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COMPILATION OF ABSTRACTS



TABLE OF CONTENTS

Socio-Cultural Implications of the Kaamulan Festival on Indigenous Cultural Practices in Bukidnon, Philippines

Amihan Liway S. Ayson
Mindanao State University – Iligan Institute of Technology

Natural Blueprint for a More Environmentally Sustainable and Disaster-Resilient Ateneo de Manila Senior High School Campus

Cyan Paolo Blanca
Ateneo de Manila University – Senior High School Department

From Knowledge to Practice: A Mixed-Methods Examination of Deworming Perceptions and Implementation Barriers in Cebu City School Communities

Veronica Fe Isabel O. Cebedo
Cebu Institute of Technology–University

Class Time Schedule and Academic Performance in Mathematics and Science: A Comparative Study of non-STEM Grade 11 Students

Jian Minelle E. Santiago, Reyven D. Chavez, Jacquilyn Co-Musni
Immaculate Conception Polytechnic Education Inc.

Unpacking the Interest–Engagement Link in College Physical Education: The Mediating Role of Self-Efficacy in a Filipino Context

Rhamzel A. Tiglao
Pampanga State University – Bacolor Campus

Ethical Dimensions of Algorithmic Management: A Qualitative Systematic Review and Meta-Synthesis of AI-Based HR Practices, Employee Engagement and Performance Outcomes

Makdi Masnoddin, Muhammad Izzuddin Rumaling, Alice Thomas, Michael Steve S Salag, Nur Nadia Nabila Abdul Razak
University Sains Malaysia, Lincoln Preparatory Centre for Science and Technology, Universiti Malaysia Sabah, University College



TABLE OF CONTENTS

Work Immersion Program and Readiness of Technical Vocational and Livelihood Track Students

Evelyn DJ. Paguio, Kevin B. Arbolado, Jose Y. Trencio, Alex Cortez
Arellano University, Department of Education

Exploring the Role played by Heritage in Shaping Children’s Identities and Resilience: Surfacing Stories of Brokenness

Ramel S. Salon
PLT College Inc.

Teacher Competence in Unpacking Learning Competencies and Its Relationship to Curriculum Implementation Fidelity in the Schools Division of Santa Rosa City

Severa C. Salamat
DepEd Santa Rosa City

Inclusion or Isolation? Exploring the Learning Experiences of Students Exhibiting Neurodivergence In Mainstream Education”

King Arnold C. Satsatin
Don Jose Integrated High School

Ethical Dimensions and Patient Safety Impacts of Artificial Intelligence-Assisted Clinical Decision-Making in Critical Care Nursing: A Qualitative Systematic Review and Meta-Synthesis

Makdi Masnoddin, Muhammad Izzuddin Rumaling, Alice Thomas, Michael Steve S Salag, Nur Nadia Nabila Abdul Razak
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Socio-Cultural Implications of the Kaamulan Festival on Indigenous Cultural Practices in Bukidnon, Philippines

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Cultural festivals in the Philippines are widely recognized for their contributions to tourism and local economic development. However, scholarly attention has predominantly centered on business and economic outcomes, leaving the socio-cultural implications for Indigenous communities underexplored. Hence, this study examines the socio-cultural implications of the Kaamulan Festival on Indigenous cultural practices in Bukidnon. Using a qualitative case study design, data were collected through ten (10) key informant interviews with Indigenous leaders and five (5) focus group discussions involving twenty-four (24) community members. The data were analyzed using Braun and Clarke's (2020) thematic analysis framework. Findings reveal the Kaamulan Festival as both a site of cultural affirmation and a space where issues of cultural authority, representation, Indigenous cultural governance, and commercialization are contested. While the festival serves as a significant platform for reinforcing Indigenous pride, identity, and cultural sustainability, it also produces tensions as cultural practices are negotiated within institutional and tourism-oriented contexts. These dynamics reflect broader negotiations between heritage preservation and festival governance. The study concludes that strengthening meaningful consultation processes and ensuring adherence to customary protocols are essential to safeguarding Indigenous cultural integrity within institutionalized festival settings.

