**INCOED 2025 (INCOED 5.0)**

*Reimagining Education Through Innovation, Intelligence and Inclusivity for a Sustainable Future*

*27th November 2025 @ Microsoft Teams*

**PROGRAMME BOOK**

## *THANK YOU NOTE*

Our deepest appreciation goes to the committee members, organisers and strategic partners whose dedication and collaboration made this programme possible. Your commitment, expertise, and support have shaped every stage of this event.

Thank you for your hard work and for standing with us in delivering a meaningful and memorable experience.

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Faculty of Education and Humanities (FEH), UNITAR International University

### *Our co-organiser:*



Faculty of Education and Humanities (FEH), UNITAR University College Kuala Lumpur

### *Our Strategic Partners:*

# Reimagining Education Through Innovation, Intelligence and Inclusivity for a Sustainable Future

INCOED (International Conference on Education) is a globally focused academic conference organized by the Faculty of Education and Humanities (FEH) at UNITAR International University (UIU), in collaboration with FEH at UNITAR University College Kuala Lumpur (UUCKL).

It serves as a multidisciplinary platform that brings together educators, researchers, postgraduate students, and international participants to engage in meaningful dialogue, collaboration, and knowledge-sharing on current and emerging trends in education.

The conference emphasizes the integration of Artificial Intelligence (AI), Industrial Revolution 5.0 (IR 5.0) technologies, and smart tools to transform teaching, learning, and assessment practices.

INCOED strongly supports the advancement of inclusive education, with a focus on diverse learners, universal design, language and literacy development through AI and NLP, and the promotion of multicultural and equitable education aligned with the Sustainable Development Goals (SDGs).

In addition, the conference aims to strengthen experiential learning and STEM/STEAM education by exploring innovative, interdisciplinary approaches and smart technologies.

It also facilitates strategic networking and partnerships, particularly among members of the UNITAR Education Group and global education stakeholders, to align policies, training, and research with 21st-century educational needs.

In short, INCOED, the international stage for pioneering ideas, impactful conversations in education and reimagining learning worldwide.

# MESSAGE FROM THE CHAIR INCOED 2025

Dear Distinguished Guests, Honored Speakers, Esteemed Delegates, and Colleagues,

It is with immense pleasure and deep honour that I welcome you to the International Conference on Education (INCOED) 2025. As we gather for the fifth edition of this prestigious global conference, we are guided by the theme: "Reimagining Education through Innovation, Intelligence and Inclusivity for a Sustainable Future." This theme could not be more timely or relevant as we collectively navigate the transformations that define contemporary education in the digital age.

Across the globe, educational systems are undergoing radical shifts, driven by the accelerating forces of artificial intelligence, the emergence of Industry Revolution 5.0, evolving learner needs, and the pressing imperatives of sustainability and equity. INCOED 2025 (INCOED 5.0) offers a vital space to engage in thoughtful discourse, critical reflection, and future-focused innovation.

This year's conference invites exploration across a diverse range of interrelated tracks. INCOED 2025 explores key themes that shape future education, including teaching and learning in the age of AI and IR 5.0, with a focus on pedagogy, learner diversity, assessment, and inclusive education. It examines educational reforms for a globalized digital future, covering policy, leadership, and access aligned with the SDGs. Other tracks highlight emerging technologies for inclusive learning, AI-powered tools for special education, and universal design. The conference also explores AI in language education and emphasizes innovation and interdisciplinary approaches to prepare learners for sustainability and complex global challenges

The breadth of these tracks speaks to the complexity and richness of education today. Each offers critical insights and opportunities for scholars, practitioners, and students to contribute to building an educational future that is not only technologically advanced but also human-centric, ethical, and inclusive.

At the heart of INCOED 2025 is a commitment to collaboration and community. The conference is designed as a vibrant platform for knowledge exchange, meaningful dialogue, and the formation of global partnerships. Whether you are a seasoned academic, an innovative practitioner, a visionary policymaker, or an aspiring student researcher, your voice matters. Your insights contribute to shaping educational landscapes that are more equitable, sustainable, and responsive to the needs of our shared world.

We are proud that INCOED 2025 continues to attract participants from diverse cultural and disciplinary backgrounds, enriching the dialogue with varied perspectives and lived experiences. This diversity strengthens our resolve to build educational systems that honour differences and promote global citizenship.

As we convene this year, we are also reminded of our collective responsibility to align educational research and practice with the United Nations Sustainable Development Goals (SDGs)particularly SDG 4: Quality Education. Through this lens, we reimagine what it means to educate not only for knowledge but also for justice, compassion, and the resilience of future generations.

I would like to take this opportunity to express my deepest gratitude to the INCOED 5.0 Organising Committee, whose tireless efforts, visionary leadership, and unwavering dedication have brought this conference to life. Your meticulous planning and commitment to excellence are truly commendable.

We are equally grateful to our esteemed partners and sponsors, whose support has been instrumental in realising this global platform. Your investment in education and your belief in the power of innovation and inclusivity stand as a beacon of hope and inspiration. As we embark on this exciting journey over the course of the conference, I encourage all participants to engage deeply, share boldly, and connect authentically. Let us question assumptions, propose bold ideas, and learn from one another. May the conversations that begin here extend far beyond the conference, sparking ongoing collaboration and impact in your respective spheres of influence.

In closing, I invite each of you to fully embrace the spirit of INCOED 2025, a spirit of curiosity, creativity, and courageous thinking. Together, let us reimagine education not as it has always been, but as it *could be*: intelligent, inclusive, and innovative working in harmony to build a sustainable future for all.

Thank you, and welcome once again to INCOED 2025.

Warm regards,

**Prof. Dr.Mallika Vasugi Govindarajoo**
**Chair, INCOED 2025 (INCOED 5.0)**
**UNITAR International University (UIU)**

# PATRON, INCOED 2025

Professor Emeritus Tan Sri Dato' Sri Ir. Dr. Sahol Hamid Abu Bakar is a distinguished academician and administrator with experience spanning four decades in teaching, research, engineering consultancy, leadership and governance.

He received his Bachelor of Engineering (Hons) in Civil Engineering from Universiti Teknologi MARA Shah Alam (UiTM) and subsequently pursued a Master's Degree in Civil Engineering and a Master in Economics from Colorado State University, USA. In 1992, Tan Sri completed his Doctor of Philosophy in Civil Engineering from the University of Sussex, United Kingdom and also graduated from the Advanced Management Programme at the Institut Européen d'Administration des Affaires (INSEAD).

He was appointed as a Vice Chancellor of B. S. Abdur Rahman Crescent Institute of Science and Technology, Chennai, India in 2016, becoming the first foreign Vice Chancellor to head an Indian varsity. Due to Tan Sri Sahol's formidable local and international experience, he became very sought after for providing training to Vice Chancellors and Academicians through the Oxford Leadership Programme at the University of Oxford, United Kingdom.

He is a recipient of various national and international awards and honours; such as the esteemed titles of Tan' Sri and Dato' Sri, which are amongst the highest honours that a citizen in Malaysia could be bestowed with. Tan Sri Sahol is also a recipient of the Malaysian National Science Award and a registered Professional Engineer with the Malaysian Board of Engineers. In addition, Tan Sri is a fellow of several distinguished local and international bodies namely the Academy of Sciences and the Malaysian Institute of Engineers.

His enduring contributions to academia and leadership continue to inspire and elevate the standards of higher education both in Malaysia and internationally.

**Professor Emeritus Tan Sri Dato' Sri Ir. Dr. Sahol Hamid Abu Bakar**
**Chief Academic Officer & Vice Chancellor of UNITAR International University**

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# EVENT AGENDA

*27ᵗʰ November 2025*

| Time | Details |
|---|---|
| **9.00am - 9.10am**<br><br>**(10 mins)** | **Welcome Speech: Chair, INCOED 2025**<br><br>***Professor Dr. Mallika Vasugi a/p V Govidarajoo***<br>Executive Dean, Faculty of Education and Humanities<br>UNITAR International University, Malaysia |
| **9.10am – 9.25am**<br><br>**(15 mins)** | **Opening Speech: Vice Chancellor UNITAR International University**<br><br>***Professor Emeritus Tan Sri Dato' Sri Ir. Dr. Sahol Hamid bin Abu Bakar***<br>Chief Academic Officer & Vice Chancellor<br>UNITAR International University, Malaysia |
| **9.25am – 9.55am**<br><br>**(30 mins)** | **Keynote Address 1: Artificial Intelligence (AI) for Sustainable Science Education: Opportunities and Challenges**<br><br>***Professor Dr. Zhang BaaHui***<br>Qujiang Scholar Professor<br>Shaanxi Normal University Xian, China |
| **9.55am – 10.25am**<br><br>**(30 mins)** | **Keynote Address 2: Reimagining Education Through Innovation, Intelligence and Inclusivity for a Sustainable Future**<br><br>***Adjunct Professor Ms Nina Adlan Disney***<br>Managing Director<br>LeapEd Services Sdn. Bhd., Malaysia |
| **10.25am – 10.55am**<br><br>**(30 mins)** | PARALLEL FEATURED SPEAKERS SESSION 1<br><br>**Breakout Room1:**<br>**Professor Dr. Anealka Aziz Hussin**<br>Principal Lecturer<br>Akademi Pengajian Bahasa,<br>Universiti Teknologi MARA, Shah Alam, Malaysia<br><br>**Breakout Room 2:**<br>**Associate Professor Dr. Pipit Rahayu**<br>Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP)<br>Universitas Pasir Pengaraian (UPP), Indonesia<br><br>**Breakout Room 3:**<br>**Dr. Renato E. Salcedo**<br>Campus Executive Director, Urdaneta City Campus<br>Pangasinan State University (PSU)<br>Philippines<br><br>**Breakout Room 4:**<br>**Dr. Elizabeth Koh Ruilin**<br>Senior Education Research Scientist<br>Centre for Research in Pedagogy and Practice<br>Nanyang Technological University, Singapore |
| **11.00am – 1.00pm**<br><br>**(2 hours)** | PARALLEL SESSION 1 |

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| **1.00pm – 2.00pm**<br><br>**(1 hour)** | Break for Lunch |
| **2.00pm – 2.30pm**<br><br>**(30 mins)** | **Keynote Address 3: Inclusion and Role of Women in Science.**<br><br>**Prof. Dr. Teresa J. Kennedy**<br>Professor of International STEM and Bilingual/ELL Education,<br>University of Texas, United States of America |
| **2.30pm – 3.00pm**<br><br>**(30 mins)** | **Keynote Address 4: Does Teacher Training Sort Everything or is there Something Else Sinister about the Teacher that We Need to Know?**<br><br>**Prof. Dr. Jayakaran Mukundan**<br>Senior Research Fellow, School of Education,<br>Faculty of Social Sciences & Leisure Management,<br>Taylor's University, Malaysia |
| **3.00pm – 3.30pm**<br><br>**(30 mins)** | PARALLEL FEATURED SPEAKERS SESSION 2<br><br>**Breakout Room 1:**<br>**Associate Professor Dr. Kew Si Na**<br>Senior Lecturer, Language Academy,<br>Faculty of Social Sciences and Humanities,<br>Universiti Teknologi Malaysia<br><br>**Breakout Room 2:**<br>**Dr. Ahmad Zufrie Abd Rahman**<br>Pegawai Peperiksaan MUET,<br>Majlis Peperiksaan Malaysia<br><br>**Breakout Room 3:**<br>**Dr. Chong Seng Tong**<br>Senior Lecturer, Department of Social Science & Humanities,<br>Universiti Tenaga Nasional, Malaysia |
| **3.30pm – 4.30pm**<br><br>**(1 hour)** | **PARALLEL SESSION 2** |
| **4.30pm – 5.00pm**<br><br>**(30 mins)** | PARALLEL FEATURED SPEAKERS SESSION 3<br><br>**Breakout Room 1:**<br>**Professor Dr. Mallika Vasugi A/P. V. Govindarajoo**<br>Executive Dean,<br>Faculty of Education and Humanities,<br>UNITAR International University, Malaysia<br><br>**Breakout Room 2:**<br>**Associate Professor Dr. Sarfraz Aslam**<br>Head of Reach and Publication,<br>Faculty of Education and Humanities,<br>UNITAR International University, Malaysia |

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| | **Breakout Room 3:**<br>**Capt. (Cd) Dr. Edward Devadason**<br>Deputy Dean (Postgraduate Programmes),<br>Faculty of Education and Humanities,<br>UNITAR International University, Malaysia<br><br>**Breakout Room 4:**<br>**Ms. Sundari Subasini A/P Nesamany**<br>Programme Leader,<br>Faculty of Education and Humanities,<br>UNITAR International University, Malaysia<br><br>**Breakout Room 5:**<br>**Mr. Manoharan A/L Nalliah**<br>Programme Leader,<br>Faculty of Education and Humanities,<br>UNITAR International University, Malaysia<br><br>**Breakout Room 6:**<br>**Ms. Nuzha Binti Mohamed Taha**<br>Senior Lecturer,<br>Faculty of Education and Humanities,<br>UNITAR International University, Malaysia |
| **5.00pm – 5.30pm**<br><br>**(30 mins)** | Tea Break |
| **5.30pm – 6.00pm**<br><br>**(30 mins)** | Closing remarks and award ceremony |

# ABSTRACT

## KEYNOTE SPEAKER
## ZHANG BAO HUI



## Artificial Intelligence (AI) for Sustainable Science Education: Opportunities and Challenges

Science education is an educational approach aimed at cultivating students' scientific and technological literacy, practical abilities, and innovative spirit, emphasizing the importance of hands-on practice and scientific inquiry. Aligned with international trend of Industrial Revolution 5.0 (IR 5.0) and United Nation's Sustainable Development Goals (SDGs)for education, in 2024, the Ministry of Education of China launched the Artificial Intelligence (AI) Empowering Education Initiative, accelerating the integration of AI and education. However, while there is great hope for AI to transform education, including science education, and although there are indications that AI is influencing the goals, content, teaching and learning methods, and assessment of science education, presenting new opportunities, the related technologies are still being refined and their application in science education is in the early stages of exploration. So, what are the specific opportunities? What challenges does the application of AI in science education face? The speaker will offer some initial thoughts to spark discussion and looks forward to providing some answers through interaction with the audience.

**Keywords**: Artificial Intelligence (AI), Science Education Sustainable Development Goals (SDGs), Industrial Revolution 5.0 (IR 5.0), Educational Innovation

# KEYNOTE SPEAKER

# NINA ADLAN DISNEY



**Reimagining Education Through Innovation, Intelligence and Inclusivity for a Sustainable Future**

This presentation contributes practical insights and a scalable model of inclusive, future-ready education for digital-age learners, demonstrating how a social enterprise can reimagine education through innovation, intelligence, and inclusivity toward a sustainable future. LeapEd Services, a Malaysian social enterprise (founded by Khazanah in 2010, now independent since 2020) has spent 15 years leading whole-school transformation initiatives through research-driven, contextually relevant programmes. Building on its flagship Trust Schools Programme and multiple awards for social impact, LeapEd has evolved from foundational transformation (2010–2020), to navigating pandemic-driven educational disruption (2020–2022), toward shaping the future of education (2022–2025). Post-pandemic research conducted in collaboration with Monash University Malaysia (2022, >25,000 respondents) revealed declining student motivation, learning losses, inadequate teacher support, and limited future-ready skills among learners. In response, as part of the national learning loss initiative: Program Anak Kita, LeapEd advocated for a whole of society approach that included READy+ (diagnostic tools and teacher toolkits to address specific literacy and numeracy gaps in 249 schools in Selangor). Additionally, LeapEd conducted a feasibility study leading to the establishment of Sekolah Anak Malaysia (SAM), Malaysia's first digital-first, social-enterprise school model. SAM is designed to ensure accessibility, quality, and relevance through personalised learning, data-driven instruction, and a pedagogy that integrates project-based learning, 21st-century competencies, and holistic well-being. SAM develops cognitive, technological, cultural, collaborative, and self-directed learner attributes, while its teachers model seven core pedagogical competencies. The pilot cohort (2024) and first implementation year (2025) show promising improvements in student well-being, confidence, and engagement.

**Keywords:** Inclusive education, Future-ready learning, Whole-school transformation, Digital-first school model, Learning loss intervention, Personalised learning, 21st-century competencies, social enterprise innovation, Project-based learning, Data-driven instruction

# KEYNOTE SPEAKER

# TERESA J KENNEDY



## Inclusion and Role of Women in Science

Women make up nearly half of the world's population, yet continue to be under-represented across STEM education, research, and leadership. This presentation examines the underlying factors contributing to this global imbalance, drawing on international data, workforce trends, and long-term patterns of scientific discovery and recognition. Rather than focusing on deficits in ability, the session explores the systemic barriers that shape participation and advancement. Emphasis is placed on early STEM engagement, inclusive learning environments, equitable opportunities, and visible role models. The presentation highlights strategies for strengthening the STEM pipeline to ensure future scientific progress reflects the full talent of society.

**Keywords:** women in STEM, gender equity, STEM education, systemic barriers, STEM pipeline

# KEYNOTE SPEAKER

# JAYAKARAN MUKUNDAN



## Does Teacher Training Sort Everything (Like About How the Teacher Should Teach), or Is There Something Else Sinister About the Teacher That We Need to Know?

Not everything that teacher training does to an individual can help the teacher. Some experts claim whatever teacher training or teacher professional development that is provided to the teacher, the teacher does not passively receive. It reveals something important about the teacher. He/she is an active thinker! Take the case of the method The Communicative Approach to Language Teaching (CALT). Many teachers in Asia find in rather Eurocentric, assuming that Asian learners will easily assimilate into CALT routines. Unfortunately, the key element in CALT is learners' willingness to communicate. Many Asian learners are reluctant initiators of communication thus the inability of teachers to work on tasks. Many teachers in Asia who are undeterred by the challenges adapt and hybridize CALT with elements from the Audio-Lingual Method (ALM), some even incorporating the ancient PPP (Presentation/Practice/Production) structure for security. This sort of adaptation shows how the context and experience of a teacher can lead them to invoke their Teachers' Sense of Plausibility (TSOP) to manage teaching. Research like this on TSOP can help with Teacher Professional Development.

**Keywords:** teacher training, teacher sense of plausibility, communicative approach to language teaching, professional development, teaching adaptation

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# FEATURED SPEAKERS
## SESSION 1

**Anealka Aziz Hussin**

### Investigating Human-AI Agreement in Academic Writing Assessment: Towards Ai-Supported Moderation Exercises

The growing use of artificial intelligence (AI) in educational assessment has opened new possibilities for enhancing moderation and calibration practices in academic writing evaluation. This study investigates the extent of agreement between human and AI evaluators in academic writing assessment, with the aim of exploring the potential of AI to support moderation exercises. Using a standardised rubric, one student's academic report was independently rated by four human evaluators and ChatGPT. The analysis focused on two dimensions: (1) the level of consistency among human raters during the calibration process, and (2) the degree of alignment between human and AI scoring patterns. Results reveal areas of convergence and divergence across evaluators, offering insights into how AI may complement human judgment, improve inter-rater reliability, and promote fairness and transparency in assessment. The study contributes to ongoing discussions on integrating AI as a pedagogically sound and ethically responsible tool for moderation, highlighting its potential to enhance assessment consistency while maintaining academic integrity in higher education.

**Keywords:** Academic Writing Assessment; Artificial Intelligence; Calibration and Moderation Exercises; Higher Education; Human–AI Agreement; Inter-Rater Reliability.

**Pipit Rahayu**

### Innovative Public Speaking Assessment: The PIPA Model with Sandwich Feedback Approach

The Preliminary research conducted prior to development of this model indicates that public speaking assessment was done conventionally, the existing public speaking assessment model had not optimally facilitated the needs of students and lecturers in improving teaching and learning process in public speaking subject. This paper reports the findings of developing a Public Speaking Assessment Model with Sandwich Feedback Method through Web-Based

Technology. This development is based on the existing public speaking assessment models used in the English Department at the 3 private universities in Riau province Indonesia that currently do not meet the expected assessment necessities. The type of research was research and development (R&D). The researcher applied the Borg and Gall development model, which consisted of ten steps. All instruments were designed and tested for validation by experts. The public speaking assessment model was developed by considering the components proposed by Public Speaking Competence Rubric, formative assessment, sandwich feedback method, and technology as the media. The assessment model design followed the Hutchinson and Waters model, including target situastion needs (necessities, lacks and wants). It began by analyzing the needs of the students, lecturers, and the curriculum demand of the English Department at the University of Pasir Pengaraian, which was then linked to the public speaking assessment model developed. The PIPA refers to the Persuasive Informative Presentation Assessment (PIPA) developed in this study. The Research result shows that the students and the lecturers need a specific model for assessing public speaking skills, especially for Persuasive and Informative speech, which provides detailed feedback (Sandwich feedback) and media supporting the assessment process. It can be stated that the PIPA Model has the value of effectiveness in improving students' Public Speaking skills. According to the experts' team, the test indicated that the PIPA Model development was valid as both lecturers and students agreed that the PIPA Model was practical despite some issues. The whole development process of the PIPA Model could run practically based on the Web Equal 4.0.

