educational Foundation Inc., williamchristopher.salazar@cefi.edu.ph

ABSTRACT

This study investigates the status and challenges of health human resources to advance the realization of universal healthcare in the Philippines. Amid the increasing demand for healthcare services driven by population growth, urbanization, and socioeconomic development, the country faces persistent issues such as workforce shortages, skill-mix imbalances, and misdistribution of allied health professionals. Using mixed methodologies—including literature review, surveys, and comparative analyses—the research explores the demographic profile of medical technologists, evaluates workforce conditions, and identifies barriers to equitable deployment and utilization. Findings revealed a predominantly young, unmarried female workforce concentrated in private laboratories, with limited years of experience and occupying lower position. Despite a generally functional workforce distribution and satisfactory skill-mix, ongoing concerns about workload, compensation, and the depth of training programs persist. These outcomes reflect broader national trends cited by global frameworks such as the World Health Organization’s Workforce 2030, and the HRH2030 Philippines Final Report, which highlight the need for strategic, context-adapted human resource interventions. The study recommends adopting WISN staffing tools, enriching professional development programs, standardizing compensation across sectors, and strengthening governance through streamlined credentialing and interagency collaboration. Ultimately, the research underscores the importance of data-driven workforce planning to build a resilient, equitable, and effective healthcare system, and contributes significantly to policy dialogue on achieving universal healthcare in Quezon Province and beyond.

Keywords: human resources, universal healthcare, medical technologists, health management

About the presenter:

William Christopher C. Salazar, RMT, MMPHA, is a faculty member of the College of Medical Technology at Calayan Educational Foundation Inc., where he has been teaching since 2019. He holds a Master’s degree in Management major in Public Health Administration from Philippine Christian University (2024) and earned his Bachelor of Science in Medical Technology from Calayan Educational Foundation Inc. in 2017. His professional experience includes serving as Chief Medical Technologist at FARCARE Diagnostic Center & Medical Clinic OPC, Application Specialist and Sales Representative at FARCODE MedTechnologies Inc., and Medical Technologist at Mount Carmel Diocesan General Hospital. He has been recognized for Clinical Excellence and as a High School Class Salutatorian. Mr. Salazar is an active member of the Philippine Association of Medical Technologists and the Philippine Association of Schools for Medical Technology and Public Health, and he also serves as an adviser to CEFI PHISMETS – Quezon Chapter.



Employers, employees, and consumers on the hiring of formerly-incarcerated individuals

¹May R. Hernandez, ²Sofia Judyawon, ³Fernando P. Tiu Jr. & ⁴Steve Jerome P. De Rama

¹BS Business Administration major in Human Resource Management, Calayan Educational Foundation, Inc., may.hernandez@cefi.edu.ph; ²BS Business Administration major in Human Resource Management, Calayan Educational Foundation, Inc., sofia.judyawon@cefi.edu.ph; ³Master in Business Administration, University of Batangas, Director for Marketing and Promotions, Faculty, College of Business and Management, Calayan Educational Foundation, Inc., fernandotiujr819@gmail.com; ⁴BS Business Administration major in Human Resource Management, Calayan Educational Foundation, Inc., stevejerome.derama@cefi.edu.ph

ABSTRACT

A PSA 2021 survey shows that unemployment rate among formerly-incarcerated individuals (FICs) is twice as high as the national average. This reflects the difficulties encountered by FICs in finding gainful employment after doing time, as well as the reluctance of businesses to hire them. The study involved a total of 325 respondents consisting of consumers, business owners/managers, employees, and suppliers. Data was analyzed using descriptive and inferential (comparative and correlational) statistics. Findings show that while the respondents generally agree to the concept of providing employment opportunities for FICs, they in general are not open to having them in the workplace. The study also offers detailed insights on the perceptions of stakeholders according to their demographics. From a marketing perspective, plunging headlong into the hiring of FICs on the principle of inclusivity is ill-advised. It is recommendable to first invest in the education/orientation of stakeholders regarding the hiring of FICs, before deciding to actually hire them, lest they risk backlash from employees, business partners, and the consumers themselves.

