22nd AIIAS International Conference
On Business, Education, and Public Health

EMPOWERING PEOPLE FOR A BETTER NORMAL

November 16-18, 2021
7:45 am-12:30 pm (Manila Time)

Virtually hosted by the Adventist International Institute of Advanced Studies (AIIAS)

22nd AIIAS INTERNATIONAL CONFERENCE ON BUSINESS, EDUCATION, AND PUBLIC HEALTH

CONFERENCE PROGRAM

THEME

Empowering People for a Better Normal

Date: November 16-18, 2021 (Virtual)
Conference Website: https://www.aiias-iconference.org/
Contact: iconference@aiias.edu

AIIAS International Conference (iConference)
hosted by the Graduate School of the
Adventist International Institute of Advanced Studies
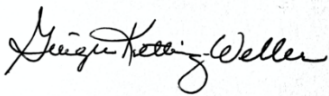www.aiias.edu

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Message from the
AIIAS PRESIDENT

A warm welcome on behalf of AIIAS to all attendees at the 2021 iConference, focusing on *Empowering People for a Better Normal*.

According to Merriam-Webster.com, the word "empower" means "to promote the self-actualization or influence of." In a time of pandemic restrictions, fear and unease, it's a breath-taking endeavor to assume that we can bring together research and scholarly thought to inform and influence for the express purpose of helping others to fully realize their potential (empowering people for a better normal). It's not just a breath-taking endeavor; it's a hopeful one. People can and do thrive even in the midst of limitations and hardship, in the midst of changing contexts and perspectives.

In focusing on this theme, there is no doubt that the AIIAS iConference will be a stimulating and enlightening event for presenters and attendees alike. We celebrate the focus on student and faculty research here at AIIAS and enjoy our collaborations with the wider scholarly community. We are grateful for the marvels of technology which allow us anyone in the world to access the iConference. I know from personal experience that you will be enlivened by a notable speaker lineup, the presentations, and the discussions that will take place.

Again, welcome!

Ginger Ketting-Weller
President, Adventist International Institute of Advanced Studies

Message from the
AIIAS VP ACADEMIC ADMINISTRATION

Dear delegates,

Welcome to the 22nd AIIAS International Conference scheduled for November 16–18, 2021. The conference theme *Empowering People for a Better Normal* is fitting and appropriate for the times we are living in. Along with other sectors, education has to go through major changes. The talk then was all about the *new normal* and how to deal with the situation of the time.

Now, it is time we talk about the *better normal*. Hopefully, we will be moving into a face-to-face teaching environment soon. However, how can we integrate into the classroom what we have learned during the pandemic in the area of teaching and learning, health management, and the business world? Can the mode of knowledge management during the pandemic be integrated into or combined with the face-to-face mode? If so, the question pops up as to how can we empower people to do just that and make it a better normal?

Some suggestions could be that administrators and teachers have certain structures in place such as teacher collaboration, teacher cluster approach, free flow of communication, teachers sharing resources and approaches that work for them, IT availability, and administrative support. Research presentations, related to the theme, will help us get a glimpse of a better tomorrow. Your presentations and presence will surely add value to this research conference.

Welcome once again.

Samuel Gaikwad, PhD
Vice President for Academic Administration
Adventist International Institute of Advanced Studies

Message from
AIIAS GRADUATE SCHOOL DEAN

Greetings and welcome to the 22nd AIIAS Graduate School International Conference. The theme of the conference this year is "Empowering People for a Better Normal".

Research helps develop curricula and course content, contributes to the institution's intellectual climate, and elevates the academic reputation of the university. But to what extent have our research and other scholarly contributions actually advanced management, theory, practice, and/or education? I think the answer is a lot.

We decided to explore the question of research on preparing our institutions for a better normal while preparing for this 22nd International Conference. The result was reassuring, and, more importantly, the process helped us better understand and articulate what we expect to achieve from our research as a tertiary institution. The exercise helped us think strategically about how research contributes to our mission and fits into the full range of activities we engage in.

Our effort was motivated by the belief that, in the future, higher education will have to be more strategic about their research investments and more explicit about assessing the return—not because the government will require it or for the sake of accreditation, but because stakeholders are starting to demand it due to a pandemic that has changed the work environment. Every higher education must prepare for this change. Research is central to quality management education. This international conference reflects our commitment to research and the belief that the nature of, and expectations for, higher education research are changing. It is designed to help our institutions and their leaders prepare for and capitalize on these changes to create more value and impact from their research activities.

Once again, welcome to the 22nd International Conference. I hope that this year's conference will challenge and inspire you, and result in new knowledge, collaborations, and friendships.

Danny I. Rantung
Dean, Graduate School
Adventist International Institute of Advanced Studies

CONFERENCE PROGRAM DAY 1

Time	Events and Participants	
	Opening Program	
08:00-08:25 Main Room	Welcome Remarks: Philippine National Anthem: AIIAS School Song: Opening Prayer: Special Number: Devotional: Conference Opening Declaration: Closing Prayer: Announcements:	**Ginger Ketting-Weller** **Jasmin Tuapin** **Bruce Sumendap** **Jorge Montero** **The Corals** **Bryan Sumendap** **Danny Rantung** **Kepha Pondi** **Chirlynor Calbayan**
	Keynote Session	
08:30-09:20 Main Room	***Soaring on Eagles' Wings: Empowering People and Organizations for a New Normal*** Keynote Speaker: **Ella Smith Simmons** Moderator: Richard Nelson	
	Research Seminar Session	
09:25-10:10 Main Room	***Quality Research in the Social Sciences: What Makes for Quality Social Science Research?*** Speaker: **Jimmy Kijai** Moderator: Robert John Almocera	
	Research Presentation (Concurrent Session)	
	Room A (Meeting ID 944 8545 4799 | Passcode: 564398) https://link.aiias.edu/iconferenceroom-a	**Room B** (Meeting ID 924 7242 7237 | Passcode: 708846) https://link.aiias.edu/iconferenceroom-b
10:15-10:40 Room A & B	*Lived Experience of Seventh-day Adventist Church Leaders During the COVID-19 Pandemic: A Phenomenology* Presenters: **Carla Belinda Williams & Raimond Denny Luntungan** Moderator: Godwin Aja	*Reflections From Experienced Adventist Educators on Fostering a Relationship with Jesus Christ Through the Hidden Curriculum: A Case Study* Presenters: **Danilo Gabriel Goris & Prema Gaikwad** Moderator: Emelyn Joy Maglana
10:45-11:10 Room A & B	*Preparing a Nation for the New Normal: Teacher Implementation of Information Communication and Technology at Primary School Level, Gweru Urban District, Zimbabwe* Presenters: **Moreblessing Mugandani, Stella Muchemwa, & Vencie Allida** Moderator: Gabriela Baureh	*Understanding God's Character Through Theatrical Presentations of Selected Biblical Characters: A Video Analysis* Presenters: **Prema Gaikwad, Maribel Honor, Naw Ei Lay, & Godwin Kato** Moderator: Chona Ramos
	Plenary Session	
11:15-12:05 Main Room	***Skill Set Necessary to Adapt to and Thrive in the New Normal*** Plenary Speaker: **LeRoy Ruhupatty & David Lumowa** Moderator: Jasmin Tuapin	

CONFERENCE PROGRAM DAY 2

	Day 2 Opening Program	
07:45-08:00 Main Room	Welcome Remarks: Opening Prayer: Special Number: Devotional Message: Prayer: Announcements:	**Kenneth Swansi** **Godwin Aja** **Ang Family** **Richard Nelson** **Bruce Sumendap** **Chirlynor Calbayan**

	Keynote Session
08:05-08:55 Main Room	***Empowering People for a Better Normal in the SDA Education*** Speaker: **Hudson Kibuuka** Moderator: Gracel Ann Saban

	Research Seminar Session
09:00-09:45 Main Room	***Publish or Perish: The Push to Conduct Research and Publish in Academic is Non-Negotiable*** Speaker: **Jimmy Kijai** Moderator: Donie Ver Medalla

	Research Presentation (Concurrent Session)	
	Room A (Meeting ID 944 8545 4799 | Passcode: 564398) https://link.aiias.edu/iconferenceroom-a	**Room B** (Meeting ID 924 7242 7237 | Passcode: 708846) https://link.aiias.edu/iconferenceroom-b
09:50-10:15 Room A & B	*The Study on the Israel's Havruta Educational Philosophy from the Viewpoint of Dewey's Reflective Thinking* Presenter: **Ko Jong Sik** Moderator: Cloe Dianne Nahine	*Organizational Supportive Practices, Mediators, and Moderators of Developing Agile Workforce for a Better Normal: Conceptual Framework* Presenter: **Philip Mong'are Achoki** Moderator: Alberto Ocaranza
10:20-10:45 Room A & B	*Implementation of Flexible Learning in a Faith-Based Multi-Grade Elementary School* Presenters: **Krizia Mae Valenzuela & Leni Casimiro** Moderator: Jim Weller	*The Portrayal of the Implementation of Faith and Learning by Adventist Teachers in Manado: A Case Study* Presenter: **Istiarti Berci Sarempaa** Moderator: Brian Mahaso
10:50-11:15 Room A & B	*Practice of Cooperative Learning in Synchronous Meetings at an International Faith-Based Elementary School in the Philippines: A Case Study* Presenter: **Naw Ei Phyu Sin Lay** Moderator: Blessing Obaya	*Transitioning to Emergency Remote Learning Amidst Covid-19 and Its Effects on Higher Education Students: A Case Study* Presenters: **Weber Irembere & Rosemary Lubani** Moderator: Mary Grace De Guzman

	Plenary Session
11:20-12:10 Main Room	***Ensuring Quality in Qualitative Research: Strategies for a Better Normal*** Speaker: **Arceli Rosario** Moderator: Maureen Marinas
	Day 2 Closing Prayer: **Arceli Rosario**