## Cultivating Innovation Ecosystems in Philippine Teacher Education: Pathways Toward an Inclusive and Digital Future

**Renato E. Salcedo**

As education systems navigate rapid technological shifts and global interconnectedness, Teacher Education Institutions (TEIs) in the Philippines play a pivotal role in reimagining learning for digital and inclusive futures. This presentation examines how Philippine TEIs develop innovation ecosystems that integrate technology, research, policy, and community partnerships to strengthen teacher preparation. Drawing on national frameworks such as the CHED Digital Transformation Roadmap and UNESCO's Futures of Education, it explores how multi-stakeholder collaboration, digital competency frameworks, and innovation-oriented leadership transform TEIs into catalysts of educational reform. The study highlights emerging models of digital learning hubs, smart campuses, and AI-driven teaching innovations that align local realities with global digital agendas. Ultimately, it argues that sustainable educational reform must be rooted in inclusive innovation ecosystems where teachers, learners, and communities co-create the digital future of education.

**Keywords:** Innovation Ecosystems, Teacher Education Institutions (TEIs), Digital Transformation, Inclusive Education, Educational Reform

## Harnessing Learning Analytics for Formative Feedback: Insights from Singapore Innovations

**Elizabeth Koh Ruilin**

This presentation explores the evolving landscape of learning analytics (LA) and its integration with artificial intelligence (AI) to support formative feedback in education. It introduces foundational concepts of LA and AI while emphasizing the importance of evidence-based formative feedback. Several techno-pedagogical innovations developed and trialed in Singapore will be showcased, with their conceptualization, findings, and limitations described. Examples will illustrate how dashboards and analytics visualizations make learning processes visible, foster learner awareness, and enable actionable feedback for improvement. The presentation will also discuss implementation challenges and implications for educators and researchers in designing data-informed learning environments. Ultimately, attendees will gain insights into how formative learning analytics can be harnessed to close feedback loops and enhance teaching and learning.

**Keywords:** Learning Analytics, Formative Assessment, Artificial Intelligence, Feedback Loops, Educational Technology

# FEATURED SPEAKERS

## SESSION 2

**Kew Si Na**

### Enhancing ESL Learners' Online Reading Through a Learning Analytics Dashboard

Although ICT has significantly reshaped Malaysia's educational landscape, improving English reading proficiency among ESL learners continues to be an area of concern. This study explores how a Student Learning Analytics Dashboard (SLAD) can help learners monitor and improve their online reading behaviour, skills, and motivation. A mixed-methods approach was applied, and data were collected through reading logs, online tests, motivation questionnaires, and interviews. The findings show that SLAD promotes active reading habits and enhances learners' motivation. Lastly, this study highlights SLAD's potential as an innovative tool to support ESL learners' online reading development and strengthen research in Learning Analytics.

**Keywords:** Learning Analytics, Student Learning Analytics Dashboard, Online Reading; ESL Learners, Reading Motivation.

### MUET: A Pathway to True Inclusivity

**Ahmad Zufrie Abd Rahman**

The Malaysian University English Test (MUET) remains a cornerstone of Malaysia's higher education landscape a high-stakes assessment that regulates entry into tertiary education and shapes pathways of socio-economic mobility. Celebrated for standardising English proficiency and promoting accountability in language education, MUET continues to evolve in response to the nation's aspirations for equity and excellence. This presentation adopts a critical yet constructive lens, arguing that while MUET's CEFR alignment and affordability initiatives reflect commendable reform, the promise of inclusivity remains unevenly realised. Guided by Bourdieu's theory of linguistic capital and Shohamy's critical language testing framework, the discussion highlights how linguistic privilege and unequal access to quality instruction can sustain performance gaps between urban and rural candidates. Framed within the paradigm of Linguistic Justice, MUET is repositioned not as a flawed system, but as an evolving mechanism with the potential to promote greater social equity. The presentation calls for sustained teacher professional development, equitable resource distribution, and ethical integration of digital tools to ensure MUET becomes a genuine bridge to opportunity an assessment that not only measures language ability but also advances Malaysia's broader vision of linguistic empowerment and educational inclusion.

**Keywords:** MUET, linguistic justice, linguistic capital, inclusivity, CEFR, language assessment, educational equity, critical language testing

# Energy Humanities: Perspectives from Literary Studies

**Chong Seng Tong**

This study situates itself within the interdisciplinary field of Energy Humanities to examine how literature captures humanity's moral, emotional, and ecological entanglement with energy systems. By analysing selected works by Amitav Ghosh, Joan Didion, and George Eliot, the research explores how narrative imagination bridges the material realities of energy use and the ethical imperatives of sustainability. Drawing upon ecocritical, postcolonial, and cultural- materialist frameworks, the study traces how literary texts both mirror and challenge dominant energy paradigms from industrial fossil modernity to emergent renewable consciousness. In Ghosh's The Hungry Tide, the tidal landscapes of the Sundarbans become a living metaphor for energy fluidity and precarity, revealing the tensions between human aspiration and ecological vulnerability. Didion's "At the Dam" transforms the Hoover Dam into a symbol of technological sublimity and existential awe, interrogating the illusion of human control over nature's power. In Eliot's The Mill on the Floss, water functions as both a literal and moral current, shaping personal destiny and collective ethics during the rise of industrial modernity. The findings demonstrate that literature serves as a cultural energy archive, encoding humanity's evolving relationship with nature and technology. Across these texts, energy emerges not merely as resource or infrastructure but as an ethical and imaginative force. Ultimately, the thesis asserts that literary studies illuminate the moral foundations of sustainability redefining energy as a narrative of responsibility, interdependence, and renewal.

**Keywords:** Energy Humanities, Literary Studies, Sustainability, Ecocriticism, Energy Narratives

# FEATURED SPEAKERS

# SESSION 3

## The Evolution of English Language Teaching in Malaysian Schools: A Journey of Teacher Resilience (1950s–Present)

### Mallika Vasugi V. Govindarajoo

The evolution of English Language Teaching (ELT) in Malaysia reflects not only shifting educational policies but also the resilience and adaptability of generations of teachers who have carried the nation's linguistic aspirations. This presentation explores the lived experiences of Malaysian TESL educators from the 1950s to the present, tracing their personal and professional journeys through decades of reform, resource scarcity, and sociolinguistic change. From the early post-independence years—when teachers navigated colonial syllabi, limited materials, and multilingual classrooms—to the contemporary digital era of CEFR alignment and global English, TESL practitioners have continuously adapted their roles. Many faced challenges such as inadequate training, fluctuating policy directives, heavy workloads, and tensions between examination demands and communicative goals. Teachers in rural areas often worked with minimal support, while urban educators contended with shifting parental expectations and competitive standards. Through oral histories, reflective narratives, and policy records, this presentation highlights how Malaysian TESL teachers developed coping mechanisms—peer mentoring, self-initiated professional learning, improvisation with local resources, and the cultivation of empathy and creativity. Their stories reveal an enduring commitment to student growth, national progress, and personal vocation. The session concludes by considering current challenges—AI integration, linguistic identity, and teacher well-being—and how the spirit of perseverance that defined earlier generations continues to shape English teaching in Malaysia today.

**Keywords:** TESL Teachers; Malaysia; Professional Challenges; Teacher Resilience; Educational Transformation

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## Micro-Boundary Violations in Hybrid Learning: How Small Behaviors Escalate into Big Problems

### Sundari Subasini Nesamany

Hybrid learning environments introduce subtle but impactful boundary challenges. From overly casual messaging to late-night communications and blurred personal-professional digital spaces, these small behaviours (micro violations) can escalate into serious ethical or relational problems. This workshop equips educators with a clear framework to identify early warning signs, manage inappropriate digital communication, and establish professional norms across platforms. Through practical scenarios and rapid decision-making tasks, participants learn how to confidently navigate messaging apps, LMS chats, and unofficial student groups. The session provides strategies to maintain professionalism, protect teachers from risk, and support healthy learning environments in an era where digital communication dominates educational relationships.

**Keywords:** Hybrid Learning, Micro-Boundary Violations, Educator Well-Being, Ethical Communication, Digital Professionalism.

## AI Innovations in Academic Research

### Sarfraz Aslam

Artificial Intelligence (AI) is rapidly reshaping the landscape of academic research, influencing how knowledge is generated, analyzed, and disseminated. This study examines the emerging role of AI across the research lifecycle, highlighting its contributions to literature synthesis, data analysis, academic writing, and collaborative scholarship. Generative AI and intelligent tools are transforming traditional research practices, enabling greater efficiency, accessibility, and interdisciplinary integration. However, these advancements also raise concerns about transparency, authorship, data ethics, and academic integrity. This emphasizes the need for responsible and equitable adoption of AI in higher education and research institutions, advocating for clear policies, digital literacy, and ethical guidelines. It concludes that fostering human–AI collaboration and developing researchers' AI competencies are essential to ensure that innovation enhances creativity and integrity rather than replacing critical inquiry in academic research.

**Keywords:** Artificial Intelligence, Academic Research, Generative AI,

## AI Chatbots and Counselling: Friend or Foe?

### Nuzha Mohamed Taha

AI chatbots are becoming common tools in mental health support, offering quick, accessible, and judgment-free spaces for emotional expression and stress management. Their constant availability appeals to individuals who may feel hesitant to seek traditional therapy. Although these chatbots provide structured guidance and useful psychoeducational prompts, there are a few limitations. This presentation examines the current capabilities, ethical challenges, and practical applications of AI chatbots in counselling. Are these digital helpers seen as supportive friends, or do users view them as inadequate or risky for human care? It highlights how these tools can support professionals while opening new pathways for accessible and innovative mental health care.

**Keywords:** AI chatbots, counselling, digital mental health, ethical issues, psychological support

## From Teaching to Transforming: Reimagining Teacher Education for the Intelligent and Inclusive Classroom

### Manoharan Nalliah

The rapid integration of artificial intelligence, data analytics, and digital technologies into education compels teacher educators to rethink how teachers are prepared for tomorrow's classrooms. This presentation explores how higher education institutions, particularly UNITAR International University, can transform teacher education by embedding innovation, intelligence, and inclusivity into pedagogical practice. It contends that teacher educators should transcend traditional methods of instruction and focus on developing professionals who are adaptive, reflective, and guided by strong ethical principles. Three transformative pillars are highlighted: (1) Integrating Artificial Intelligence to personalize learning and enhance reflective practice; (2) Building Data Literacy to enable evidence-based, equitable instructional decisions; and (3) Embedding Inclusive Pedagogies that ensure technology serves as a bridge for all learners. The presentation highlights the shifting role of lecturers, moving from mere transmitters of content to creators of meaningful learning experiences enhanced by technology. Ultimately, this session calls for blending Artificial Intelligence with Authentic Intelligence - human

empathy, creativity, and moral reasoning - to nurture future teachers who are both digitally competent and deeply humane. The talk invites participants to reflect on how innovation, guided by inclusivity and ethics, can sustain education's transformative purpose.

**Keywords:** Artificial Intelligence in Education, Data Literacy, Inclusive Pedagogy, Teacher Education Transformation, Ethical and Reflective Practice

# Educational Leadership and its Influence in Leading Change in Higher Education for a Sustainable and Inclusive Future

## Edward Devadason

Educational leadership stands at the heart of shaping a sustainable and inclusive future. In higher education, leadership extends beyond managing systems or fulfilling administrative expectations. Its true influence is seen in how leaders create purpose, uphold integrity, and guide their institutions toward meaningful transformation. In this changing landscape, the Environmental, Social and Governance (ESG) framework offers a compass for responsible and ethical growth. It calls higher education institutions to move from vision to practice by embedding sustainability, accountability, and social responsibility into everyday actions. Through this lens, educational leadership becomes the driving force that connects institutional purpose with societal progress. This presentation explores leadership across three interrelated dimensions of responsibility, resilience, and revolution. Responsible leadership shapes purpose with integrity and ensures that every decision reflects care for people and the planet. Resilient leadership embraces uncertainty with adaptability and collaboration that sustain long-term growth. Revolutionary leadership inspires transformation by integrating ESG principles into learning, research, and community engagement. Ultimately, educational leadership is a moral and transformative journey. It nurtures institutions that think with compassion, act with integrity, and lead with vision. Such leadership influences not only organizational change but also redefines higher education as a catalyst for a sustainable, inclusive, and hopeful world.

**Keywords:** Educational Leadership, Sustainable Higher Education, ESG Framework, Institutional Change, Inclusive Transformation

## PARALLEL SESSION 1: (11.00 AM – 1.00 PM)

| TIME SLOTS | DETAILS | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 | ROOM 6 | ROOM 7 | ROOM 8 | ROOM 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| | **MODERATED BY** | **Dr. Mohd Al Mahdi Bin Hussain** | **Capt. (Cd) Dr. Edward Devadason** | **Ms. Sundari Subasini A/P Nesamany** | **Mdm. Shahrean Irani Abdul Rashid** | **Mr. Manoharan Nalliah** | **Assoc. Prof. Dr. Sarfraz Aslam** | **Ms. Mirza Mahirah Binti Zainal** | **Assoc. Prof. Dr. Gurdip Kaur Saminder Singh** | **Mdm. Izawati Ngadni** |
| **11:00 AM - 11:20 AM** | **NAME OF PRESENTERS** | Ooi Yoke Ying, Ng Yu Jin | Awonusi Makinde John Abiodun | Fadhilah binti Jamaluddin | Mahindri Sathiyaseelan | John Mark Storey | Siti Kausar Zakaria, Chasyee John | Jivesshwar Kuhan, Sashmitra A/P Sundara Bala Subramaniam, Vishaalinni A/P Rajakumar, Sowbaakawathy Ganesan | Khaireena binti Ansari, Nurul Farhana | Noraini Saro |
| | **TITLE OF PRESENTATION** | Exploring The Relationship Between Digital Devices Use, English Academic Performance, And Attention Span In Primary Students | Impact of Innovative Digital Pedagogies on French Language Learning in Nigeria | The Role of Self-Leadership Strategies in Enhancing Academic Performance of STEM Students at Higher Education | An Investigation Into Lexical Challenges in English Speaking Among Junior Middle Three Students At A Chinese Independent High School and The Role of Technology-Based Classroom Support | Reimagining the University Book Club: A Model for Greater Reader Engagement in the Digital Era | Students' Perception On Teachers' Emotional Support And Its Influence On Academic Emotional Well-Being In Seri Borneo Secondary School | From Support to Reliance: Students' Perceptions of AI Use in Academic Work | The Effects of Reading Habits Towards Neurocognitive Functions Among Tertiary Students in Selangor | The Relationship Between Childhood Abuse And Depression In Young Adults: An Examination Through Beck's Cognitive And Bowlby's Ttachment Theories |

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| 11:20 AM - 11:40 AM | NAME OF PRESENTERS | Abubakar Maikudi | Joseph Bankole Filani | Mohamed Tirich | Kvusalya A/P Ramesh | Pu Jun Wei | Ashah Seevarathenam | Farha Alia Mokhtar | Koasalyiah Vijayan | Santini Balamurugan, Ettiyammal Krishnan |
|---|---|---|---|---|---|---|---|---|---|---|
| | TITLE OF PRESENTATION | An Assessment of the Impact of the Adoption of Hausa language in entrepreneurship studies and communication in Northern Nigeria | Digital Transformation in Higher Education: Psychological Capital and Institutional Resilience | Inclusive Education in Practice: Qualitative Insights into Early Identification, Pedagogical Adaptation, and Teacher Support for SEND. | Teachers' Perceptions of The Advantages and Challenges of Using Project-Based Learning To Teach Writing Skills for Primary Year 6 Students | The Impact of AI System Characteristics on Undergraduate Students' Engagement in Education: Evidence from Yunnan Province, China | The Perceptions of Upper Secondary School Students on TikTok's Role in Enhancing Speaking Skills | Reimagining Classroom Interactions: Mediated Learning Across Face-to-Face and Online Contexts for Inclusive and Sustainable Education | Integrating Soft Skills into ESL Instruction: Insights from a Pilot Study on Engagement and Language Development | The Impact Of Early Childhood Educators' Motivational Approaches On The Enhancement Of Preschool Children's Creativity At Klang Valley |
| 11:40 AM - 12.00 PM | NAME OF PRESENTERS | Cristelyn Sharna Christy | Vidhyalakshmi Gopalakrishna, Ng Yu Jin | Chan Min Jie, Ng Yu Jin | Pavitra Kerisnan | Chong Seng Tong, Marniyati Mohd Nor, Ahmad Zufrie Abd Rahman, Vasanthan R., Yu Jin Ng | Wang Haiyan, Shahizan Bin Hasan | Ng Yu Jin, Ng Poh Kiat, Yeow Jian Ai, Chong Seng Tong, Pipit Rahayu, | Fu Jindi | Hui Ye |
| | TITLE OF PRESENTATION | The Influence of ChatGPT Among ESL Learners in Higher Education in Malaysia | Measuring The Effectiveness of Year 5 English Textbook in Teaching Listening and Speaking Skills | Teachers' Perceptions And Experiences Of The School's Teaching And Learning | Enhancing Student Engagement Through Interactive Teaching Tools:An Action research study in | Exploring Translanguaging Practices in an Intensive English Programme at a Private | Digital Intelligence Empowering Medical Humanities Education: Integrated Innovation | Applying TRIZ-Based Pedagogical Strategies to Enhance Vocabulary Acquisition in ESL Classrooms | Applying Doubao in Film and Television Advertising Production | A Kaleidoscope of Competence: Exploring Novice University English |