Keywords: Cultural festivals; cultural hegemony; Indigenous cultural practices; Indigenous identity; Socio-cultural implications

Natural Blueprint for a More Environmentally Sustainable and Disaster-Resilient Ateneo de Manila Senior High School Campus

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Rising temperatures and intensified monsoons present drastic environmental threats to many urbanized educational institutions in the Philippines. This study addresses the current risks of urban heat island effects and localized flooding within the Ateneo de Manila Senior High School campus through the development of a “natural blueprint”, a scalable green infrastructure model employing specialized local flora. To validate the framework, a 1:193 scaled physical diorama of the campus was constructed, using modified materials to accurately simulate the biomechanical and hydrological capabilities of the selected flora. The diorama was used to execute and simulate four empirical tests evaluating hydrological infiltration, passive shading, active transpiration, and geotechnical stability against a bare substrate control. Quantitative analysis was performed through independent t-tests stating that the selected flora achieved a 49.93% increase in mean water infiltration ($p < .001$) and a significant surface temperature reduction of 1.10 °C ($p = 0.002$). The designed material-root system quantitatively optimized geotechnical stability, achieving a 50.64% improvement in geomechanical resistance to erosion. A digital version of the proposed blueprint was constructed by the researchers, in the case for any potential further studies. The research’s findings provided empirical evidence that nature-based solutions can mitigate microclimate and hydrological stressors. Altogether, integrating biological defense systems into institutional architecture offers a sustainable, cost-friendly, and disaster-resilient blueprint to safeguard educational continuity and serves as a framework for urban disaster risk reduction across the Philippines.

Keywords: Nature-based solutions, green infrastructure, urban heat island, campus sustainability, disaster risk reduction, diorama simulation

From Knowledge to Practice: A Mixed-Methods Examination of Deworming Perceptions and Implementation Barriers in Cebu City School Communities

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Soil-transmitted helminth control requires not only awareness but also sustained preventive behaviors and effective implementation of school-based deworming. This study examined knowledge, attitudes, and practices (KAP) related to soil-transmitted helminths and deworming and explored contextual factors influencing program implementation in selected school communities in Cebu City. A mixed-methods approach combined structured KAP surveys among 386 school-aged children, 317 parents or legal guardians, and 40 teachers with focus group discussions among parents and teachers and key informant interviews with school, health, and government stakeholders. Quantitative findings were descriptively assessed and integrated with qualitative findings derived through descriptive content analysis. Poor knowledge was observed among 42.5% of school-aged children, whereas 72.6% of parents and 57.5% of teachers demonstrated excellent knowledge. Despite relatively high adult knowledge, attitudes were predominantly neutral among children and parents, while preventive practices were generally moderate among both groups and good among teachers. Qualitative findings highlighted misconceptions and concerns surrounding deworming, inconsistent reinforcement of hygiene practices at home, communication challenges, resource limitations, water and sanitation constraints, and coordination issues. The findings suggest a gap between knowledge and its translation into attitudes and preventive practices. Strengthening school-based deworming may therefore require sustained health education, clearer risk communication, stronger school–household engagement, and improved intersectoral coordination.

Keywords: Soil-transmitted helminths; Deworming; Knowledge, attitudes, and practices; School-aged children; Health education; School health; Mixed-methods research

Class Time Schedule and Academic Performance in Mathematics and Science: A Comparative Study of non-STEM Grade 11 Students