CONFERENCE PROGRAM DAY 3

	Day 3 Opening Program	
07:45-08:00 Main Room	Welcome Remarks: Opening Prayer: Special Number: Devotional Message: Prayer: Announcements:	**Arceli Rosario LeRoy Ruhupatty Angel Melodies Anna Nelson David Lumowa Chirlynor Calbayan**
	Keynote Session	
08:05-08:55 Main Room	**Roadmap to Resilience: Empowering People for a Better Normal in Organizational Management** Speaker: **Paul Douglas** Moderator: Kenneth Swansi	
	Research Seminar Session	
09:00-09:45 Main Room	***University Research: The Challenges*** Speaker: **Ronny Kountur** Moderator: Kepha Pondi	
	Research Presentation (Concurrent Session)	
	Room A (Meeting ID 944 8545 4799 | Passcode: 564398) https://link.aiias.edu/iconferenceroom-a	**Room B** (Meeting ID 924 7242 7237 | Passcode: 708846) https://link.aiias.edu/iconferenceroom-b
09:50-10:15 Room A & B	*Upskilling and Reskilling for a Better Normal: Organizational Sense-Response Framework* Presenters: **Philip Mong'are Achoki** Moderator: Pratik Kamble	*Empowerment of Senior High School Teachers Through Building Online Learning Consortium During Pandemic Time: A Phenomenological Study* Presenters: **Ranjith Gladstone & Carol Kingston** Moderator: Rodney Banas
10:20-10:45 Room A & B	*A Financial Accountability Questionnaire Construct* Presenters: **Nassa Okoth Onyango, Raimond Denny Luntungan, & LeRoy Tim Ruhupatty** Moderator: Natasha Nangoy	*Empowered Online Teachers in the New Normal: Facing Challenges, Creating Adaptations* Presenters: **Irene Rivera & Leni Casimiro** Moderator: Ranzolin Bayeta
10:50-11:15 Room A & B	*Teacher's Self-Assessment Survey Based on the Revised Bloom's Taxonomy* Presenters: **Istiarti Berci Sarempaa, Naw Ei Phyu Sin Lay, Weber Irembere, & Mboneza Kabanda** Moderator: Anup Dominic	*Readjusting Parental Role in Virtual Learning: A Case Study of a Zambian Mother* Presenter: **Godwin Kato** Moderator: Grace Mang Luntungan
	Closing Program	
11:20-12:15 Main Room	Words of Thanks: Conference Reflections: Raffle Draw: Closing Remarks: Closing Prayer: Announcements:	**Samuel Gaikwad Natasha Nangoy, Weber Irembere, Charmaine Gale Ang, & Kenneth Swansi Gracel Saban Danny Rantung Jim Weller Chirlynor Calbayan**

SOARING ON EAGLES' WINGS: EMPOWERING PEOPLE AND ORGANIZATIONS FOR A NEW NORMAL

Ella Smith Simmons, EdD
General Vice-President of the Seventh-day Adventist World Church
Maryland, USA

ABSTRACT

The past few years have been more challenging than any others in recent history for individuals and organizations alike. Death has plagued the entire human family and all of its institutions in one way or another. The world, living under an unprecedented pandemic, has had to reconceive worldviews—regardless of political and religious perspective, reimagine relationships at all social levels, and construct new ways of knowing and doing for every human interaction. Fear has gripped the populations. Hopelessness has overwhelmed humanity. Yet, there are those who see light through this darkness, who maintain hope, and who have the faith and courage to forge new realities. This presentation will consider why we have nothing to fear for the future except that we should forget the way God has led and taught us in the past; it will explore possibilities for a way forward in hope for restoration and development. Drawing from Biblical principles, research literature, and the "pen of inspiration" it will focus on leadership and relationships for organizational recovery, sustained resiliency, and growth.

BIO

Ella Smith Simmons has completed three terms as a general vice president of the General Conference of Seventh-day Adventists. She provides leadership education, administrative consultation, coaching and evaluation, with spiritual guidance to Church leaders world-wide and to several General Conference departments. She chairs the Seventh-day Adventist International Board of Education (IBE), the Board of Trustees of the Adventist International Institute of Advanced Studies (AIIAS) and the University Council (Board) of the Adventist University of Africa (AUA). She serves as vice chairperson to the International Board of Ministerial and Theological Education (IBMTE), the Adventist Accrediting Association (AAA), and the Adventist Development and Relief Agency (ADRA) and serves as member on numerous administrative and ministry-based committees. As an educator and administrator throughout her career, Dr. Simmons has served as university professor, department chairperson (Kentucky State University), assistant dean (University of Louisville), academic vice (Oakwood College, now University), and provost and academic vice president (La Sierra University). She continues to serve on dissertation committees at various universities as a way of giving back to the academy and keeping her academic skills fresh. She is a mother, grandmother, and great-grandmother who is married to Nord Simmons, a retired teacher and business owner.

EMPOWERING PEOPLE FOR A BETTER NORMAL IN THE SDA EDUCATION

Hudson E. Kibuuka, DEd
Education Associate Director of the Seventh-day Adventist World Church
Maryland, USA

ABSTRACT

Emerging from the current Covid-19 pandemic many of us are hoping for a new normal. Others question whether it should be called a normal at all. Normal usually connotes what we are used to – customary, habitual, or regular. Will the world really return to what we are used to? The title that was assigned to me refers to a better normal in the Seventh-day Adventist Education. Using the comparative adjective "better" could also be debated in the same light above, whether it will be better at all. I would rather want to take it as a challenge to us. Regardless of a pandemic or not, we are expected to empower our students for a better normal –a better tomorrow and beyond. Our philosophy, based on the Holy Scriptures presumes so–"restoring human beings into the image of (God) their Maker". The image of God, in which He created all human beings, is the best and if we can aim at that, there is no better normal that can exceed that. This presentation seeks to share some processes and benefits of empowering others for the restoration of God's image from the word of God as well as from literature, considering the challenges and opportunities presented by the current situation.

BIO

Hudson Kibuuka is currently working as Associate Director of the Education, General Conference of the Seventh-day Adventist Church; Liaison for five world Divisions: Southern Africa; Southern Asia-Pacific; South Pacific; West-Central Africa and Southern Asia. He is responsible for supervising and advising 35 colleges and universities as well as other levels of education in about 60 countries which make up those territories. He is teacher by profession, worked at Bugema Secondary, Bugema Adventist College now University in Uganda; Director of Education, Youth, Chaplaincy and Communication in Uganda Union; Director of Education in Eastern Africa Division in Harare Zimbabwe and Director of Education and Volunteer Services Coordinator in the East-Central Division in Nairobi Kenya before call to the General Conference in 2010 as Associate Director.

ROADMAP TO RESILIENCE: EMPOWERING PEOPLE FOR A BETTER NORMAL IN ORGANIZATIONAL MANAGEMENT

Paul Douglas, MBA, CPA
Treasurer of the Seventh-day Adventist World Church
Maryland, USA

ABSTRACT

The COVID-19 pandemic revealed how unprepared many organizations were for the economic disruption left in its wake. Prudent thinking by organizational leaders would lead them to expect a future with other disruptions and exercise the diligence required to ensure those disruptions are either minimized or mitigated. Every organization should develop a roadmap towards resilience that is premised on a culture of preparedness and promotes a commitment to good governance, collaboration of competent individuals, and consideration of risks that can impair the ability of an organization to fulfill its mission.

BIO

Paul Douglas serves as Chief Financial Officer and Treasurer for the Seventh-day Adventist Church World Headquarters located in Silver Spring, Maryland, and provides global financial leadership to the Church and its family of institutions. Paul brings to this role more than 30 years of responsibilities and results in the Americas, Africa, Asia, Europe, and Australia. As part of providing global financial leadership, Paul engages with Church leaders regarding their organizational stewardship and its impact on the personal stewardship of church members; ensures there is a premium focus placed on managing resources for mission effectively and efficiently; and expects transparency and accountability from everyone involved in the receipt and use of resources placed under their care.

Research Seminar Day 1 – November 16, 2021
QUALITY RESEARCH IN THE SOCIAL SCIENCES: WHAT MAKES FOR QUALITY SOCIAL SCIENCE RESEARCH?

Conducting research is expected of students and faculty in institutions of higher learning such as AIIAS. Graduate students are required to complete high quality thesis and dissertations as part of their academic requirements. Faculty are expected to conduct and publish research as part of their scholarly activities. In this session, we will explore issues and criteria for enhancing the quality of social science research: problem statements, conceptual framework, research questions, research design, data collection and analysis, and reporting.

Research Seminar Day 2 – November 17 2021
PUBLISH OR PERISH: PUBLISHING YOUR RESEARCH

Conducting and publishing research is expected in academia. In this session, we will examine factors that one must consider when submitting scholarly works for publication: research quality and publisher expectations.

BIO

Jimmy Kijai has taught graduate level courses in research and statistical methodology at Andrews University since 1991. He has been the chair or the research methodologist in over 80 PhD dissertations. He is also an adjunct professor of research at Rusangu University (Zambia), Northern Caribbean University (Jamaica), and Asia Pacific International University (Thailand). His research interests center around institutional effects on values and beliefs. For leisure, he enjoys photography and golf.

Research Seminar Day 3 – November 18, 2021
UNIVERSITY RESEARCH: THE CHALLENGES

Research done in universities have some challenges that need to be faced. These challenges may be in the form of opportunities or threats. As university researchers we must know these challenges and how to face them. In this conference, I am going to present some of these challenges for university administrators and researchers to know and have ideas on how to deal with them.
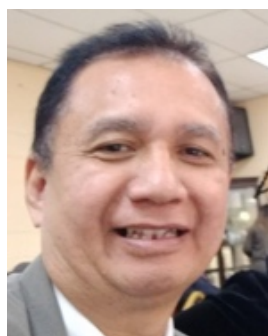
BIO

Ronny Kountur is from Indonesia. He is a professor in PPM School of Management in Jakarta, Indonesia. He is the founder and director of Elro Riset Consulting in Bekasi, Indonesia. He is also a member of the certification committee and a certification teacher. He is also a member of GIRMA's steering committee (Global Integrated Risk Management Steering Committee Associations).