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| | | | | Model (STLM) And Their Impact On Teaching Effectiveness At An International School | a private secondary school | University: An Interpretative Phenomenological Analysis | and Sustainable Development | | Courses at Sichuan Technology and Business University: An AIGC-Assisted Teaching Perspective for Sustainable Educational Innovation | Teachers' Conceptions through a Phenomenographic Lens |
|---|---|---|---|---|---|---|---|---|---|---|
| **12.00 PM - 12:20 PM** | **NAME OF PRESENTERS** | Zhang Jiahuan | Vishanthini Manirajan Ng Yu Jin | Yu Lanting, Nurul Aisyah Kamrozzaman | Nurul Izzatie Aziz, Rahimah Binti Abd Rahman, Wan Syatirah Binti Wan Sharudin | Chong Seng Tong, Ahmad Zufrie Abd Rahman, Maslinda Md Yusof, Afizal Mohd Afizal, Yu Jin Ng | Rosatiqah Yahya, Ng Yu Jin, Mallika Vasugi AP. V Govindarajoo, Kew Si Na, Pipit Rahayu | Anealka Aziz ,Najihah Binti Mohammad Yusof, Ng Yu Jin, Mallika Vasugi AP. V Govindarajoo | Blaine Yii Ming Hong, Tan Wing Ern Jayna Tan Xin Ru Teo Wan Lin Tommy Loo Jun Siang | Siti Kausar Zakaria, Nor Azian Abdul Kadir |
| | **TITLE OF PRESENTATION** | Investigation Of The Impact Of Culturally Inclusive Classrooms On The Enhancement Of Learning Outcomes | Evaluating The Word-Level Proficiency In Upper Primary Students' Writing Using Cefr Levels By Teachers Of Primary | From "Availability" to "Applicability": The Mechanism of China's VET Teaching Resource Libraries Driving Curriculum Teaching Reform—A Process-Tracing Study | Digital Innovations in Language Education: Assessing Heygen's Influence on Arabic Language Interaction Skills | The Representation of Professions in George Eliot's Middlemarch: A Literary Approach to Career Awareness among Malaysian Students | Corpus-Based Identification and Profiling of Vocabulary in Linguaskill Speaking Tests | Profiling Vocabulary for Early Learners: CEFR and NGSL Analysis of AI-Generated Bedtime Stories | Analysis Impact of Social Media Usage to Mental Health Among University Students | Inner Child dan Penyembuhan Luka Emosi: Kajian Tentang Kaedah Terapi Moden 2020 - 2025 |

| 12:20 PM - 12:40 PM | **NAME OF PRESENTERS** | Amy Liew Xiu Jie, Nurul Aisyah Kamrozzaman | Tee Hui Qing (Joyce) | Kwang Yong Shin, Chandran Abraham | Rizky Amelia, Novitawati | Valarmathi Kuppusamy | Tayany Kalianan, Sowbaakawathy Ganesan | Ida Safzatul, Iffa Binti Halim, Syarifah Mahani Binti Syed Shiek, Norwati Roslim Mitzy Macaraeg, Ng Yu Jin | Siti Kausar Zakaria | Nishantini A/P Balakirusnan, Azian Abdul Kadir |
|---|---|---|---|---|---|---|---|---|---|---|
| | **TITLE OF PRESENTATION** | Keperluan Siswa dan Pensyarah Terhadap Teknologi Metasemesta dalam Kursus Bahasa Kebangsaan A di Institusi Pengajian Tinggi Swasta (IPTS) | The Impact of Dyadic Collaborative Learning on Upper Primary ESL SJKC Students' Writing Confidence | Effective Parental Engagement Strategies for Adolescents in the 21st Century | From Fairy Tales to Green Values: Embedding Digital Banjar Storytelling in Early Childhood Education for Environmental Sustainability | Teachers Code-Switching Practices And Their Perceived Impact On Students Reading Comprehension And Classroom Participation In Rural Primary Schools In Kedah | The Impact of AI on English Language Learning: Aid or Obstacle? | Perspectives in Early Childhood Education: A Bibliometric Analysis of Worldviews and Local Adaptation | Sejarah Melayu-Islam dalam Teks Orientalis: Pandangan Munshi Abdullah dan Syed Muhammad Naquib Al-Attas | The Importance of Teacher-Student Relationships to Improve Students' Behaviour and Grades |
| 12:40 PM - 1:00 PM | **NAME OF PRESENTERS** | | Helme Heli, Ismi Arif Ismail, Haslinda Abdullah | Jashwaniee Prakas | Vladimir Marie E. Cabutotan | Vironicca Francis | Nurul Farhana Binti Zainudin, Nurul Izni Abdul Rahman , Mirza Mahirah Zainal, Zakiah Ashari | Mageswary Nageswaran, Kok Wai Ming Kok Pui Hey, Siti Kausar Zakaria, Nor Azian Abdul Kadir | | |
| | **TITLE OF PRESENTATION** | | Celebrity Leadership | Language as Leadership: A | Topical Trends in Educational | Loneliness And The | Enhancing Tertiary | Integrating Collaborative | | |

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| | | | and AI-Enhanced Youth Education: Conceptual Framework for Industry 5.0 | Conceptual Model Linking English Proficiency with Communication Empowerment in Youth | Management Studies: A Foundation for Collaborative Research Towards Sustainable Development | Dreamer's Loop: A Correlational Study of Social Isolation And Maladaptive Daydreaming Feedback Cycles | Students' Mathematical Self-Efficacy: The Role of Blooket Application and Self-Efficacy Sources | Learning Approaches to Improve Academic and Behavioural Outcomes among Low-Achieving Students | | |
|---|---|---|---|---|---|---|---|---|---|---|

# PARALLEL SESSION 2: (3.30 PM – 4.30 PM)

| TIME SLOTS | DETAILS | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 | ROOM 6 | ROOM 7 | ROOM 8 | ROOM 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| | MODERATED BY | Mr. Teo Yeong Chin | Mdm Kalpanah Balakrishnan | Mdm. Sofia Binti Elias | Mdm. Najihah Binti Mohammad Yusof | Dr. Siti Kausar Binti Zakaria | Mdm. Rabiha Maya Adiera Binti Ab Rahim | Mdm. Ranjit Kaur A/P P. Gernail Singh | Mdm. Noorhuda Binti Abdul Karim | Dr. Helme Bin Heli |
| 3:30 PM - 3:50 PM | NAME OF PRESENTERS | Noraini Saro | Muhamad Firdaus Mohd Noh, Mohd Effendi @ Ewan Mohd Matore, Nur Ainil Sulaiman | Nurul Izni binti Abdul Rahman, Jittlit Chang, Lee Qing Bee, Durkeswary Ganasegaran, Jashwanie Prakash. | Huang Hao, Nasser Salimi Aghbolagh | Mirza Mahirah Zainal, Nurul Ain Mohamed Tahir | Sheryn Q. Alcala, Mae Anne H. Castro, Robie May C. Escanilla | Teddy M. Fernandez, Diana Ruth B. Catabay, Edrian Jay C. De Guzman, Imee Castro | Randy F. Soriano, Laurence R. Abalos, Jessa Mae V. Caburnay, Vanessa C. Lorenzo | Rosalinda G. Cochico |
| | TITLE OF PRESENTATION | Analisis Ketersediaan Penggunaan Literasi Digital dalam Proses Pengajaran dan Pembelajaran (PdP) Dikalangan Guru | Hierarchical Cognitive Model of L2 Reading for Diagnostic Itemization: A Multi-Dimensional Fuzzy Delphi and Interpretive Structural Modeling Study | Influence Of Dyscalculia On Mathematical Performance Of Special Needs Students In Sabah | What factors influence the application of project-based learning? - A survey based on engineering teachers | Early Life Trauma as Predictor of Adverse Outcomes in Adult Functioning | Implementation Of Inclusive Education Among Secondary Schools In Western Lingayen, Pangasinan | Woven: Bolinao's Women Maguey Weavers Amid Industry Decline | Effectiveness of Technical-Vocational Training Program on Livelihood Opportunities of Out-of-School Youth in Lingayen, Pangasinan, Philippines | Exploring Pedagogical Approaches and Learning Experiences in Industrial Arts |

| 3:50 PM - 4:10 PM | NAME OF PRESENTERS | Amy Liew Xiu Jie, Nurul Aisyah Kamrozzaman | Jennifer Akushika Hammond | Mohamad Raziz Bin Jaini | Nurul Izni binti Abdul Rahman, Cullyn Goh Kai Leng, Chin Shwu Shyy, Chai Shan Yan, Chan Chien Shieng, Jashwanie Prakash. | Mirza Mahirah Zainal, Nur Nisrina Faiqah Muhammad Izwan | Christian Llewe V. Ventura, Rosalyn T. Torres, Samsonehas S. Junaid, Chrisnalyn P. Rosal, Rochelle V. Soldao, April Joy M. Quitlong | Princess C. De Vera, Jenifer G. Basanes, Mark D. Guillermo, Rodel A. Sindao | Joebert D. Ballesteros, Jasmin N. De Guzman, May Ann E. Agaton, Jenny L. Peralta | Ma. Agustina Raymundo, Jasmine Joy M. Estrada, Ralph Laurence B. Palma, Maria Angelica May E. Aquino |
|---|---|---|---|---|---|---|---|---|---|---|
| | TITLE OF PRESENTATION | Literasi Bahasa Melayu dan Pedagogi Kontekstual ke Arah Pendidikan Berkualiti | A systematic review of the extended Delone and McLean Information System Success (D&M ISS) model in the context of eLearning in higher education institutions in sub–Saharan Africa - Ghana | The Impact of Work-Life Balance Dimensions on Job Performance Amongst Faculty Members at Private University in Malaysia: The Mediating Role of Perceived Organizational Support | Perceptions Of The Usefulness Of Llm Tools In Mathematics Courses Among Undergraduate Students In Malaysia | Factors Influencing University Students' Ability To Maintain Sleep Hygiene | Wit at What Cost?: Unraveling the Silent Struggles of Language Smart-Shamed Freshmen Students at Pangasinan State University Lingayen Campus | Persons With Determination: Lived Experiences of Differently Abled Employees at Pangasinan State University | Job Satisfaction Among Employed BSEd Social Studies Graduates of Pangasinan State University–Lingayen Campus, Philippines | Assessing the Financial Satisfaction Among Pindang Workers in Mangaldan, Pangasinan, Philippines |

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|---|---|---|---|---|---|---|---|---|---|
| **4:10 PM - 4:30 PM** | **NAME OF PRESENTERS** | Alissa Celeste Lionel A/P Williams, Abdullah Hilmy Bin Jamaluddin, Nur Aina Irman Zuwardi | Zhang Cheng, Subadrah Madhawa Nair | | | | Sasitharan A/L Manokaran, Ng Poh Kiat ,Yeow Jian Ai, Chong Seng Tong, Ng Yu Jin | Agustina T. Raymundo, Krystal Anne R. Gajeto, Hanah L. Meneses, April Mae D. Monte de Ramos | Violeta C. Manaoat, MAEd, Jaymark D. Cano, Kristine G. Gonzalo, Jessica Z. Peralta | Jandrea P. Mercado, Jamie Rose C. De Vera2, Devine A. Dela Cruz |
| | **TITLE OF PRESENTATION** | Factors Influencing ESL learning through YouTube Among Malaysian Lower Secondary Students | Students' Satisfaction Of Service Quality Provided By The University Libraries | | | | Bridging Finance and Education for Sustainability: A Case Study of Malaysia's Stock Market and Economic Performance | Fruit of Labor: Narratives of Women Duhat Winemakers in Barangay Laguit Padilla, Bugallon, Pangasinan, Philippines | Tsuper-Hero: The Lived Experiences of The Traditional Jeepney Drivers in Lingayen-Magtaking, Bugallon, Pangasinan | Echoes of Clay: Pottery-Makings' Preservation and Relevance in Brgy. Pallas, Binmaley, Pangasinan, Philippines |

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# FEATURED SPEAKER SESSIONS

| TIME SLOTS | DETAILS | ROOM 1 | ROOM 2 | ROOM 3 | ROOM 4 | ROOM 5 | ROOM 6 |
|---|---|---|---|---|---|---|---|
| | MODERATED BY | Dr Syeda Rabia Tahir | Dr. Nurul Farhana Zainudin | Prof. Dr. Subadrah Madhawa Nair | Dr Washima Che Dan | Dr. Noraini Binti Saro | Mdm. Siti Nor Amira Binti Baharudin |
| **Parallel Featured Speakers Session 1: (10.25 AM – 10.55 AM)** | | | | | | | |
| 10.25AM – 10.55AM (30 MINS) | NAME OF PRESENTERS | Anealka Aziz Hussin | Pipit Rahayu | Renato E. Salcedo | Elizabeth Koh Ruilin | | |
| | TITLE OF PRESENTATION | Investigating Human-Ai Agreement in Academic Writing Assessment: Towards Ai-Supported Moderation Exercises | Innovative Public Speaking Assessment: The PIPA Model with Sandwich Feedback Approach | Cultivating Innovation Ecosystems in Philippine Teacher Education: Pathways Toward an Inclusive and Digital Future | Harnessing Learning Analytics for Formative Feedback: Insights from Singapore Innovations | | |
| **Parallel Featured Speakers Session 2: (3.00 PM – 3.30 PM)** | | | | | | | |
| 3:00 PM - 3:30 PM | NAME OF PRESENTERS | Kew Si Na | Ahmad Zufrie Abd Rahman | Chong Seng Tong | | | |
| | TITLE OF PRESENTATION | Enhancing ESL Learners' Online Reading Through a Learning Analytics Dashboard | MUET: A Pathway to True Inclusivity | Energy Humanities: Perspectives from Literary Studies | | | |

| Parallel Featured Speakers Session 3: (4.30 PM – 5.00 PM) | | | | | | |
|---|---|---|---|---|---|---|
| 4.30PM – 5.00PM | **NAME OF PRESENTERS** | Mallika Vasugi A/P. V. Govindarajoo | Sundari Subasini A/P Nesamany | Sarfraz Aslam | Nuzha Binti Mohamed Taha | Manoharan A/L Nalliah | Edward Devadason |
| | **TITLE OF PRESENTATION** | The Evolution of English Language Teaching in Malaysian Schools: A Journey of Teacher Resilience (1950s–Present) | Micro-Boundary Violations in Hybrid Learning: How Small Behaviours Escalate into Big Problems | AI Innovations in Academic Research | AI Chatbots and Counselling: Friend or Foe? | From Teaching to Transforming: Reimagining Teacher Education for the Intelligent and Inclusive Classroom | Educational Leadership and its Influence in Leading Change in Higher Education for a Sustainable and Inclusive Future |

# ABSTRACTS

# Parallel Sessions

# Exploring The Relationship Between Digital Devices Use, English Academic Performance, And Attention Span In Primary Students In The Digital Era

## Ooi Yoke Ying, Ng Yu Jin

This study explores the relationship between the use of digital devices, English academic performance, and attention span among lower primary students. Specifically, it aims to identify how digital device use affects lower primary students' English academic performance and examine the connection between digital device use and attention span in lower primary students. As technology has become a part of children's daily lives, the effects on children's academic performance and attention span have raised concerns among educators and parents. This research focuses on how the time spent on mobile devices may influence the students' attention span and English academic performance. The study draws an overview of mobile device use among lower primary students, highlighting students' screen time, focusing span, and English language academic performance. A questionnaire was distributed to 473 lower primary students in the Klang Valley area to collect data on their screen time, and interviews with 7 English language teachers and students' Term 1 and Term 2 English academic results were collected. Data analysis involves statistical and thematic methods to interpret quantitative and qualitative data findings. The findings highlight the correlation between digital device usage, students' English performance and their focus span in the classrooms. The findings will help educators and parents understand the influence of digital devices on lower primary students and offer strategies for managing screen time to enhance students' focus spans and learning experiences.

**Keywords:** Digital Devices, English Academic Performance, Attention Span, Primary Education, Screen Time

# IMPACT OF INNOVATIVE DIGITAL PEDAGOGIES ON FRENCH LANGUAGE LEARNING IN NIGERIA

## Awonusi Makinde-John Abiodun

**Abstract:** This study investigates the impact of innovative digital pedagogies on French language learning in Nigeria. With the increasing adoption of digital technologies in education, this research explores the potential of digital pedagogies to enhance French language acquisition among Nigerian learners. A mixed-methods approach was employed, combining both quantitative and qualitative data collection and analysis methods. A total of 120 French language learners participated in the study, with 60 learners exposed to innovative digital pedagogies and 60 learners using traditional teaching methods. The results show a significant improvement in French language proficiency among learners exposed to innovative digital pedagogies, particularly in listening and speaking skills. The study also highlights the potential of digital pedagogies to increase learner motivation, engagement, and autonomy. The findings of this study contribute to the growing body of research on the impact of digital pedagogies on language learning. The study's recommendations provide insights for educators, policymakers, and stakeholders seeking to integrate innovative digital pedagogies into French language education in Nigeria.

**Keywords:** innovative pedagogy, French language, Nigeria, language acquisition, digital technologies

# The Role of Self-Leadership Strategies in Enhancing Academic Performance of STEM Students at Higher Education

## Fadhilah Jamaluddin

The shift from secondary to higher education is a critical phase for Science, Technology, Engineering, and Mathematics (STEM) students, influencing their academic success and career paths. In Malaysia, declining enrollment in STEM fields at higher education institutions threatens the development of a skilled workforce for the Fourth Industrial Revolution (IR4.0). This study explores the impact of self-leadership strategies, including behavior-focused strategies (BFS), natural reward strategies (NRS), and constructive thought pattern strategies (CTS), on the academic performance of STEM students in higher education. Drawing on self-regulation theory, intrinsic motivation theory, and cognitive behavioral theory, the research examines how these strategies enhance academic performance. Data from 436 Malaysian STEM students in the 2023/2024 matriculation program were analyzed using SPSS and SmartPLS 4. Results reveal that BFS, NRS, and CTS positively enhance academic performance, with BFS demonstrating the most significant impact. These findings underscore the importance of cultivating self-leadership to improve academic outcomes, providing valuable insights for educators, policymakers, and institutions to bolster Malaysia's STEM talent pipeline.

# An Investigation into Lexical Challenges in English Speaking Among Junior Middle Three Students at A Chinese Independent High School and The Role of Technology-Based Classroom Support

## Mahindri Sathiyaseelan

This research investigates lexical challenges in English speaking among Junior Middle Three students at a Chinese Independent High School and the role of technology-based classroom support in overcoming the barriers. Even though vocabulary is a known contributor to speech and language difficulties, many students are unable to use the learnt vocabulary because of speech hesitation, speech errors, and lack of confidence. The study is grounded in a constructivist and multi-model framework. Research is done by using both quantitative and qualitative methods, based on 120 students' and 20 ESL teachers' surveys. The major findings of the research identify main lexical deficits such as low productive vocabulary, retention, collocation slips, and lack of idioms. The research also discusses various digital application resources such as mobile vocabulary apps, educational games, and pedagogical speech technologies for vocabulary and speaking confidence. This study merges technology with lexical activities and provides for the ESL community of teachers and students, curriculum developers, and further researchers a focused curriculum pertaining to the enhancement of spoken English proficiency

# Reimagining the University Book Club: A Model for Greater Reader Engagement in the Digital Era

## John Mark Storey

This paper proposes a theoretical model for utilizing digital media to entice ESL students to join a university book club and become engaged and enthusiastic readers. Many students find extended reading onerous and face difficulties in developing consistent reading habits and the critical reading competencies necessary for academic success. With this in mind, the proposed model integrates a variety of digital platforms - such as social media, short-form videos, podcasts, reading websites and digital library services – to create an inclusive and stimulating reading environment. Borrowing from digital literacy and social constructivist theories, the model explains how digital media can enhance reader autonomy through collaborative endeavour. It also highlights the potential benefits of gamification and multi-modal storytelling as a means to motivate readers to engage more fully with texts. In this paper, the author argues that the use of digital media can serve as an effective tool to encourage recreational reading and also act as a pedagogical bridge to academic reading. In this way, it may be possible to establish a sustainable university reading culture while at the same time inculcating the critical and analytical skills demanded by academia.

**Keywords**: digital literacy, ESL learners, book club model, reading engagement, critical reading

# Students' Perception on Teachers' Emotional Support and Its Influence on Academic Emotional Well-Being in Seri Borneo Secondary School

**Siti Kausar Zakaria, Chassye John,**

In recent years, a decline in academic performance among secondary school students at Seri Insan Borneo School in Kota Kinabalu has raised concerns about overlooked factors that may affect learning outcomes particularly students' emotional well-being. Emotional support from teachers, though often undervalued, is increasingly recognized as a key factor influencing students' academic emotions and engagement. The purpose of this study was to investigate the relationship between teacher emotional support and students' academic emotional well-being, based on the perceptions of secondary school students. A mixed-methods research design was employed to provide a comprehensive understanding of the issue. Quantitative data were collected through a validated questionnaire (My Teacher Questionnaire) administered to 80 secondary school students selected via stratified random sampling across Forms 1 to 5. Qualitative data were gathered through semi-structured interviews with five students to capture deeper insights into their lived experiences with teacher support. Findings from the quantitative analysis revealed a statistically significant but modest positive correlation ($r = 0.451$, $p < 0.05$) between teacher support and students' academic emotions. Students consistently reported high levels of satisfaction with teachers who demonstrated attentiveness, provided encouragement, and offered clear explanations. Qualitative analysis further revealed that teacher support fostered motivation, emotional resilience, and self-confidence, while a lack of support often led to disengagement, anxiety, and academic frustration. The study's findings have several important implications. For educators, the results underscore the need to adopt emotionally supportive teaching strategies that go beyond academic instruction. For school administrators and policymakers especially within the Ministry of Education, this research offers evidence supporting the integration of emotional well-being into

teacher training programs and curriculum development, particularly in underrepresented regions like Sabah. This study contributes novel insights to the field of educational research in East Malaysia and highlights the critical role of emotional support in shaping students' academic journeys.

**Keywords:** Perception; Emotional supports; Academic emotional well beings

# From Support to Reliance: Students' Perceptions of AI Use in Academic Work

## Jivesshwar Kuhan, Vishaalinni Rajakumar, Sashmitra Sundara Bala Subramaniam, Sowbaakawathy Ganesan

The rapid integration of Artificial Intelligence (AI) tools in higher education has transformed the way students approach academic work. This study explores students' perceptions of AI usage, specifically within the context of UNITAR, to understand the shift from using AI as a support tool to developing a dependency on it. Through qualitative and quantitative data gathered via surveys and interviews, the research investigates how students perceive the role of AI in tasks such as writing, research, and problem-solving. The findings revealed varying levels of reliance, ethical awareness, and self-regulation among students. While many acknowledge AI as a valuable aid for improving productivity and understanding, others express concerns over academic integrity and skill development. This study highlights the need for clear guidelines and educational strategies to promote responsible AI usage in academic settings.

