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## Research Trends and Thematic Directions in NCEBTSS2026: A Review of Conference Abstracts on Digital Transformation, Sustainable Development, and Transdisciplinary Innovation

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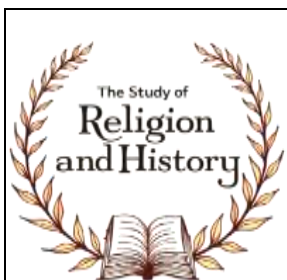
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### **Abstract**

*This review paper examines the research trends and thematic directions, as highlighted in the abstracts presented during the 1st National Conference on Education, Business, Technology, and Social Sciences 2026 (NCEBTSS2026). The 43 abstracts from the NCEBTSS2026 conference papers are analyzed qualitatively using the two types of evidentiary base: the abstract and the corresponding APA reference list. The abstracts that are included in the conference papers from the NCEBTSS2026 conference are analyzed using two types of evidentiary base, namely the abstract and the APA reference list associated with it, in a qualitative manner via thematic synthesis and descriptive content analysis. The review reveals six prevailing research areas: education and learning innovations; business, entrepreneurship and market responsiveness; technology, artificial intelligence and information systems; social sustainability, culture, governance, law and peace; industrial engineering and operational excellence; and health, well-being and physical performance. The corpus is characterised by a strong applied orientation: the majority of studies address real-life problems in various institutional settings, in classrooms, in the markets, in the community or in the production process and find solutions in tools, systems, models and frameworks, in policy insights or in intervention plans. The methodological profile is diverse and it consists of quantitative correlational designs, design-development studies, Lean Six Sigma and value-stream approaches, qualitative and doctrinal inquiries, quasi-experimental education studies, a PRISMA based review, and ARDL econometric modeling. Overall, the concept of digital transformation is a political program for institutional capacity to enhance access, efficiency, analytics,*

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*decision making and service quality, not a technological program. Sustainability is seen as an "umbrellal problem", educational quality, inclusive entrepreneurship, waste reduction in the operation, preservation of culture, peace building, mental health literacy and environmental trade-offs. The paper concludes that NCEBTSS2026 is an emergent transdisciplinary research field, which is influenced by problem-driven innovation and local evidence and practice. There are, however, opportunities for more robust theoretical integration, longitudinal validation, equity-sensitive measures, and cross-sector collaboration as evident in the abstracts.*

**Keywords:** NCEBTSS2026; conference abstracts; thematic review; digital transformation; sustainable development; transdisciplinary innovation; education; business; technology; social sciences

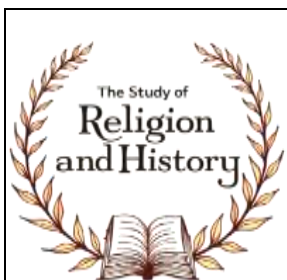
### 1. Introduction

The theme of the 1st National Conference on Education, Business, Technology, and Social Sciences 2026 (NCEBTSS2026) was bridging disciplines for a sustainable and a digital future. The abstracts that were submitted to the conference give a quick summary of the current, wide-ranging interpretation of this agenda in practice. The abstracts demonstrate that the problems of today's world are multilevel, transcend professions and fields of sciences. An assessment and design of mobile technology might be needed for a learning intervention; software engineering and quality evaluation might be needed for a service problem in an institution; digital platforms and youth consumer behavior might be needed for a marketing question; and legal analysis, governance and culture might be needed for a social justice issue. For this reason, the NCEBTSS2026 corpus is not only useful for the documentation of single papers, but also for the mapping of the thematic structure of new applied research.

This is an abstract-based synthesis in the present review. It is not intended to reproduce the abstracts or to evaluate the full papers, since the full papers were not provided as evidence in these papers. Rather, this paper examines the patterns that can be legitimately derived from the book that is abstract and the references in the conference papers. This separation is significant in terms of scholarly clarity. Conference abstracts are short, selective presentations of research that typically summarize the problem, objective, methods, major conclusions and implications of the research, but do not include a full argumentation, instrument details, statistical tables, ethical documentation or complete limitations.

Nevertheless, abstracts are widely used to map research trends because they condense the stated contribution and methodological identity of a paper. In this case, the corpus is particularly suitable for thematic synthesis because the conference itself explicitly invited transdisciplinary work across education, business, technology and social sciences.

The dominant impression from the NCEBTSS2026 abstracts is that the conference is anchored in applied, local and solution-oriented research. Several studies begin from institutional inefficiencies and propose digital systems, such as SASO Nexus for student affairs and services, a smart academic institutional management system, a knowledge-based admission recommender system, and a customer-centered satisfaction survey tool using sentiment analysis and prescriptive analytics (Arquero, 2026; Doria, 2026; Pagkaliwagan et al., 2026; Tejano, 2026). Other studies begin from classroom or curriculum problems and evaluate teaching approaches, diagnostic tools, coaching

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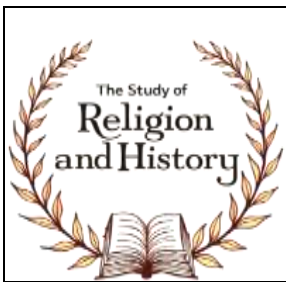
strategies or curriculum maps to improve learning outcomes (Arceño & Mendaño, 2026; Hilvano & Mendaño, 2026; Jaquias, 2026; Velasquez, 2026). A third set engages with business and market transformation, including TikTok marketing, online advertising, women entrepreneurs' resilience, innovation in resorts and sustainable cooperative growth (Ayeras et al., 2026; Gregorio et al., 2026; Pajo et al., 2026; Santos, 2026). A fourth set focuses on wider social and sustainability concerns, including cultural identity, jeepney heritage, youth peacebuilding, mental health stigma among Dalit women, sex work jurisprudence and the environmental consequences of defense modernization (Caday, 2026; Javier et al., 2026; Koirala, 2026; Martin, 2026; Namoro & Cortes, 2026; Untong, 2026).

The extent of this breadth raises the main question of the present review: What are the research trends and thematic directions that can be seen in the NCEBTSS2026 abstract corpus and how do they, as a whole, express the approach of digital transformation, sustainable development and transdisciplinary innovation? This paper aims to address the question by tackling four goals. First of all, it presents the prevailing thematic clusters in the 43 abstracts. Secondly it highlights the methodological orientations adopted by the presenters. Thirdly, it sets against the backdrop of the conference's sustainability and digital future agenda, and interprets how the abstracts relate. Fourth, it points out gaps and future directions that could enable future conference outputs, collaborative research and journal level manuscript development.

The paper makes three contributions. It illustrates, conceptually, the possibility of interpreting a transdisciplinary conference corpus as an integrated research ecosystem, rather than simply a collection of unrelated papers. Methodologically, it offers a clear and transparent abstract level coding method that takes into account the constraints of the source material. Theoretically, it highlights opportunities for further developing individual conference papers for publication (explicit theory, longitudinal evidence, stronger validation, comparative design, explicit equity metrics, and deeper integration across education, business/technology and social policy). The contributions are helpful for authors in preparing papers for conference publication for journal submission, as well as for conference organizers to evaluate the coherence of conference themes, and for researchers interested in the evolution of applied transdisciplinary scholarship in the context of the Southeast Asian and Global South.

## **2. Review Methodology**

This review used a qualitative thematic synthesis supported by descriptive content analysis. The evidence base consisted exclusively of two uploaded materials: the book of abstracts for NCEBTSS2026/NCEC2026 and the previously generated APA reference list for NCEBTSS2026 conference papers. Only abstracts carrying NCEBTSS2026 identifiers and matching the reference list were included. Abstracts belonging to any other event stream were treated as outside the review scope. The final corpus comprised 43 NCEBTSS2026 abstracts. The unit of analysis was the individual abstract, not the full paper, author institution or conference room.