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This study examined the relationship between class time schedule and academic performance in General Mathematics and General Science among non-STEM Grade 11 students during the 2025–2026 school year. Using a descriptive-comparative design, the general average grades of 195 students from six sections at Immaculate Conception Polytechnic Education Inc. – Meycauayan were analyzed across three time blocks: morning (9:15–11:15 AM), midday (11:30 AM–1:30 PM), and afternoon (1:30–3:30 PM). Assumption checks revealed violations of normality and homogeneity, prompting the use of Kruskal-Wallis tests. Results indicated significant differences in General Mathematics, $\chi^2(2, N = 195) = 9.190, p = .010$, and General Science, $\chi^2(2, N = 195) = 8.458, p = .015$. Post-hoc Mann-Whitney U tests with Bonferroni correction showed that the midday group significantly outperformed the morning group in Mathematics ($p = .004$) and the afternoon group in Science ($p = .002$); no other pairwise differences were significant. These findings suggest that midday scheduling may offer a favorable temporal window for academic performance, although the observed advantages were subject-specific. The study provides grade-based evidence that class time schedule can be a relevant consideration in scheduling decisions, and it recommends further research incorporating individual chronotype measures to strengthen causal interpretations.

Keywords: class time schedule, academic performance, General Mathematics, General Science, circadian rhythm, synchrony effect, senior high school

Unpacking the Interest–Engagement Link in College Physical Education: The Mediating Role of Self-Efficacy in a Filipino Context

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Despite growing recognition of motivational factors in Physical Education (PE), limited empirical attention has been directed to how individual interest translates into sustained school engagement, particularly in Southeast Asian higher education contexts where PE is frequently taken as peripheral to academic achievement. Existing literature further lacks clarity on the psychological mechanisms that bridge interest and engagement, leaving a critical gap in understanding the role of self-efficacy as a potential conduit in this relationship. This study addressed these gaps by examining the mediating role of self-efficacy in the relationship between individual interest and school engagement in PE among 772 second-year college students from a state-funded comprehensive university in Central Luzon, Philippines. A cross-sectional survey design was employed, with hypothesized pathways tested through structural equation modeling (SEM) and mediation significance evaluated via Baron and Kenny's causal steps, the Delta and Sobel tests, and Monte Carlo simulation ($k = 5,000$) using the medsem package in Stata17. Results revealed high levels across all three constructs. Individual interest significantly predicted self-efficacy ($B = 0.864, p < .001$) and school engagement ($B = 0.144, p < .001$), while self-efficacy significantly predicted engagement ($B = 0.079, p = .001$). The indirect effect through self-efficacy was statistically significant ($B = 0.069, 95\% \text{ CI } [0.026, 0.111], p = .001$), accounting to 32.3% of the total effect. Self-efficacy was confirmed as a partial mediator, underscoring its pedagogical significance in designing interest-driven, engagement-focused PE curricula.

Keywords: exercise psychology; motivation; mediation analysis; PATHFit; physical education

Ethical Dimensions of Algorithmic Management: A Qualitative Systematic Review and Meta-Synthesis of AI-Based HR Practices, Employee Engagement and Performance Outcomes

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The rapid proliferation of Artificial Intelligence (AI) and algorithmic management practices has radically transformed traditional human resource functions, shifting workflows from human-centered leadership toward automated, data-driven governance. While extensive quantitative literature details the mechanical efficiencies of AI deployments on corporate output, a critical knowledge gap persists regarding the qualitative, human-centric paradox of these systems: how algorithmic surveillance and automated evaluations alter the psychological contract, create digital burnout and reshape employee engagement dynamics in the digital workplace. This qualitative systematic review and meta-synthesis directly addresses this gap by aggregating, appraising, and synthesising empirical qualitative evidence exploring how employees navigate the tension between technological optimisation and workplace alienation, and how these lived experiences ultimately govern human performance. A comprehensive search strategy will be executed across major international databases, including Scopus, Web of Science, CINAHL and Business Source Complete, to capture qualitative data. Methodological quality and study design rigor will be systematically evaluated using the Critical Appraisal Skills Programme (CASP) Qualitative Checklist and meta-aggregation will be utilised to extract and synthesise findings into robust thematic categories. Preliminary scoping indicates that the synthesis will illuminate critical themes regarding the erosion of worker autonomy, the psychological friction caused by "black-box" HR metrics and the vital role of algorithmic transparency in preserving workplace trust. Aligning with the conference's mandate for ethical scholarship, this review advances organisational policy frameworks by establishing the human guardrails necessary to balance interdisciplinary innovation with workforce well-being.