SKILL SET NECESSARY TO ADAPT TO AND THRIVE IN THE NEW NORMAL

LeRoy Tim Ruhupatty, PhD
David Lumowa, PhD
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

The fourth industrial revolution (4IR) led to radical change in business processes and livelihood. Advances in information and communication technology (ICT) led to a highly productive and efficient business process, new value creation methods, and interconnectedness that created new business models, opportunities, and capabilities. The Covid19 pandemic laid bare the readiness of many organizations to operate in a fast-changing and unpredictable environment. Resilient and agile organizations are prepared for success beyond the covid19 pandemic shock. This presentation takes this concept beyond institutional form to the individual level. We argue that resilient and agile individuals are also set up for success in the fast-changing and unpredictable environment characterized by high interconnectivity via advancement in ICT. Resilience represents the ability to absorb shock and bounce back, and adapt. Adaptation takes resilience beyond the old ways of doing things and adapting to changes characterized by learning and evolving with change. Both absorption and adaptation preserve the current value. Resilience is necessary for survival; however, agility is required for organizations and individuals to thrive in a fast-changing and uncertain environment. Agility is the ability for profound renewal and transformation. It calls for radical change in philosophy and processes to allow for responsiveness to changes through preparedness, speed and timeliness of response, flexibility, and new competitive advantages. The Kirton's adaption-innovation (KAI) argues that individuals fall along the adaptor – innovator continuum. Adaptors seek to do things better while maintaining and respecting the current structure and have high respect for group cohesion, while the innovators do things differently and may break norms. The adaptors are needed for organization resilience, and the innovators are necessary for organizational agility. Proper fit of people's problem-solving style to tasks in a resilient and agile organization is essential. Skills essential for resilient and agile individuals include technology skills, socio-emotional skills, service orientation, and higher cognitive skills. These skills encompass many critical competencies transferable across different jobs and livelihoods, making individuals highly resilient and agile in dealing with fast change and unpredictable environments.

BIO

LeRoy Tim Ruhupatty completed his PhD in Accounting and Finance from Australia and has over 27 years of teaching experience at higher education institutions in the USA, Philippines, and Indonesia. He is currently an associate professor in accounting and finance at the Adventist International Institute of Advanced Studies.

David Lumowa holds a PhD in Finance and has over 19 years of teaching experience at higher education Institutions in the Philippines and Indonesia. He is currently an assistant professor in finance at the Adventist International Institute of Advanced Studies.

ENSURING QUALITY IN QUALITATIVE RESEARCH:
STRATEGIES FOR A BETTER NORMAL

Arceli Rosario, PhD

Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

While qualitative research has gained acceptance in some academic circles, there are those who claim that as a methodological approach it is not rigorous and trustworthy and cannot stand the scrutiny of scholars. This claim, though, may have its roots from poorly conducted qualitative research studies that have been published or from lack of a thorough understanding of the demands of qualitative research and not necessarily from the nature of qualitative research itself. I will anchor my presentation on the evaluative criteria for quality of Lincoln and Guba (1985, 1989), focus on how to establish credibility, transferability, dependability, and confirmability, and propose some strategies that will ensure quality in conducting qualitative research, specifically during this new normal. Among the areas I will discuss are how to capture the reality of the participants through different data collection modalities, how to gather rich data so that researchers can provide thick descriptions, how to be transparent (e.g., describing planned and operational data collection), how to build robust and ethical participant-researcher relationship through blended platforms, how to analyze data, and how to present research findings in holistic and creative ways. I hope that this presentation will heighten the awareness of qualitative researchers that "doing it right" is a process inspired by a generous and collegial conversation of peers—novice or advanced. It is through this kind of dialogue that we become better qualitative researchers, who are attuned to the context we are in and who are committed to hone our craft to the level that our work meets the standards of quality.

Keywords: quality, qualitative research, new normal, evaluative criteria, credibility, transferability, dependability, confirmability

BIO

Arceli Rosario is a professor and chair of the Education Department of the Adventist International Institute of Advanced Studies in Cavite, Philippines. She has taught in basic education, undergraduate, and graduate levels. Presently, she teaches qualitative research to graduate students. As president of the Asian Qualitative Research Association, she has conducted qualitative research trainings, mentored qualitative researchers, conducted and published qualitative research studies. She is a co-editor of *The SAGE Handbook of Qualitative Research in the Asian Context*. She has helped build a community of qualitative researchers not only in Asia but in other parts of the world as well.

LIVED EXPERIENCE OF SEVENTH-DAY ADVENTIST LEADERS DURING THE COVID-19 PANDEMIC: A PHENOMENOLOGY

Carla Belinda William, MSA
Raimond Denny Luntungan, PhD (Candidate)
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

The COVID-19 pandemic forced many organizations to change their business operations. The Seventh-day Adventist Church was not exempted. The pandemic threatened the very operations of the worldwide church, and leaders had to adapt their traditional ways of leading. These "new normal" conditions required leaders who could stimulate and inspire members to continue in their ministries and go beyond their expectations. The pandemic presented a phenomenon that could be studied and explored through the experience of church leaders. This study aimed to explore the lived experiences of Seventh-day Adventist leaders during the pandemic and their impact on the organization's operations. This study was based on leadership theories such as trait theory of leadership, situational leadership theory, contingency theory, and transactional theory. This study is significant, as the world is currently facing a pandemic, and the leaders of today have to adjust and adapt to a "new normal." The church also has to adapt its operations to protect its members, find new ways of spreading the gospel, and manage its resources. A phenomenological research design was chosen for this study, which allowed the leaders to express their views on the experiences gained from leading through the COVID-19 pandemic. A purposeful sampling was used to select the participants because of their positions and decision-making authority within the Seventh-day Adventist organization. The participants, senior administrators from the Seventh-day Adventist Church of the Inter-American Division, consented to do video-recorded interviews. The study used Seidman's (2006) in-depth three stages interview technique to collect data. The study used a transcendental phenomenology data analysis framework by Moustakas (1994). The transcribed interviews identified 82 significant statements with 5 main themes from the data analysis. These themes were the challenges faced by leaders and the positive outcomes, how the leaders managed during the crisis, the importance of maintaining contact, and their future leadership. The leaders concluded that the fulfillment of the mandate given in Matthew 28:19-20 was the church's priority. They also recognized the importance of engaging the young people to utilize their gifts for Christ and the benefits of technology to the organization. The recommendations put forward includes developing a stewardship campaign to foster faithfulness in returning tithes and offerings, drafting of a policy that prioritizes technology usage for meetings and training, except where face-to-face meetings are necessary, developing an efficient communication system to ensure the dissemination of information throughout the organization and churches, and implementing a training schedule in the use of the various online platforms and further investment in technology.

BIO

Carla Belinda Williams is from Trinidad and Tobago. She is currently employed at the University of Trinidad and Tobago as an executive assistant in the Office of the President. Her areas of interest are leadership and administration and engaging in service for the Lord.

Raimond Denny Luntungan is from Indonesia. He is currently working as an assistant professor in the Business Department and Education Department at AIIAS and the program director for AIIAS on Campus MBA program. His areas of interests are in educational technology and management information systems.

PREPARING A NATION FOR THE NEW NORMAL: TEACHER IMPLEMENTATION OF INFORMATION COMMUNICATION AND TECHNOLOGY AT PRIMARY SCHOOL LEVEL IN ZIMBABWE

Mugandani Moreblessing, BEd
Stella Muchemwas, PhD
Midlands State University, Gweru, Zimbabwe
Vencie Allida, PhD
Northern Caribbean University, Kingstone, Jamaica

ABSTRACT

The online teaching that has been enforced by the outbreak of COVID-19 pandemic on Mother Earth is here to stay and should be prepared for from the grassroots up to the tertiary level in every country. The task at hand might be easy with the developed world but very challenging in developing countries. In Zimbabwe, a developing country in Africa, the main hiccup is that the primary schools, the bases for all education, are not given enough priorities and therefore not fully operational as far as ICTs are concerned. This study investigated teacher implementation of ICT at primary school level in Gweru Urban District in Zimbabwe. The researchers also focused on associated ICT implementation challenges and possible mitigation measures. Motivation theory underpins the study, for motivation is key in the changes that the study calls for among the responsible people. The country planners, educationists, and students themselves are likely to benefit from this study especially when considering the scarcity of such researches at grassroots levels (primary school levels) yet, this is the base for all education development. This study used a qualitative case study research design. Researchers used open-ended questionnaires and interviews for data collection. A purposive sample of 28 participants from conveniently-selected four primary schools in the district was used. The participants were comprised of four school heads and 24 teachers.. The data collected from both questionnaires and interview was examined, coded, and classified.. The results of the study revealed that schools in Gweru Urban District had computer labs and the primary school teachers tried their best to implement ICTs in their instruction. However, the following challenges were encountered: lack of technological know-how and skills among teachers; inadequate functional technological resources, and frequent power-cuts in the schools. Also, there was limited support from the school community, administrators, School Development Committees, the responsible ministry, and the government. The study concluded that a lot of ICT preparation and development need to be done in the primary schools in Zimbabwe in order to keep abreast the country's education sector with the global technological development systems. The study recommends that teachers and school administrators undergo ICT training in the form of in-service and staff development programs. The government can encourage private sector participation in ICT implementation in the country so that they can be in a position to donate and/or subsidize ICT gadgets prices. School administrators and SDCs should source funds and ICT resources from donors as well as well-wishers while the Ministry of Primary and Secondary Education may also provide schools with internet facilities.

BIO

Mugandani Moreblessing is a Midlands State University (MSU) student doing BEd degree in Computer Science. She is a teacher by profession with over 18 years of experience. She trained as a primary school teacher at Nyadire Teachers' College before teaching at various schools in the Midlands Province including Mpumelelo Primary School in Gweru Urban District where she is currently stationed.

Prof Stella Muchemwa is a professor in English Education who is interested in conducting research studies in English Education and Education (in general). She has published several of such research studies at home and abroad, alone and in collaboration with others. She has a vast experience of research and university teaching— at Solusi University for 8 years and currently at Midlands State University in Zimbabwe.