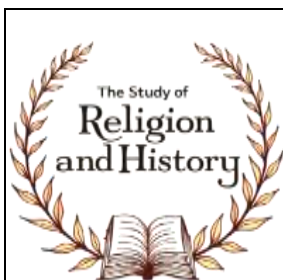
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**Figure 1:** Conference Detail in a poster

This review took place in four phases. First, all NCEBTSS2026 abstract identifiers were matched with the reference entries to insure that the abstracts reviewed were identical with those in the citation list. Second, each abstract was read for the stated problem, purpose, context, method, findings, output and keywords. Thirdly, one primary theme was identified for each abstract, although some were cross-disciplinary and could easily be categorised into more than one. Fourth, the abstract was used to determine the research designs, coding them based on the dominant methodological orientation that was explicitly or implicitly expressed. For instance, papers that included Lean Six Sigma and value-stream studies were classified under process optimization even though they used digital tools, quantitative marketing and organizational studies were grouped under survey/correlational designs, and system-building papers were clustered together in design-development even though they contained papers that were evaluation surveys.

The classification should therefore be interpreted as an analytical simplification, not as a statement that each paper is contained within one discipline. In this regard, this is particularly relevant for the works of Navales and Curbano (2026) that integrates Lean Six Sigma and a communication system between the purchasing agent and the supplier, Ruiz et al. (2026) that introduces an innovative educational tool through interactive story maps, and Aguenza (2026) that validates an instrument for technology adoption by MSMEs. Such papers are examples of the transdisciplinarity which the conference theme highlights. The reason for categorising each word as a dominant category was to make it possible to identify patterns within the corpus, while allowing for overlap.

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No external literature was added because the user's instruction was to use only the attached references and abstracts. This choice produces a tightly bounded conference review. It also means that the discussion does not compare NCEBTSS2026 trends with the wider global literature except by conceptual interpretation of the included abstracts. The findings are therefore internally grounded: every trend, gap and implication discussed in the paper is derived from the abstract corpus and the associated conference-paper reference list.

### 3. Corpus Profile and Thematic Distribution

The corpus contained 43 NCEBTSS2026 abstracts distributed across six dominant thematic clusters. Education and learning innovation formed the largest cluster, with 13 abstracts. This reflects the conference's strong education orientation and includes science learning, tourism education, pre-service teacher communication, AI literacy, teacher licensure predictors, misconceptions in physics, mathematics coaching, disaster readiness, communication competencies, auditing knowledge and interactive story maps (Arceño & Mendaño, 2026; Gutierrez, 2026; Hilvano & Mendaño, 2026; Hombrebueno et al., 2026; Pramis & Gesmundo, 2026; Ruiz et al., 2026). Business, entrepreneurship and market responsiveness formed the second-largest cluster with 10 abstracts, including studies on online presence, social media, TikTok marketing, online advertising, women entrepreneurship, hospitality innovation and cooperative growth (Ayeras et al., 2026; España et al., 2026; Gregorio et al., 2026; Juan & Vitug, 2026; Santos, 2026).

Eight of the abstracts were related to technology, AI and information systems. These studies did not only focus on technical artifacts but extended to the link between technology and institutional management, education security, academic library experience, civil registry digitalization and health detection (Aguenza & Alvez, 2026; Doria, 2026; Pelayo & Besa, 2026; Rama & Dequito, 2026; Srinivas, 2026). Six abstracts focussed on social sustainability, culture, governance, law and peace, indicating that the conference's sustainability theme did not only focus on environmental questions but also extended to cultural preservation, social stigma, peacebuilding, jurisprudential analysis and public policy trade-offs (Caday, 2026; Javier et al., 2026; Koirala, 2026; Martin, 2026; Namoro & Cortes, 2026; Untong, 2026). Four abstracts were related to industrial engineering and operational excellence which included Lean Six Sigma, value-stream mapping, cycle-time reduction, procurement lead time and manufacturing quality (Belisario & Curbano, 2026; Esmeralda & Curbano, 2026; Herrera & Curbano, 2026; Navales & Curbano, 2026). Among university employee abstracts were two regarding health, well-being and human performance that included the issue of aerobic control assessment and sport participation (Mar, 2026; Otero & Nagba, 2026).

This distribution has three features that stand out. First, the conference was thematically balanced to warrant a transdisciplinary review, but the education and business related studies were particularly strong. Second, technology was used as a theme and a cross cutting mechanism. It seemed it was the main focus in fields including AI, blockchain, cloud-native architecture and system-development research, as well as business marketing, public service digitalization, education innovation and institutional analytics. Third, sustainability has been seen as a general practical issue. In the abstracts sustainability included continuity of learning, business resilience, efficient use of resources, cultural

preservation, social inclusion, peace and health as well as ecological responsibility. The review is that sustainability is multidimensional and one of its main conclusions.

Another pattern at the level of the corpus is the emphasis on applied outputs. Abstracts are not just descriptive questions; many are even questions that end with a product, model, framework, intervention, validated instrument, proposed direction for policy or strategy for improvement. This output orientation is visible in the proposed Women’s Entrepreneurial Resilience Model, the enhanced mobile-assisted lesson plan for pendulum motion, the evidence-based intervention framework for linear motion, the hospitality business development framework, the curriculum map for language competencies, the digital purchasing-supplier communication system and the aerobic control assessment tool (Arceño & Mendaño, 2026; Daguplo & Lorzano, 2026; Fallarcuna et al., 2026; Gutierrez, 2026; Mar, 2026; Navales & Curbano, 2026; Santos, 2026). This pattern is important because it differentiates the corpus from a purely descriptive conference collection. It shows an applied research culture in which academic inquiry is expected to produce actionable artifacts for schools, colleges, businesses, government offices, cooperatives, communities and production environments.

**Table 1:** Primary thematic distribution of NCEBTSS2026 abstracts

Primary theme	n	% of corpus	Included abstract IDs
Education and learning innovations	13	30.2	NCEBTSS2026-04, -10, -14, -19, -22, -30, -31, -41, -43, -54, -59, -62, -68
Business, entrepreneurship and market responsiveness	10	23.3	NCEBTSS2026-11, -13, -15, -20, -26, -29, -32, -58, -61, -67
Technology, AI and information systems	8	18.6	NCEBTSS2026-03, -18, -27, -28, -37, -47, -48, -51
Social sustainability, culture, governance, law and peace	6	14.0	NCEBTSS2026-05, -06, -53, -56, -57, -66
Industrial engineering and operational excellence	4	9.3	NCEBTSS2026-23, -36, -49, -50
Health, well-being and physical performance	2	4.7	NCEBTSS2026-45, -46

Note. Percentages are calculated from 43 included NCEBTSS2026 abstracts. Some abstracts are cross-disciplinary; the table reports the dominant primary theme used for descriptive synthesis.