**Keywords:** Artificial Intelligence, student perceptions, academic work, AI reliance, UNITAR, education technology

# The Effects of Reading Habits Towards Neurocognitive Functions Among Tertiary Students in Selangor

## Khaireena Ansari, Nurul Farhana Zainudin

This study investigated the effects of reading habits on two key neurocognitive functions: memory and attention span, among tertiary students in Selangor. The research aimed to determine the extent to which reading habits, specifically the frequency of reading for pleasure, influence these cognitive abilities. Employing a quantitative, cross-sectional survey design, data was collected from a sample of 150 students using a self-report questionnaire with items adapted from the Cognitive Failures Questionnaire (CFQ). Data analysis included descriptive statistics, reliability testing, and regression analysis using SPSS. The findings revealed a significant effect on attention span, while the regression analysis for memory indicated a lack of significant effect. This study highlights the importance of reading for pleasure in enhancing neurocognitive functions and provides valuable insights for developing educational strategies and policies to promote better reading habits among students.

**Keywords:** Reading habits, Malaysia, Memory, Attention span, Tertiary students

# The Relationship Between Childhood Abuse and Depression in Young Adults: An Examination Through Beck's Cognitive and Bowlby's Attachment Theories

**Noraini Saro, Dorathy Joyitashri Vijeyan, Narmatah Raminaidu, Preyangka  Kamala Kannan, Qistina Azizul, Velarsheni P Ramesh Kumar**

This study examined the relationship between childhood abuse and depressive symptoms among young adults. A quantitative research design was employed using survey data from 50 participants to investigate the extent to which childhood abuse predicts the development of depressive tendencies. Pearson correlation analysis revealed a strong positive relationship between childhood abuse and depressive symptoms ($r = 0.849$, $p < 0.001$), indicating that individuals who experienced higher levels of childhood maltreatment reported greater depressive symptomatology. This finding supports existing literature emphasizing the long-term psychological consequences of early adverse experiences on emotional regulation and mental health. The results highlight that early trauma significantly increases vulnerability to mood disturbances, consistent with neurobiological and developmental frameworks linking childhood abuse to structural and functional changes in emotional processing. The study underscores the necessity for trauma-informed mental health interventions and early preventive strategies to mitigate the impact of abuse on psychological well-being. These findings contribute to the growing body of evidence advocating for enhanced child protection services and mental health support systems aimed at reducing the incidence of depression resulting from childhood maltreatment.

**Keywords:** childhood abuse, depressive symptoms, trauma, emotional regulation, mental health

## An Assessment of the Impact of the Adoption of Hausa language in entrepreneurship studies and communication in Northern Nigeria

### Abubakar Maikudi

This study assesses the impact of adopting the Hausa language in entrepreneurship studies and communication in Northern Nigeria. As the most widely spoken indigenous language in the region, Hausa has increasingly been integrated into educational and business contexts to enhance accessibility, engagement, and effectiveness. The research explores how the use of Hausa in entrepreneurship education influences learners' comprehension, participation, and skill acquisition, particularly among non-English speakers. It also examines the role of Hausa in facilitating communication between entrepreneurs, customers, and government agencies. Data were collected through surveys and interviews with students, educators, and entrepreneurs across selected states in Northern Nigeria. Findings reveal that the use of Hausa significantly improves learners' understanding of key entrepreneurial concepts, encourages greater classroom participation, and bridges communication gaps in the informal sector. However, the study also highlights challenges, including limited academic resources in Hausa and concerns about limiting global competitiveness. The paper concludes that while the adoption of Hausa enhances local entrepreneurial development and inclusion, it must be balanced with exposure to global languages like English for broader market access. Recommendations are made for policy support, curriculum development, and resource investment to strengthen the bilingual approach in entrepreneurship education and practice in the region.

**Keywords:** Hausa language, entrepreneurship education, indigenous language, communication, bilingual instruction.

# Digital Transformation in Higher Education: Psychological Capital and Institutional Resilience

## Joseph Bankole Filani

In recent years, digital transformation has become a critical agenda across global higher education systems, fundamentally altering teaching, learning, and administrative processes. While technological adoption and infrastructure development are often emphasized, the psychological and organizational dimensions that support or hinder this transformation require deeper investigation. This paper examines the role of *psychological capital*— defined by self-efficacy, optimism, hope, and resilience—among academic staff and institutional leaders, and how it contributes to organizational readiness and adaptability. It further investigates how *institutional resilience* facilitates sustained transformation by enabling institutions to recover from disruptions, adapt to new realities, and maintain core academic missions. By integrating empirical findings from recent studies with case-based insights from digitally progressive universities, the paper proposes a conceptual framework that positions psychological capital as a foundational element in building resilient institutions capable of navigating digital transitions. The implications of this framework suggest that beyond technical readiness, psychological and cultural preparedness are essential for effective and sustainable digital transformation in higher education.

**Keywords:** Digital Transformation, Higher Education, Psychological Capital, Institutional Resilience, Educational Change Management

# Inclusive Education in Practice: Qualitative Insights into Early Identification, Pedagogical Adaptation, and Teacher Support for SEND.

## Tirich Mohamed

Inclusive education for students with special educational needs and disabilities (SEND) requires early identification, adaptive pedagogy, and sustainable teacher support. This qualitative study employed thematic analysis of semi-structured interviews and classroom observations across four mainstream schools, exploring how teachers implement strategies for inclusion. Three primary themes emerged: proactive identification, pedagogical flexibility, and collaborative practice. Teachers described the importance of ongoing professional development and leadership support in sustaining inclusive approaches. Findings highlight that timely identification, Universal Design for Learning (UDL), and differentiated instruction together enable equitable participation for SEND students. The study's implications suggest system-level reforms and teacher-centered support as key drivers for successful inclusion.

# Teachers' Perceptions of The Advantages and The Challenges of Using Project-Based Learning to Teach Writing Skills for Primary Year 6 Students

## Kvusalya Ramesh

The English language holds a central place in Malaysian learning since it is among the fundamental subjects that students must score well in academic and working life. This research aimed to examine teachers' perceptions concerning the advantages and challenges experienced in using Project-Based Learning (PBL) when teaching year six primary school students in Malaysia on writing skills. The research explores how PBL promotes engaged student involvement, critical thinking, and collaboration in real writing tasks through message and email writing. The research, however, explores the challenges faced by teachers under teacher- student-centered and teacher-centered approaches when PBL is applied. The study considers an extensive literature review that combines Malaysian and foreign studies, showing the positive outcome of using PBL in the students' writing skills, and identifying the issues faced by teachers in applying PBL in teaching writing instructions. The questionnaire survey comprised 100 Year 6 primary school teachers in the Perak Tengah district. Quantitative data collection procedures were used, and data were analysed to identify the advantages and challenges faced by the teachers under PBL. The findings indicated that writing emails based on the PBL approach is effective compared to writing messages, and that there are challenges teachers face under the teacher-student-centered approach. Teachers summed it up that PBL is an effective teaching method if it is well-planned and facilitated.

**Keywords:** Project-Based Learning, writing skills, primary school, teacher perceptions

# The Impact of AI System Characteristics on Undergraduate Students' Engagement in Education: Evidence from Yunnan Province, China

## Pu Jun Wei

This study examines how artificial intelligence (AI) system characteristics shape education undergraduates' engagement through perceived AI support, drawing on the Stimulus-Organism-Response (S-O-R) theoretical framework. A cross-sectional survey was conducted among 680 students from five universities in Yunnan Province, China. Structural equation modeling revealed that perceived accuracy, intelligence, and interpretability of AI systems significantly enhance students perceived informational, inspirational, and evaluative support, which in turn foster greater engagement. The findings extend the S-O-R framework to technology-enhanced learning by uncovering the cognitive, emotional, and motivational mechanisms underlying students' interactions with AI. This study provides practical insights into the design and implementation of AI-assisted learning environments in teacher education programs.

# The Perceptions of Upper Secondary School Students on Tiktok's Role in Enhancing Speaking Skills

## Ashah Seevarathenam

This study investigates the perspectives of Malaysian upper secondary school students on the role of TikTok in improving their speaking skills. Although the platform is popular, its educational potential has yet to be fully exploited within this demographic. This study employed quantitative research methods and purposive sampling to analyze data from 196 students in Form 4 and Form 5 at SMK Convent Klang. The data analysis has been carried out using SPSS Version 26. The results demonstrate a diverse perspective on the advantages of TikTok, emphasizing its contribution to vocabulary learning, pronunciation enhancement, and non-verbal communication abilities. Furthermore, TikTok serves as a multifaceted instrument for improving spoken communication abilities, cultivating self-assurance, and stimulating motivation among pupils. The findings emphasize the paramount importance of TikTok in contemporary education and urge for its successful inclusion into the language learning curriculum. The survey demonstrates a positive perspective towards TikTok as a good instrument for practicing language and enhancing skills. Students exhibit enthusiasm and drive when participating in TikTok's speaking challenges and consuming its material since these activities ignite their interest in language acquisition and promote consistent speaking practice. Suggested actions include conducting further studies on TikTok's educational capabilities, conducting long-term studies on its effects, comparing it with other platforms, and implementing programs to train teachers and integrate it into the curriculum. Implementing these guidelines can optimize the advantages of TikTok in cultivating 21st-century abilities and equipping pupils for a digitized society.

**Keywords:** TikTok, Speaking Skills, Language Learning, Educational Technology, Motivation

# Reimagining Classroom Interactions: Mediated Learning Across Face-to-Face and Online Contexts for Inclusive and Sustainable Education

**Farha Alia Mokhtar**

This study explores the mediated actions shaping students' learning activities across face-to-face and fully online contexts. Employing a qualitative case study at a Malaysian public university, data were gathered over six months through classroom observations and interviews involving two instructors and approximately 80 students, with ten students selected for in-depth participation. Drawing on a sociocultural perspective of mediation, the study investigates how learners' interactions with people and tools are influenced by their physical and social environments. Findings reveal that while interactional patterns—such as checking work, exchanging ideas, and seeking affirmation remain consistent across modalities, their depth and quality differ significantly. In face-to-face settings, reciprocal collaboration, emotional support, and visual cues fostered engagement and spontaneous dialogue. In contrast, fully online learning relied heavily on tools such as WhatsApp, video calls, and voice notes, which supported communication yet limited immediacy, affective connection, and sustained participation. Students adapted by seeking assistance from family members and peers, reflecting collective learning values and contextual resilience. The study highlights that learning is fundamentally social and context-dependent, mediated through dynamic interactions between humans and tools. It argues for reimagining education through blended learning models that integrate the affective and dialogic strengths of face-to-face instruction with the accessibility and flexibility of online environments enhancing inclusivity, innovation, and sustainability in higher education.

**Keywords:** Mediated learning, Sociocultural theory, Blended learning, Teacher–student interaction, Digital pedagogy

# Integrating Soft Skills in English as a Second Language (Esl) Learning: Implications for Learner Engagement and Language Learning

## Koasalyiah Vijayan

In today's world, where communication and adaptability are essential, this study examines how integrating soft skills into English as a Second Language (ESL) instruction influences learner engagement and language proficiency. Moving beyond conventional ESL approaches that primarily focus on grammar and vocabulary, the research explores how incorporating soft skills such as communication, collaboration, critical thinking, and motivation can enhance learners' cognitive, affective, and behavioral engagement. Anchored in Social Cognitive Theory and Experiential Learning Theory, the study presents a conceptual model connecting soft skills development with learner engagement and the acquisition of speaking and writing abilities. By synthesizing current literature and addressing the limited empirical focus on soft skills in ESL settings, the research underscores the importance of student-centered and integrative teaching practices. The expected outcomes aim to offer educators and curriculum designers actionable strategies for promoting comprehensive language learning that cultivates both linguistic competence and readiness for real-world professional and social interactions. Ultimately, this study contributes to contemporary educational discourse by championing a more inclusive, responsive, and engagement-oriented approach to ESL pedagogy.

# The Impact of Early Childhood Educators' Motivational Approaches on The Enhancement of Preschool Children's Creativity at Klang Valley

## Shantini Balamurugan, Ettiyammal Krishnan,

This study explores how early childhood educators' motivational approaches, specifically intrinsic and extrinsic motivation, affect the development of creativity among preschool children in the Klang Valley. Creativity plays a crucial role in early childhood development as it nurtures problem-solving skills, critical thinking, and emotional expression. Grounded in Self-Determination Theory and Vygotsky's Sociocultural Theory. This quantitative research involved 108 preschool educators from public, private, and international preschools. Data was collected through a structured questionnaire distributed via Google Forms. A descriptive analysis, Pearson correlation, and multiple regression techniques were used to examine the relationship between motivational strategies and children's creativity levels. Findings revealed that intrinsic motivation has a stronger positive influence on children's creative development compared to extrinsic motivation. However, when both motivational strategies are applied in balance, they produce more effective creative outcomes. These motivational strategies should be used thoughtfully by educators. This study offers valuable insights for teachers, curriculum developers, and policymakers in designing motivational teaching practices that foster creativity in young learners. It highlights the importance of creating autonomy-supportive learning environments where children are encouraged to explore freely while receiving guided support from teachers to reach their full creative potential.

**Keywords**: Intrinsic Motivation, Extrinsic Motivation, Creativity, Early Childhood Education, Preschool Children, Motivational Strategies.

# The Influence of ChatGPT Among ESL Learners In Higher Education in Malaysia

## Cristelyn Sharna Christy

The development of Artificial Intelligence (AI) has been exceptional. In the field of education, AI is motivating teachers to explore the possible benefits for enhancing teaching and learning experiences. Prominently, Generative AI (G1) has illustrated substantial assurance as a means of language enhancement. This action research investigates the influence of ChatGPT on English as a Second Language (ESL) Learners in Malaysia within the context of higher education. A mixed method approach was employes with a sample of 100 students from two private institutions alongside insights gathered from four lecturers and four students through focus group discussions. The study divided participants into two groups: one group was provided with access to ChatGPT during classroom learning while the other group was not. Quantitative findings revealed that students who relied heavily on ChatGPT demonstrated weaker performance in analytical test questions and pop quizzes, suggesting limited application of critical thinking skills. In contrast, students who did not use ChatGPT scored significantly between, indicating stronger independent reasoning. Qualitative data supported these findings with lecturers highlight concerns about overreliance on AI tools and reduced learner autonomy. The study concludes that while ChatGPT offers benefits as a supplementary learning aid, it is unregulated use may hinder the development of critical thinking among ESL learners. Recommendations are provided for balances integration of AI tools in language classrooms to enhance learning without compromising essential cognitive skills.

**Keywords:** ChatGPT, AI, ESL learners, critical thinking, language learning, action research

# Measuring The Effectiveness of Year 5 English Textbook in Teaching Listening and Speaking Skills

## Vidhyalakshmi Gopalakrishna, Ng Yu Jin

This study examines the effectiveness of the *English Plus 1 Year 5* CEFR-aligned textbook in developing listening and speaking skills among 11-year-old Malaysian ESL students. With the integration of the Common European Framework of Reference for Languages (CEFR) into the national curriculum, oral communication has become a central focus in English language teaching, replacing traditional literacy-based approaches. Despite this shift, limited research has evaluated the textbook's role in promoting listening and speaking proficiency. Guided by Krashen's Input Hypothesis and Vygotsky's Scaffolding Theory, this study adopts a convergent parallel mixed-methods design. Data were collected from 30 government primary school English teachers using a 43-item questionnaire incorporating the ELT-TEC Checklist, which included demographic, Likert-scale, and open-ended questions. Quantitative data were analysed using SPSS 31 to ensure consistency and reliability, while qualitative responses were thematically analysed using NVivo 15. Findings reveal that although the textbook aligns well with CEFR principles and demonstrates structured skill progression, it lacks impromptu speaking opportunities, varied speech accents, and culturally relevant content. Teachers frequently adapt materials to meet students' diverse needs, highlighting the textbook's limited inclusivity in multicultural classrooms. The study recommends enhancing future textbook design with localised contexts, authentic oral tasks, and diverse speech models to improve students' communicative competence. These findings contribute to understanding how CEFR-based materials can be refined to better support the development of listening and speaking skills in Malaysian ESL classrooms.

**Keywords:** CEFR-aligned textbook, listening and speaking skills, textbook evaluation, Malaysian ESL, mixed-ability classrooms.

# Teachers' Perceptions and Experiences of The School's Teaching and Learning Model (STLM) And Their Impact on Teaching Effectiveness at an International School

## Chan Min Jie, Ng Yu Jin

The purpose of this study is to comprehend the uses of the School's Teaching and Learning Model (STLM) in early years and primary levels, as well as overall perceptions and experiences in implementing STLM in an international school. Hence, this study is to examine how teachers define and view the School's Teaching and Learning Model (STLM). Moreover, this study aims to compare the School's Teaching and Learning Model (STLM) between early years and primary levels in the targeted international school. In addition, the focus of this study is also to evaluate the effectiveness of the teaching and learning that is implemented in the targeted school. This study is also to generate actionable recommendations to enhance the STLM for greater alignment with the needs of future learners, based on empirical insights and theoretical frameworks. This is a mixed-methods case study which focuses on teachers' perceptions and experiences of implementing STLM in the targeted study area. Questionnaires, classroom observations, and interviews serve as the study's research tools. There are a total of 10 in-service teachers and 5 students from different year groups in the selected international school for the interview sessions. Apart from this, the leadership team will be involved to provide insight into the implementation of STLM as the whole school approach. Classroom observations and questionnaires were employed to triangulate the data collected from the interviews. The data collected from the interviews, observations, and questionnaires will be analysed using ATLAS.ti 9 software and IBM SPSS Statistics 29. At the end of this study, the findings will contribute to the development of an effective teaching and learning model that addresses the needs of future learners.

**Keywords:** School's Teaching and Learning Model (STLM), mixed-methods case study, teachers' perceptions and experiences, classroom observation and interview, early years and primary education

# Enhancing Student Engagement Through Interactive Teaching Tools: An Action Research Study in a Private Secondary School in Johor

**Pavitra Kerisnan**

The increasing demand to boost the involvement of students in the second cycle education has promoted the use of teachers to consider new education tools. In this study, researchers have examined the potential of digital games as an interactive method of learning to advance student engagement in one of the private secondary schools based in Johor. A quantitative research plan was adopted where a designed questionnaire was given to the students, where they were assessed on their perception of digital games and the extent to which the student is engaged in the classroom. Taking into account the relationship between digital games and student engagement, data were analyzed with the help of descriptive statistics, reliability testing, correlation, and regression analysis. The research results demonstrated that online games positively and significantly impacted the engagement of the students through motivation as well as their participation and engagement in the learning process. The findings imply that use of digital games in learning could be an effective instrument in making the learning environment as interactive and engaging as possible. The research can be discussed as a contribution to the rising body of literature in the area of technology-enhanced learning and will offer significant insights to whoever has to be responsible as an educator and a policymaker in Malaysia. It highlights the significance of involving the efficient digital tools in classroom practice to ensure the highest results in learning and engagement among the students of the private secondary school.

**Keywords:** Student Engagement, Digital Games, Online Quizzes, Real-Time Feedback, Collaborative online learning

# Exploring Translanguaging Practices in an Intensive English Programme at a Private University: An Interpretative Phenomenological Analysis

## Chong Seng Tong, Marniyati Mohd Nor, Ahmad Zufrie Abd Rahman, Vasanthan R., Ng Yu Jin

This paper presents preliminary findings from a study that explores the role of translanguaging practices in an Intensive English Programme (IEP) at a private university in Malaysia. The study investigates how students' multilingual resources can be strategically utilized to facilitate English language learning in a classroom comprising diverse linguistic backgrounds. A total of 41 international students enrolled in the IEP participated in this research. Data were collected through classroom observations, reflective journals, and semi-structured interviews to understand how translanguaging occurs and how it influences learning experiences. Adopting an Interpretative Phenomenological Analysis (IPA) approach, the study focuses on understanding students' lived experiences of translanguaging and the meanings they ascribe to their linguistic practices. Grounded in Suresh Canagarajah's translanguaging framework, the research conceptualizes translanguaging as a dynamic and agentive process through which learners draw upon their full linguistic repertoires to make meaning, negotiate understanding, and participate actively in communicative tasks. The findings reveal that translanguaging fosters deeper comprehension of lesson content, enhances learner confidence, and promotes active classroom engagement. Students reported that switching between English and their first languages helped them clarify difficult vocabulary, understand grammatical structures, and sustain interaction with peers and instructors. Overall, the study highlights the pedagogical potential of translanguaging as an inclusive approach in multilingual English classrooms. It suggests that rather than being viewed as interference, the use of multiple languages can be an effective scaffolding strategy that supports comprehension and language development. The findings contribute to the growing body of research advocating for translanguaging as a meaningful and contextually responsive practice in English language education.