Keywords: human resource management, inclusivity, Philippines, hiring, ex-convicts

About the presenter:

Fernando P. Tiu Jr. is currently the Director for Marketing and Promotions of Calayan Educational Foundation, Inc., as well as faculty of the College of Business and Management of the same institution. His fields of expertise include research, statistics, business analytics, productivity software, graphics design, technical and creative writing. He is currently pursuing PhD in Business Management at the University of Batangas (dissertation phase).



Exploring the effectiveness of green energy in Lucena City: Basis for developing educational campaign program

¹Veronica R. Campano, ²Amelia A. Jarapa & ³Erwin Abrencillo

¹BSEd-Science, Alumna, Calayan Educational Foundation, Inc., veronicacampano17@gmail.com; ²PhD in Education major in Mathematics, College Dean, Calayan Educational Foundation, Inc., amelia.jarapa@cefi.edu.ph; ³PhD in Science Education, Professor, erwin.abrencillo@cefi.edu.ph

ABSTRACT

The effectiveness of green energy is paramount to addressing global challenges such as climate change. Green energy sources such as solar, wind, hydropower, geothermal, and biomass offer renewable alternatives to fossil fuels, reducing greenhouse gas emissions and mitigating environmental degradation. Lucena City faces challenges like many other urban areas due to increased utility costs and pollution. This proves that it is an area that requires more attention, inspiring the researchers to carry out this study. This quantitative research study employed a descriptive research design that explored the effectiveness and current state of green energy adoptions and initiatives in Lucena City as a precursor to developing an educational campaign program. Key metrics include residents' awareness levels, utilization, and perceptions of green energy. Moreover, the study delves into the impact of green energy initiatives on reducing carbon emissions and fostering the economic benefits of residents within the city. To present a clearer picture of the study, solar panels emerge as the most popular and widely used green energy source in households, demonstrating the ability to support high-energy appliances and a viable alternative energy source at homes. However, the study reveals a lack of knowledge about various types of green energy, doubts about its unlimited use, and mixed perceptions regarding its cost and affordability. These findings are a foundation for developing an education campaign program that promotes sustainable practices and increases awareness among the students and the community.

Keywords: green energy, educational campaign program, sustainable practices

About the presenter:

Amelia Jarapa holds a Ph.D. in Education major in Mathematics and a Master of Arts in Education major in Mathematics. She currently serves as the Dean of the College of Liberal Arts, Sciences and Education at Calayan Educational Foundation, Inc. in Lucena City, Philippines. She is a research-oriented academic with research interests in mathematics education and statistical analysis. She is a Board Member of the Mathematical Society of the Philippines – CALABARZON Chapter and an accreditor of Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). She is also a member of the Philippine Association for Teacher Education (PAFTE).



The role of primary healthcare exposure in shaping clinical competence of radiologic technology interns

¹Ehryenne Mae L. Abanilla, ¹Nadine C. Espiritu, ¹Mikyla S. Siazon, ¹Rechelle Joy D. Zeta, ²Daniele Clyde P. Cacha & ³Ma. Niña Grace Garay

¹College of Radiologic Technology, Calayan Educational Foundation, Incorporated; ²Faculty, College of Radiologic Technology, Calayan Educational Foundation, Incorporated, danielectyde.cacha@cefi.edu.ph;

³Faculty, College of Radiologic Technology, Calayan Educational Foundation, Incorporated, maninagrace.garay@cefi.edu.ph

ABSTRACT

This study explores how primary healthcare with related learning experience impacts the clinical performance of Radiologic Technology graduates during their internship program. Motivated by the growing expectation for radiologic technologists to deliver patient-centered care beyond technical imaging skills, the researchers explored whether integrating Primary Health Care (PHC) principles through Related Learning Experience (RLE) enhances the clinical readiness of the graduates during their internship. The primary goal of the study was to investigate how integrating PHC with RLE helps bridge the gap between theoretical knowledge and practical application, by assessing the relationship between students' academic performance in PHC and their clinical performance during internship. Additionally, the study aimed to assess student perceptions of PHC's impact on core clinical competencies such as patient communication, handling, vital signs assessment, documentation, and familiarity with clinical areas. A descriptive quantitative research design was employed, involving 36 purposively and conveniently selected graduates from the 2015–2019 batches of Calayan Educational Foundation Calayan Educational Foundation Inc., who completed both PHC with RLE and Clinical Education I. Results showed a significant positive correlation between academic performance in PHC and clinical internship grades, indicating that students who performed well in PHC-related subjects also demonstrated better clinical performance. However, the survey data showed no significant relationship between students' perceptions and their actual clinical grades. The study concludes that integrating PHC through RLE contributes meaningfully to student's preparedness and competence in clinical settings, supporting evidence-based education that strengthens both foundational knowledge and applied skills.