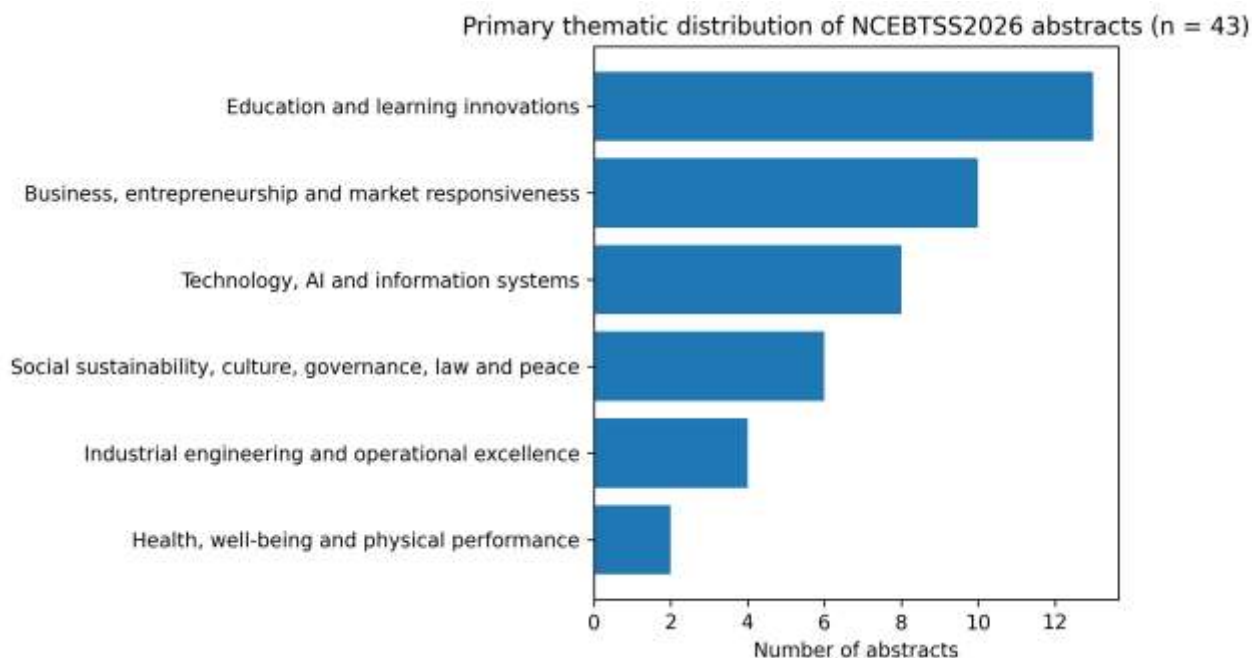


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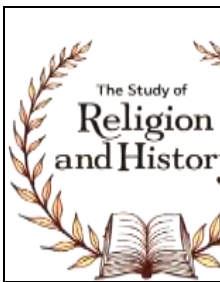
**Figure 1:** Primary thematic distribution of NCEBTSS2026 abstracts

Note. The bar chart visualizes the dominant theme assigned to each of the 43 NCEBTSS2026 abstracts.

#### 4. Thematic Synthesis

4.1 Digital transformation, AI and intelligent systems. The digital transformation cluster presents technology as an institutional response to fragmentation, inefficiency, data limitations and decision uncertainty. Pagkaliwagan et al. (2026) developed SASO Nexus to address fragmented manual processes in student affairs and services, consolidating scheduling, exit interviews, announcements, activity calendars, access control, analytics and reporting into a unified platform. Arquero (2026) similarly proposed a Smart Academic Institutional Management System for Pateros Technological College, while Tejano (2026) developed a knowledge-based admission recommender system using convolutional neural networks for Taguig City University. These studies indicate a strong movement from manual administration toward platform-based institutional management.

Digital transformation also appears as a matter of analytics and trust. Doria (2026) developed a customer-centered satisfaction survey tool for Pangasinan State University using sentiment analysis and prescriptive analytics. Pelayo and Besa (2026) examined the implementation, challenges and customer satisfaction associated with digitalizing local civil registry offices in three cities of Region XII. Aguenza and Alvez (2026) conducted a review of blockchain and cloud-native from the aspect of providing secure and scalable digital education ecosystems, and Aguenza (2026) validated an

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instrument based on the Technology Acceptance Model for MSMEs. All the papers demonstrate that digital transformation is not just a software acquisition process, but a trust, scalability, stakeholder acceptance, real time monitoring, standardization and evidence based decision making process too.

The abstracts are oriented toward AI, highlighting opportunities and risks. Supporting the future of AI in education, Pramis and Gesmundo (2026) explored the issues of AI literacy and ethical awareness among pre-service teachers, highlighting the importance of ethical formation alongside access to tools. Rama and Dequito (2026) examined the perceptions of academic librarians about the use of AI tools, including plagiarism detection and chatbots, noting that professional experience and ethical concerns are both significant aspects of the use of AI. AI's application in health diagnostics is illustrated in Srinivas (2026), who introduced deep learning for the diagnosis of coronary heart disease using iris images. These abstracts show that AI in the conference corpus is not only spread throughout education, libraries, administration and health but also not limited to computer science.

4.2 Educational innovation and learning improvement. The largest group are those relating to education, which indicate a constant interest in gaps in learning, assessment, learner support, curriculum relevance. Hilvano and Mendaño (2026) developed a mobile assisted experimentation approach with Phyphox to enhance the conceptual knowledge of Grade 8 students of pendulum motion, in which the use of the application by the teacher showed the highest level of improvement. Arceño and Mendaño (2026) explored misconceptions and learning experiences of linear motion as the basis of an evidence-based intervention framework. Velasquez (2026) analyzed the content chunking in Disaster Readiness and Risk Reduction for analytical thinking and academic resilience. The importance of structured interventions in science and disaster education to make complex concepts easier to understand was made clear.

There were a number of education abstracts dealing with assessment and competency development. The Aerobic Control Assessment Tool was designed and developed by Mar (2026) based on the ADDIE model, and strategic and discourse competencies of junior high school students were examined as a basis for creating an improved curriculum map by Gutierrez (2026). Roño (2026) investigated the relationship between social-emotional competence and the results of teacher licensure exams, while Reyes et al. (2026) explored the effect of auditing knowledge on the analytical ability of future accountants. These works demonstrate a close linkage between education innovation within the corpus and measurement. Instead of assessment being a last minute administrative chore, the abstracts emphasize assessment as a diagnostic basis for curriculum design and support and professional readiness.

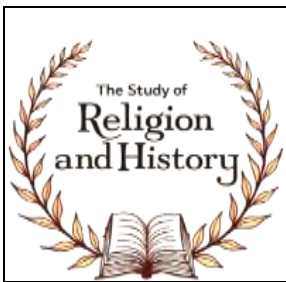
Instructional strategy is another important strand. Hombrebueno et al. (2026) found that mock tour guiding activities were associated with tour guiding competencies and learning satisfaction among tourism management students. Jaquias (2026) examined post-assessment academic coaching strategies for low-performing Grade 5 pupils in mathematics. Daguplo and Lorzano (2026) addressed the no-homework policy and its relationship to mathematical success, independent learning and well-being. Ruiz et al. (2026) proposed interactive story maps to improve concept learning in Araling Panlipunan. Collectively, these abstracts move beyond content delivery toward experiential, remedial, technology-enhanced and learner-sensitive approaches.

4.3 Business, entrepreneurship and market responsiveness. Business-related abstracts show that digital platforms have become central to market behavior, entrepreneurship and sales performance. Ayeras et al. (2026) examined how TikTok advertising strategies influence purchasing behavior among business students, while Gregorio et al. (2026) focused on TikTok marketing and impulse buying decisions among Gen Z. Pajo et al. (2026) analyzed online advertising as a predictor of purchase decisions among College of Education students, and España et al. (2026) examined online presence and cross-promotions as predictors of sales performance among small businesses in Lower Bicutan. The consistent sub-theme in these studies is that digital platforms are more than communication channels—they are behavior environments that impact awareness, intention, impulse, conversion, and sales.

Entrepreneurship and organizational resilience seems to be similarly significant. Santos (2026) applied the narrative inquiry to understand women entrepreneurs' experiences and proposed a model of resilience that focuses on opportunity recognition, family and community support, mentorship, learning and adaptive innovation. The authors of this study, Aribon et al. (2026), analyzed social media exposure and its relationship to business creation amongst students in the Generation Z cohort, and found that exposure to social media was associated with entrepreneurial inspiration and promotion. Juan and Vitug (2026) studied determinants of sustainable growth of cooperatives in Nueva Ecija; Fallarcuna et al. (2026) analyzed the innovation initiatives and profitability of private resorts in Calamba City. These abstracts demonstrate that the concept of business sustainability is not only about profits, but also about resilience, adaptation, learning, institutional systems and contribution to the community.

Organizational capability is also expressed in the form of management and quality frameworks. In Cabactulan (2026), human resource practices and organizational culture were used for the prediction of the total quality management among the cooperative employees. For MSMEs, Aguenza (2026) developed and validated a TAM-based instrument to measure digital technology adoption. Reyes et al. (2026) articulated the relationship between auditing knowledge and analytical skills in accountancy education, which connects business education and training of professional skills. The business cluster thus heavily overlaps with the education and technology sectors. The studies are in the field of market studies, entrepreneurship studies, and organizational studies, focusing on the questions of platform-mediated consumer behavior, resilience and social support, and analytical competence and technology acceptance.