## Digital Intelligence Empowering Medical Humanities Education: Integrated Innovation and Sustainable Development

**Wang Haiyan, Shahizan Bin Hasan**

Medical humanities education (MHE) has emerged as a vital component of modern medical training, complementing biomedical expertise with the ethical, cultural, and humanistic dimensions of patient care. In China, the integration of MHE has expanded significantly over the past two decades, driven by challenges such as strained doctor–patient relationships, physician burnout, and declining public trust in healthcare. Despite policy endorsements and institutional experimentation, the implementation of MHE remains fragmented and under-examined. This study conducts a comprehensive bibliometric analysis of 159 publications from 2000–2024, using data extracted from Scopus and analyzed with VOSviewer. Analysis of 159 core publications reveals a significant shift in China's medical humanities education research from theoretical exploration to practical application, though gaps remain in areas such as artificial intelligence integration and cross-cultural studies. The research proposes a "technology-humanities-institution" tripartite integration model, outlining innovative pathways through intelligent teaching, virtual training, and data assessment to construct a new paradigm for sustainable development in medical humanities education. Practice demonstrates that digital intelligence technologies can effectively enhance the quality and efficiency of medical humanities education, yet challenges such as technology ethics, digital literacy among faculty, and resource equity need to be addressed. This study provides theoretical support and practical solutions for cultivating high-quality medical professionals. However, notable gaps remain, particularly in the integration of artificial intelligence, cross-cultural comparative studies, and the development of validated evaluation frameworks. The

study concludes that while MHE in China has gained momentum and maturity, future progress requires national curricular standardization, interdisciplinary faculty development, innovative assessment strategies, and expanded global collaboration. Strengthening these areas will enable China to cultivate physicians who are both technically proficient and humanistically engaged, contributing to more empathetic and trustworthy healthcare systems.

**Keywords:** Medical humanities education, Digital intelligence technology, Integrated innovation, Sustainable development, Artificial intelligence, Educational model

# Applying TRIZ-Based Pedagogical Strategies to Enhance Vocabulary Acquisition in ESL Classrooms

**Ng Yu Jin, Ng Poh Kiat, Yeow Jian Ai, Chong Seng Tong, Pipit Rahayu**

This research investigates the effectiveness of TRIZ-based pedagogical strategies in improving vocabulary acquisition among ESL learners at the tertiary level. TRIZ (Theory of Inventive Problem Solving), traditionally used in engineering and innovation, offers structured tools such as the Contradiction Matrix, 40 Inventive Principles, and Substance-Field Models, which can be adapted to language instruction. The study proposes integrating TRIZ principles with communicative and task-based ESL teaching to stimulate creative thinking and contextual vocabulary retention. A quasi-experimental design will be employed in selected UUCKL English language classrooms, comparing traditional teaching methods with TRIZ-enhanced lessons. Data will be collected through vocabulary pre- and post-tests, learner journals, and interviews. This research contributes novel insights into interdisciplinary pedagogy and may set a foundation for innovation in language education frameworks.

**Keywords**: TRIZ, TESL, Vocabulary Acquisition, ESL, Creative Pedagogy

# Applying Doubao in Film and Television Advertising Production Courses at Sichuan Technology and Business University: An AIGC-Assisted Teaching Perspective for Sustainable Educational Innovation

## Fu Jindi

Against the backdrop of global efforts to reimagine education through innovation and intelligence for sustainable development, the course Film and Television Advertising Production in Chinese private undergraduate universities faces unique challenges, including limited instructional resources, uneven student technical proficiency, and ongoing debates over whether Artificial Intelligence Generated Content (AIGC) hinders creativity. This study focuses on a core question: In private universities with resource constraints, how can Doubao a Chinese AIGC tool be effectively integrated into the Film and Television Advertising Production course to enhance students' creativity, improve the quality of their works, and support inclusive and sustainable teaching? The study takes two parallel classes of the Film and Television Advertising Production course at Sichuan Technology and Business University as the practical objects. One class applies Doubao for learning support in creative ideation, scriptwriting, and editing, while the other adopts traditional teaching methods. The research content is logically structured into five parts: first, it elaborates on the research background, core questions, and theoretical framework; second, it reviews relevant studies on AIGC in the fields of art education and sustainable education; third, it explains the research design and tools used; fourth, it presents key findings from the practical process; and finally, it discusses the implications of the research for educational innovation and sustainable teaching. Practical results show that the application of Doubao not only helps significantly improve students' creative ideation ability and the quality of their works but also effectively alleviates the gap in instructional resources in private universities. Future research can further explore the long-term impact of Doubao's application and conduct practices in multiple universities to verify its universality.

**Keywords:** AIGC-Assisted Teaching, Douba, Film and Television Advertising Production, Sustainable Education, Private Undergraduate Universities

# A Kaleidoscope of Competence: Exploring Novice University English Teachers' Conceptions through a Phenomenographic Lens

## Hui Ye, Pauline Goh Swee Choo

This phenomenographic study explores how novice university English teachers in China conceptualize professional competence. Seventeen early-career teachers (≤ three years of service) from three universities in Hubei participated in semi-structured interviews conducted in Mandarin. Data were analyzed using a seven-stage phenomenographic procedure and interpreted through the "What/How" and "Referential/Structural" frameworks, guided by Variation Theory and the Conscious Competence model. Six qualitatively distinct conceptions of competence emerged: (A) mastery of subject knowledge; (B) effective instructional practices; (C) managing class dynamics; (D) creating networks and partnerships; (E) achieving professionalism; and (F) self-cognizance. These form a three-dimensional outcome space showing a developmental progression from externally validated performance to reflective, value-aligned professional growth. Findings reveal that dominant behaviourist evaluation frameworks in Chinese higher education overlook the complex realities of novice teaching. Participants described competence as a dynamic, context-sensitive process involving emotional awareness, peer collaboration, and ethical self-reflection. This study highlights the need for teacher education and appraisal systems to support identity formation, reflective practice, and collegial mentorship. It affirms phenomenography's value in capturing variation in lived experiences and offers a transferable model for understanding competence in diverse educational contexts. The findings have implications for policy, professional development, and future cross-context research.

**Keywords:** competence, conceptions, novice university English teachers, phenomenography, variation

## Investigation Of the Impact of Culturally Inclusive Classrooms on the Enhancement of Learning Outcomes

### Zhang Jiahuan

This study investigates the impact of culturally inclusive classrooms on enhancing learning outcomes in educational settings. The research addresses the gap between learning outcomes of students from dominant and non-dominant cultural backgrounds, recognizing the importance of cultural inclusivity in education. The study's main objectives are to examine the effects of diverse teacher training, curriculum, and student engagement on learning outcomes, with classroom environment as a mediating factor. The research is grounded in Vygotsky's Socio-Cultural Theory, emphasizing the role of cultural contexts and social interactions in cognitive development and learning. The methodology employs a positivist philosophy with a deductive approach and descriptive research design. Data collection involves primary sources, using surveys of 152 educators in Hangzhou, China. Quantitative data analysis will be conducted using IBM SPSS software. Six hypotheses are developed to test the relationships between variables:1.Impact of diverse teacher training on learning outcomes; 2.Effect of diverse curriculum on learning outcomes; 3.Influence of student engagement on learning outcomes; 4-6. Mediating role of classroom environment in the above relationships. The study aims to contribute to the understanding of creating more inclusive educational environments that cater to students from diverse cultural backgrounds. It has potential significance in promoting diversity and inclusion in classrooms, enhancing learning outcomes, and establishing social cohesion through education. The research acknowledges potential limitations, such as educator bias towards inclusive classroom structures. Despite this, the study represents an important step towards understanding and implementing culturally inclusive education in an increasingly diverse global society, with implications for educational policies and practices at various levels of education.

## Evaluating The Word-Level Proficiency In Upper Primary Students' Writing Using CEFR Levels By Teachers Of Primary Schools

### Vishanthini Manirajan, Ng Yu Jin

This study investigates how primary school English teachers in Malaysia assess word-level writing capacity for upper primary students within the Common European Framework of Reference for Languages (CEFR) and how they perceive the appropriateness of students' vocabulary use across CEFR levels A1 to B1. Recognizing vocabulary as a key component of writing ability, particularly in multilingual classrooms, the research addresses the challenge teachers face in applying CEFR lexical descriptors more specifically lexical range, control, and task-appropriateness with consistency in classroom assessment. While CEFR has been applied across the nation in Malaysia, prior research has established that the majority of teachers rely on intuition rather than standardized descriptors due to a lack of training, a lack of exemplars, and time constraints. Employing a mixed-methods sequential explanatory design, the research gathered quantitative data from 100 Melaka Tengah district English language teachers using a structured questionnaire, followed by qualitative data from three SJKC Ayer Keroh teachers using semi-structured interviews. Quantitative analysis established trends in CEFR-aligned assessment practice, whereas qualitative findings provided contextual insight into the interpretation and utilization of descriptors by teachers. Results indicate teacher assessment practice variability, with inconsistencies arising from differences in interpretations of vocabulary appropriateness, workload pressures, and learner diversity. While the majority of participants valued CEFR as a guiding framework, the absence of localized rubrics, annotated exemplars, and regular professional development limited its consistent implementation. The study reiterates the need for targeted training modules, collaboratively designed CEFR-based rubrics adapted to Malaysian primary contexts, and inter-rater moderation workshops to

determine inter-rater reliability. Such measures can bridge the policy-practice divide to bring more equitable and consistent vocabulary testing and enable students' lexical development in alignment with international standards. The findings contribute to both domestic and foreign studies on CEFR operationalization, vocabulary assessment literacy, and education policy improvement in multilingual primary school settings.

# From "Availability" to "Applicability": The Mechanism of China's VET Teaching Resource Libraries Driving Curriculum Teaching Reform: A Process-Tracing Study

## Yu Lanting, Nurul Aisyah Kamrozzaman

China's large-scale investment in National Vocational Education and Training (VET) Teaching Resource Library represents a globally leading practice in leveraging digitalization to advance pedagogical modernization. However, a critical "availability-applicability gap" persists: the mere provision of high-quality digital resources does not automatically translate into enhanced teaching and learning outcomes. Using a theory-guided process tracing methodology, this study triangulates policy documents, platform data, and qualitative evidence including 22 interviews with policymakers, platform designers, school leaders, and teachers, and 40 hours of classroom observations across 4 VET schools to unpack the causal mechanism through which these repositories drive tangible curriculum reform. The findings identify a non-linear, four-phase process: (1) Policy-Driven Provision, (2) Teacher Mediation, (3) Pedagogical Transformation, and (4) Feedback & Optimization. Within this mechanism, teacher agency defined as their capacity to curate, adapt, and integrate resources emerges as the core mediating factor. This agency is either enabled or constrained by institutional support structures, namely targeted professional development and robust, iterative feedback ecosystems. This study fills a theoretical gap in educational

technology implementation by moving beyond technological determinism, and provides actionable, evidence-based strategies for VET systems worldwide to bridge the gap between resource provision and effective pedagogical application.

## Digital Innovations in Language Education: Assessing Heygen's Influence on Arabic Language Interaction Skills

**Nurul Izzatie Aziz, Rahimah Abd Rahman, Wan Syatirah Wan Shahrudin**

In the era of digital learning, the education atmosphere has experienced an educational transformation that emphasizes the optimal use of technology in teaching and learning (PdP). Malaysia is moving towards the status of a developing country, has raised the Sustainable Development Goals (SDGs) 2030 Agenda, and has become the motivation and encouragement for researchers in Malaysia to implement a sustainable development agenda based on the domain of quality education (Quality Education) and also the Shared Prosperity Vision (KEGA IR) 4.0. The Internet of Things has promoted the medium of education by applying smarter, mobile, comprehensive, and virtual education and skills development. The emergence of artificial intelligence technology or Artificial Intelligence (AI) is an innovative tool that changes the way language is taught and the method of language acquisition. The advent of digital tools in education has significantly changed the approach to language learning, providing an interactive and engaging platform for students. Heygen is an advanced language learning application, offering interactive features designed to improve interaction efficiency through its innovative features. Arabic is a complex and rich language, posing unique challenges to students, especially in developing interaction skills. Understanding the benefits of Heygen can provide insights into its effectiveness and inform best practices in language education. This study seeks to explore the potential

of Heygen in improving interaction skills among Arabic language learners, contributing to the body of knowledge on digital innovations in language education.

# The Representation of Professions in George Eliot's Middlemarch: A Literary Approach to Career Awareness among Malaysian Students

**Chong Seng Tong, Ahmad Zufrie Abd Rahman, Maslinda Md Yusof, Afizal Mohd Afizal, Ng Yu Jin**

This paper explores the representation of vocation and moral purpose in George Eliot's Middlemarch, and how its portrayal of professions may serve as a literary gateway for Malaysian secondary school students to reflect on the meaning of work and self-realisation. The novel's intricate web of professions the doctor's ethical struggle, the clergyman's spiritual duty, the scholar's intellectual ambition, and the reformer's social idealism offers fertile ground for examining the tensions between individual aspiration and communal responsibility. Engaging 35 Sixth Form students from an urban secondary school, the study invited participants to read and discuss selected passages from Middlemarch, connecting Eliot's moral imagination to their own experiences of contemplating future careers. Through textual analysis, the research investigates how students interpret the intersections of duty, desire, and identity within the novel's moral landscape. The findings suggest that Eliot's treatment of work not merely as economic pursuit but as ethical calling encourages readers to think critically and creatively about vocation as a form of self-cultivation. In tracing students' responses, the study reveals that Victorian fiction continues to resonate as a mirror for contemporary moral education. Middlemarch, with its humane insight into the complexity of purpose and choice, becomes more than a text of its time it becomes a pedagogical space where

literature, ethics, and aspiration converge. Ultimately, the paper affirms the enduring power of the literary imagination to guide reflection on the moral life and the shaping of one's professional identity.

## Corpus-Based Identification and Profiling of Vocabulary in Linguaskill Speaking Tests

**Rosatiqah Yahya, Ng Yu Jin, Mallika Vasugi AP. V Govindarajoo,**

**Kew Si Na, Pipit Rahayu**

Adaptive tests such as Cambridge's Linguaskill dynamically adjust item difficulty to match the test-taker's proficiency. However, little research has investigated the vocabulary load and lexical demands of the speaking component in such adaptive contexts. This study aims to identify, classify, and analyze the vocabulary used in the Linguaskill Speaking Test using a corpus-based methodology. The research will compile a specialized corpus of transcribed test responses (across CEFR levels), supplemented by Linguaskill test preparation materials, to examine lexical types, range, and CEFR aligned vocabulary using tools such as text Inspector and LexTutor. The researchers identify core and peripheral vocabulary items, determine lexical thresholds for each adaptive level, and examine if they align with the CEFR proficiency scales. Findings reveal that adaptive mechanisms in speaking tasks do not require vocabulary demands congruent with claimed CEFR levels, contributing to both washback validation and test fairness. This research has pedagogical implications for vocabulary instruction and test preparation in adaptive language assessments.

# Profiling Vocabulary for Early Learners: CEFR and NGSL Analysis of AI-Generated Bedtime Stories

## Anealka Aziz, Ng Yu Jin, Mallika Vasugi AP. V Govindarajoo, Najihah Mohammad Yusof

This study evaluates the linguistic suitability of AI-generated bedtime stories for children aged 6 to 12, with a specific focus on vocabulary profiling and alignment with established language proficiency frameworks. Using corpus-based tools such as Text Inspector and WordSmith Tools, the research analyzes the lexical difficulty and syntactic complexity of stories sourced from AI platforms. The vocabulary is benchmarked against the Common European Framework of Reference for Languages (CEFR) and the New General Service List (NGSL) to determine developmental appropriateness for early childhood education (ECE). The study identifies the frequency and distribution of essential words, assessing whether the stories support foundational language acquisition. It also examines sentence structure and story duration in relation to children's cognitive load and attention span. Parental feedback is incorporated to validate linguistic findings and explore perceptions of emotional resonance, narrative clarity, and educational value. By integrating linguistic analysis with user-centered evaluation, the study contributes to the responsible use of AI in early literacy. It supports SDG 4 (Quality Education) by promoting inclusive, age-appropriate digital content and offers practical guidelines for educators, developers, and policymakers. The findings advocate for interdisciplinary collaboration in designing AI-driven educational tools that are linguistically calibrated, cognitively aligned, and pedagogically sound, advancing sustainable and equitable learning experiences for young children.

**Keywords**: Vocabulary Profiling in Children's Literature, CEFR Alignment for Early Learners, New General Service List (NGSL), AI-Generated Educational Content, Early Childhood Language Development

# Analysis Impact of Social Media Usage to Mental Health Among University Students

**Yii Ming Hong, Tan Wing Ern Jayna,**

**Tan Xin Ru, Teo Wan Lin, Tommy Loo Jun Siang**

This study examines the impact of social media usage on the mental health of university students, highlighting both its benefits and potential detriments. Findings indicate that students perceive substantial assistance from dependable internet connectivity, operational gadgets, and robust institutional endorsement for digital participation (mean = 4.01). Social media is regarded as beneficial for academic communication and learning (mean = 3.70), although peer and family influences on usage are mild (mean = 3.08). The impact on mental health is often moderate to mildly adverse (mean = 2.48), with students indicating experiences of weariness, academic disengagement, and distraction. Statistical research reveals a small, non-significant connection ($r = 0.23$, $p = 0.108$) between social media usage and adverse mental health outcomes. The study indicates that although social media offers educational advantages, unregulated or excessive usage can adversely affect well-being, underscoring the necessity for balanced digital wellness initiatives and self-regulation techniques for students.

**Keywords**: social media, mental health, university students, digital wellness, academic engagement

## Inner Child dan Penyembuhan Luka Emosi: Kajian Tentang Kaedah Terapi Moden 2020 - 2025

**Siti Kausar Zakaria, Nor Azian Abdul Kadir**

Terapi inner child merupakan pendekatan psikoterapi yang menekankan pengalaman, perasaan, dan keperluan kanak-kanak yang tidak dipenuhi, yang

akhirnya mempengaruhi emosi, tingkah laku, dan hubungan individu dengan orang disekitarnya ketika dewasa. Sejak 2020, penyelidikan terhadap terapi inner child berkembang pesat, khususnya dalam konteks trauma, gangguan personaliti, dan kesejahteraan mental pasca-pandemik. Artikel ini membentangkan tinjauan literatur naratif yang menganalisis penemuan terkini (2020–2025) berkaitan pendekatan terapi inner child, dengan fokus kepada keberkesanan, kekuatan, dan keterbatasan. Kajian menilai 20 artikel terpilih daripada 35 artikel yang dikenal pasti melalui pangkalan data APA PsycNet, ScienceDirect, PubMed, dan Google Scholar. Pendekatan yang dikaji termasuk Schema Therapy (ST), Internal Family Systems (IFS), Emotion-Focused Therapy (EFT), Healing the Child Within, Somatic Experiencing (SE), dan EMDR. ST kekal paling kukuh dari segi bukti empirikal melalui teknik imagery rescripting dan limited reparenting. IFS dan EFT terbukti meningkatkan pengawalan emosi dan belas kasihan terhadap pengalaman semasa kecil, manakala pendekatan simbolik dan berasaskan tubuh seperti Healing the Child Within, SE, dan EMDR menyokong menggabungkan pengalaman ketakutan berpanjangan dengan kesedaran diri. Keterbatasan kajian termasuk kekurangan piawaian teknik, skala kajian kecil, keterbatasan budaya kerana fokus utama pada konteks Barat, dan kekurangan kajian longitudinal untuk menilai kesan jangka panjang. Pendekatan integratif yang menggabungkan aspek naratif, simbolik, dan tubuh berpotensi memberikan penyembuhan lebih holistik. Penyelidikan masa depan disyorkan melaksanakan RCT berskala besar, menyesuaikan modul dengan konteks budaya tempatan, dan menggabungkan pendekatan spiritual serta mindfulness bagi meningkatkan penerimaan diri dan kesejahteraan mental. Kesimpulannya, terapi inner child bukan sekadar intervensi psikologi tetapi merupakan proses penyembuhan emosi yang mendalam, membolehkan individu membina hubungan lebih sihat dengan diri sendiri dan orang lain melalui integrasi pengalaman masa kecil, penerimaan diri, dan belas kasih tanpa syarat.