Vencie Allida is currently an associate professor at Northern Caribbean University, Jamaica. She has 29 years of teaching and leadership experience from early childhood to graduate level at home (the Philippines) and abroad. She earned her BEED from AUP, MAED atNLAC and PhD, C&I at AIIAS. She is a peer reviewer and researcher.

REFLECTIONS FROM EXPERIENCED ADVENTIST EDUCATORS ON FOSTERING A RELATIONSHIP WITH JESUS CHRIST THROUGH THE HIDDEN CURRICULUM: A CASE STUDY

Danilo Gabriel Goris, MAEd
Prema Gaikwad, PhD
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

Hidden curriculum was conceptualized by Philip Jackson in 1968 who highlighted the transmission of values, behaviors, and norms to students through the socialization process. It remains current and relevant in the curriculum field due to a lack of awareness. As a powerful educative force, hidden curriculum must be understood and applied to achieve outcomes for learners. Educators and the environment are its primary medium. Seventh-day Adventist educators could take a greater initiative in mission efficacy if they understood the influence of hidden curriculum in line with the transformational leadership theory. The primary aim of Adventist education is fostering a relationship with Jesus Christ. This study addressed the knowledge gap evidenced from the absence of studies on hidden curriculum fostering a relationship with Jesus Christ in Seventh-day Adventist education; a practical-knowledge gap as existing between the standards and challenges; and population gap in studies of experienced Seventh-day Adventist educators. This exploratory case study sought to understand (a) how experienced Seventh-day Adventist educators perceive the elements, function, positive and negative influences, and relevance of the hidden curriculum in fostering a relationship with Jesus Christ, (b) how they understand their role as facilitators of this hidden curriculum, and (c) what suggestions could they provide for improving the application of this hidden curriculum that fosters a relationship with Jesus Christ. Six participants having served denominationally as educators for a minimum of 20 years, were selected through purposive sampling with maximum variation. Individual interviews, focus group discussions, and participant-provided-supporting documentation were used as data sources. Data was analyzed using the qualitative process suggested by Creswell (2012) beginning with data management, coding, to theme generation. Procedures for trustworthiness were upheld. The participants demonstrated unity of thought regarding the hidden curriculum that fosters a relationship with Jesus Christ. The two broad perspectives for the themes are indirect and direct contributors on the hidden curriculum. The five major themes generated are (a) foundations, (b) cohesiveness, (c) application, (d) authenticity, and (e) challenges. The study resulted in the HC4JC-SDA model, a conceptual framework for the operationalized hidden curriculum. The study yielded an Innovation Configuration matrix depicting 2 broad categories—structure & foundations (indirect contributors), and function & application (direct contributors) which are further divided into essential components that help implement the hidden curriculum. The findings affirm that Adventist educators must be intentionally mindful of the elements of the hidden curriculum and wield them accordingly to yield a saving relationship with Jesus Christ. The results of this case study should be beneficial to Adventist educators and researchers who are focusing on addressing the challenges and setbacks within the field while optimizing their efficacy.

BIO
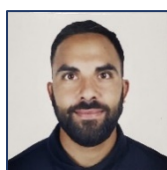
Danilo Goris has been a missionary teacher for 7 years, teaching in elementary education in Saipan, Northern Marianas Islands, from the Unites States. He served in youth ministries for 19 years, and young adult ministries in Saipan. His academic interest is in the areas of professional development and research for Adventist education.

Prema Gaikwad is a professor in the Education Department at Adventist International Institute of Advance Studies (AIIAS), from India. She has been a teacher for 46 years. Her academic interest is in the areas of professional development, and research. She is the editor for the *International Forum*, the AIIAS Graduate School journal.

UNDERSTANDING GOD'S CHARACTER THROUGH THEATRICAL PRESENTATIONS OF SELECTED BIBLICAL CHARACTERS: A VIDEO ANALYSIS

Prema Gaikwad, PhD
Maribel Honor, PhD Education (in progress)
**Naw Ei Phyu Sin Lay,** PhD Education (in progress)
Godwin Kato, PhD Education (in progress)
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

The Bible portrays God's character powerfully. Other modalities also provide insights on God's character, one of which is theatrical presentations. Sight & Sound (S & S) Theatres has presented, to date, seven biblical characters incorporating theatrical appeal. The live performances on selected Bible characters are staged as well as recorded, making them available through paid subscriptions. Since the stories of these selected Bible characters help understand God's character, the analysis of these stories is an analysis of God's own character. The type of impression of God makes a difference in one's life. This study analyzed four S & S theatrical presentations: Jonah, Esther, Ruth, and Moses (JERM). The purpose of this study is to reinforce the attributes of God in support of their Scriptural presentation. How God is portrayed in these theatrical presentations will contribute to the theological and Christian theatrical knowledge base. Framed within the theory of the doctrine of God (Carson, 2000; Peckam, 2020), this study analyzed God's character. In terms of theatrical studies, Harold Ehrensperer is known as one of the first biblical scholars to "explore the connections between drama, the Judeo-Christian Scriptures, and religious practices" (Sennett, 2006, p. 97). One's view of God has a bearing on the community and workplace. This study is helpful for Christian educators and leaders who are to reflect God in their life and profession by increased understanding the attributes of God. No known research analysis of God's character based on Christian theatrical presentations exist. This present study attempted to fill at least two of the research gaps from Miles' (2017) framework—knowledge gap and methodological gap. Knowledge gap is evidenced through the continued search for God's characteristics even amidst existing related religious and inspirational materials. About the methodological gap, the research approach of video analysis, a type of documentary analysis, is a relatively less-used modality that this present study attempted to utilize. The study design was a qualitative video analysis. Using zoom and voice recording devices, we recorded the audio for the four videos of 2 hours each, which was transcribed word for word using Otter. Using Google doc, we coded the transcriptions. From the codes, 22 categories and seven themes (**G**iving, **R**elational, **A**nchor, **N**urturing, **D**irector, **A**dorable, and **T**ranscendental) emerged. Thus, the characteristics of God in the S & S theatrical presentations formed the GRAND-AT framework. These character traits are in harmony with Scriptures as well as the theory of the doctrine of God. The findings of the study show that S & S presentations highlight God's character traits in both common and unique ways. Recommendations include highlighting these traits even in future presentations and for conducting other such video analysis studies.

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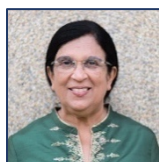
Prema Gaikwad is a professor in the Education Department at Adventist International Institute of Advance Studies (AIIAS), from India. She has been a teacher for 46 years. Her academic interest is in the areas of professional development, and research. She is the editor for the *International Forum*, the AIIAS Graduate School journal.

Maribel Honor is a mathematics teacher currently serving as the vice principal of AIIAS Academy. She finished her Master of Science degree in Mathematics Education from Central Mindanao University, Bukidnon, Philippines. She is interested in both descriptive and experimental research designs on the topics of leadership, integration of pedagogy and technology as well as faith, values, and learning integration.

Naw Ei Phyu Sin Lay is a PhD Education in curriculum and instruction student at the Adventist International Institute of Advanced Studies, Silang, Philippines. She comes from Myanmar and she is currently teaching online courses back in the country at MUAS. Her area of interest is online learning, faith and learning, instructional strategies, and research.
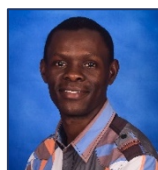
Godwin Kato hails from Uganda, East Africa. He is a professional teacher of economics and holds a master's degree in Education from the Adventist International Institute of Advanced studies. Besides curriculum and instruction, he has a keen interest in research and the lasting truths about education.

THE STUDY ON THE ISRAEL'S HAVRUTA EDUCATIONAL PHILOSOPHY FROM THE VIEWPOINT OF DEWEY'S REFLECTIVE THINKING

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ABSTRACT

Israeli Jews around the world are distinguished and have garnered much attention for their creative achievements. The power of Israeli education could be ascribed to factors of understanding-oriented school education, a self-directed learning culture, culture of active questions and discussions, cultural and racial diversity, and the learning culture of Havruta (Oh, 2014). However, Dewey (1933) argued that the name "thinking" was given for the disorderly passing of ideas in our heads. This thinking is automatic and irregular (Dewey, 1933; Boydston ed, 1986: 113). Further, Dewey's reflective thinking could be understood as a concept such as a research activity. Reflective thinking is the most excellent thinking. Reflective thinking is finding out the problem of thinking in the mind, putting emphasis on the problem, and thinking continually on the problem (Dewey, 1933; Boydston ed, 1986: 114). While comparing the two, John Dewey's approach is highly recommended and used in the educational world; whereas, the learning culture of Havrutha is presupposed as religiously oriented. The research question is "What are the similarities between the two approaches in terms of educational approaches towards learning?" Therefore, the purpose of this study was to compare the two ideological and philosophical approach towards education, and prove that both the approaches served the audience in a similar way. Further, the study strived to deny the overwhelming control of religious beliefs in Havrutha. This theoretical study was supported by the social interdependence theory which highlights the three perspectives that wereis argued in this paper. They are co-operative learning, critical thinking, and learner-centered thinking. The analytical framework for this theoretical paper was to use the arguments and claims of different researchers from the existing literature. The three perspectives in detail are the following: (a) Dewey's reflective thinking and the Havruta educational philosophy advocate cooperation to identify and solve problems by themselves. (b) Dewey's reflective thinking process continues until critical thinking is reached. Besides, Havruta thinking process is the same as the reflective thinking process. It is the thinking of manipulated reflections in the best way until a critical thinking is reached.3) Dewey's reflective thinking principle and the principle of Havruta education emphasis are placed on learner-centered thinking principles. Based on this analysis, the following conclusions were made in this study: (a) Co-operative learning training is emphasized on both in respect to interdependence of student for their learning. (b) cCritical thinking training is one of the major tenets of Dewey and Havrutha's philosophical approach; and (c) Reflective thinking is in match with the individual thinking training. Therefore, there is a greater privilege in adopting the principle of Havrutha philosophy rather than presupposing it to be a religious-oriented philosophy in teaching.