Operational excellence and process optimization (4.4), the industrial engineering cluster is compact yet methodologically sound. It focuses on Lean Six Sigma, value-stream mapping, PFMEA, process capability, and related tools to minimize waste, defects, delays and work that doesn't add value. Herrera and Curbano (2026) studied the final visual inspection at a HDD manufacturing firm and concluded that eliminating the redundant inspection might result in both the reduction of cycle time and manpower if the upstream controls and risk assessment are sufficient to ensure the quality is not impacted. Esmeralda and Curbano (2026) studied the misalignment of placards in an aerospace

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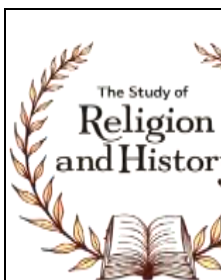
lavatory assembly line, and suggested templates, ergonomic improvements and training for better accuracy and productivity. Belisario and Curbano (2026) used value stream mapping in the manufacturing of laboratory furniture to overcome problem areas and process flows. To decrease procurement lead time, Navales and Curbano (2026) combined Lean Six Sigma with a purchasing-supplier communication system.

The operational-excellence abstracts are important because they make sustainability concrete in the processes. Reducing defects/rework/wait times/inspection and communication delays can be seen as operational sustainability – less resources being lost, faster lead times, better quality, and better employee workflows. The abstracts also reflect the synergy of industrial engineering and DIGITAL TRANSFORMATION. For instance, Navales and Curbano (2026) linked Lean Six Sigma tools to a low code digital system which is built using SharePoint, Power Apps, Power Automate and Power BI. This serves as an example that for the future of manufacturing and procurement, it will be necessary to include both process analytics and digital infrastructure.

4.5 Social sustainability, culture, governance, law and inclusion. The social-science cluster extends the concept of sustainability. In examining cultural identity and historical narratives, Javier et al. (2026) examined selected digitally restored films from Sagip Pelikula. Namoro and Cortes (2026) also suggested to preserve the Philippine jeepney for tourism purposes by representing this as a cultural icon that is being endangered by modernization. The two abstracts demonstrate that sustainability has to do with cultural memory and symbolic identity and heritage continuity, rather than with technical efficiency or economic development.

Other abstracts deal with issues related to justice, vulnerability and social participation. Koirala (2026) investigated mental health knowledge and stigma among the Dalit women of Nepal, emphasizing the impacts of structural disadvantage on both mental health knowledge and reported-intended behaviors. Caday (2026) did a doctrinal study of Philippine jurisprudence on sex work, specifically on the victim-offender binary that stems from the different legal frames. Untong (2026) analyzed youth participation in rido resolution in Maguindanao, where, although they make contributions in the areas of prevention, dialogue and peace-promoting activities, they are still largely not recognized and tolerated. Martin (2026), however, used ARDL modeling to examine the defense burden and security-environment trade-off situation in the Philippines, and provided evidence that military spending does have an environmental impact. In all these studies, the concern and theme of social sustainability is recognition, rights, participation, environmental balance and inclusive governance.

4.6 Health, well-being and human performance. Studies of aerobic control, sports participation and disease detection, and indirectly, studies of mental health stigma and learner well-being, are all directly related to health and well-being. The Lourdes College Aerobic Control Assessment Tool for PE environments developed by Mar (2026) focuses on breathing control, pacing, and movement continuity and recovery. Otero and Nagba (2026) studied the factors associated with sports participation and enjoyment among University workers, associating physical activity with health,

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social interaction and organizational involvement. Srinivas (2026) discussed the use of deep learning to detect the coronary heart disease by analysing the iris, which provides a technological roadmap for early detection. Student well-being was also highlighted in Daguplo and Lorzano (2026) when talking about homework policy. Thus, the health-related abstracts span physical education, workplace health and wellness, AI diagnostics and educational policy.

### 5. Methodological Trends

NCEBTSS2026 is very applied and empirical, as indicated in the methodological distribution. The methodological group that was the most numerous was the quantitative survey design, correlational and predictive design. The designs were found in studies related to marketing, consumer behavior, technology acceptance, organizational practices, learning satisfaction, social-emotional competence, and wellness and business performance (Ayeras et al., 2026; Cabactulan, 2026; Gregorio et al., 2026; Hombrebueno et al., 2026; Juan & Vitug, 2026; Otero & Nagba, 2026). This prevalence is no surprise given the many conference topics that relate to perceptions, competencies, satisfaction, adoption, purchase decisions or predictors that can be measured via questionnaires and statistical associations. Its value is in being broadly applicable and comparably designed; its weakness is apparent at the abstract level that not all designs are longitudinal or experimental, thus difficult to establish causality and long-term effects.

Another significant methodological trend was design-development and system/tool development. The results of these studies were tangible: a student affairs system, an admission recommender system, an academic management system, an aerobic control assessment tool, a sentiment-analysis survey tool, a deep-learning diagnostic model and interactive story maps (Arquero, 2026; Doria, 2026; Mar, 2026; Pagkaliwagan et al., 2026; Ruiz et al., 2026; Srinivas, 2026; Tejano, 2026). This orientation is characterized by the strength of implementation relevance. The abstracts are not just problem identification but the suggestion of some artifacts or tools that institutions could adopt. But for Q1 level manuscript development, these papers would need to include more robust validation techniques, comparisons with existing systems, user experience testing, and scalability analysis and follow-up monitoring post-deployment.

Where meaning, experience and social positioning were at the heart of the design, qualitative and interpretive designs were used. In his study, Santos (2026) developed a model of women's entrepreneurial resilience through narrative inquiry. Rama and Dequito (2026) investigated academic librarians' experiences of AI tools using phenomenology. Using a qualitative descriptive inquiry, Untong (2026) investigated youth participation in rido resolution. Doctrinal analysis was used for analyzing the legal constructions of sex work by Caday (2026) and by Javier et al. (2026) the qualitative film analysis was used to interpret cultural identity in the digitally restored films. These designs expand the corpus by providing examples that demonstrate a non-numerical relationship between elements of the problem is not a requirement for a conference problem. They also include the interpretive depth to understanding ethics, identity, stigma, resilience, culture and law.

Operational-excellence studies represent another type of methodological rigor, process evidence. Lean Six Sigma, value-stream mapping, PFMEA, time-motion analysis and root-cause analysis, process capability are tools used to diagnose inefficiencies and validate improvement (Belisario &

Curbano, 2026; Esmeralda & Curbano, 2026; Herrera & Curbano, 2026; Navales & Curbano, 2026). The following methods bring problems in the operation to light with the help of process maps, defect patterns, cycle times and risk analysis. The importance of them is that they bring sustainability down to a concrete level of waste reduction and quality improvement.

From among the 30 abstracts that were selected, one was selected and coded as a systematic review, namely, Aguenza and Alvez' (2026) systematic review of blockchain and cloud-native architectures in digital education ecosystems, coded using the PRISMA framework. Only one was coded as econometric/time-series modeling: Martin's (2026) ARDL analysis of defense expenditure, GDP and carbon dioxide emissions. One was coded as being primarily conceptual: Namoro and Cortes's (2026) idea to save the Philippine jeepneys through tourism. This distribution suggests that more articles on evidence syntheses, theory-building, and more comparative policy analyses and integrative reviews could be encouraged in future NCEBTSS conferences. This type of activity would facilitate integration of the numerous case studies into more general discussions of concepts and methodology.

**Table 2:** Dominant methodological orientations represented in the reviewed abstracts


Dominant methodological orientation	n	Abstract numbers	Interpretive note
Quantitative survey, correlational or predictive study	15	11, 13, 14, 15, 20, 22, 26, 29, 30, 32, 46, 56, 61, 62, 67	Dominant pattern in marketing, organizational, education and well-being studies.
Design-development, system development, tool development or model development	7	18, 27, 28, 45, 47, 51, 68	Includes software systems, AI/deep learning models, analytics tools and assessment instruments.
Qualitative, narrative, phenomenological, documentary or doctrinal analysis	6	05, 10, 37, 57, 58, 66	Used for culture, communication, AI-library experience, jurisprudence, entrepreneurship narratives and peacebuilding.
Lean Six Sigma, value-stream mapping or process optimization	4	23, 36, 49, 50	Applied to aerospace, HDD manufacturing, procurement and laboratory furniture

			production.
Quasi-experimental, intervention or diagnostic educational study	4	04, 31, 41, 43	Used to evaluate or build interventions for science, mathematics and disaster-readiness learning.
Program/policy evaluation or descriptive applied assessment	4	19, 48, 54, 59	Used in education policy, digital civil registry implementation, science program evaluation and curriculum mapping.
Systematic review	1	03	PRISMA-based review of blockchain and cloud-native architecture in digital education.
Econometric/time-series modeling	1	06	ARDL modeling of defense expenditure, GDP and carbon emissions.
Conceptual proposal	1	53	Conceptual cultural tourism proposal for preserving Philippine jeepneys.