**Kata Kunci:** Inner child; terapi emosi; Schema Therapy; Internal Family Systems; Penyembuhan trauma

# Keperluan Siswa dan Pensyarah Terhadap Teknologi Metasemesta dalam Kursus Bahasa Kebangsaan A di Institusi Pengajian Tinggi Swasta (IPTS)

**Amy Liew Xiu Jie, Nurul Aisyah Kamrozzaman**

Perkembangan teknologi digital kini telah membawa perubahan yang ketara dalam landskap pendidikan tinggi, khususnya terhadap pengenalan teknologi imersif seperti metasemesta. Teknologi metasemesta, yang merangkumi integrasi realiti maya (VR), realiti terimbuh (AR), dan ruang digital tiga dimensi (3D) telah menawarkan potensi besar memperkayakan pengalaman pengajaran dan pembelajaran (PdP). Dalam konteks pengajaran bahasa, teknologi ini dipercayai mampu meningkatkan motivasi, penglibatan, dan keberkesanan penguasaan kemahiran bahasa siswa secara menyeluruh. Sehubungan dengan itu, kajian ini dijalankan adalah untuk mengenal pasti tahap keperluan siswa, dan pensyarah terhadap penggunaan teknologi metasemesta dalam Kursus Bahasa Kebangsaan A di institusi pengajian tinggi swasta (IPTS). Kajian ini menerapkan kaedah campuran iaitu kaedah kualitatif dan kaedah kuantitatif. Soal selidik diedarkan kepada 73 responden (siswa), manakala sesi temu bual separa berstruktur dijalankan bersama seorang responden (pensyarah) sahaja yang mengikuti, dan mengajari kursus tersebut. Dapatan telah menunjukkan bahawa wujudnya kesediaan dan keperluan yang tinggi dalam kalangan kedua-dua kumpulan responden terhadap penerapan teknologi metasemesta dalam PdP kursus tersebut. Responden menekankan keperluan terhadap kaedah pembelajaran yang lebih interaktif, autentik dan fleksibel yang mampu meningkatkan pemahaman, penguasaan bahasa, serta minat terhadap kursus tersebut. Kajian ini selaras dengan hasrat Pelan Pembangunan Pendidikan Malaysia– Pendidikan Tinggi (PPPM-PT) 2015–2025 yang menekankan inovasi digital dalam PdP, serta mendukung aspirasi Revolusi Industri 4.0 (IR 4.0) yang mengutamakan transformasi digital dalam pendidikan. Implikasinya, kajian ini memberikan asas kepada pembangunan model metasemesta

pembelajaran imersif berdasarkan keperluan siswa dan pensyarah, membolehkan usaha memperkasakan pendidikan bahasa di IPTS secara lebih berkesan, dan relevan dengan keperluan semasa.

**Kata Kunci:** Tahap keperluan, kursus Bahasa Kebangsaan A, teknologi metasemesta, Institusi Pengajian Tinggi Swasta (IPTS), IR 4.

## The Impact of Dyadic Collaborative Learning on Upper Primary ESL Vernacular Student's Writing Confidence

**Tee Hui Qing (Joyce)**

In the context of vernacular schools in Malaysia, this study examines the impacts of dyadic collaborative writing on the academic writing performance and writing confidence of upper primary ESL students. For ESL students, writing is still considered to be one of the most difficult linguistic abilities, and mental obstacles like anxiety and poor self-confidence can worsen it. Conventional teacher-centered methods predominate in many Malaysian classroom settings, particularly in vernacular school contexts, which restricts the exposure to process- oriented writing, exchange of ideas, and peer engagement. According to Krashen's Affective Filter Hypothesis and Vygotsky's Sociocultural Theory, this study investigates the effects of organised peer writing in pairs, or dyadic collaboration, on students' confidence levels and writing performance. 28 students of Year 4 to 6 were split into control and experimental groups as part of a mixed-method quasi-experimental design. Throughout the four-week intervention, the experimental group experienced dyadic collaboration when completing their narrative writing assignments, whereas the control group received individual training. Writing confidence surveys, pre-test and post-test on narrative writing, weekly teacher observations, and focused interviews were used to gather data. Based on the quantitative results, students in the experimental group fared better on writing tests than their counterparts in the control group, especially when it comes

to idea development, terminology diversity, and rational flow. The experimental group's writing confidence significantly rose after the intervention, as noted by the statistical analysis. Students in the experimental groups reported feeling more engaged, confident, and more driven when writing assignments, supported by the qualitative data collected from teacher observations and focused interviews. Enhanced self-efficacy and a greater desire to write were a result of their appreciation for instant peer review, psychological support, and the collective accountability in writing. By emphasising the combined intellectual and emotional advantages of dyadic collaborative writing in primary school settings, the study enriches the field of ESL instruction. The necessity of switching from strict, result-oriented writing teaching to student-centered, process-focused methods was underscored. Further recommendations were provided for ESL teachers, school administrators and curriculum designers towards a combined effort of developing students' writing proficiency and confidence. Future studies ought to revolve around broadening the focus to encompass other age groups, essay genres, and technology resources that facilitate peer collaboration.

**Keywords:** Dyadic Collaborative Writing, Writing Confidence, Upper Primary ESL Learners, Writing Performance, Peer Feedback

# Effective Parental Engagement Strategies for Adolescents in the 21st Century

## Kwang Yong Shin, Chandran Abraham

This phenomenological study explored the lived experiences of Year 10 students in relation to the challenges of parental involvement. Given the critical nature of adolescence as a formative stage, this study aimed to identify strategies for achieving optimal parental involvement to foster adolescents' personal and emotional growth. Despite growing recognition of the importance of home-school collaboration, limited research has explored how parental engagement is experienced by adolescents in an international education context. Guided by Hoover-Dempsey and Sandler's (1995) Theory of Parental Involvement, this qualitative study sought to understand the perceptions of students, parents, teachers, and a school principal regarding effective parental support. Data were collected through semi-structured interviews with 12 students, 6 parents, 3 teachers, and a school principal, and analyzed thematically. The findings of this research revealed that students felt most supported when parents provided guidance while respecting their autonomy, whereas excessive monitoring led to tension and reduced trust. The study emphasized the need to raise awareness among parents and, at the same time, educate parents about the pivotal role they play in the lives of their children's personal and emotional growth. Additionally, the study proposes integrating parental engagement training into teacher certification programs and school-based workshops to strengthen family-school partnerships. These findings contribute to policy and practice by offering a framework for fostering balanced parental involvement that supports adolescents' holistic growth.

**Keywords:** Parental involvement, adolescents, parental engagement, autonomy, partnership

# From Fairy Tales to Green Values: Embedding Digital Banjar Storytelling in Early Childhood Education for Environmental Sustainability

## Rizky Amelia, Novitawati

This study investigates the integration of digital storytelling rooted in Banjar local folklore as a pedagogical approach to foster Education for Sustainable Development (ESD) in early childhood education. Conducted at PAUD Blossom Banjarmasin and PAUD Labschool Universitas Lambung Mangkurat, the research employs a qualitative methodology to explore how technology-enhanced, local wisdom–based narratives can cultivate environmental awareness and green values among young learners. Data were collected through classroom observations, in-depth interviews with teachers, and documentation of both traditional and digital storytelling activities. The findings indicate that the use of Banjar folklore in digital formats particularly stories emphasizing river life and community harmony effectively engages children's imagination and nurtures empathy toward nature. Teachers observed that children not only became more attentive to issues of waste management highly relevant to Banjarmasin's urgent waste crisis but also began to adopt simple eco-friendly practices in daily routines. By linking global sustainability goals with the lived realities, digital experiences, and cultural heritage of the Banjar community, storytelling proved to be both culturally responsive and developmentally appropriate. The study concludes that embedding local folklore through digital storytelling into early childhood education serves as a powerful strategy to build ecological consciousness, strengthen cultural identity, and contribute to the vision of a sustainable future through education.

**Keywords:** Banjar; digital storytelling; education; green values, early childhood; environmental sustainability.

# Teachers Code-Switching Practices and Their Perceived Impact on Students Reading Comprehension and Classroom Partipation in Rural Primary Schools in Kedah

## Valarmathi Kuppusamy

English has, throughout the years, been a major subject in Malaysia, the door to academic success and career advancement in the future. However, in rural areas, students are often faced with difficulty acquiring English because they are exposed less, rely on their home language, and enjoy varying types of language support at home. In these areas, code-switching by teachers alternating between English and Bahasa Malaysia has been tolerated as a pedagogical procedure. The purpose of this study is to find out how frequently ESL instructors who teach in rural primary schools in Kedah engage in code-switching while teaching reading and examine their attitude towards its impact on students' reading comprehension and classroom participation. The study employed mixed-methods research where survey questionnaires were administered to 100 ESL teachers and semi-structured interviews with five teachers. Quantitative data were analyzed through descriptive statistics, Pearson correlation, and ANOVA, while qualitative data were analyzed using thematic analysis. The findings revealed that teachers used code-switching principally to explain words, clarify instructions, and help weaker learners. Teachers themselves perceived code-switching as positive since it enhanced the understanding of students when reading and led to more participation in classroom activities. However, they also saw the importance of keeping balance to prevent too much dependency on Bahasa Malaysia. By and large, the study concludes that while code-switching is not a substitute for English-only instruction, it is a useful scaffolding tool that helps in comprehension and classroom participation in rural schools.

**Keywords:** Code-switching, ESL teachers, reading comprehension, classroom participation, rural primary schools

# The Impact of AI on English Language Learning: Aid or Obstacle?

**Tayany Kalianan, Sowbaakawathy Ganesan**

The rapid advancement of Artificial Intelligence (AI) has transformed the educational landscape, particularly in how students learn and engage with the English language. This study explores the perceptions of foundation students at UNITAR International University regarding the impact of AI on English language learning specifically, whether it serves as an aid or an obstacle. Employing a qualitative research design, data were collected through semi-structured interviews and focus group discussions with selected foundation students who have used AI-based tools such as ChatGPT, Grammarly, and Microsoft 365 Copilot in their learning process. The findings reveal that students generally perceive AI as a supportive learning aid that enhances vocabulary acquisition, grammar correction, and pronunciation practice. However, several participants expressed concerns about over-reliance on AI, reduced critical thinking, and diminished originality in writing. The study concludes that while AI can significantly facilitate English language learning, it should be integrated thoughtfully, with educators guiding students on ethical use and promoting self-directed learning. These insights highlight the need for balanced pedagogical approaches that harness AI's benefits without compromising students' language development and autonomy.

**Keywords:** Artificial Intelligence (AI), English Language Learning, Student Perceptions, Self-Directed Learning

# Perspectives in Early Childhood Education: A Bibliometric Analysis of Worldviews and Local Adaptation

**Ida Safzatul Iffa Halim, Syarifah Mahani Syed Shiek, Ng Yu Jin, Norwati Roslim, Mitzy Macaraeg**

The landscape of early childhood education (ECE) is shaped by cultural, political, and philosophical worldviews, ranging from developmental and constructivist approaches in the West to more collectivist, compliance-oriented paradigms in parts of Asia. ECE system, while undergoing reform and professionalization, must balance global frameworks with national goals. This study uses bibliometric analysis to map research trends, intellectual structures, and thematic evolution in ECE scholarship globally and contrast them with the research ecosystem. Data will be extracted from Scopus-indexed publications (2016–2025) and analyzed using VOSviewer. The study will identify influential authors, institutions, collaboration networks, dominant worldviews, and thematic foci. It also analyzes how ECE research aligns or diverges from global epistemologies. Findings will contribute to policy reflection, curriculum localization, and research planning in ECE sector.

**Keywords:** Early Childhood Education (ECE), Bibliometric Analysis, Global Worldviews, ECE Educational Policy

# Sejarah Melayu-Islam dalam Teks Orientalis: Pandangan Munshi Abdullah dan Syed Muhammad Naquib Al-Attas

## Siti Kausar Zakaria, Mohd Noor Daud, Miftachul Huda

Artikel kajian ini membuat perbandingan secara kritis analisis sejarah Melayu-Islam dalam teks orientalis Barat oleh intelektualis Melayu-Islam terkemuka iaitu Munshi Abdullah dan Syed Muhammad Naquib al-Attas. Naratif tokoh orientalis utama oleh R.O. Winstedt, Tom Pires, John Leyden, W.G. Shellabear, Anthony Reid dan William Marsden dalam penulisan mereka tentang Sejarah Melayu Islam telah dianalisis oleh kedua-dua intelektualis ini sekitar abad ke-19 sehingga abad ke-21. Kajian juga bertujuan untuk mengenal pasti tema berulang iaitu Eurosentrisme, berat sebelah epistemologi, dan peminggiran peranan rohani dan tamadun Islam di dunia Melayu terutamanya di Melaka. Pendekatan kualitatif berasaskan analisis wacana, hermeneutik, dan epistemologi perbandingan digunakan bagi membezakan naratif orientalis ini dengan realisme reformis Munshi Abdullah dan kritikan falsafah Islam Al-Attas. Kajian mendapati walaupun Munshi Abdullah secara selektif menerima pengetahuan Barat untuk pembaharuan sosial, al-Attas dengan tegas menolak paradigma sekular dan reduksionis pensejarahan Barat, sebaliknya menyokong pembinaan semula sejarah Melayu secara Islam yang berteraskan Tawḥid dan Adab. Kajian ini mengetengahkan keperluan untuk mendekolonisasi naratif sejarah dan merangka semula pemahaman tamadun Melayu-Islam melalui pandangan alam Islam pribumi. Ini menyokong Matlamat Pembangunan Lestari, iaitu SDG 4 bagi mengukuhkan pendidikan yang berpaksikan identiti dan nilai budaya tempatan.

**Kata kunci**: Orientalisme, Sejarah Melayu-Islam, Epistemologi Islam, Eurosentrisme

# The Importance of Teacher-Student Relationships to Improve Students' Behaviour and Grades

**Nishantini Balakirusnan, Azian Abdul Kadir**

This study explores the impact of teacher-student relationships on students' behaviour and academic performance within an international school in Subang Jaya, Selangor. The research investigates how positive and supportive interactions between teachers and students can lead to improvements in student engagement, attendance, behaviour, and academic outcomes. Through a mixed-method approach, the study combines quantitative surveys from 80 students and 20 teachers with qualitative in-depth interviews involving 5 students and 5 teachers to gain comprehensive insights into their experiences. The findings underscore the critical role that strong teacher-student relationships play in fostering a conducive learning environment, promoting better student behaviour, and enhancing academic achievement. The study also identifies the importance of personalized support and consistent communication as key factors in cultivating these relationships. Despite certain limitations, such as the specific focus on one school, the results provide valuable implications for educators and policymakers aiming to improve student outcomes through strengthened teacher-student connections.

**Keywords:** Teacher-student relationships, Student behaviour, Academic performance, International school, Educational engagement

## Celebrity Leadership and AI-Enhanced Youth Education: Conceptual Framework for Industry 5.0

**Helme Heli, Ismi Arif Ismail, Haslinda Abdullah**

This concept paper analyses the interplay between celebrity leadership and AI-augmented youth education within the framework of Industry 5.0. Industry 5.0 advocates human-centred innovation, sustainability, and resilience, marking a departure from the efficiency-oriented framework established by Industry 4.0. Despite the widespread and increasing interest in the applications of AI in education, limited study has examined the impact of celebrity leadership on student participation in AI-driven learning settings. This study presents a conceptual framework that amalgamates mechanisms of celebrity impact, AI-driven educational technologies, and concepts of Industry 5.0. It delineates ideas for forthcoming empirical validation and examines consequences for theory and practice, encompassing tactics that may be contemplated by educators, legislators, and technology developers. This study synthesises findings from the literature on celebrity endorsements, artificial intelligence in education, and Industry 5.0, aiming to add to discussions on ethical, personalised, and socially responsible educational models.

**Keywords:** Celebrity Leadership, Artificial Intelligence (AI), Youth, Fifth Industrial Revolution (IR 5.0), Education

# Language as Leadership: A Conceptual Model Linking English Proficiency with Communication Empowerment in Youth

## Jashwaniee Prakas

In an increasingly interconnected and competitive world, English language proficiency has evolved beyond a mere academic skill, it has become a powerful medium for self-expression, critical thinking, and leadership development among youth. This conceptual paper proposes a framework that links English language proficiency with communication empowerment, positioning language as a catalyst for youth leadership. Drawing from recent literature (Wang, 2023; Simanjuntak, 2024; Abderrahim, 2020), the paper explores how communicative competence in English enhances self-confidence, participation, and leadership potential in educational and social contexts. Building on Vygotsky's Sociocultural Theory and Bandura's Self-Efficacy Theory, the proposed model highlights key factors such as self-perceived communicative competence, culturally responsive pedagogy, and collaborative learning environments that encourage youth to lead through language. The paper also integrates insights from Lee & Lim (2021) and SpringerLink (2023), which emphasize the role of immersive and student-centered English activities in fostering soft skills like persuasion, active listening, and public speaking. This framework advocates for a shift in English language instruction, moving from test-oriented goals toward empowerment-driven approaches that prioritize voice, agency, and leadership readiness. By reconceptualizing English language learning as a leadership enabler, this paper invites educators, policymakers, and curriculum developers to design language programs that intentionally cultivate youth voices as agents of change. The implications of this model are especially relevant for post-secondary institutions and youth empowerment initiatives aiming to equip young people with the linguistic and interpersonal tools necessary for meaningful engagement in society.

**Keywords:** English Proficiency, Communication Empowerment, Youth Leadership, Language Learning, Self- Efficacy

# Topical Trends in Educational Management Studies: A Foundation for Collaborative Research Towards Sustainable Development

## Vladimir Marie E. Cabutotan

This study examines the topical trends in Educational Management research at Pangasinan State University, aligning its findings with the global call for innovation, partnership, and sustainable education. Utilizing an exploratory descriptive research design through document analysis, the study identifies dominant themes in research outputs, including Technology Integration, Curriculum Development, Teacher Development, Student Support, Inclusivity and Diversity, Community Involvement, and Sustainability. In response to the Sustainable Development Goals (SDGs) and the increasing need for collaborative educational innovation, the study highlights gaps in research that require immediate attention, such as Mother-Tongue-Based Multilingual Education, teacher stress and coping mechanisms, specialized student support systems, and enhanced community participation in education. These underexplored areas present opportunities for strengthened research partnerships and interdisciplinary collaboration to address pressing educational challenges. The proposed research agenda serves as a strategic guide for fostering transformative educational practices, ensuring that academic inquiry remains responsive to the evolving needs of educators, learners, and communities. By integrating education management research with the principles of sustainability, inclusivity, and innovation, this study contributes to the development of a more adaptive, future-ready educational environment.

**Keywords:** topical trends, collaborative educational innovation, research agenda

# Loneliness And the Dreamer's Loop: A Correlational Study of Social Isolation and Maladaptive Daydreaming Feedback Cycles

## Vironicca Francis

This paper discusses the correlation between maladaptive daydreaming (MD) and loneliness in young adults with regard to the interaction between the two constructs and their mental health implications. One hundred and twenty individuals participated in the study, most of them women and underwent validated instruments on loneliness and MD. The findings showed that there was a significant positive correlation ($r = 0.324$, $p = 0.0009$) between the variables loneliness and MD implying that the higher the level of loneliness, the greater is the involvement in maladaptive daydreaming as a stress coping strategy. It was also discovered that social isolation significantly moderated this relationship, such that people who experience greater levels of isolation could be more susceptible to the negative consequences of loneliness on MD. This research is relevant to the literature by supporting the relationship between loneliness and MD, especially among young adult population, which is prone to mental health issues. The paper highlights the necessity of specific mental health measures that will help eliminate loneliness and social isolation, as well as encourage more healthy coping mechanisms. Incorporating recommendations on further studies would involve longitudinal studies, increasing the size of the participants, and identifying other moderating factors to understand such relationships better. Altogether, the research highlights the significance of the intervention on preventing loneliness and maladaptive daydreaming to enhance the mental health outcomes of young adults.