Keywords: primary health care, related learning experience, radiologic technology internship, clinical performance, academic performance, clinical competence

About the presenter:

Ma. Nina Grace Garay is a Master's graduate in Radiologic Technology with extensive clinical experience in diagnostic imaging. She is currently employed as a Radiographer at Bonex Klinik, Dubai, where she performs general radiography and C-arm procedures, assists in ultrasound-guided interventions, and serves as the Radiation Protection Officer (RPO) responsible for radiation safety compliance, dosimetry monitoring, and quality assurance programs. She previously worked as a Radiographer/Sonographer at Lucena MMG General Hospital, performing general radiography and a broad range of diagnostic ultrasound examinations while assisting radiologists in image-guided procedures.



Bridging the Gap: Embedding Research Relevance in Non-Research Environments

Helmer B. Montejo

Doctor of Education Major in Educational Management, Healthcare Provider, Quality Business Solutions, Inc., USA, helmermontejo7325@gmail.com

ABSTRACT

The persistent divide between research production and its practical application limits the societal impact of scholarly work, particularly in non-research environments like healthcare services. It was observed that healthcare services managing nutritional services provide specialized, evidence-based dietary interventions, counseling, and food services to manage chronic diseases, support recovery, and improve health outcomes. However, it was found out that the same nutritional services were provided repeatedly. This study explores strategies for integrating research-informed thinking, methods, and outcomes into contexts where formal research is not the primary function. Drawing on interdisciplinary case studies and practice-based evidence, the paper highlights approaches for enhancing relevance, such as translation communication and adaptive knowledge mobilization frameworks. The paper concludes with recommendations for healthcare services seeking to foster sustainable research-practice partnerships and maximize the real-world impact of actual products.

Keywords: research gaps, bridging gaps, research relevance, non-research environment

About the presenter:

Dr. Helmer B. Montejo has a strong background in organizing and presenting at numerous national and international conferences. He is deeply passionate about advancing education and committed to fostering effective teaching practices, and this enthusiasm for contributing to meaningful initiatives is evident in his daily undertakings. His track record of receiving recognition for his presentations highlights his dedication to excellence and research, aligning with the mission to enhance educational experiences and promote sustainable development. Now an immigrant in the United States, he is immersing himself in a new field of experience in healthcare services, which provides him with a fresh perspective on research and exploration.



Education, Business and Technological Innovation Track

An emerging role of observability and resiliency in modern API quality management: A systematic review

¹Aumir Shabbir, ²Aziz Deraman & ³Shahid Kamal

¹MSCS, Lecturer Gulf College Oman, aumir@gulfcollege.edu.om; ²PhD, Senior Professor Universiti Malaysia Terengganu, a.d@umt.edu.my; ³PhD, Assistant Professor Multimedia University Malaysia, shahid.kamal@mmu.edu.my