Note. Methodological orientation reflects the dominant design stated or clearly implied in the abstract. Several papers combine approaches; the coding is intended for corpus-level synthesis rather than methodological judgment of full manuscripts.

### 6. Discussion: Toward a Transdisciplinary Conference Knowledge Agenda

Altogether, the abstracts submitted to the NCEBTSS2026 make a practical theory of transdisciplinary innovation: local problems exist as measurable gaps, opportunities for interventions, digital systems, process improvements, or social frameworks. The theme of the conference is thus not just for show. Its visibility is in the connection between disciplines which is used to solve a situated problem. Student affairs, admissions, academic management, procurement and satisfaction surveys are developed using digital systems. Studies in education merge pedagogical, assessment, psychological, technological and curricular aspects. Business studies relate digital platforms to the behaviours of consumers and entrepreneurs. Social science studies include issues of cultural identity, law, peace

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and stigma. The aim of industrial engineering studies is to aim for quality and reduction of time and waste.

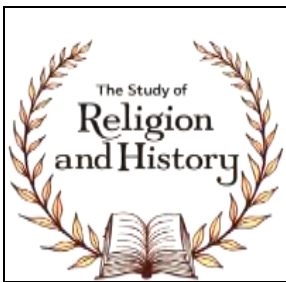
A first major trend is the normalization of digital transformation. The abstracts show that digitalization is no longer treated as a future possibility; it is treated as an institutional necessity. Manual and fragmented processes are framed as sources of delay, poor coordination, weak analytics and user dissatisfaction. Digital platforms, AI tools, recommender systems, low-code applications, dashboards, sentiment analysis and cloud-native architectures are presented as mechanisms for efficiency, transparency and informed decision-making (Aguenza & Alvez, 2026; Doria, 2026; Navales & Curbano, 2026; Pagkaliwagan et al., 2026). However, the abstracts also imply that digital transformation requires more than technical development. AI literacy, ethical awareness, user acceptance, librarians' perceptions and customer satisfaction all show that human adoption is central to technological success (Aguenza, 2026; Pramis & Gesmundo, 2026; Rama & Dequito, 2026).

A second trend is the movement from generalized educational concern to targeted learning intervention. The education abstracts rarely stop at saying that students have difficulties. They identify specific learning problems: misconceptions in motion, analytical difficulty in disaster readiness, mathematics gaps among low-performing pupils, competencies in communication or tourism, and licensure examination predictors. They then propose or evaluate focused interventions such as Phypnox-assisted experimentation, content chunking, post-assessment coaching, mock tour guiding, curriculum maps and interactive story maps (Arceño & Mendaño, 2026; Hilvano & Mendaño, 2026; Hombrebueno et al., 2026; Jaquias, 2026; Ruiz et al., 2026; Velasquez, 2026). This trend is important because it positions education research as design-oriented and evidence-responsive.

A third trend is the platformization of business and entrepreneurship. Marketing and entrepreneurship abstracts repeatedly identify online presence, TikTok advertising, social media exposure, cross-promotions and online advertising as drivers of purchasing decisions, impulse buying, business creation and sales performance (Aribon et al., 2026; Ayeras et al., 2026; España et al., 2026; Gregorio et al., 2026; Pajo et al., 2026). The studies indicate that what matters for small businesses, and for student entrepreneurs, is the visibility of their content, as well as the credibility of the algorithm and influencers, and their online engagement. However, the corpus also has a certain level of resilience and organizational capability alongside platform enthusiasm. Thus, mentorship, learning, institutional systems and adaptive strategies are important for women entrepreneurs' sustainable growth and innovation in the resort industry, rather than digital exposure alone (Fallarcuna et al., 2026; Juan & Vitug, 2026; Santos, 2026).

A fourth trend is the way that sustainability is being made operational in terms of efficiency and quality. Lean Six Sigma abstracts don't normally refer to the general sustainability language, but the logic follows the tenets of sustainable operations: eliminate defects, eliminate waste, improve flow, reduce costs, shorten lead time and maintain quality.

In this sense, sustainability is enacted through process discipline (Belisario & Curbano, 2026; Esmeralda & Curbano, 2026; Herrera & Curbano, 2026; Navales & Curbano, 2026). This is a useful

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corrective to purely rhetorical sustainability claims. It shows that sustainability can be measured through cycle time, rework, waiting, risk, process capability and manpower utilization.

A fifth trend is the broadening of social sustainability. The social-science abstracts make clear that a sustainable and digital future must also address culture, stigma, law, peace and environmental trade-offs. Cultural preservation appears in studies of restored films and jeepney tourism; legal recognition appears in the doctrinal analysis of sex work; inclusive participation appears in youth peacebuilding; and environmental trade-offs appear in the defense expenditure study (Caday, 2026; Javier et al., 2026; Martin, 2026; Namoro & Cortes, 2026; Untong, 2026). This cluster prevents the review from reducing transdisciplinary innovation to technology or business growth. It insists that sustainability also involves identity, justice, voice and the consequences of policy choices.

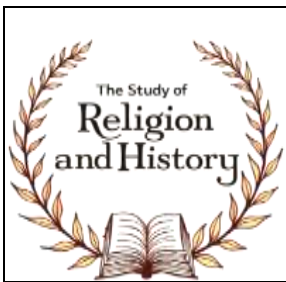
From these trends, a transdisciplinary model can be inferred. At the input level, the abstracts begin with local problems: learning gaps, manual systems, delayed procurement, market uncertainty, stigma, cultural erosion, legal tension or health risk. At the process level, they use disciplinary and hybrid methods: surveys, experiments, system development, Lean Six Sigma, qualitative inquiry, doctrinal analysis, econometrics and review. At the output level, they produce artifacts: systems, tools, models, curriculum maps, frameworks, proposals and policy insights. At the impact level, they aim for improved learning, institutional efficiency, business performance, social inclusion, cultural continuity, health, peace and sustainability. This input-process-output-impact logic is the core knowledge architecture of the NCEBTSS2026 corpus.

### **7. Gaps and Future Research Directions**

The first gap is theoretical integration. There are several abstracts that are very practical in nature, but the ones that explicitly highlight theory (other than those included in selected examples like the Technology Acceptance Model, Kolb's Experiential Learning Theory, Cognitive Load Theory and econometric hypotheses by Aguenza, 2026; Daguplo & Lorzano, 2026; Hombrebueno et al., 2026; Martin, 2026), are fewer. Authors may enhance their manuscripts for publication in the Journal by demonstrating not only that something works but why it works and how it advances or questions current ideas in its discipline. Theory need not be intended to supplant the local relevance, but it can make local findings transferable.

The second gap is the evidence of a longitudinal nature. Majority of abstracts provide cross sectional surveys, single-cycle interventions, tool development or immediate evaluation. In a way, these designs can be used in a conference presentation, but if real change is to be brought about, follow up is necessary. Examples of digital systems should be evaluated following institutionalization; learning interventions and retention and transfer should be tracked; entrepreneurship resilience should be evaluated throughout business cycles; and Lean Six Sigma improvements should be followed post-control stage implementation. Longitudinal designs would add support to inferences on sustainability and institutional impact.

The third gap is the comparative and multi-site evidence. Various studies are carried out at one institution, one city, one college, one production line, one participant group etc. This is a local focus which is useful, but cross case comparison would enhance generalizability. For example, if a study on Tiktok marketing was conducted, it could involve comparisons between disciplines, campuses or

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consumer segments; for academic management systems, testing could be conducted across multiple local colleges and for science learning interventions, testing across various schools with different levels of resources. Comparative work would also aid in determining which findings would be context-specific and which could be transferred.

