

Educational and social transformation through leadership, culture, and inclusive practice

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FROM THE EDITOR

In a rapidly changing educational and social landscape, the search for responsive, ethical, and inclusive systems continues to challenge institutions, educators, policymakers, and communities. This issue of the *Mindoro Journal of Social Sciences and Development Studies* brings together critical scholarly articles examining the dynamics of leadership, learning modalities, cultural identity, health beliefs, and institutional research culture. These contributions offer empirical insights and perspectives on inclusive and ethical societies in uncertain times.

Adapting to Disruptions and Virtual Learning

Educational systems continue to face disruptions brought about by technological shifts, socio-economic challenges, and evolving learner needs. The article “*Perceived Effectiveness and Encountered Difficulties on Virtual Learning Modality among Students of a State College in the Philippines*,” contributes to this discourse by empirically assessing the interplay between student demographics, perceived instructional effectiveness, and the nature of challenges experienced in an online learning environment. The findings clarify the nuanced dynamics of virtual learning implementation in state colleges. The study suggests that while online modalities can facilitate knowledge delivery, their success is dependent upon contextual factors and learner conditions that is beyond institutional control. As such, the study calls for the strategic virtual learning systems supported by evidence-based pedagogical frameworks,

Transformational educational leaders inspire educators

In the evolving landscape of basic education, school leadership and governance emerge as decisive forces in facilitating organizational change. The article “*Principal Leadership, Good Governance, and Teachers’ Commitment to Organizational Change*” offers empirical insights into how leadership behaviors and governance practices intersect with teacher engagement in reform initiatives. These findings emphasize the importance of shared leadership in educational settings, where empowering teachers through participatory governance facilitates a stronger sense of ownership and commitment to achieve common goals. Further, the study supports the need of designing leadership and governance frameworks that are not only transparent and ethical but also inclusive and contextually grounded.

Building Research Culture and Ethics in Higher Education

Research serves as the pillar of academic progress, yet it must be grounded in integrity. The study on “*Research Culture and Ethics of Faculty Researchers at the University Level*” brings attention to institutional and personal accountability in a research institution especially in higher education. Ethical and culturally grounded research practices driven by both institutional and personal motivations can elevate human potential and extend the impact of academic research beyond the university into the broader community. However, structural and institutional influences such as incentive mechanisms and recognition systems significantly affect research behavior. Therefore, promoting research integrity requires the unified commitment of all stakeholders to uphold public trust in the scientific community and safeguard the credibility of scientific work.

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Importance of Contextual Public Health Communication

Understanding public health issue requires not only scientific data but also attention to the socio-cultural and psychological contexts that individual decision. The article “*Attitudes toward COVID-19 Vaccination among Pregnant and Lactating Women in SAMARICA District, Occidental Mindoro*” applies the Health Belief Model to examine the vaccine intentions and hesitancies of a particularly vulnerable group. These findings emphasize the need for developing a context-sensitive public health communication strategy. Culturally responsive and empathetic communication plays a significant role in enhancing health literacy accessible, respectful, and relevant health information to diverse populations.

Aspirations and the Right to Relevant Indigenous Education

Equity in education must account for the unique contexts of indigenous communities. The study “*Batak Parents’ Challenges and Aspirations in Indigenous Education*” offers a compelling phenomenological account of the lived experiences of Batak parents in Puerto Princesa City, Palawan, as they explore structural and cultural obstacles encountered by indigenous people communities within basic education system. These findings call attention to the urgent need for education systems to move beyond standardized, one-size-fits-all approaches. Culturally responsive pedagogy, localized curriculum development, and targeted resource provision are essential in ensuring that indigenous learners not only participate in education but thrive within it.

Grounding Inclusive Education

Inclusive education gains meaning when it is shaped by the lived realities of those implementing it on the ground. The article “*Voices from the Field: A Narrative Case Study on Inclusive Education*” captures the experiences of teachers across Davao. Through in-depth narratives the study explored how teachers interpret, adapt to, and advance inclusivity within their local teaching contexts. The study highlights necessity of bottom-up, evidence-informed approaches where inclusivity is not merely a mandate, but a lived commitment co-constructed by teachers, communities, and learners.

Reflection in this Issue

Collectively, the articles in this issue offer timely and relevant contributions to ongoing concerns in education, governance, public health, and research. The articles emphasizes that inclusive, ethical, and contextually grounded systems must be directly engaged in teaching, learning, community building, and knowledge production.