ABSTRACT

In the modern world of microservices and cloud-native architectures, the quality of Application Programming Interfaces (APIs) is essential to maintain the system reliability and performance that leads to the success of the entire business. A quality of software application is mainly based on Non-Functional Requirements (NFRs), named as quality attributes. Conversely, the quality standard like ISO/IEC 25010:2023 specifies nine NFRs along with their sub-quality factors influencing the quality of a software product or in our case APIs. However, they lack the comprehensive guidance to handle the quality of APIs, though they outline a wide range of NFRs but extensively compatible with the quality of traditional software. Thus, the aim of our research is to introduce two novel NFRs, Observability and Resiliency, which significantly meet the quality requirements of an API. As a part of methodology, we employed a Systematic Literature Review (SLR) by following the strict guidelines to select and assess 927 articles, which were collected from various reputable journals. A comprehensive review of 86 articles further reduced to 15 most relevant studies reveals the significance of quality factors of emerging NFRs, such as fault tolerance, failure recovery, logging, and monitoring are predominantly influencing API quality. Additionally, the Observability and Resiliency provide a novel addition to the existing standards, explicitly aligning them with API quality management. This study supports both researchers as well software industry to build a solid understanding towards API quality and meet the complex challenges during API design.

Keywords: application programming interface, non-functional requirements, ISO/IEC 25010:2023, observability, resiliency

About the presenter:

Aumir Shabbir is a Lecturer in Information Systems at Gulf College, Oman. His research focuses on Software Quality Assurance, with a particular emphasis on API Quality Management and the effective handling of Non-Functional Requirements (NFRs) to enhance API development practices. He has received multiple academic and professional excellence awards, including High Achievers Excellence Awards and Appreciation Shields in recognition of his outstanding contributions to teaching and research. His research has received over 60 citations across the Software Quality Assurance, Internet of Things (IoT), and Digital Marketing domains. Aumir aims to bridge the gap between theoretical research and industrial practices by developing innovative, NFR-based frameworks that contribute to improving the overall quality and resilience of modern software systems.



SentinelTrack: A monitoring system in safeguarding semiexpendable property

¹Dominador F. Faurillo & ²Eloisa Joyce S. Igno

¹Bachelor of Laws, Vice-President for Administration and Finance, Central Bicol State University of Agriculture, dominador.faurillo@cbsua.edu.ph; ²Certified Public Accountant and Juris Doctor, Financial Officer and Part-time Professor, Central Bicol State University of Agriculture (CBSUA)

ABSTRACT

This capstone project addresses the critical gap in monitoring low-valued semi-expendable property at the Central Bicol State University of Agriculture (CBSUA), where inadequate tracking systems led to inventory discrepancies and non-compliance with Commission on Audit (COA) Circular No. 2022-004. Using a mixed-methods research design, the project developed a comprehensive monitoring framework and automated system called SentinelTrack, incorporating barcode technology, standardized operating procedures, and real-time inventory tracking. Data collection involved surveys, semi-structured interviews, document reviews, and time-and-motion studies, with the system piloted in the Academic Affairs Cluster-Main Campus. Implementation of SentinelTrack resulted in a 46.14% increase in operational efficiency, 95% stakeholder satisfaction, and 100% monitoring of low-valued items. The system successfully automated report generation, reduced manual errors through data validation protocols, and achieved 80% compliance with COA Circular 2022-004. The pilot test demonstrated improved inventory accuracy, streamlined asset accountability, and enhanced decision-making capabilities. While the study was limited to one academic cluster within a single institution, the scalable framework and lessons learned offer significant implications for other state universities and government agencies seeking to strengthen internal controls, optimize resource utilization, and ensure transparent asset management in compliance with regulatory standards.

Keywords: semi-expendable, asset management, inventory, internal control

About the presenter:

Eloisa Joyce S. Igno is a 29-year-old Certified Public Accountant and Juris Doctor with solid experience in government financial management, asset administration, and academic instruction. She currently serves as the Financial Officer and Part-time Professor at the Central Bicol State University of Agriculture (CBSUA), where she has also held key roles such as University Accountant and University Supply Officer. Her professional career began as Accountant I at the Department of Agriculture, followed by progressive leadership roles at CBSUA from 2019 to the present. She has significantly contributed to strengthening the university's compliance systems and improving asset monitoring and disposal processes. She holds a Bachelor of Laws degree from the University of Nueva Caceres, where she was a consistent Dean's Lister, and a Master in Development Management from the Development Academy of the Philippines. She earned her Bachelor of Science in Accountancy.