Equity-sensitive measurement is the fourth gap. There are also a few abstracts that specifically discuss inclusion, including those on Dalit women, sex work jurisprudence, youth peacebuilding and women entrepreneurs (Koirala, 2026; Caday, 2026; Santos, 2026; Untong, 2026). But there are also many business, abstract, and educational abstracts that would be useful to have explicit equity indicators for. While digital transformation can enhance efficiency, it can also create access disparities. For businesses with digital expertise, online marketing can be advantageous, while for others it can be detrimental. Learning technologies can help to strengthen conceptual learning, but require teacher guidance, device access and digital literacy. Future studies should thus take into account equity, accessibility and ethics as a regular assessment of the study.

The fifth gap is in the use of ecological sustainability metrics. The theme of the conference is sustainable future, and the conference paper of Martin (2026) directly analyzes the CO<sub>2</sub> emissions and their relation to military spending. Operational-excellence studies are related indirectly to resource efficiency and cultural studies to heritage sustainability. However, there are only a few abstracts that explicitly quantify environmental impact beyond the defense-environment study. In future studies for the conference, the topic of carbon footprint, energy consumption, material waste, the circular economy, sustainable procurement or environmental literacy could be included in technology, business and operations research. This would allow the sustainability agenda to be better measurable.

There is a perceived reporting gap in the abstracts as well. Some abstracts give a detailed description of the sample size, statistical methods and/or validation evidence, but others give a more general description such as study objectives and implications. Authors are encouraged to standardise the reporting of sample characteristics, instruments, analytic procedures, validation results and limitations when preparing their journal. This would not lead to the "de-creativisation" of creativity, but it would create more comparable and evaluable diversity of transdisciplinary studies. It will also enhance the trust of pipelines from conference to journal because of the clear proof that backs practical innovations.

The sixth gap refers to integration across clusters. The abstracts are transdisciplinary in nature, but numerous of the studies are still largely local. The following are potential combinations of clusters that could be researched in the future: AI ethics and business marketing, Lean Six Sigma and educational administration, cultural analytics and heritage tourism, digital platforms and cooperative sustainability, and peace education and interactive story maps. These didactic designs would more completely realize a theme of the conference: Crossing disciplines.

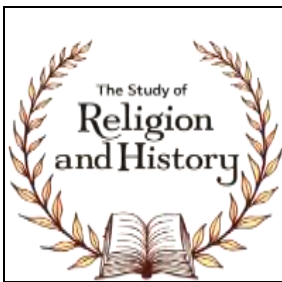
**Table 3:** Cross-cutting contributions and publication-development directions

Cross-cutting agenda	Contribution visible in abstracts	Direction for stronger journal development
Digital transformation	Institutional platforms, AI tools, analytics dashboards, recommender systems and digital public services	Add post-implementation evaluation, cybersecurity/data governance, interoperability and user adoption evidence.
Education innovation	Mobile-assisted learning, diagnostic interventions, content chunking, coaching, experiential learning and curriculum mapping	Report effect sizes, fidelity, equity of access, retention and transfer across cohorts or schools.
Business and entrepreneurship	Platform marketing, online presence, resilience, cooperative sustainability and hospitality innovation	Connect local findings to theory, compare market segments and examine long-term business outcomes.
Operational excellence	Cycle-time reduction, process visibility, defect reduction, procurement improvement and waste elimination	Include control-phase monitoring, cost-benefit analysis, human factors and environmental efficiency metrics.
Social sustainability	Cultural preservation, legal recognition, youth peacebuilding, mental health literacy and environmental policy trade-offs	Strengthen participatory approaches, policy translation, intersectional analysis and rights-based evaluation.

### 8. Implications

The review indicates that among the papers that would be suitable for journal development, those that do not have a clear problem, the scientific method is not justified, and there are measurable outcomes and a contribution that can be transferred to other sciences are the strongest. There should be a shift in system-development papers to focus on adoption, interoperability, security, scalability and longitudinal performance, rather than usability ratings. Effect sizes, retention, fidelity and learning diversity should be reported in education-intervention papers. Business and marketing papers to link up the behavior of a platform with theory-to ethics-to long-term entrepreneurial outcomes. In qualitative papers, the conceptual contribution should be enhanced by developing the local account(s) in relation to a wider conceptual framework such as that of resilience, identity, justice or participation.

The abstracts suggest that digital transformation is a process of organizational change (not software buying). The introduction of any of these systems and services has ramifications for changes to

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workflow, roles and responsibilities, data governance and user experience (Arquero, 2026; Doria, 2026; Pagkaliwagan et al., 2026; Pelayo & Besa, 2026; Tejano, 2026). Therefore, institutions implementing this type of systems should invest in training, consultation with stakeholders, ethical guidelines, data protection and evaluation after the system has been implemented.

Educators will appreciate the review's emphasis on careful, specific interventions based on evidence. The abstracts back approaches that bring about active learning, structured learning, experiential learning and learning to meet diagnosed gaps. Mobile-assisted experimentation is most effective with teacher guidance, academic coaching is targeted to low performance after assessment, content chunking helps students deal with complexity, mock tour guiding is a link between experiential learning and professional competence, and interactive story maps are visual and spatial representations of information to support social studies learning (Hilvano & Mendaño, 2026; Hombrebueno et al., 2026; Jaquias, 2026; Ruiz et al., 2026; Velasquez, 2026).

The corpus indicates that the promotion of common abstract reporting standards can help strengthen transdisciplinary research for policy makers and conference organizers. This may request explicit statements of research design, sample, instruments, analysis, key results, limitations and SDG alignment in future abstract books. This will help to enhance the quality of the review work conducted in the conferences later on and facilitate the identification of high-impact studies for publication support. Organizers may also design thematic panels with a specific focus on the interconnections between technology and education, and between technology and business and/or social sustainability instead of organizing papers according to general disciplines.

### **9. Limitations**

There are several caveats to this review. First, it is only based on abstracts and not full papers. So the methodological quality, the statistic validity of the report, reliability of the instrument beyond the reported value, the ethical review, detailed limitations and complete findings could not be evaluated independently. Secondly, the thematic coding is interpretive. Some of the papers may be considered as belonging to more than one abstract/cluster. For instance, a digital procurement system is an operations paper and an AI literacy pre-service teachers is an education paper and an AI ethics paper, and interactive story maps are both instructional and digital. Third, there was no external literature consulted as it was decided not to go into literature but only the attached abstracts and references. This makes the paper more faithful to the conference corpus than it is to the broader research trends, and reduces comparability to the broad research trends. Fourth, author credentials and institutional contexts and full discussion of the presentations were not analyzed. Lastly, the findings are presented as a thematic profile of NCEBTSS2026 and are not intended to be a broad representation of all education related research, nor are they a map of education, business, technology and social sciences research in general.

### **10. Conclusion**

The NCEBTSS2026 abstract corpus is a rich and coherent picture of transdisciplinary applied research. The 43 abstracts covered issues in education, business, technology, social sciences, operations, health and culture, using a variety of research approaches such as surveys, experiments, system development, Lean Six Sigma, qualitative inquiry, econometrics, doctrinal analysis and

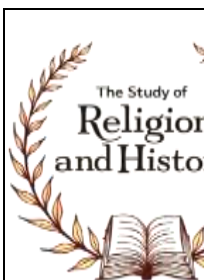
systematic review. The most connected theme is problem-driven innovation, as abstracts start with a local challenge and end with concrete products like digital platforms, intervention frameworks, assessment tools, business development frameworks, resilience models, policy insights and process improvements.

A major but not stand-alone theme is digital transformation. It has overlaps with institutional administration and education ecosystems, civil registry, marketing, customer satisfaction, AI ethics, and library practice and health detection. Another aspect of sustainability is also discovered as multi-dimensional. It encompasses learning quality, efficiency, business resilience, cooperative growth, cultural preservation, mental health literacy, peacebuilding, legal recognition and environmental trade-offs. The conference, therefore, confirms that a sustainable and digital future is not possible without the collaboration of the different disciplines. It needs the efforts of teachers, technologists, managers, engineers, social scientists, legal scholars, health researchers and community actors.

The abstracts offer a focus for progress of the development at the journal level: improved theoretical grounding, longitudinal testing, comparative studies, and consideration of equity issues in evaluation, environmental measures that are more explicit and more thematic integration. If they are followed, the NCEBTSS2026 papers can serve as stand-alone studies as well as as a whole research agenda for transdisciplinary innovation for sustainable and digital futures.