Keywords: Algorithmic Management; Artificial Intelligence; Human Resource Management; Employee Engagement; Workplace Dehumanisation; Qualitative Meta-Synthesis.

Work Immersion Program and Readiness of Technical Vocational and Livelihood Track Students

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Work immersion is an experiential learning approach that integrates academic instruction with on-the-job training, allowing students to gain practical skills under professional guidance. It bridges the gap between classroom theory and real-world employment, offering students benefits such as hands-on experience, networking opportunities, enhanced confidence, and career guidance. Simultaneously, employers benefit from access to fresh talent, innovative perspectives, and stronger community engagement. A descriptive study assessed the effectiveness of the work immersion program and the workforce readiness of Technical-Vocational and Livelihood (TVL) Senior High School students across the Schools Division of Caloocan City, Malabon, Navotas, and Valenzuela. The study surveyed 338 participants, consisting of 299 learners, 24 teacher-coordinators, and 15 industry partners. The findings evaluated the work immersion program as "Very Effective" across key domains, including work habits, technical skills, competence, and interpersonal relations. Furthermore, results indicated that TVL students are "highly ready" for employment or further technical training. Despite these positive outcomes, the study identified specific areas that require enhancement to maximize student preparation. To address these gaps, a proposed work immersion framework was developed. This framework aims to deliver a higher quality of student preparedness by focusing on critical soft skills, particularly communication, decision-making, and professional work ethics, ensuring learners are fully equipped for future career success.

Keywords: Work immersion program, Technical-Vocational and Livelihood (TVL) track, Student readiness, Program effectiveness, Soft skills development, Work immersion framework

Exploring the Role played by Heritage in Shaping Children's Identities and Resilience: Surfacing Stories of Brokenness

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This research, titled Exploring the Role Played by Heritage in Shaping Children's Identities and Resilience: Surfacing Stories of Brokenness, examines the profound impact of family heritage on children's self-perception, identity formation, and emotional resilience, particularly in the context of family disruptions. Utilizing a qualitative descriptive research design, the study explores how family heritage serves as a source of strength, resilience, and continuity for children from broken homes. It highlights the role of cultural practices, traditions, and ancestral narratives in fostering emotional healing, coping mechanisms, and a stable sense of self despite family breakdowns. Through the experiences shared by PLT College Criminology students, the research reveals how family heritage not only supports identity-building but also helps to address feelings of loss, isolation, and sadness stemming from familial separation. Cultural rituals, storytelling, and familial bonds emerged as critical emotional resources, offering children a sense of belonging and a framework for interpreting their experiences. The findings underscore that family heritage is a dynamic and transformative force that helps children rebuild their identities and emotional well-being in the face of adversity, providing a roadmap for healing and personal growth. The study concludes that family heritage plays a vital role in shaping the identities and resilience of children, facilitating emotional recovery and continuity beyond the disruption of family life.

Keywords: Identities, heritage, resilience, criminology students, family disruptions

Teacher Competence in Unpacking Learning Competencies and Its Relationship to Curriculum Implementation Fidelity in the Schools Division of Santa Rosa City

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This study evaluates the implementation and relevance of the revised K to 10 basic education curriculum, as well as teacher competence in Unpacking Learning Competencies and its Relationship to Curriculum Implementation Fidelity. This study used a descriptive–correlational research design and collected data through a quantitative survey of 137 Mathematics teachers across the Schools Division of Santa Rosa City. The results of this study were gathered using frequency count (f) and percentage (P) in analyzing the demographic profile of respondents and challenges encountered and Technical assistance needed; while Likert Scale and Weighted Mean were used to determine the level of teacher readiness, experience, and proficiency across training familiarity, competency unpacking, and classroom delivery; and Spearman rank Correlation (rs) was used to test the relationship between years in teaching and self-efficacy in unpacking learning competencies. Findings indicate that while curriculum decongestion and target learning competencies positively influence instructional delivery, challenges related to teacher workload and resource availability persist. Furthermore, structured LAC sessions and mentoring significantly enhanced teachers' capacity to unpack competencies and apply learner-centered pedagogy. The results underscore the necessity of sustained professional development, targeted administrative support, and streamlined instructional requirements to optimize curriculum delivery and prevent teacher burnout. These findings offer practical insights for educational policymakers and school leaders seeking to strengthen school-based mentoring and curriculum alignment strategies.