Research data management and oversight web application platform

¹Mark Mikko J. Patrona, ²Carlos Hilarion C. Siason, ³Bhea Nathalie Parreñas, ⁴Princess Monlan, ⁵Danica S. Duazo & ⁶Orvilla V. Balangue

¹BSIT Student Project Manager (STIWNU); ²BSIT Student Programmer (STIWNU); ³BSIT Student System Analyst (STIWNU); ⁴BSIT Student Assistant System Analyst (STIWNU); ⁵BSCS Faculty (STIWNU); ⁶MSCS Faculty (STIWNU)

ABSTRACT

Digital transformation has influenced research management globally, yet most educational institutions still rely on manual, decentralized systems, leading to inefficiencies and increasing the risk of document loss. This study addresses these issues at STI West Negros University (STI WNU), where dependence on physical storage, poor categorization, and a lack of monitoring impede effective research documentation and retrieval. To solve these challenges, the researchers developed DigiReMMS (Digital Research Management and Monitoring System), a web-based platform that centralizes and streamlines research record management. The team built DigiReMMS using Agile methodology and user-centered design. DigiReMMS provides a digital repository, role-based access, OTP authentication, advanced search, automated categorization, and data visualization for academic reporting. Presently, the system supports book-bound research within the university, storing abstracts and key metadata with references to physical document locations. The platform does not digitize full texts, integrate external databases, or support predictive analytics and journal submissions. The Research Publication Office receives generated reports but does not interact directly with the platform. The team assessed usability through black box testing with faculty, coordinators, and students. Results indicate that users are highly satisfied and experience greater efficiency and retrieval speed compared to manual processes. DigiReMMS achieves its objectives by providing a scalable, secure, user-friendly solution for managing institutional research outputs. Digitizing manual processes enhances research accessibility, supports accreditation, and fosters a culture of organized knowledge sharing.

Keywords: research, document management, monitoring system, web-based

About the presenter:

Mark Mikko J. Patrona is a dedicated student and community leader currently pursuing his tertiary education at STI West Negros University, where he has been enrolled since September 2022. Demonstrating strong leadership capabilities early in his academic career, he has served as the President of the Conquerors Society and currently holds a staff position as an Assistant s7 within the STI WNU ROTC Unit. Beyond the classroom, his commitment to personal and professional development is evidenced by his participation in various specialized programs, including the ROTC Summer Camp Training and the Proyekturo Leadership Training for aspiring youth candidates. In addition to his leadership roles, he possesses a diverse technical skill set in photography, digital design, and document management. With a solid educational foundation from Saint Theresita's Academy, Mark combines disciplined military training with community-focused governance to excel as a versatile young professional.



Institutional Partners & Members



Universiti Teknologi Mara is the largest public university in Malaysia with more than 200 thousand students all over the country. It has branches in all 14 the states and each state has multiple city campuses. Programs offered are in all area from Diploma to PhD. The areas are accountancy, administration & law, business & management, architecture, engineering, science & technology, computer science, hotel & catering, geomatic & planning, mathematic & actuarial science, office management and TESL. The latest programs are pharmacy and medical programs.



The **College of ICT & Engineering of Western Leyte College** aims to provide quality education and latest developments in computing solutions to meet the demands of the society and industry. The goal is to produce competent professionals in the fields of specialization through programs and trainings responsive to industry; supportive and qualified faculty; appropriate facilities; molding the students with the trinity of virtues, wisdom, leadership and commitment; as well as equally opportunity for all. It offers Bachelor of Science in Computer Engineering, Bachelor of Science in Computer Science, Bachelor of Science in Information Technology and 2 Years Associate in Computer Technology.



Northwestern University is dedicated to develop individuals, to become Highly Competent, Socially Responsible and Ethically Upright Leaders. It is one of the BIGGEST Private Higher Education Institutions in Northern Philippines. With ISO 9001:2015 Certification, CHED Deregulated Status and PACUCOA Accreditations, NWU guarantees quality education that prepares you to become a global professional. It's where champions are made.



Santo Tomas College of Agriculture Sciences and Technology (STCAST) is a locally governed college. An institution being run and managed by the Local Government Unit. The college is a Commission on Higher Education Institutionally Recognized and eligible for the benefits of Republic Act 10931 otherwise known as the Universal Access to Quality Tertiary Education Act. Today, STCAST

is now living on its belief that education must be in the state of internationalization and borderless in nature.