**Table 4:** Details of Paper IDs, Titles, Authors and their Affiliation.

S r. #	PAPER ID	TITLE	AUT HOR S	INSTI TUTIO N
1	<b>NCEB TSS202 6-03</b>	Blockchain and Cloud-Native Architectures in Digital Education Ecosystems: A PRISMA-Based Review of Security and Scalability Solutions	Benjamin B. Aguenza and Reynaldo G. Alvez	Taguig City University
2	<b>NCEB TSS202 6-04</b>	Conceptual Understanding of Grade 8 Students in Pendulum Motion Using Physical Phone Experiments (Phyphox) Application	Carlo A. Hilvano and Dr. Rezy V. Mendaño	Catbalogan National Comprehensive High School

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3	<b>NCEB TSS202 6-05</b>	Cultural Identity on Screen: Analysis of Selected Digitally Restored Films from Sagip Pelikula	Merwin D. Javier, Allysa Dimapilis, Trisha Diña, Nicole Lorenzo, and Lucy Mae Remigio	Batangas State University
4	<b>NCEB TSS202 6-06</b>	Defense Burden and Security-Environment Trade-Off in the Philippines: Evidence from the ARDL Bounds Approach	Neil Patrick John M. Martin	De La Salle University and Manila Tytana Colleges
5	<b>NCEB TSS202 6-10</b>	Exploring the Communicative Experiences of Pre-service Exchange Students in Southeast Asia: Towards an Adaptive Communication Model	Shiena Marie M. Mojeca and Melchor Cayabay	Lyceum - Northwestern University
6	<b>NCEB TSS202 6-11</b>	From Clicks to Customers: The Influence of Online Presence and Cross-Promotions on Sales Performance of Small Businesses in Lower Bicutan, Taguig City	Crystel Jan P. Española, Janea	The Fisher Valley College



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			Zandri e D. Bagon za, Dione veive D. Sablay , Kim Caryle A. Gonza ga, and John Thom pson M. Nueva	
7	<b>NCEB TSS202 6-13</b>	Human Resource Practices and Organizational Culture as Predictors of Total Quality Management Practices Among Cooperative Employees	Jaiase nt G. Cabact ulan	Univers ity of Mindan ao Tagum College
8	<b>NCEB TSS202 6-14</b>	Influence of Mock Tour Guiding Activity on the Tour Guiding Competencies and Learning Satisfaction of Tourism Management Students	Gideo n D. Homb rebuen o Jr., Dr. Christi an D. Tongk o, and Marlo D. Resan o	Taguig City Univers ity

9	<b>NCEB TSS202 6-15</b>	Influence of TikTok Advertising Strategies on the Purchasing Behavior of 3rd Year CBAA Students at The Fisher Valley College Inc.	Mona Cris Ayeras, Mary Joy Dence, Cristy S. Ibera, Imee Ocila, and Cathryn Paman	The Fisher Valley college, Inc.
11	<b>NCEB TSS202 6-18</b>	Knowledge-Based Admission Recommender System for Taguig City University using Convolutional Neural Network	Mary Ann M. Tejano	Taguig City University
13	<b>NCEB TSS202 6-19</b>	Maximizing Students' Mathematical Success, Independent Learning, and Well-Being through "No-Homework Policy"	Marvin S. Daguplo and Eva Marie A. Lorzano	Southern Leyte State University - Tomas Oppus
14	<b>NCEB TSS202 6-20</b>	Online Advertising as a Predictor of COE Students' Purchase Decisions at The Fisher Valley College	John Carlo Pajo, Kian Russel Paat, Jannah Delprado,	The Fisher Valley College Inc.

			Missy Merry Satura y, and Ahron Jedrick Bution g	
1 5	<b>NCEB TSS202 6-22</b>	PRE-SERVICE TEACHERS' AI LITERACY AND ETHICAL AWARENESS: THE CASE OF SPC	Eloisa J. Pramis and Dr. Joseph Christian P. Gesmundo	San Pablo Colleges
1 6	<b>NCEB TSS202 6-23</b>	Productivity Improvement of Final Visual Inspection at Washing area using Lean Six Sigma at an HDD Manufacturing Company	Julio Victor G. Herrera and Dr. Ryan Curbano	Lyceum of the Philippines University - Laguna
1 7	<b>NCEB TSS202 6-26</b>	Psychometric Validation of a Technology Acceptance Model-Based Instrument for Digital Technology Adoption among MSMEs in Taguig City	Benjamin B. Aguenza	Taguig City University
1 8	<b>NCEB TSS202 6-27</b>	SASO Nexus: A Web-Based Information System for the Student Affairs and Services Office at San Pablo Colleges	Mark Jeus M. Pagkalinagan and Andy	San Pablo Colleges



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			Tan Jr., Joann Lopez	
19	<b>NCEB TSS202 6-28</b>	Smart Academic Institutional Management System For Pateros Technological College	Sofia V. Arque ro	Taguig City University
20	<b>NCEB TSS202 6-29</b>	Social Media Exposure and Its Influence on Business Creation among Generation Z Students at The Fisher Valley College Inc.	Greggory Mharc Aribon, Gih Mat Beria, Greggory Mharc Aribon, Jhan Raydin Caniero, Nhiel Molina, and John Miguel Leono	The Fisher Valley College Inc.
21	<b>NCEB TSS202 6-30</b>	Social-Emotional Competence as a Predictor for the Licensure Examination for Teachers Results	Kyle Aris Dayvid D. Roño	San Pablo Colleges



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2 2	<b>NCEB TSS202 6-31</b>	Students' Misconceptions and Learning Experiences in Linear Motion: Basis for an Evidence-Based Intervention Framework	Hanna h B. Arceñ o and Rezy Menda ño	Wright Nationa l High School
2 3	<b>NCEB TSS202 6-32</b>	The Influence of TikTok Marketing on Impulse Buying Decision Among Gen Z in The Fisher Valley College	Mary Christ y G. Grego rio, Jennet te P. Arseni o, Gwen Ysabel le P. Mende z, and Mervi e Joy M. Moral es	The Fisher Valley College (Institut ional Affiliati on)
2 4	<b>NCEB TSS202 6-36</b>	A Lean Six Sigma Based Quality Improvement to Eliminate Misalignment in Placard Attachment within the Lavatory Assembly Line in a Manufacturing Industry	Jeffers on O. Esmer alda and Ryan Jeffrey Curba no	Lyceu m of the Philippi nes Univers ity - Laguna
2 5	<b>NCEB TSS202 6-37</b>	AI Technology in the Academic Library: The Perception of Academic Librarians Based on Their Experience with AI Technology	Jayson O. Rama and	Univers ity of Mindan ao,



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			Estela R. Dequito	Professional School
26	<b>NCEB TSS202 6-41</b>	Bridging the Learning Gaps through Post-Assessment Academic Coaching Strategies in Low Performing Pupils	Mark Anthony A. Jaquias	Abra State Institute of Sciences and Technology
27	<b>NCEB TSS202 6-43</b>	Content Chunking of Selected Topics in Disaster Readiness Risk Reduction on Students' Analytical Thinking and Academic Resilience	Jalaine R. Velasquez, LPT, MAT	La Salle College Antipolo
28	<b>NCEB TSS202 6-45</b>	Development and Validation of a Test for Aerobic Control	Cherry Mar	Lourdes College, Inc.
29	<b>NCEB TSS202 6-46</b>	Enjoying The Game: Uncovering Predictors Of Sports Participation And Enjoyment Among University Employees	Odette D. Otero and Junah Lacason Nagba	Mindanao State University - Iligan Institute of Technology
30	<b>NCEB TSS202 6-47</b>	Identification of Coronary Heart Disease through Iris using Deep Learning	Dr. PH ANI SRINI VAS. K Dean R&D	Rajamahendri Institute of Engineering and