BIO

Ko Jong Sik is working as an intern for the country director position at the Adventist Development Relief Agency (ADRA) Philippines. He is doing his PhD in Education at Tainan National University in Taiwan. He hopes to develop his research experience and English skills.

IMPLEMENTATION OF FLEXIBLE LEARNING IN A FAITH-BASED MULTI-GRADE ELEMENTARY SCHOOL

Krizia Mae Valenzuela, MAEd
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Adventist International Institute of Advanced Studies, Silang Philippines

ABSTRACT

Since the pandemic started in 2020, schools had been faced with a great pressure to find ways to best deliver education outside the traditional face-to-face settings. The need for continuity of education and the desire to reach all students necessitated the use of flexible learning modalities, which included web-based education. Almost every school felt the grip of the sudden shift of educational delivery; but the strongest impact was experienced by small schools. Considering the limitations in resources, manpower, technology, and experience, how couldn't small multi-grade schools survive the challenges of the pandemic and still accomplish their mission? Answering this question was extremely significant as small schools are vulnerable to failures, and even closures, if not handled properly during times of emergencies. Besides, there was a dearth of research on this topic because of the novelty of the pandemic experience. Available data were mainly based on anecdotes and reports from government agencies and academic bodies. In an effort to find solutions, most researchers highlighted best practices that were normally modelled by capable schools. Forming the theoretical backdrop of the study were adaptive leadership (Northhouse, 2016), transactional theory (Moore, 1989) and technology adoption model (Taherdoost, 2018; Davis, 1989), which expounded on how change in the area of leadership, instruction, and technology are dealt with in the school setting. Through holistic single-case study design, this research investigated the implementation of flexible learning in a faith-based multi-grade school in the Philippines and explored different solutions to the challenges encountered by the school. According to Yin (2017), a holistic single-case study is best used when the case deviates from daily occurrences and when it presents a revelatory phenomenon. This research used qualitative methods of data collection through in-depth interviews, observation, field notes, focus group discussion, and document analysis. To gain a full view of the context of the study, school administrators, teachers, students, and their parents were asked to participate. Class observations spanned from the beginning of the school year to the actual implementation of flexible learning, both in the administrative and classroom levels. Interview transcripts were examined for recurring themes that described participants' experiences in flexible learning and then verified using field notes during class observations and related documents generated by teachers and students. Findings revealed that small schools, particularly multi-grade schools, were able to implement flexible learning through some administrative and instructional adaptations, taking advantage of easily accessible resources. However, small schools were in dire need of external assistance. Conclusions revealed seven elements of successful flexible learning implementation in small faith-based schools. Recommendations focused on building empowered and resilient schools through the support of various stakeholders. More research on online education in the elementary level was deemed necessary.

BIO

Krizia Mae Valenzuela is a licensed professional teacher from the Philippines. She worked in Macau as kindergarten teacher for 3 years and is leading the youth and assisting the church school in her hometown. She finished MA in Education with emphasis in educational administration and TESOL at AIIAS in May 2021.

Leni Casimiro is the director of AIIAS Online. With almost 20 years of experience in online education, she has done extensive research in this field and has served as a consultant and training leader in various educational institutions around the world. Dr. Leni also serves the AIIAS Graduate School as a professor of Education, specializing in curriculum and instruction and online learning.

PRACTICE OF COOPERATIVE LEARNING IN SYNCHRONOUS MEETINGS AT AN INTERNATIONAL FAITH-BASED ELEMENTARY SCHOOL IN THE PHILIPPINES: A CASE STUDY

Naw Ei Phyu Sin Lay, PhD Education (in progress)
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ABSTRACT

After the breakout of COVID-19, all walks of life had been affected. Concerning health protocols, many social distancing restrictions were implemented around the globe. Moreover, it had an enormous impact on the delivery system of education. Therefore, the classes in all levels were shifted to a virtual face-to-face learning system. In the Philippines, the K-12 classes up to the college level, graduate, and postgraduate were restricted to meet face-to-face in physical classrooms. In this situation, synchronous zoom meetings had been a great help in distance learning in the elementary schools. Previously, cooperative learning had been known to be an effective strategy for positive student engagement with many other benefits such as cultural friendliness and improvement in social interactions. However, during the time where both teachers and students are communicating via zoom, it is interesting to find out how cooperative learning strategies are conducted in the new learning environment. This study aimed to explore the practices of cooperative learning in one of the international faith-based elementary schools in the Philippines. It was guided by the positive interdependence theory which is a branch of social interdependence theory. A qualitative single case study was used as the research design as a guide to find out the practices of cooperative learning in the synchronous zoom meetings and how teachers were implementing them. Data collection was conducted by using individual in-depth interviews and observations via zoom. Five teacher participants willingly accepted to be part of the study after signing the informed consent form for interviews and observations sessions. Ethical considerations including security for confidentiality, pseudonyms, any mental or physical harm during the study were observed. After data collection, member check was obtained and the interview sessions were transcribed. After the data analysis process of coding, categorizing, and developing themes, findings revealed four major themes such as possible cooperative learning practices, attributes of teachers for cooperative learning implementation, challenges of implementing CL in synchronous classes ,and administrative support for teachers' needs. The first theme includes CL strategies possible via zoom meetings, the second theme is about teacher preparedness, the third theme depicts challenges, and the fourth theme describes administrative assistance. Recommendations for further research are to conduct a phenomenological study on what it is like to elementary teachers to teach online and   a photovoice study on the experiences of elementary students on cooperative learning . Working amidst many challenges regarding technology problems, the elementary teachers are motivated to use more cooperative learning teaching activities creatively in the future. Therefore, the practice of cooperative learning is still possible via virtual classes, makes learning active, and teachers are excited to use it as it has been used in the physical classrooms.

BIO

Naw Ei Phyu Sin Lay is a PhD Education in curriculum and instruction student at the Adventist International Institute of Advanced Studies, Silang, Philippines. She comes from Myanmar and she is currently teaching online courses back in the country at MUAS. Her area of interest is in online learning, faith and learning, instructional strategies, and research.

ORGANIZATIONAL SUPPORTIVE PRACTICES, MEDIATORS, AND MODERATORS OF DEVELOPING AGILE WORKFORCE FOR A BETTER NORMAL: CONCEPTUAL FRAMEWORK

Philip Mong'are Achoki, MBA (in progress)
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

Organizations throughout the world are operating in a highly volatile business environment. Such an environment is characterized by uncertainty, ambiguity, and continuous turbulence. The COVID-19 pandemic is a good example of how the business world can change rapidly and unexpectedly. Continuous technological disruptions accelerated by the pandemic have forced various organizations to search for ways of ensuring sustainable competitive advantage in a turbulent environment (Kukunda-Onyait, 2019). One of the capabilities adopted in response to disruptions is organizational agility (Azuara, 2015). The pandemic has shown that organizations that respond quickly to changes have higher chances of survival and thriving than their competitors. One of the critical enablers of agile organizations is agile workforce (Muduli, 2013). Therefore, in order for organizations to thrive in the better normal, they have to empower their workforce by developing their agility. Although the importance of workforce agility especially during the Fourth Industrial Revolution is undeniable, recent scholars maintain that this is an emerging strategy (Kukunda-Onyait, 2019). Much of previous research has been done from operations perspective and the technical viewpoint thus leaving the human resource (HR) aspect scanty (Dehghani, 2020). Taking into account most studies in this phenomenon have been in the manufacturing industry, scholars have suggested future studies in other sectors to avoid the conception that this phenomenon is an agile manufacturing resource thus restricting its potential impact (Junior, 2021). Moreover, very few studies have examined the moderators and mediators of organizational workforce agility development. Therefore, using the theory of planned behavior (Ajzen, 1991), this theoretical paper synthesized existing literature on the concept of workforce agility in the service industry from an HR perspective. In particular, the researcher sought to investigate the HR supportive practices that promote the development of workforce agility and also examined the role of psychological empowerment and attitude as variables mediating and moderating the relationship between HR supportive practices and workforce agility, respectively. The researcher then developed a conceptual framework for developing agile workforce that is proactive, flexible, and resilient in turbulent times. Research literature analysis shows that organizational learning, collaboration, reward system, employee involvement, work autonomy, and information system are the HR supportive practices that promote development workforce agility mediated and moderated by psychological empowerment and attitude respectively. With the introduction of attitude as a moderator in the HR practices-workforce agility chain and work autonomy as one of the supportive practices, this study extended the previous study by Muduli (2016), which investigated the facilitators and mediators of workforce agility. This study will benefit organizational leaders, managers, scholars, and policy makers seeking to help their organizations thrive during digital transformation. Agile organizations will thus provide sustainable employment opportunities as well as meet continually emerging and changing needs of people amidst disruptions.

BIO

Philip Mong'are Achoki is an MBA student at the Adventist International Institute of Advance Studies (AIIAS). He holds a degree in Bachelor of Commerce (Actuarial Science Option) from Kenyatta University, Kenya. He worked as freelance business writer (2017-2018). His academic interests are in management, innovation, organizational learning, sustainable development, and future of work.