**Keywords:** Loneliness, Maladaptive Daydreaming, Social Withdrawal, Coping Mechanisms, Mental Health

# Enhancing Tertiary Students' Mathematical Self-Efficacy: The Role of Blooket Application and Self-Efficacy Sources

**Nurul Farhana Zainudin, Nurul Izni Abdul Rahman, Mirza Mahirah Zainal, Zakiah Ashari**

Recently, STEM has become a crucial discussion among educational sectors. This is due to the need for STEM to be empowered by 2025 as most of job roles in increasing demand are related to STEM field such as data analysts, robotics engineers, artificial intelligence (AI) experts and so on (World Economic Forum, 2020). Hence, mathematics as a branch in STEM needs to be empowered as well, especially among tertiary students that are one step away from the career world. However, despite these goals, students are having difficulty following this empowerment because of their self-efficacy towards that subject (Sheu et.al 2018). Therefore, following this digital era the researcher has decided to overcome this crucial problem by conducting this study using the Blooket application with sources of self-efficacy to enhance tertiary students' mathematical self-efficacy. This quasi-experimental study conducted towards 30 UNITAR International University students. It involved 6 weeks (about 1 and a half months) intervention towards experimental group and no intervention towards control group. The effectiveness of the intervention will be measured through pre and post-test related to mathematical self-efficacy. The data will be analysed descriptively and statistically using SPSS. Finally, the findings will be presented and discussed and hope it will be given a contribution to the educational sector in empowering STEM among students in Malaysia.

**Keywords:** Blooket Application, Sources of Self-Efficacy, Mathematical Self-Efficacy

# Integrating Collaborative Learning Approaches to Improve Academic and Behavioural Outcomes among Low-Achieving Students

## Mageswary Nageswaran, Kok Wai Ming, Kok Pui Hey, Siti Kausar Zakaria, Nor Azian Abdul Kadir

Low-achieving students with behavioural issues often struggle to encounter academic potentials due to difficulties in motivation, concentration, and social interaction. This action research intended to implement effective instructional approaches to improve both learning outcomes and classroom behaviour among these students. The study was led in a secondary school in Malaysia and involved twelve Year 10 Biology students known as low-achieving, very low-achieving, and failing. A qualitative, quasi-experimental method was employed to discover how group discussions and presentations could improve engagement and comprehension of the topic "Effects of Insecticides and Pesticides on the Food Chain and Human Health." Data were collected through classroom observations, student reflections, and interviews, and were analysed thematically to recognize patterns of learning and behavioural responses. Results exposed that group-based instructional approaches improved motivation, participation, and conceptual understanding among most low-achieving students. Structured collaboration stimulated peer learning, enhanced confidence, and nurtured a sense of belonging within the classroom. However, very low-achieving and failing students sustained to face encounters with focus, communication, and anxiety during presentations, demonstrating the need for more differentiated scaffolding and continued teacher support. Behavioural enhancements such as reduced disturbances and greater task perseverance were observed, reflecting the positive effect of social and behaviourist learning values. In general, the study summarized that collaborative and interactive teaching approaches can efficiently improve both academic engagement and behavioural regulation among low-achieving students when directed by structured facilitation and inclusive instructional design. The results underline the importance of adaptable, student-centred

approaches aligned with the goals of inclusive education and Sustainable Development Goal 4, which promotes equitable and quality education for all learners.

**Keywords:** Collaborative learning; Low-achieving students; Behavioural challenges; Instructional strategies; Inclusive education

**Session 2: 3:30 PM - 3.50 PM**

## Analisis Ketersediaan Penggunaan Literasi Digital dalam Proses Pengajaran dan Pembelajaran (PdP) dalam Kalangan Guru

Noraini Saro, Muhammad Azrai Mohamed Hafiz, Muhamad Rezan Tambi, Muhammad, Kamal Ihkam Mukmin Hakim, Muhamad Syafiq Zulkipli

Kajian ini meneliti tahap ketersediaan penggunaan literasi digital dalam proses Pengajaran dan Pembelajaran (PdP) di kalangan 50 orang guru dari pelbagai latar belakang di Malaysia. Menggunakan reka bentuk kajian campuran melalui soal selidik dan temu bual, hasil analisis mendapati tahap literasi digital guru berada pada tahap tinggi (min keseluruhan 4.33), khususnya dalam keyakinan mengendalikan peranti digital serta mengintegrasikan teknologi ke dalam PdP. Walau bagaimanapun, cabaran utama yang dihadapi responden ialah masalah sambungan internet yang lemah (min 3.80) dan kekurangan latihan profesional berterusan (min 3.70), manakala isu sikap dan sokongan kepimpinan sekolah didapati pada tahap rendah. Dapatan turut menunjukkan bahawa aplikasi komunikasi utama seperti WhatsApp dan Telegram digunakan secara meluas, namun aplikasi kolaboratif interaktif masih kurang diterokai. Kajian ini menekankan pentingnya sokongan infrastruktur dan latihan berterusan bagi memastikan kejayaan integrasi teknologi digital dalam pendidikan, seterusnya memacu transformasi pendidikan negara selaras dengan keperluan abad ke-21.

**Kata kunci:** literasi digital, kesediaan guru, pengajaran dan pembelajaran, infrastruktur digital, latihan professional

# Hierarchical Cognitive Model of L2 Reading for Diagnostic Itemization: A Multi-Dimensional Fuzzy Delphi and Interpretive Structural Modeling Study

**Muhamad Firdaus Mohd Noh, Mohd Effendi @ Ewan Mohd Matore, Nur Ainil Sulaiman**

Effective itemization of Cognitive Diagnostic Assessment (CDA) requires a clearly specified cognitive model that articulates the fine-grained mental processes learners use during reading. Yet many existing second language (L2) reading assessments still rely on generic or flat skill taxonomies that offer limited guidance for itemization, Q-matrix construction, and diagnostic interpretation. This study aims to identify and refine the core cognitive attributes that underlie lower-secondary L2 reading comprehension and construct a hierarchical cognitive reading model that can directly inform diagnostic item design. A multidimensional Fuzzy Delphi Method (mFDM) involving 12 expert panellists was employed to evaluate 15 candidate reading attributes on importance, relevance, specificity, and measurability criteria. Attributes meeting consensus thresholds were subsequently analysed using Interpretive Structural Modeling (ISM) to uncover prerequisite relations and derive a multi-level hierarchical structure. Findings reveal a coherent four-tier model consisting of foundational high-drive attributes (recognizing word meaning, retrieving explicit information), intermediate linkage processes (identifying main ideas; distinguishing fact from opinion), and higher-order dependent skills (making inferences; drawing generalizations). MICMAC analysis confirmed the differential driving and dependence powers of each attribute class. The resulting hierarchical model provides actionable guidance for diagnostic itemization by informing (i) attribute-aligned stimulus and task features, (ii) Q- matrix development that respects prerequisite sequencing, and (iii) systematic item construction that minimizes attribute leakage and construct-irrelevant difficulty. The model also supports more inclusive and intelligent assessment practices by enabling fine-grained, learner-specific feedback aligned with cognitive development. Limitations include reliance on a small, context-bound expert panel and

the absence of learner data validation. Future work should expand the expert pool, triangulate elicitation methods, and validate the model using empirical CDA analyses with real student responses.

# Influence Of Dyscalculia on Mathematical Performance of Special Needs Students In Sabah

**Nurul Izni Abdul Rahman, Jittlit Chang, Lee Qing Bee, Durkeswary Ganasegaran, Jashwanie Prakash**

Dyscalculia is a specific learning disability that affects an individual's capacity to comprehend numbers, execute arithmetic operations, and understand mathematical concepts. These challenges frequently result in considerable obstacles to academic success, especially in the field of mathematics. This research examines the influence of dyscalculia on the mathematical performance of special needs students in Sandakan, Sabah. Alongside cognitive difficulties, numerous students also face increased learning anxiety and negative perceptions of mathematics, which further impede their performance and motivation. A quantitative research methodology was utilized, employing a structured survey distributed to 120 students from selected schools in Sandakan. The purpose of the survey was to investigate the relationship between the mathematical challenges faced by students with dyscalculia and their overall performance in mathematics. The data collected were analysed to uncover correlations among cognitive challenges, emotional responses, and academic results. The findings from this research are anticipated to offer insights into how dyscalculia impacts students' mathematical learning processes and to underscore the significance of early identification and intervention. By comprehending the interaction between learning difficulties, anxiety, and attitudes, educators and policymakers can develop more inclusive teaching strategies and support systems that improve learning outcomes for students with special needs. In conclusion, addressing dyscalculia necessitates not only focused remedial instruction but also emotional and motivational support to cultivate a more positive learning atmosphere. The results of this study may aid in enhancing instructional practices and fostering educational equity for students with learning disabilities in mathematics.

**Keywords**: mathematic, dyscalculia, special needs students

# What factors influence the application of project-based learning? A survey based on engineering teachers

**Huang Hao, Nasser Salimi Aghbolagh**

Project-based learning (PBL) is regarded as one of the most effective teaching methods for enhancing students' comprehensive abilities, and its wide application is the key to its effectiveness. This study adopted a quantitative research method and designed a cross-sectional survey to explore the obstacles encountered during the application of PBL. The study first constructed a scale covering five dimensions: school-level attention (SLA), enterprise demand (ED), teacher commitment (TC), student participation (SP), and the effectiveness of evaluation feedback (EEF). This scale was used to collect the perceived evaluations of the actual application of PBL from the teacher group. The research results showed that teachers generally held a "relatively approving" attitude towards the application of PBL, and TC and EEF were the core intrinsic driving force（IDF）for promoting PBL; SP played a key bridging role; while the scores of SLA and ED were relatively low, the lack of external support forces (ESF)became the main bottleneck for the application of PBL. Additionally, the analysis of demographic differences showed that there was a significant difference in the dimension of SLA between genders. Female teachers placed greater emphasis on the policies and resource support from the school. The study suggests strengthening teacher training and resource guarantee, improving school-level policy support, deepening school-enterprise cooperation, and forming a multi-party collaborative mechanism.

# Early Life Trauma as Predictor of Adverse Outcomes in Adult Functioning

**Mirza Mahirah Zainal, Nurul Ain Mohamed Tahir**

This study investigates early life trauma as a predictor of adverse outcomes in adult functioning, with specific attention to the moderating influence of social media. Using survey data from 102 participants, the research examines relationships between multiple trauma indicators such as verbal abuse, physical abuse, and neglect, and adult outcomes including self-reflection, emotional regulation, and perceptions of digital platforms. Descriptive analyses, correlation tests, and regression models are used to assess both direct effects and interactive patterns. Results suggest that verbal trauma and physical trauma differentially predict adult outcomes, with distinct pathways influencing reflection and emotional impact (Ajani et al., 2025). Furthermore, social media engagement emerges as a critical factor, shaping how adults interpret and respond to earlier adverse experiences. In some cases, online interactions amplify emotional vulnerability, while in others, digital communities provide opportunities for resilience and connection (O'Connor et al., 2025). These findings underscore the complex role of social media as both a risk factor and a protective factor. Implications highlight the need for trauma-informed care, emphasizing clinical sensitivity to diverse forms of early adversity. Additionally, the study points to the importance of digital literacy interventions, equipping individuals with skills to navigate online environments in ways that reduce harm and foster healthier psychosocial adjustment.

**Keywords**: Early life trauma, adverse outcomes, social media, verbal abuse, physical abuse, resilience, trauma- informed care, digital literacy, emotional regulation, adult functioning

# Implementation Of Inclusive Education Among Secondary Schools in Western Lingayen, Pangasinan

## Sheryn Q. Alcala, Mae Anne H. Castro, Robie May C. Escanilla

The study titled "Implementation of Inclusive Education Among Secondary Schools in Western Lingayen, Pangasinan" examined how inclusive education is applied in public secondary schools and identified challenges faced by learners with disabilities. Despite existing national policies like the Inclusive Education Act and DepEd Orders, a gap remains between policy and classroom implementation. The research involved 33 junior high school teachers, selected through convenience sampling, and utilized a structured survey questionnaire with statistical tools such as frequency, percentage, average weighted mean, and Pearson Chi-square test. It assessed the level of inclusive education implementation in terms of academic progress, social and psychological support, and school physical facilities while also analyzing the extent of challenges teachers face. Findings revealed that while social and psychological support had the highest implementation, academic progress and physical facilities were only moderately addressed, highlighting persistent challenges. Key issues included the lack of trained SPED personnel, inconsistent school policies, large class sizes, insufficient training, and minimal parental involvement. Despite these difficulties, results showed no significant relationship between teachers' demographic profiles and the implementation level, indicating shared experiences across educators. The study emphasized the need for regular teacher training, improved resources, and stronger collaboration among school administrators, parents, and policymakers to enhance inclusive education. An intervention plan focusing on continuous teacher training, resource development, and stakeholder collaboration was recommended to bridge gaps and ensure better learning opportunities for differently abled students.

**Keywords**: Implementation, Inclusive Education and Differently able

# Woven: Bolinao's Women Maguey Weavers Amid Industry Decline

## Teddy M. Fernandez, Diana Ruth B. Catabay, Edrian Jay C. De Guzman, Imee Castro

This qualitative study explores the strategies employed by women maguey rope weavers in Barangay Arnedo, Bolinao, Pangasinan, to sustain their children's education amid the socioeconomic decline of the traditional maguey weaving industry. Grounded in Resilience Theory, Maslow's Hierarchy of Needs, and the Sustainable Livelihoods Framework, the research examines the cultural and economic significance of maguey weaving, the impact of its decline on educational access, and the adaptive strategies undertaken by women weavers to cope with these challenges. Using purposive sampling, five women were selected based on the following criteria: (1) active involvement in maguey weaving, (2) residency in Barangay Arnedo, Bolinao, (3) at least five years of experience in the industry, and (4) willingness to participate in the study. Through interviews, key themes emerged: the inheritance and cultural pride associated with maguey weaving; the adverse effects of reduced income on educational continuity; the adoption of alternative livelihoods and financial coping mechanisms; the prioritization of education despite financial hardship; and the limited yet vital role of government support. Findings reveal a deep intergenerational commitment to both craft and education, underscoring the resilience of women weavers in sustaining their families through tradition, innovation, and sacrifice. The study culminated in a proposed intervention plan titled "WOVEN: A Seminar on Sustaining Tradition and Education through Maguey Rope Weaving," aimed at (1) strengthening the cultural and economic relevance of maguey weaving, (2) empowering women through capacity-building in product development and financial literacy, and (3) fostering collaboration among stakeholders to improve market access and educational support for weavers' families.

**Keywords**: Women, Maguey, Fiber Rope, Strategies, Perceived Challenges, Alternative Livelihoods, Education

# Effectiveness of Technical-Vocational Training Program on Livelihood Opportunities of Out-of-School Youth in Lingayen, Pangasinan, Philippines

## Randy F. Soriano, Laurence R. Abalos, Jessa Mae V. Caburnay, Vanessa C. Lorenzo

This study was conducted to assess the effectiveness of vocational training programs in enhancing the livelihood opportunities of out-of-school youth in Lingayen, Pangasinan. Specifically, it examined the demographic profile of the respondents, the level of effectiveness of vocational training in terms of relevance to employment, confidence and readiness for employment, practical application and hands-on experience, and awareness of job opportunities. It also aimed to identify the challenges encountered in participating in such programs and determine the significant relationship between the respondents' profile and the perceived effectiveness of vocational training. The research employed a descriptive-correlational design using a survey questionnaire distributed to 67 out-of-school youth through convenience sampling. Data were analyzed using frequency, percentage, weighted mean, and Pearson Chi-Square test. Findings revealed that vocational training programs are perceived to be highly effective across the four aspects. Further the challenges encountered were rated as slightly challenging. Moreover, it was determined that there is no significant relationship between the demographic profiles of out-of-school and the perceived effectiveness of vocational training programs on their job opportunities. Based on the findings, it is recommended that training programs be tailored to the specific characteristics of out-of-school youth in Lingayen, Pangasinan, Philippines.

**Keywords:** Out-of-School Youth, Livelihood, Vocational, Training Programs, Lingayen, Pangasinan Philippines

# Exploring Pedagogical Approaches and Learning Experiences in Industrial Arts

## Rosalinda G. Cochico

This study employed a qualitative research design to examine students' perspectives on instructional materials and learning challenges in Industrial Arts courses. The study specifically utilized interviews as the sole data-gathering procedure, allowing participants to share their authentic experiences and insights. Data were gathered from selected students enrolled in Industrial Arts, with responses analyzed thematically to identify patterns across satisfaction, access, challenges, and suggestions for improvement. The findings revealed that students expressed moderate satisfaction with the instructional materials provided, acknowledging that manuals, modules, and project guides offered valuable guidance in woodworking, metalworking, and related tasks. However, they also pointed out that many of these resources were outdated and limited in scope, lacking integration with modern technologies. Students emphasized that hands on practice was the most effective learning resource, complemented by visual demonstrations, videos, and industry-related examples that connected theory to practice. Challenges included insufficient materials, limited practice opportunities, difficulty in interpreting technical drawings, and a lack of clear explanations during classroom instruction. Access to tools and resources was also found to be unequal, with financial constraints and limited school provisions restricting learning opportunities for some students. Despite these challenges, learners valued their teachers' creativity in maximizing available resources. To improve the instructional experience, students recommended more updated, interactive, and visually engaging materials, as well as digital platforms for supplementary learning. The study underscores the importance of providing comprehensive, modernized, and accessible instructional resources, coupled with experiential learning strategies, to enhance student engagement, skill mastery, and satisfaction in Industrial Arts education. Thus, it is recommended to develop an instructional book that is aligned with the curriculum and provides the necessary activities and hands-on learning experiences for the students.

**3.50 PM - 4.10PM**

## Literasi Bahasa Melayu dan Pedagogi Kontekstual ke Arah Pendidikan Berkualiti

**Amy Liew Xiu Jie, Nurul Aisyah Kamrozzaman**

Artikel ini membincangkan konsep pengukuhan literasi Bahasa Melayu melalui pendekatan pedagogi kontekstual sebagai usaha menyokong Matlamat Pembangunan Lestari (SDG 4), iaitu memastikan pendidikan berkualiti, inklusif dan saksama untuk semua. Dalam konteks pendidikan Malaysia, Bahasa Melayu bukan sekadar alat komunikasi, tetapi sebagai pembinaan identiti nasional, serta perkembangan daya pemikiran pelajar. Walau bagaimanapun, penurunan tahap kecekapan literasi Bahasa Melayu, terutamanya dalam aspek pemahaman dan penulisan telah menuntut transformasi dalam pendekatan pengajaran. Pedagogi kontekstual dicadangkan sebagai pendekatan berasaskan pengalaman sebenar yang menghubungkan isi pelajaran dengan dunia pelajar, menjadikan pembelajaran lebih bermakna dan autentik. Artikel ini menghuraikan isu literasi Bahasa Melayu, konsep dan asas teori pedagogi kontekstual, serta mencadangkan rangka konseptual pengukuhan literasi Bahasa Melayu selaras dengan aspirasi SDG 4.

**Kata Kunci:** Bahasa Melayu, literasi, pedagogi kontekstual, pendidikan berkualiti, SDG 4

# A systematic review of the extended Delone and McLean Information System Success (D&M ISS) in the context of eLearning in higher education institutions in sub–Saharan Africa - Ghana (2019 -2025)

## Jennifer Akushika Hammond

The extended DeLone and McLean (D&M) information systems (IS) success model aims to offer a thorough comprehension of IS success by delineating and elucidating the interconnections among its essential elements of success. Teaching and learning environment for Students, teachers, and administrators has transformed due to the shift of conventional learning to e-learning. Articles published on e-learning education was identified consulting 2 database Scopus and google scholar from 2019 through 2025, using 'Textword' and 'Thesaurus' search. Following the (PRISMA), both relevant published and unpublished papers were searched. After applying the inclusion and exclusion methods, a total of 150 citations were screened, of which 50 were found to be of relevance to this study. The primary evidence base comprises 15 full text eligible papers, category under four broad themes: instructor's quality, learner quality, service quality and net benefit positively impacted the e-learning. This study systematically reviews, compiles, analyzes, and synthesizes the extended D&M model studies in the e-learning context. Quality appraised used QualSyst tools. The findings show that most of reviewed studies were conducted in the education field. The success category was the most highly investigated area from among the selected studies. Additionally, the study reviewed relationship among the D&M IS model and the extended constructs. This systematics review study would provide an impactful contribution to the body of knowledge and would serve as a reference for new researchers in this field.