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				Techno logy
3 1	<b>NCEB TSS202 6-48</b>	Implementation, Challenges, and Customer Satisfaction of Digitalizing Local Civil Registry Offices in the Three Cities (GenKorKid) of Region XII	Marlene C. Pelayo, PhD and Adonis S. Besa, PhD	Sultan Kudarat State University, ACCESS, EJC Montilla, Tacurong City
3 2	<b>NCEB TSS202 6-49</b>	Improvement of Process Flow and Bottleneck Analysis at Laboratory Furniture Manufacturing Through Value Stream Mapping	Bong B. Belisario and Ryan Jeffrey Curbanono	Lyceum of the Philippines University-Laguna
3 3	<b>NCEB TSS202 6-50</b>	Optimizing Procurement Lead Time Using Lean Six Sigma Approach Through the Design and Development of Purchasing and Supplier Communication System	Joanna Cyrelle L. Navalles and Ryan Jeffrey Curbanono	Lyceum of the Philippines University-Laguna
3 4	<b>NCEB TSS202 6-51</b>	Pangasinan State University Customer-Centered Satisfaction Survey Tool Applying Sentiment Analysis and Prescriptive Analytics	Jb Ortiz Doria	Pangasinan State University Asinga



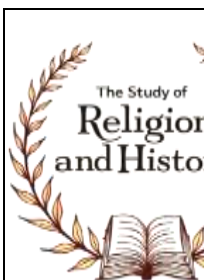
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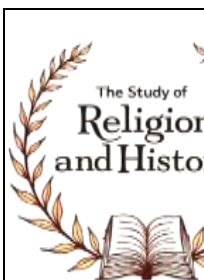
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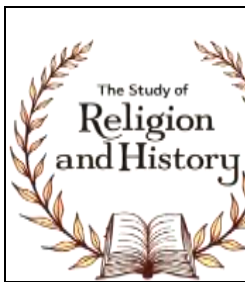
				n Campu s
3 5	<b>NCEB TSS202 6-53</b>	Preserving our Culture: A Proposed Concept of Saving Philippine Jeepneys for Tourism	Dr. Leslie Amor Namor o and Mary Jane Cortes	NU Fairvie w
3 6	<b>NCEB TSS202 6-54</b>	SCIENCE ENHANCEMENT PROGRAM OF AGUSAN DEL SUR NATIONAL SCIENCE HIGH SCHOOL: PROBLEMS AND PROSPECTS	WILA ME N. PARA CALE and JOVE NAL V. DELA CRUZ JR.	AGUS AN DEL SUR STATE UNIVE RSITY
3 7	<b>NCEB TSS202 6-56</b>	Silenced Minds, Stigmatized Lives: Mental Health Literacy and Stigma among Dalit Women in Nepal	ASMI TA KOIR ALA	Tribhuv an Univers ity
3 8	<b>NCEB TSS202 6-57</b>	Situated Agency Beyond the Lens of Victim–Offender Binary: A Doctrinal Analysis of Sex Work in Philippine Jurisprudence	Dinn Glea Marie B. Caday	Notre Dame of Marbel Univers ity
3 9	<b>NCEB TSS202 6-58</b>	Stories of Resilience: A Narrative Inquiry Into Women Entrepreneurs Experiences	Marivi c C. Santos	Central Philippi ne Univers ity

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4 0	<b>NCEB TSS202 6-59</b>	Strategic and Discourse Competencies of Junior High School Students: Cornerstone for a Proposed Enhanced Curriculum Map	Giann e Audre y T. Gutier rez	San Pablo College s
4 1	<b>NCEB TSS202 6-61</b>	The Business Innovation Initiatives and Profitability of Private Resorts in Calamba City: Basis for Hospitality Business Development Framework	Kim O. Fallarc una, MBA, LPT, Joey M. Berja, Milgar os Lopres , and Manue la Ganad en	Olivare z College
4 2	<b>NCEB TSS202 6-62</b>	The Influence of Auditing Knowledge on the Analytical Skills of Bachelor of Science in Accountancy Students	Prince ss Kayce e D. Reyes, Hanna h Bonar es, Prince ss Jade Perez, and Rean Mae	The Fisher Valley College Inc.

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4 3	<b>NCEB TSS202 6-66</b>	Youth as Peace Actors: Mapping Their Participation in Rido Resolution Across the Maguindanao Provinces, BARMM	Laniel Ryan P. Unton g	Minda ao State Univers ity - Maguin danao
4 4	<b>NCEB TSS202 6-67</b>	Beyond Diversification: Determinants of Sustainable Growth Among Cooperatives in Nueva Ecija, Philippines	Jayson G. Juan and Edgell y G. Vitug,	Nueva Ecija Univers ity of Science and Techno logy
4 5	<b>NCEB TSS202 6-68</b>	Interactive Story Maps in Reverberating Learning Concepts in Araling Panlipunan 6 and 7	Lunin gning E. Ruiz, Katr ina R. Magta nong, Ryan R. Pecso n, Bryan M. Floro, Job D. Paguio , and Lourd es S. Santos	Tanato Integrat ed School and Bataan Peninsu la State Univers ity

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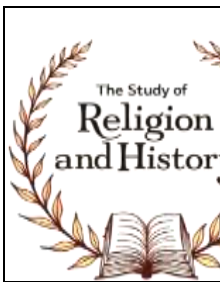
**Table 5:** Links Detail

Detail	Links
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<b>Grading Sheet for Best Abstract Competition</b>	<a href="https://docs.google.com/spreadsheets/d/1ILSAFY2_0UtyvE0DQAGx_e0y0N_P8N3xP9DIljhBAs/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1ILSAFY2_0UtyvE0DQAGx_e0y0N_P8N3xP9DIljhBAs/edit?usp=sharing</a>
<b>Grading Sheet for Best Presenter Competition</b>	<a href="https://docs.google.com/spreadsheets/d/1iK5rmj745jSI-uP1xUvXazcdrly7NSrRljGq8AcgsT0/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1iK5rmj745jSI-uP1xUvXazcdrly7NSrRljGq8AcgsT0/edit?usp=sharing</a>
<b>LIST OF ABSTRACTS</b>	<a href="https://docs.google.com/document/d/1NYESsGP4kheQebyqyn3Y2aTWRhBYp5p5SiQLDsmQVY8/edit?usp=sharing">https://docs.google.com/document/d/1NYESsGP4kheQebyqyn3Y2aTWRhBYp5p5SiQLDsmQVY8/edit?usp=sharing</a>
<b>LIST OF PAPER PRESENTATIONS</b>	<a href="https://docs.google.com/document/d/1epBWib8CuGxe7R8NsU4ZELETqnCZequru82Ycf906V0/edit?usp=sharing">https://docs.google.com/document/d/1epBWib8CuGxe7R8NsU4ZELETqnCZequru82Ycf906V0/edit?usp=sharing</a>
<b>GUIDELINES FOR MODERATORS</b>	<a href="https://docs.google.com/document/d/1PeIIYX_ur1FNJpVcb9w7C8sptOXMz4t3BSwyU-N1M/edit?usp=sharing">https://docs.google.com/document/d/1PeIIYX_ur1FNJpVcb9w7C8sptOXMz4t3BSwyU-N1M/edit?usp=sharing</a>
<b>CONFERENCE PROGRAM</b>	<a href="https://drive.google.com/file/d/17kNoPwWQtzUBp-PRfbkn9rMsqezAUZQj/view?usp=sharing">https://drive.google.com/file/d/17kNoPwWQtzUBp-PRfbkn9rMsqezAUZQj/view?usp=sharing</a>

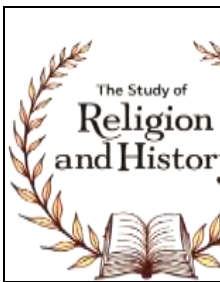
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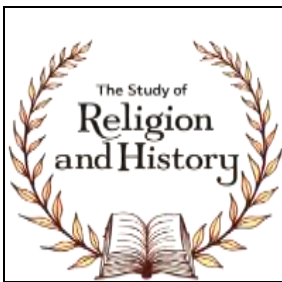
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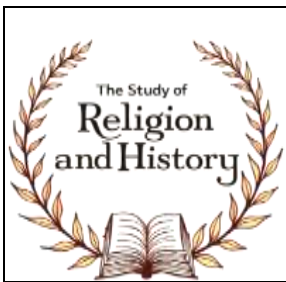
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