The **San Pablo Colleges** is an educational institution with a Christian outlook committed to the complete development of global Filipino learners for the service of God, country and fellowmen. It envisions itself as a leading educational institution nurtures relevant responsive and value-laden lifelong learning. It is committed to uphold the holistic development of learners making them globally competitive through outcomes-based and technology-driven instruction, quality research and proactive community engagement, thereby creating sustainability for all.



The **College of Teacher Education (CTE) of the Aklan State University** strives to lead in the transformation of future educators imbued with positive values for the global village. It is guided by the four T's mantra – “Training Tomorrow’s Teachers Today!” It offers accredited doctorate, masters, and baccalaureate programs in an encouraging environment steered by faculty researchers in highly specialized areas. Its evolution from a mere field of specialization in agriculture in 1975 to be a full degree program in 1987, and ultimately as a leading college in 2006, has carved a niche of graduates with sterling performances in the regional and international arena. Today, CTE is the preferred source of skilled and competent educationists for the basic, technical, and higher education institutions in and outside of the province.



The is a school conceived in freedom and democracy, dedicated to the ideals of love, which affirms its commitment to the cause of truth, and imparts the arts of the sciences, culture, and all related studies. This non-sectarian institution of higher learning is guided by its purpose of contributing to the formation of a progressive and humane society, as well as responsible citizenry.



Founded in 1993 as the Southern Mindanao Institute of Technology (SMIT), **Aces Colleges System** has grown from offering short-term technical courses to becoming a prominent educational institution with multiple campuses. Initially focusing on computer science, hotel and restaurant management, office management, and seaman courses, SMIT was renamed Aces Polytechnic College, Inc. in 2006, expanding to degree programs. The system includes Aces Tagum College and ACES Polytechnic College, Inc. in Panabo City, each recognized for their entrepreneurial-focused curricula and strong industry linkages. With modern facilities, including interactive speech labs and incubation centers, Aces Colleges maintain their commitment to quality education, adapting to the evolving needs of the academe and industries.



Dr. Carlos S. Lanting College was established in 1979 by Dr. Romeo B. Casaul and Dr. Ruby Lanting-Casaul, starting as a small Lying-in Clinic along Quirino Highway. In 1983, it expanded into a paramedical school, and by 1984, it produced its first Midwifery graduates. Over the years, DCLC has grown into a reputable institution offering a variety of programs, including Nursing, Radiologic Technology, Medical Laboratory Science, and Physical Therapy. It has consistently produced topnotchers in board exams, establishing its academic excellence. The school has also broadened its reach by introducing programs in Business Administration, Education, Psychology, Hospitality Management, and more, while complying with international standards as an ISO 9001:2015 certified institution. DCLC has further gained recognition with several programs accredited by PACUCOA. Committed to quality education, DCLC continuously enhances its facilities and curriculum, ensuring a holistic and transformative learning experience for its students. The institution remains a beacon of excellence, fostering academic and professional growth.



Department of Business Administration – University of Technology and Applied Sciences-Shinas The **Department of Business Administration at the University of Technology and Applied Sciences-Shinas (UTAS-Shinas)** plays a vital role in shaping the future business leaders of Oman. Established in the Academic Year 2007-2008, the department began with a certificate program and an initial batch of 66 students and 3 faculty members. Over the years, it has grown significantly and now serves more than 500 students across various business

disciplines, supported by a dedicated team of 32 faculty members from diverse academic and professional backgrounds. The department offers three key specializations aligned with the needs of the economy: Accounting (Bachelor of Technology) Human Resource Management (Bachelor of Technology) Marketing (Diploma) Committed to experiential learning, the department emphasizes practical application, critical thinking, and leadership development. The department fosters a strong research culture, with student and faculty research projects receiving funding from the Ministry of Higher Education, Research, and Innovation (MOHERI) and the university.