THE PORTRAYAL OF THE IMPLEMENTATION OF FAITH AND LEARNING BY ADVENTIST TEACHERS IN MANADO: A CASE STUDY

Istiarti Berci Sarempaa, PhD Education (in progress)
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

Adventist education believes in the balanced growth of physical, mental, social, and spiritual. Integration of faith and learning (IFL) is the critical feature of the spiritual development for the students. Taylor (2012) affirmed that the fundamental values of Adventist education lie in the integration of faith and learning. When the pandemic of COVID-19 struck, schools were forced to move to remote learning modalities. The teaching process was cut into shorter time. These limitations altered the implementation of IFL. The study of IFL implementation in English classes during remote learning among Adventist schools in Indonesia, especially in Manado, had not yet been done so far based on my readings. This qualitative case study used the theory of integration of faith from Taylor (2001) as the basis to explore the implementation of IFL. This paper aimed to discover the depiction of how IFL in remote learning was implemented and viewed in Adventist schools in Manado, specifically by English teachers. This study may assist teachers to be deliberate in the implementation of the IFL in remote learning in Adventist schools. It may also benefit students for their character building. Moreover, school administrators may plan for intervention programs for the school based on the findings. The participants of the study were three English teachers in an Adventist secondary school in Manado. The purposive sampling method was used. Maximum variation was used to ensure the representation of the population (Merriam & Tisdell, 2016). Individual interviews and observations were used for the data collection tool. The inductive model was used as the data analysis framework for this study. The data was analyzed using triangulation, coding, and setting the themes. The interview data was in a code-switched pattern between English and Bahasa Indonesia. I used the direct quotes and put the literal translation (for the parts in Bahasa Indonesia) to ensure originality and show the direct response from the participants. The findings showed that IFL implementation in Adventist high school was portrayed as character building, Bible-based learning, worship and Bible stories, home visit, and outreach. These results are in line with the IFL implementation proposed by Casimiro and Taylor, (2020) and Taylor (2001). The challenges in the implementation due to the COVID-19 restrictions were time allocation and priority. The challenges of time constraints were teachers need to cut the materials and add IFL in the lesson. Another challenge is to prioritize the school's mission or the lesson materials over government expectations. It is recommended that the implementation of IFL during the COVID-19 pandemic should be more intentional and deliberate.

BIO

Istiarti Berci Sarempaa is a PhD in Education with specialization in curriculum and instruction student at AIIAS. She is an Indonesian. She served as an elementary teacher and an English lecturer in an Adventist university in Indonesia. She is interested in English language learning, educational technology, instructional process, and research.

TRANSITIONING TO EMERGENCY REMOTE LEARNING AMIDST COVID-19 AND ITS EFFECTS ON HIGHER EDUCATION STUDENTS: A CASE STUDY

Weber Irembere, PhD Education (Candidate)
Adventist International Institute of Advanced Studies, Silang, Philippines
Rosemary Mateyu-Lubani, MSNE
Malawi Adventist University, Malamulo Campus, Malawi

ABSTRACT

The worldwide spread of the COVID-19 pandemic has affected all aspects of the lives of human beings, including education. Schools at all levels closed doors and transitioned to emergency remote teaching. Undoubtedly, students whose experience was on teacher-dependent classroom have challenges in adjusting to new learning modalities. In the theory of independent study and transactional distance, it is argued that students' ability to manage learning must be analyzed before getting involved in the online learning process. Furthermore, permitting students to study virtually is beneficial if students choose their preferred technology and can manage their own pace of learning. Unfortunately, the COVID-19 pandemic has forced students to embark on emergency remote learning without any preparation. This new modality has brought challenges to students and teachers. Most of the publications are theoretical papers focusing on how to teach online courses during the pandemic. Furthermore, existing empirical studies were conducted in quantitative perspective dealing with the attitudes of school administrators and faculty on remote teaching. There is a need for qualitative studies to discover students' perceptions, and challenges experienced in transitioning to emergency remote learning. Choosing a qualitative case study research as a design, the researchers explored the challenges and effects of emergency remote learning on higher education students, provided a deep description of students' feelings when learning remotely. The phenomenon of emergency remote learning happening at one university was the case of this study, with the consideration of students taking virtual classes amidst the COVID-19 pandemic. The time students spent to accomplish academic requirements, the space for study, and the technology tool such as computer and internet connection formed the bounded system. This study was conducted oi one faith-based higher education institutions in the Philippines. The researchers used semi-structured interviews to collect data from 12 students selected purposefully from different departments of the higher education institution located in Cavite, Philippines. For analysis, the data was coded, categorized, and themed. The findings revealed that students benefited from learning remotely during the pandemic. For instance, students learned how to work under pressure, got the sense of online learning, improved their writing skills, and understood the lessons much better by reading at their own pace. On the other hand, students experienced stress, anxiety, and uncertainty when learning remotely. Furthermore, students faced poor internet connection; lack of space for studies; and health lifestyle changes, including sleep patterns and eating habits; and physical and health ailments. In conclusion, emergency remote learning has both positive and negative effects on higher education students. This study has implications for school administrators, faculty, and students. Finally, some recommendations are provided including the desire of students to reduce the number of hours of classes through Zoom and increase the speed of internet connection.

BIO

Weber Irembere is a PhD candidate in Education at Adventist International Institute of Advanced Studies (AIIAS), Philippines. He served as a teacher at secondary school and as a faculty at a university level. He is interested in curriculum development, 21st Century learning, teaching strategies, online education, and research.

Rosemary Mateyu-Lubani is a senior lecturer at Malawi Adventist University. She holds a degree in Master of Science in Nursing Education with majors in Obstetrics and Paediatrics from Loma Linda University (USA), a degree in Bachelor of Science in Nursing, and a postgraduate diploma in midwifery from the University of Malawi. Her main area of interest is qualitative research in nursing education.

Research Presentation | Day 3 – Room A

UPSKILLING AND RESKILLING FOR A BETTER NORMAL: ORGANIZATIONAL SENSE-RESPONSE FRAMEWORK

Philip Mong'are Achoki, MBA (in progress)
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

The COVID-19 pandemic ushered in a crisis into a world already experiencing the impact of the Fourth Industrial Revolution (4IR). The rapid unexpected changes have forced various business organizations to adopt new strategies for survival and continuity such as remote working. In addition, most companies have taken advantage of the disruption to accelerate the adoption of technology thus reducing their workforce (Cukier, Mccallum, Egbunonu, & Bates, 2021). The magnitude of the impact caused by the pandemic cannot be underestimated. Nevertheless, the researcher maintains the view that the pandemic accelerated most of the workplace transformations already underway due to the 4IR. Therefore, some of the changes are likely to remain beyond the post-pandemic period (International Labor Organization, 2020). Technological changes in the 4IR have resulted in new jobs, new demands, new products, new processes, and new methods of service delivery. Most recently, the Internet of Things and artificial intelligence have significantly disrupted workplaces thus creating a need for new workplace skills to recover from potential obsolescence of jobs due to automation (Bennett, 2018). Such technological changes have also led to skills mismatch (Magba, 2019) as demand for present-day skills increases (Chakma & Chaijinda, 2020). The pandemic has magnified the widening skills gap in workforces and the shifting skills landscape. In order to meet the demands of a "better normal", the ongoing 4IR, and also close this skills gap, empowering employees through continuous upskilling and reskilling is crucial. Although this phenomenon has attracted much attention recently, scholars maintain that this is an emerging issue. The full spectrum of skills required to thrive beyond the recent disruptions remains under-explored (Cukier et al., 2021). More studies are also needed to explore adequate skill needs across different sectors (Jaiswal, Arun, & Varma, 2021). Moreover, the review of existing literature shows that there is lack of a comprehensive sense-response framework detailing the drivers, enablers, capabilities, and practices for organizational upskilling and reskilling. Therefore, using documentary research design and analysis, this theoretical paper sought to examine the changing skills landscape, the crucial role of upskilling and reskilling to empower employees to thrive amidst disruptions, as well as develop a comprehensive sense-response framework for organizational upskilling and reskilling. The study was founded on the neo-human capital theory (NHCT) and the dynamic skill theory (Fischer, 1980). Data collected through the literature review showed that focus is shifting from manual skills to not only technological skills but also human cognitive skills critical for adapting to new work environments during the 4IR. This study will benefit organizational leaders, HR development professionals, employees, scholars, and learning institutions by creating awareness of the need to work together to develop highly skilled employees, thus minimizing job losses and also creating sustainable organizations.

BIO

Philip Mong'are Achoki is an MBA student at Adventist International Institute of Advance Studies (AIIAS). He holds a degree in Bachelor of Commerce (Actuarial Science Option) from Kenyatta University, Kenya. He worked as freelance business writer (2017-2018). His academic interests are in management, innovation, organizational learning, sustainable development, and future of work.

A FINANCIAL ACCOUNTABILITY QUESTIONNAIRE CONSTRUCT

Nassa Okoth Onyango, MBA
Raimond Denny Luntungan, PhD (Candidate)
LeRoy Tim Ruhupatty, PhD
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

Financial accountability is a performance measurement tool used by organizations. Most organizations struggle with management of their resources as a result of poor financial accountability. Some organizations are affected by fraud, corruption and mismanagement. In this study, the researcher constructed a questionnaire to help in determining the effect of internal control and managerial performance on financial accountability. The study followed the principal agent theory that assume the importance of management performance in accountability, the stewardship theory that focuses on responsibility and accountability, and the critical accounting theory that equate lack of financial accountability is a result of lack of information sharing and control. The questionnaire construction process included in–depth literature review, and a three-step validity process: construct validity, content validity, and face validity. The literature review process followed the outline by Joyner, Rouse, and Glatthorn (2018), which entailed a broad scan into the topic before doing a focused review into the specifics of the topic. A total of 55 questions were constructed from the indicators of financial accountability, internal control and managerial performance. The questionnaire was distributed through internet platforms to employees working for various enterprises and 54 responses were received out of the 250 people that were invited to participate. The researcher used non-probabilistic sampling methods. The researcher relied on the availability of the respondent, convenience, and whether the respondents fit the characteristics that were needed. The researcher used snowballing sampling technique. The researcher sent a request form to the owners of the target enterprise, and the administrators forwarded the link to the respondents, who, after answering the questionnaire, submitted them. The data analysis included determining the overall Cronbach's alpha coefficient for the reliability test which was 0.987 signifying a high level of internal consistency. Exploratory factor analysis was performed to extract dimensions of financial accountability. The questions that did not load with other questions and with a coefficient higher than .065 were considered. A total of 31 questions were considered out of 55 questions. This study provides an instrument for data collection in study to promote financial accountability in organization and businesses. The study positively impacts financial management by promoting efficient management of resources of an entity, and increase knowledge in the financial accountability. Due to the COVID-19 pandemic, organizations today are financially affected. This has pushed organizations to seek ways to manage their resources and finance effectively and efficiently. This study contributes a knowledge in the area of finance and management which are important aspect of the organization. It focuses on addressing the business management and financial management strands of the conference, and also the construction of scale methodology in this study can also address the research strand.