**Key words: D**&M IS success Model, eLearning, eLearning, higher education institutions.

# The Impact of Work-Life Balance Dimensions on Job Performance Amongst Faculty Members at Private University in Malaysia: The Mediating Role of Perceived Organizational Support

## Mohammad Raziz Bin Jaini

The purpose of this document is to provide a consistent format for full papers appearing in the conference proceedings and journal. The publisher strongly encourages the authors to use the full paper template when preparing the article. This document also provides guidelines to the authors for submission of full papers for publication. The well-being and productivity of academic staff play a crucial role in ensuring institutional success. Private universities in Malaysia operate in increasingly competitive and demanding environments, requiring faculty members to balance teaching, research, and administrative responsibilities. This study investigates the impact of work-life balance (WLB) dimensions, including time balance, work interference with personal life, and personal life enhancement of work on job performance among private university faculty, while examining the mediating role of perceived organizational support (POS). Drawing on organizational support theory (OST), this study conceptualizes how supportive institutional environments influence faculty motivation and performance. The findings are expected to contribute to national education goals outlined in the Malaysia Education Blueprint (Higher Education) 2015–2025 and align with the MADANI Economy (2023-2030) vision of enhancing human capital well-being and productivity.

**Keywords**: Work-life balance, Perceived organizational support, Job performance, Private universities, Malaysia.

# Perceptions Of the Usefulness of Llm Tools in Mathematics Courses Among Undergraduate Students in Malaysia

**Nurul Izni binti Abdul Rahman, Cullyn Goh Kai Leng, Chin Shwu Shyy, Chai Shan Yan, Chan Chien Shieng, Jashwanie Prakash**

Large Language Models (LLMs) have emerged as powerful artificial intelligence (AI) tools that are increasingly adopted within the education sector. Their integration into higher education, particularly in mathematics-related disciplines, has shown potential in enhancing students' comprehension and learning engagement. This study aims to investigate undergraduate students' perceptions of the usefulness of LLMs in understanding mathematical concepts at selected universities in Malaysia. A quantitative survey design was employed, involving undergraduate students enrolled in mathematics courses across several Malaysian higher learning institutions. Data were collected through structured questionnaires and analysed using descriptive and inferential statistical methods. The findings indicate that the use of LLMs has a significant positive influence on students' self-efficacy, learning motivation, and conceptual understanding in mathematics. Respondents reported that LLMs provide step-by-step explanations, detailed problem-solving processes, and personalized feedback that enhance comprehension of abstract mathematical topics. Furthermore, the availability and immediacy of AI-generated guidance encourage autonomous learning and improve students' confidence in tackling mathematical problems. Overall, the study concludes that LLMs serve as effective digital learning aids, supporting student-centred approaches and promoting a deeper understanding of mathematical concepts among undergraduates in Malaysian universities.

**Keywords**: large language models, mathematics, perceptions, AI

# Factors Influencing University Students' Ability To Maintain Sleep Hygiene

**Mirza Mahirah Zainal, Nur Nisrina Faiqah Muhammad Izwan**

This study examines the factors influencing university students' ability to maintain sleep hygiene. It investigates conscious choices and unintentional habits, emphasizing the societal challenge of limited awareness about the importance of sleep hygiene, especially among university students. The research explores various factors affecting sleep hygiene, including biological, psychological, and social elements. It specifically focuses on the challenges students face in maintaining good sleep hygiene. Notably, it examines the psychological issues linked to poor sleep hygiene and considers the impact of social factors like social media on sleep habits. Using a biopsychosocial model, the study aims to provide a comprehensive understanding of these factors, offering valuable insights to improve sleep hygiene among university students. A quantitative study was conducted with 372 university students from Klang Valley. Data was collected through Google Forms distributed online. A new questionnaire was developed to assess factors influencing sleep hygiene, focusing on biological, psychological, and social factors. The data obtained were analyzed using both descriptive and inferential methods with SPSS. Results show that all three factors had a positive correlation with sleep hygiene. The findings demonstrate that biological, psychological, and social variables contribute to students' adherence to good sleep hygiene. This research provides important insights for the education sector and future researchers, especially those studying the factors affecting university students' sleep hygiene.

**Keywords**: Sleep hygiene, Biological factors, Social factors, Psychological factors

# Wit at What Cost?: Unraveling the Silent Struggles of Language Smart-Shamed Freshmen Students at Pangasinan State University Lingayen Campus

## Christian Llewe V. Ventura, Rosalyn T. Torres, Samsonehas S. Junaid, Chrisnalyn P. Rosal, Rochelle V. Soldao, April Joy M. Quitlong

This study aimed to explore the lived experiences of Pangasinan State University, Lingayen Campus freshmen students who have been subjected to language smart shaming, a phenomenon where individuals are belittled for speaking fluently or appearing academically capable. Using a qualitative-descriptive phenomenological design, the researchers sought to identify the effects, manifestations, coping mechanisms, and student perceptions regarding language smart shaming. A total of twelve informants (5 males and 7 females) were purposively selected and interviewed using open-ended questions in a private setting. The data were transcribed and analyzed through thematic analysis. The study revealed four central themes: the Effects of language smart shaming, which include emotional toll, academic pressure, social withdrawal, and motivational shift; its Manifestations, such as sarcastic remarks, labeling, stereotyping, and teasing; the Coping Mechanisms, including silence, seeking support, self-improvement, and brushing off comments; and the Students' Views, which described smart shaming as a form of bullying, a barrier to growth, and a source of social pressure. Based on these findings, it is concluded that language-smart shaming has adverse effects on students' emotional well-being, academic performance, and communication behavior. It is recommended that higher education institutions foster inclusive environments that promote linguistic diversity and psycho-social support for students, particularly freshmen.

**Keywords:** Language Smart Shaming, Social Reactions, Emotional Toll, Academic Pressure, Student Perceptions, Mocking and Teasing, Crab Mentality,

# Persons With Determination: Lived Experiences of Differently Abled Employees at Pangasinan State University

## Princess C. De Vera, Jenifer G. Basanes, Mark D. Guillermo, Rodel A. Sindao

This study aimed to investigate and determine the lived experiences of faculty and non-teaching staff who work in Pangasinan State University, Lingayen Campus. Consistent with the Social Model of Disability and Amartya Sen's Capability Approach, the research tried to investigate the positive and negative experiences of differently abled employees, the specific challenges that they face, the coping mechanisms that they employ, the support systems provided to them, and their suggestions on how to make the workplace inclusive and accessible. Applying qualitative research with a phenomenological emphasis, the study chose five differently abled employees through purposive sampling. Semi-structured face-to-face interviews were conducted, transcribed, and analyzed through thematic analysis. Themes were categorized into five overarching themes: (1) Experiences of Differently Abled Employees, (2) Personal Growth and Resilience, (3) Support Systems and Inclusivity, (4) Workplace Challenges and Coping Strategies, and (5) Recommendations of Accessibility and Inclusivity. Implications were that although most participants experienced fair treatment and supportive assistance from others, they also encountered harsh physical and systemic barriers, primarily in mobility, workspace, and institutional policy clarity. Despite these, the participants exhibited striking levels of resilience, self-efficacy, and an unshakeable commitment to professional quality. Their experiences underscored the significance of positive attitude, internal quality independent of physical factors, and adaptive coping skills like help-seeking and task reframing. Additionally, the study revealed the need to ensure more accessible infrastructure, health and welfare services, and inclusive policymaking at universities. Lastly, the study underscored that differently abled employees can work professionally if provided with a supportive, inclusive, equitable,

and respectful environment. It contributes to the broader conversation on workplace diversity, aligning with the United Nations Sustainable Development Goals, specifically SDG 3 (Good Health and Well Being), SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities). The data gathered can be utilized in forming policy, human resource management practices, and institutional planning in empowering individuals with disabilities in the academic community and beyond.

# Job Satisfaction Among Employed BSEd Social Studies Graduates of Pangasinan State University–Lingayen Campus, Philippines

## Joebert D. Ballesteros, Jasmin N. De Guzman, May Ann E. Agaton, Jenny L. Peralta

This study investigated the level of job satisfaction among employed Bachelor of Secondary Education Major in Social Studies graduates from Pangasinan State University–Lingayen Campus for the academic years 2019–2023. Rooted in the increasing concern over employment mismatches and graduate underemployment, particularly in the field of social studies, the research seeks to understand graduates' job satisfaction in terms of salary, working conditions, professional relationships, skills development, and administrative support. Using a descriptive-quantitative approach, survey data were gathered from 92 employed graduates, through purposive sampling, to assess both satisfaction levels and the level of seriousness they encountered at work. Data were analyzed using frequency count, percentage distribution, average weighted mean, and Pearson's Chi-Square test. The findings revealed that most respondents were young, predominantly female graduates working as teachers within the country, with limited work experience and falling into the low-income bracket. While they expressed moderate to high levels of job satisfaction, particularly in professional relationships, working conditions, and administrative support, salary satisfaction remained relatively low. Challenges were noted in areas such as

compensation, skills development, and management transparency, with recurring concerns about limited training opportunities and perceived bias. No significant differences in satisfaction were found across demographic and employment profiles. Based on these findings, it is recommended that educational institutions enhance career support for undergraduates and provide targeted training programs to improve graduate readiness. Additionally, universities/schools and partner institutions and other concerned bodies should address concerns about transparency and fairness through participatory management and regular evaluations.

## Assessing the Financial Satisfaction Among Pindang Workers in Mangaldan, Pangasinan, Philippines

**Ma. Agustina Raymundo, Jasmine Joy M. Estrada, Ralph Laurence B. Palma, Maria Angelica May E. Aquino**

This descriptive study aimed to assess the financial satisfaction of pindang workers in Mangaldan, Pangasinan, with a particular focus on how their income from pindang production contributes to their children's educational needs. Utilizing a convenience sampling technique, the study gathered data from 31 respondents through a structured survey questionnaire. Data analysis tools included frequency counts and percentages for demographic profiling, and average weighted mean (AWM) for evaluating school fees, educational materials, extracurricular activities, basic educational expenses, affordability of additional educational needs, and financial stability. The Pearson Chi-square test of association was used to examine the significant relationships between socio-demographic variables and financial satisfaction levels. The findings revealed that the majority of pindang workers were female, aged 30 to 39, mostly married, with a high school level of education and two to three children

studying. Most had over ten years of work experience, earned between Php 5,001 to Php 10,000 monthly, and did not have a secondary occupation. The respondents strongly agreed that pindang production significantly contributed to their children's educational needs, and they reported a high level of financial satisfaction in this regard. However, statistical analysis indicated that most socio-demographic factors such as age, sex, educational attainment, civil status, number of children studying, and occupation did not significantly influence financial satisfaction. Only years of experience and monthly income were found to have a significant relationship with basic educational expenses and financial stability. Based on these findings, it is recommended to institutionalize educational support systems through community-based savings groups and incentive programs. Financial literacy activities and tiered skills development initiatives should be prioritized for workers with less experience or lower income. Furthermore, the proposed intervention plan which includes seminars, skills training, entrepreneurship programs, and access to educational resources is strongly recommended to enhance the financial resilience and educational support capacity of pindang workers. This study may also serve as a valuable reference for future research on livelihood and education-related financial satisfaction in local communities.

**Keywords :** pindang, financial contribution, financial satisfaction, educational needs, pindang workers, carabeef

# Factors Influencing ESL Learning Through YouTube Among Malaysian Lower Secondary Students

**Alissa Celeste Lionel Williams, Nur Aina Irman Zuwardi, Abdullah Hilmy Jamaluddin, Ashwini Narayanasamy, Enita Subha Velayutham**

This study explores the factors influencing the use of YouTube for English as Second Language (ESL) learning among Malaysian Lower secondary students. The rapid growth of digital platforms has altered the way students access real-world language input, yet little is known about how YouTube contributes to their learning. This research paper is guided by the Theory of Planned Behaviour (TPB), the research examines the role of attitudes, subjective norms and perceived behavioural control in shaping student's intentions to use YouTube for learning English. A qualitative research approach was implied, with semi-structured interviews conducted with nine students from both urban and rural schools. Data were analysed using thematic analysis of Braun and Clarke's (2006) framework. The findings resulted that students using YouTube to develop listening, vocabulary and pronunciation skills, while social influences and accessibility strongly affect their engagement. The study concludes that YouTube functions as a supplementary tool for English Learning, connecting formal classroom instruction with real-world language exposure.

**Keywords**: YouTube, ESL learning, Malaysian lower secondary students, Theory of Planned Behaviour

# Students' Satisfaction of Service Quality Provided By The University Libraries

## Zhang Cheng, Subadrah Madhawa Nair

The concern of customer satisfaction and Service Quality(SQ) has become a key issue of global concern in many countries. Both universities and libraries generally attach importance to the quality of library services and students' satisfaction. Recently, service quality provided by libraries in China has become an important issue for higher education due to digital technology regulation, online restrictions, and internet control. Students' satisfaction is an important criterion in measuring the service quality provided by university libraries to them. The service quality provided by the university libraries can affect perception and their expectation of university libraries in terms of reliability, responsiveness, assurance, empathy, and tangibility. This conceptual paper discusses the theories related to students' satisfaction and service quality provided by university libraries. The quality of services provided to library users (primarily students and researchers) is also a key factor affecting library performance. Hence, the development quality of university libraries is important to enhance students' learning stable development of all higher education. Literature review on perception and expectation of university libraries in China and abroad based on gender and facultues is presented in this paper. In addition, this paper discusses literature review on the relationship between students' perceptions of service quality of the university libraries and students' satisfaction. Finally, this paper presents the importance of service quality of university libraries and ways of upgrading the service quality of university libraries.

**Keywords:** Customer satisfaction, Service quality, University libraries, Students' perception, Upgrading libraries.

# Bridging Finance and Education for Sustainability: A Case Study of Malaysia's Stock Market and Economic Performance

## Sasitharan A/L Manokaran, Ng Yu Jin, Ng Poh Kiat, Yeow Jian Ai, Chong Seng Tong

This study explores the intersection of financial performance and sustainable economic development in Malaysia, emphasizing the role of interdisciplinary education in fostering long-term growth. In light of Malaysia's 2021 budget priorities and the Sustainable Development Goals (SDGs), particularly economic sustainability, the research investigates how stock market performance influences national output growth. Using Ordinary Least Squares (OLS) regression analysis, the study evaluates five macroeconomic variables stock market capitalization (MCAP), inflation rate, government expenditure, school enrollment, and openness over a 23-year period (1989–2011). The findings reveal that MCAP is the most significant variable affecting output growth, highlighting the importance of robust financial systems in driving sustainable development. The study underscores the need for interdisciplinary approaches that integrate finance, education, and policy to enhance economic resilience. School enrollment, though less statistically significant, represents a critical link between education and economic performance, suggesting that financial literacy and education reform are essential for empowering future generations. By bridging economic theory, financial analytics, and educational policy, this research contributes to a holistic understanding of sustainable development. It advocates for finance education as a strategic tool to equip individuals with the knowledge to navigate and contribute to increasingly complex global financial systems. Ultimately, the study supports the integration of interdisciplinary education into national development strategies to ensure inclusive, informed, and sustainable economic growth.

**Keywords:** Education for Sustainable Development, Financial Literacy, Interdisciplinary Learning, Stock Market and Economic Growth, Sustainable Finance Education

# Fruit of Labor: Narratives of Women Duhat Winemakers in Barangay Laguit Padilla, Bugallon, Pangasinan, Philippines

## Ma. Agustina T. Raymundo, Krystal Anne R. Gajeto, Hanah L. Meneses, April Mae D. Monte de Ramos

This study explored the narratives of women duhat winemakers from Barangay Laguit Padilla, Bugallon, Pangasinan. The aim was to gain an understanding of their diverse personal stories on how they started in the industry, the socio-economic importance of their work, the challenges they faced in duhat winemaking, their coping strategies, and the potential transmission of their knowledge and skills to younger generations. The researchers utilized a qualitative narrative research design. Through purposive sampling, six (6) women duhat winemakers were selected as participants. Semi-structured interviews, guided by questions aligned with the study's objectives, served as the primary data-gathering instrument. After data collection, the researchers employed thematic analysis to identify and analyze the qualitative data. The research revealed that the diverse personal stories of how they started making duhat wine were driven by the means of livelihood, personal fulfillment, livelihood training and knowledge transfer in their community. The duhat winemaking industry provide an income to household and strengthens the social unity of the neighborhood. Challenges of women duhat winemakers include operational issues such as seasonality of fruit, availability of equipment, marketing limitations, and availability of workers. The coping strategies for dealing with these challenges include localized marketing strategies and promoting the product through the One Town, One Product (OTOP) program also helped to strengthen local branding and customer loyalty. In terms of production, winemakers developed effective production planning strategies. Workforce resilience was another key coping strategy, with winemakers remained deeply committed to their craft. Product development also played a crucial role in sustaining their operations. The study also found that duhat winemaking is at risk of decline due to modernization and changing career aspirations among younger generations. Factors including gender roles, labor migration, and low income from

duhat winemaking all further discourage youth involvement.

## Tsuper-Hero: The Lived Experiences of The Traditional Jeepney Drivers in Lingayen-Magtaking, Bugallon, Pangasinan

**Violeta C. Manaoat, MAEd, Jaymark D. Cano, Kristine G. Gonzalo, Jessica Z. Peralta**

This study explores the lived experiences of traditional jeepney drivers operating along the Lingayen–Magtaking route in Bugallon, Pangasinan. The research focused on fifteen (15) participants selected through purposive sampling. Utilizing semi-structured interviews and thematic analysis, the study delves into the drivers' experiences, challenges, and coping strategies amid the evolving landscape of public transport modernization in the Philippines. Findings reveal that jeepney driving serves as a vital source of income for many, deeply intertwined with their personal and familial identities. Drivers recount memorable experiences on the road, emphasizing both the fulfillment derived from serving commuters and the inherent risks linked with their occupation. Challenges identified include financial instability, rising fuel prices, and competition from modern transport alternatives, as well as the implications of the government's Public Utility Vehicle (PUV) modernization program. While this program aims to modernize the transport sector, it presents significant concerns for traditional jeepney drivers due to the high cost of new units and potential displacement from their livelihoods. In response, drivers employ various coping mechanisms such as seeking supplementary income sources and adhering to safety practices to ensure both their well-being and that of their passengers. Despite these challenges, a prevailing sense of resilience and dedication underscores their commitment to their occupation and the communities they serve. The study underscores the need for inclusive policies that

address the socio-economic realities of traditional jeepney drivers. By amplifying their voices, it advocates for a more equitable and culturally sensitive approach to transportation modernization that honors the contributions of these "Tsuper-Heroes" of the road.

# Echoes of Clay: Pottery-Makings' Preservation and Relevance in Brgy. Pallas, Binmaley, Pangasinan, Philippines

**Jandrea P. Mercado, Jamie Rose C. De Vera, Devine A. Dela Cruz**

In Barangay Pallas, Binmaley, Pangasinan, the traditional craft of pottery-making endures quietly amid the town's more prominent fishing culture and festivals. Despite its cultural and historical significance, it remains underexplored in scholarly research. This study seeks to preserve and promote this heritage by documenting the lived experiences, challenges, and insights of local artisans. Using a qualitative narrative inquiry approach, the study engaged seven pottery makers, each with a decade or more of experience, through semi-structured interviews and field observations. Their narratives were thematically analyzed, revealing not just how they began their craft often through childhood exposure and intergenerational teaching but also how they adapt to shifting conditions such as resource scarcity, changing cultural preferences, and limited market access. The findings highlighted the role of pottery not only as a livelihood but as a form of cultural continuity, community resilience, and personal identity. It also brought to light challenges such as dwindling clay resources, weak marketing opportunities, and the lack of interest among younger generations. In response, the study proposed a multi-faceted action plan: marketing empowerment workshops, and marketing video campaigns to help the industry gain visibility and support. At its heart, this research serves as both a tribute and a call to action reminding stakeholders, from policymakers to educators, that preserving heritage requires more than nostalgia. It demands practical steps, community participation, and deep respect for the hands that continue to mold not just clay, but history.

**Keywords:** Pottery-Making, Pottery Makers, Clay, Preservation, Lived Experiences, Challenges, Coping Strategies

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