Keywords: K to 10 Curriculum, Unpacking Learning Competencies, teacher competencies, curriculum decongestion, professional development, DepEd, Curriculum Implementation Fidelity.

Inclusion or Isolation? Exploring the Learning Experiences of Students Exhibiting Neurodivergence In Mainstream Education”

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This study explores the lived learning experiences of students exhibiting neurodivergence in mainstream education, focusing on whether inclusion fosters genuine belonging or results in isolation. Utilizing a qualitative phenomenological research design, the study was conducted at Don Jose Integrated High School with five purposively selected neurodivergent participants. Data were gathered through semi-structured interviews and analyzed using thematic analysis to identify recurring patterns in their experiences reveal that neurodivergent students experience inclusion as complex, inconsistent, and highly dependent on instructional practices, peer relationships, and emotional factors. Participants reported challenges such as difficulty keeping up with fast-paced lessons, anxiety during participation, cognitive overload, and struggles with attention and task management. Despite these barriers, support from teachers and peers—such as clear explanations, visual aids, and collaborative learning—significantly enhanced their understanding and engagement. The study also highlights that students’ sense of belonging is conditional and fluctuates depending on their academic comprehension and social interactions. While inclusion is present in structure, it is not always fully realized in practice, often leading to feelings of partial inclusion or isolation. Neurodivergent students demonstrated adaptive coping strategies, including self-review, peer assistance, and repetition, to manage their challenges. Overall, the findings underscore the need for responsive, flexible, and inclusive teaching strategies that address diverse learning needs. The study recommends improving instructional clarity, pacing, and support systems to foster meaningful participation and a stronger sense of belonging among neurodivergent learners in mainstream classrooms.

Keywords: inclusive education, neurodivergent students, mainstream classrooms, learning experiences, inclusion, isolation, teaching strategies, student support systems

Ethical Dimensions and Patient Safety Impacts of Artificial Intelligence- Assisted Clinical Decision-Making in Critical Care Nursing: A Qualitative Systematic Review and Meta-Synthesis

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The rapid integration of Artificial Intelligence (AI) and clinical decision-support systems in critical care units has profoundly transformed nursing workflows. While these advanced technologies offer real-time predictive insights to optimise patient care, they also introduce complex ethical challenges and significantly alter the dynamics of clinical judgment at the bedside. This qualitative systematic review and meta-synthesis aims to aggregate, appraise, and synthesise empirical qualitative evidence on critical care nurses' firsthand experiences with AI-assisted decisionmaking, with a specific focus on its underlying ethical dimensions and direct impacts on patient safety outcomes. A systematic literature search will be executed across major electronic databases, including PubMed, CINAHL, Scopus, and ScienceDirect, for relevant qualitative studies. Methodological quality will be rigorously evaluated using the Critical Appraisal Skills Programme (CASP) Qualitative Checklist, and metaaggregation will be employed to synthesise findings into overarching thematic categories. Preliminary scoping indicates that the synthesis will yield critical themes surrounding automation bias versus clinical intuition, accountability for AI-driven clinical errors, and digital workflow friction that compromises timely bedside interventions. Aligning with the imperative for ethical scholarship, this study transcends purely technical evaluations by highlighting the essential human and ethical guardrails necessary for digital health innovation. The resulting synthesis provides a robust framework to inform institutional clinical policies, minimise technological friction, and guide the responsible, patient-centric integration of AI in high-acuity healthcare environments.

Keywords: Artificial Intelligence; Clinical Decision-Making; Critical Care Nursing; Patient Safety; Bioethics; Qualitative Meta-Synthesis.