Saint Gabriel College (SGC) in Kalibo, Aklan, Philippines, was established in 1970 as the Saint Gabriel School of Nursing. It was the first paramedical school in Aklan. After offering its first bachelor's degree program in Nursing in 1979, the school earned college status. In 2014 the Saint Gabriel College School of Pharmacy (SGCSOP) was established, and the Commission on Higher Education (CHED) granted full recognition in 2018. The college offers other curricular programs, including Bachelor of Science in Pharmacy, Bachelor of Science in Radiologic Technology, and Bachelor of Science in Medical Technology. In addition, it has also a high school department. Saint Gabriel College is the only private school in Region VI ranked as a TWO STAR AWARDEE under the System for TVET Accreditation and Recognition (STAR) Program for Emergency Medical Services NC II and awarded as a Level 2 Center of Technical Proficiency for achieving significant progress in developing and implementing sound processes and procedures in its quality assurance system.



Aklan Catholic College is a private non-sectarian Catholic institution. It was founded in 1945 with basic education and higher education programs. Basic Education is complete with Elementary, Junior and Senior High School (with PAASCU Candidate Status). In the Higher Education level, it offers Teacher Education, Liberal Arts, Business Education (with PAASCU Level II Re-Accreditation), Information Technology, Nursing, Criminology, Juris Doctor, Master of Arts in Education and Master in Business Management. It also offers TESDA short-term and Diploma programs as training and assessment centers for this program. It has a population of about 3,500 plus students

and with about 250 teaching and non-teaching personnel, headed by Rector-President assisted with 2 Vice Presidents, 5 Deans and 1 High School Principal. It has 2 campuses, main and annex.



Calayan Educational Foundation Incorporated (CEFI) has long stood as a pillar of quality education in Lucena City, offering hope and opportunity to learners of all ages. Guided by the mission to develop holistic, self-fulfilling, and productive citizens, CEFI is deeply rooted in the core values of HONOR, SCHOLARSHIP, and SERVICE. What began as a shared dream by two visionaries has grown into an institution that not only educates minds but also shapes character, contributing meaningfully to both local and global development. Despite facing trials—including extreme weather and two devastating fires—CEFI has remained steadfast and resilient. Its humble yet enduring campus reflects the perseverance of generations of Cefizens who walked its halls with dignity and pride. Today, CEFI continues to shine brightly, upholding its legacy while looking ahead with hope and determination to create a lasting impact on future generations.



Colegio de Santo Cristo de Burgos, a Catholic institution catering to both men and women in Quezon Province, was established in the year 2008. The genesis of the school can be traced back to the visionary Juanito Manigbas, the former Mayor of Sariaya, Quezon and a devout follower of Santo Cristo de Burgos, who envisioned a school dedicated to molding the youth in accordance with the principles of the Catholic faith. The institution was founded with the aim of providing a local college for students in Sariaya, alleviating the financial burden on parents seeking higher education for their children.

Training Partners

The CPD Certification Service London, United Kingdom



The CPD Certification Service was established in 1996 as the leading independent CPD accreditation institution operating across industry sectors to complement the Continuing Professional Development policies of professional institutes and academic bodies. The CPD Certification Service provides support, advice and recognised independent CPD accreditation compatible with global CPD principles.

Our unique experience and history working with training providers, professional bodies, academic institutions and corporate organisations enables us to support organisations seeking authoritative CPD certification for their further learning activities. Thousands of CPD training courses, events, e-learning programs, conferences, workshops and seminars are formally certified by us every year adding significant value for audiences and providers alike.

Kidsland Learning and Development Center of Manila Manila, Philippines



Kidsland is a DepEd recognized learning center that caters preschoolers to actively engage in teaching and learning activities and prepare them for the next level of their educational journey. It offers nursery, kinder 1 and 2. Its pre-school program has been recognized by the government in 2009 with recognition n. P-016 S. 2010. It believes the child's attitudinal development of his acquisition of knowledge, skills, and values and his uniqueness to perceive and understand the outside world is different from that of the adult. It is committed to provide students with basic knowledge, skills and competencies to improve their cognitive, affective, and motor skills in a loving, safe and positive learning environment. It aims to develop learner's multiple intelligences using various instructional materials suited for children to prepare them in a complex world of learning in intermediate level.