BIO

Nassa Okoth Onyango is an MBA graduate from AIIAS class of 2021. He took is Bachelors of Science in Management Accounting at the Adventist university of the Philippines (2006-2010). He works as a general accountant at Surangel & Sons in the country of Palau (2012-present). Previously he worked as an accountant with Pathfinder International Kenya. Nassa enjoys networking and having quiet moments.

Raimond Denny Luntungan is from Indonesia. He is currently working as an assistant professor in Business department and Education department at AIIAS and also the Program Director for AIIAS on Campus MBA Program. His areas of interests are in educational technology and management information systems.

LeRoy Tim Ruhupatty completed his PhD in Accounting and Finance from Australia and has over 27 years of teaching experience at Higher Education Institutions in the USA, Philippines, and Indonesia. He is currently an associate professor in accounting and finance at the Adventist International Institute of Advanced Studies.

TEACHER'S SELF-ASSESSMENT SURVEY BASED ON THE REVISED BLOOM'S TAXONOMY

Istiarti Berci Sarempaa, PhD Education (in progress)
Naw Ei Phyu Sin Lay, PhD Education (in progress)
Weber Irembere, PhD Education (Candidate)
Mboneza Kabanda, PhD Education (Candidate)
Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

Learning objectives are an essential component of the teaching and learning process. When designing lesson plans, teachers are required to set learning objectives that students will achieve. Importantly, Bloom's Taxonomy has always been an essential guide for teachers to elaborate and evaluate learning objectives with great consideration of action verbs. In the hierarchy of Bloom's cognitive taxonomy, the learning sequences comprise six levels ranging from the simple level of activities to the most complex. The first three levels are considered low-order thinking skills, and the final three are high-order thinking skills. However, though teachers have been using Bloom's Taxonomy to evaluate teaching objectives, the extent to which teachers apply Bloom's taxonomy in elementary and secondary schools remains unknown. While researchers have been interested in evaluating the application of Bloom's taxonomy in classrooms, there is a lack of survey to administer to teachers as a self-assessment of the level of application of Bloom's taxonomy to evaluate learning objectives. With such a need, a pilot study was conducted. The purpose of this pilot study was to provide the process of producing, validating, and testing the reliability of a survey made from Bloom's Taxonomy theory. This quantitative research utilized a descriptive—correlational design. The population of this study included elementary and secondary school teachers. A convenient sampling was conducted and the process of doing this survey included different steps and procedures. First, the selection of a theory is important. In this case, Bloom's Taxonomy theory was chosen. Second, the elaboration of the questionnaire covered the entire theory. The questionnaire was elaborated based on the six cognitive domain levels of the revised Bloom's Taxonomy. The next step was the validation of the questionnaire. The validation was done through face and content validity to ensure that questions fit with the topic under study. The fourth step involved running a pilot study with a small group of the envisioned respondents. The last step included cleaning of the data and a reliability test was conducted. Convenient sampling of 33 elementary and secondary school teachers responded to the survey. Exploratory Factor Analysis generated 6 factors. The reliability of each factor was analyzed. The Cronbach alpha coefficient of the whole questionnaire was .950. This pilot study is significant in different aspects of teaching and learning process. This survey has practical implications in the sense that it will help researchers to prepare a questionnaire from a theory and go through the process of reliability. Finally, recommendation for further research is to conduct another study with a larger sample.

BIO

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EMPOWERMENT OF SENIOR HIGH SCHOOL TEACHERS THROUGH BUILDING ONLINE LEARNING CONSORTIUM DURING PANDEMIC TIME: A PHENOMENOLOGICAL STUDY

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Adventist International Institute of Advanced Studies, Silang, Philippines

ABSTRACT

Building online learning community (OLC) to empower teachers is one of the attempts done during the pandemic times. Most of the higher education practices, along with secondary education systems, are practicing this concept because it has proven to be effective at this point of time. Though this community is available, some teachers are frustrated with the new adopted practices. This is a new issue in the pandemic times. Teachers need to adapt and adopt life-long learning attitude on building an online learning community (Blinaught & Els, 2010). This comes with being equipped with the knowledge and skills on technology (Koehler, Mishra, & Cain 2013). According to Halasa et al. (2020), there was a prediction of decreased teacher interaction on online learning. A research study done by Louws et al. (2017) shows that mid- and late-career teachers had often included technology use in their objectives for professionalization. Since, there is an experiential gap in research along with gaps in theory and literature, this study was proposed with the question: What were the experiences of teachers using OLC during the pandemic times? How did the experience of using OLC empower teachers during the pandemic times? The theory of interoperability or using OLC involves multiple systems sharing a language or a framework for language that is designed to help them function together as a whole to improve usability and/or security. To answer these questions, a qualitative research design, specifically the hermeneutic phenomenological study was used. The outcome of this study showed the thematic essence out of the hermeneutic discussion on the experience of the teacher's professionalization on building an online learning community. The data was collected from four senior high school teachers who were purposively selected of an academy in Silang, Cavite, Philippines. The phases of data collection started with discussions with the participants about the experience, collecting the lived experience, reflecting on the lived experience and, finally, writing the lived experience. This data collection was done after processing it through the institutional ethics review board and getting permission from the respective gatekeepers. The data was collected through zoom chats, interviews, and were recorded for analysis purposes. The van Manen model of research activities and Miguel Martinez, Sloan, and Bowe's analysis framework were used, and phenomenological reflections developed on evidenced reflection answered the research questions. Based on the results, recommendations for empowerment were made. In specific, for practical implications, the framework of OLC was highlighted as a sample for groups that follow; seminars and workshop could be conducted for OLC.For social implications, there were enhancement of performance because of OLC and empowerment of employees through social capital. These implications emanated from this study.

BIO

Ranjith Kingston Gladstone is an international educator and scholar from India. He has vast experience in teaching across fields such as psychology, sociology, education, qualitative and quantitative research, mathematics, statistics, physics, chemistry, biology, empowering technology, media and information literacy, and religion. He is a PhD Education candidate with specialization in curriculum and instruction and a cognate in instructional technology from the Adventist International Institute of Advanced Studies, Philippines.

Carol Linda Kingston is an international educator and scholar from India. She has vast experience in teaching English, psychology, economics, and education. She is presently a doctoral candidate in educational administration at the Adventist International Institute of Advanced Studies.

EMPOWERED ONLINE TEACHERS IN THE NEW NORMAL: FACING CHALLENGES, CREATING ADAPTATIONS
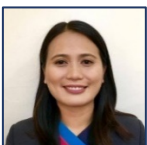
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ABSTRACT

With the current global pandemic, schools have embraced the sudden change of learning scheme and shifted to online modality. This inevitable shift carries with it challenges primarily to the teachers, who play a significant role in delivering the lessons to the learners. Not all teachers are equipped and prepared to adapt to the current teaching and learning process in response to the pandemic. This online teaching modality essentially requires a different set of teaching skills than a conventional, face-to-face setting (Smith, 2021). Online teachers may find it more demanding and overwhelming due to the nature of web-based instruction. However, online learning has entered mainstream education such that online teaching has become an essential part of the repertoire of teaching skills. The purpose of the study was threefold: to describe teachers' perceptions about online teaching; to explore their challenges, adaptations, and suggestions to achieve the best online environment; and to discover the qualities of empowered online teachers. Using the community of inquiry model, this study focused on the three presences (cognitive, social, and teaching) which give a more meaningful and thorough explanation on several aspects that are involved in online teaching. Teacher efficacy theory (Bandura, 1977; Hoy, 2000) provided the foundation for the impact of teachers on student learning. A qualitative transcendental phenomenological study was the approach used for this study. The participants were selected online teachers at a graduate level in an international institution. One-on-one interview through videoconferencing and emails was the main data gathering technique used in collecting in-depth and rich information using the semi-structured, open-ended questionnaires. The data gathered was recorded, transcribed, analyzed, and interpreted. Analytics generated by the learning management system and students' course evaluations were used for triangulation to ensure the research rigor and trustworthiness of the study. Results revealed that the participants' perceptions about online teaching ranged from neutral to positive. They considered it challenging yet interesting and useful in addressing students' needs in various contexts. The challenges in asynchronous online courses included course preparation, online teaching skills, administrative issues, training, technology demands, and personal limitations. In synchronous online courses, challenges included time zone difference, technology tools, screen time, learning focus, and handling large classes. Adaptations centered on institutional support services and personal and professional adjustments. To achieve the best online environment, the participants' suggestions focused mainly on institutional policies related to online teaching. Finally, empowered online teachers were found to be optimistic, passionate, and innovative. Implications of this study could shed light on the school administrators as they provide support services, funds, and training to the online teachers and could contribute new insights and share best practices on how to succeed in online teaching.

BIO

Irene Rivera is the online course development assistant at AIIAS Online. She finished her Master of Arts in Education at the Adventist University of the Philippines in Cavite, Philippines. Her research interests are in the areas of online course design, computer-mediated communication, language learning and teaching, and online faculty services.

Leni Casimiro is the director of AIIAS Online. With almost 20 years of experience in online education, she has done extensive research in this field and has served as a consultant and training leader in various educational institutions around the world. Dr. Leni also serves the AIIAS Graduate School as a professor of Education, specializing in curriculum and instruction and online learning.

READJUSTING PARENTAL ROLE IN VIRTUAL LEARNING: A CASE STUDY OF A ZAMBIAN MOTHER

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ABSTRACT

With all eventualities of the COVID-19 pandemic, several incidents continue to be felt contrastingly. The mode of operation has altered in both public and private entities causing several shifts. In education, virtual learning is soaring with a clamor for more parental involvement. Prior to this situation, effective learning was typically perceived to follow perpetual cycles of physical interaction between the instructor and the learners. However, the school setting has altogether changed with parents assuming more roles than before. This study aimed at exploring how a housewife readjusted her role to support her child's virtual learning. It was based on Kolb's experiential learning theory. Several studies on virtual schools provide a number of tips on parents' role in enhancing virtual education. However, a knowledge gap was discovered on how some people groups such as full-time mothers supported their children's virtual learning. The findings would be helpful to other housewives in a similar situation and to teachers who collaborate with parents to facilitate virtual learning. Further, the findings would help policymakers in their decision making, more so in a changing society. This study used a qualitative single-case study approach. A mother with three children enrolled in virtual schools was selected and the study was conducted virtually from her premises in Zambia. Purposive sampling, with elements of critical case and convenience sampling was used to select the participant. Interviews and observations were used in data collection. For convenient analysis, the interview data and the created text file from the observation notes were transcribed and member checked. Later, they were coded and categorized to derive themes for addressing each research question. The trustworthiness criteria were followed to establish credibility, transferability, confirmability, and dependability. All procedures underwent scrutiny of the AIIAS Ethics Review Board. Emerging themes included requisite, reservation, and rediscovery. The results showed that virtual education requires parental involvement in different ways. A lack of intense parent-teacher collaboration can hinder the entire process. Motherhood in virtual learning has its challenges. However, the study showed that virtual learning reaffirms the roles of motherhood and adds to self-discovery. The study highlighted strictness to each domiciliary task as being crucial among the precautions that can mitigate the challenges of motherhood in virtual learning. Practically, the requirements of virtual learning are both tangible and intangible, with more costs in terms of securing gadgets and settling energy consumption. Motherhood is a full-time role in supporting virtual learning. This study involved only one participant. As a recommendation, other approaches can be used by future researchers to explore the phenomenon. Future research may examine the same phenomenon on other people groups such as mothers with special needs.

BIO

Godwin Kato hails from Uganda, East Africa. He is a professional teacher of economics and holds a master's degree in education from the Adventist International Institute of Advanced studies. Besides curriculum and instruction, he has a keen interest in research and the lasting truths about education.

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INSTITUTIONAL STATEMENTS

MISSION STATEMENT

To develop leaders through distinctively
Seventh-day Adventist graduate education,
excelling in spirituality, scholarship, and service.

VISION STATEMENT

A Christ-centered community of leaders
with a heart for mission.

MOTTO

Graduate Education with a heart for missions.

STATEMENT OF GOALS

1. DISTINCTIVELY ADVENTIST

a. Support the Seventh-day Adventist Church with graduates who are dedicated to the mission of the church

b. Maintain a community of faith that nurtures a life-changing relationship with Christ and an exemplary Adventist lifestyle

c. Champion the teachings and lifestyle of the Seventh-day Adventist Church

d. Address crucial Church and world issues

e. Ground AIIAS scholarship in Biblical foundations

f. Engage every student and employee in outreach and witness

2. ACADEMIC EXCELLENCE

a. Offer programs of the highest academic quality

b. Employ outstanding and inspiring teaching faculty

c. Foster excellence in research and writing

d. Maintain the highest levels of academic and professional accreditation

e. Be recognized as an outstanding graduate institution among Adventist leaders around the world and within the Philippine higher education community

f. Follow systems and procedures that ensure best academic practice

3. SERVICE

a. Engage with community both on and off campus

b. Nurture appreciation of culture and the arts

c. Celebrate diversity

d. Mentor and support sister institutions

4. ESSENTIAL SUPPORTING RESOURCES

a. Provide an exemplary graduate research library

b. Maintain quality physical plant and professional IT services
c. Employ and develop qualified and service oriented
   personnel
d. Provide financial support through student aid/scholarships
e. Generate Institutional financial support
f. Achieve optimum levels of program enrollment
g. Coordinate an active, supportive alumni organization
h. Provide outstanding support for human resource

5. ACCOUNTABILITY

a. Promote wise use of time, abilities, and resources
   as God's stewards
b. Establish appropriate expectations, standards
   and indicators
   for institutional performance and outcomes
c. Practice assessment of all personnel, programs,
   and functions using key performance indicators

6. SUCCESSFUL GRADUATES

Produce graduates that:
a. Demonstrate excellence in their profession
b. Offer their lives for service
c. Contextualize knowledge and practical skills
   to meet local needs
d. Model the ideals of servant leadership
e. Positively influence and support the Church and community

CORE VALUES

EXCELLENCE: AIIAS values excellence. AIIAS prizes continuous improvement and the pursuit of excellence are a way of life including high standards as part of devotion to God.

INTEGRITY: AIIAS values the honorable, transparent, and honest. It encourages and practices ethical behavior that displays high moral standards in personal and organizational action.

SERVICE: AIIAS values and nurtures joyful lives that bless others. Reaching beyond personal, family, and campus needs, AIIAS uses its faculty resources to support the church and community.

ABOUT AIIAS

The Adventist International Institute of Advanced Studies (AIIAS) is a graduate-level Seventh-day Adventist educational institution that offers quality education while keeping the tuition very affordable. AIIAS provides four modalities: online learning, distance learning centers (DLCs), on-campus cohorts and full-time programs.

AIIAS is located on a beautiful tropical campus 45.5 kilometers outside of Manila, the capital city of the Philippines. This location offers easy access to opportunities for mission trips and community outreach both locally and internationally, especially within the 10/40 Window.

The AIIAS community includes over 300 graduate students from more than 60 countries around the world. The faculty members come from 17 different countries. The teacher-student ratio is low, giving students the opportunity to work closely with their teachers. Typically, a class of 10 students will represent a variety of nationalities, providing access to diverse insights and global perspectives.

AIIAS alumni hold positions of leadership throughout Asia and the world. Alumni serve as teachers, pastors, world church leaders, university presidents, administrators, business executives, NGO leaders, and public health professionals. Many of these alumni have come to AIIAS to build a strong foundation on excellent, world-class graduate education.

[1] The Adventist Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities of Maryland, USA.

[2] The Philippine Accrediting Association of Schools, Colleges and Universities which is a full member of APQN and INQAAHE.

[3] The Association for Theological Education in South East Asia which is a full member of WOCATI thereby networked with other regional associations like the ATS.

RECOGNITION & ACCREDITATION

AIIAS is recognized by the government of the Republic of the Philippines as a graduate educational institution of international character, as certified by the Commission on Higher Education (CHED) pursuant to Presidential Decree No. 2021. The institution and all its programs are accredited by the AAA[1]. In addition, the graduate school programs are accredited by PAASCU[2] and those from the seminary by ATESEA[3].

THE AIIAS ADVANTAGE

In addition to high quality graduate education, there are many benefits to living on a campus filled with fellow students and their families.

"AIIAS provides a wholesome experience by developing each person academically, spiritually, mentally, and physically."

Living on campus provides rich cultural experiences among a diversity of friends, thoughts, and activities. The AIIAS student will meet fellow students from every continent except Antarctica. The diversity allows students to find commonalities and gain knowledge from other cultures. AIIAS

cultivates a family-friendly environment where children of different age groups from various countries interact and freely play together. This develops cultural awareness and appreciation at an early age. The community allows parents peace of mind about their children's safety as they focus on studying, for the walled campus has a secure entrance.

AIIAS provides an abundance of opportunities for spiritual growth, whether it is through prayer meetings, Sabbath worship programs, or outreach ministries off-campus. There are many other opportunities that allow students to receive a blessing, and be a blessing.

GRADUATE SCHOOL
The AIIAS Graduate School develops internationally-minded, service-oriented professionals known for integrity and scholarship in the fields of business, education, and public health.

THEOLOGICAL SEMINARY
The AIIAS Theological Seminary prepares mission-driven, professional faculty and other church leaders in a wholistic, multicultural, and collaborative approach to learning. The AIIAS Theological Seminary promotes biblically-informed scholarship, spirituality, and a meaningful field experience.

ENGLISH CENTER
The AIIAS English Center takes students through intensive and personalized instruction in the English language in an English-speaking environment. The English Center approach is aligned with well-recognized English language programs.

ONLINE
AIIAS Online delivers quality graduate Christian education that is accessible and affordable through student-centered and contextualized learning experiences for better service to the church and society.

Why choose AIIAS?

✓ Distinctively Adventist
We champion the educational philosophy, teachings, and lifestyle of the Seventh-day Adventist Church and a clear sense of its mission and identity.

✓ Academic Excellence
We maintain the highest academic quality, highest accreditation level, and employ outstanding faculty recognized in their field.

✓ Affordable Cost
All AIIAS students enjoy the highest quality of education through the benefit of financial subsidy by the Adventist world church.

✓ Exotic Location
Dive to undisturbed coral reefs, enjoy unspoiled tropical beaches, or shoot the rapids. All these activities can be enjoyed within a short distance from AIIAS campus.

✓ Mission-Oriented
AIIAS, being strategically located in the Philippines, provides greater access to the 10/40 Window for research opportunities and field experiences.

✓ Excellent Supporting Resources
An exemplary graduate research library with a collection of more than 70,000 volumes means easier access to a growing gold mine of library resources.

✓ Alumni Impact
AIIAS alumni have become well-equipped leaders around the world committed to the church and its mission.

AIIAS Program Offerings

Graduate Education with a Heart for Mission

GRADUATE SCHOOL

Business
Master of Business Administration (MBA)*
Master of Science in Administration (MSA)*
Doctor of Philosophy (PhD) in Business

Education
Master of Arts in Education (MAEd)*
Education Specialist (EdS)
Doctor of Philosophy (PhD) in Education

Public Health
Master of Public Health (MPH)*

THEOLOGICAL SEMINARY

Professional Programs
Master of Arts in Church Ministry (MA-CM)*
Master of Divinity (MDiv)*
Master of Arts in Ministry (MA-Min)
Doctor of Ministry (DMin)
Doctor of Missiology/Doctor of Intercultural Studies (DMiss/DIS)

Academic Programs
Master of Arts in Religion (MA-R)
Master of Theology (MTh)
Doctor of Philosophy (PhD) in Religion

*also offered Online

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Exotic Location | Outstanding Alumni

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