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# ICERP2025

## THE 7TH INTERNATIONAL CONFERENCE ON EDUCATIONAL RESEARCH AND PRACTICE

*TRANSFORMING EDUCATION FOR SUSTAINABLE, DIGITAL AND HUMAN-CENTERED FUTURE*




# CONFERENCE PROCEEDINGS

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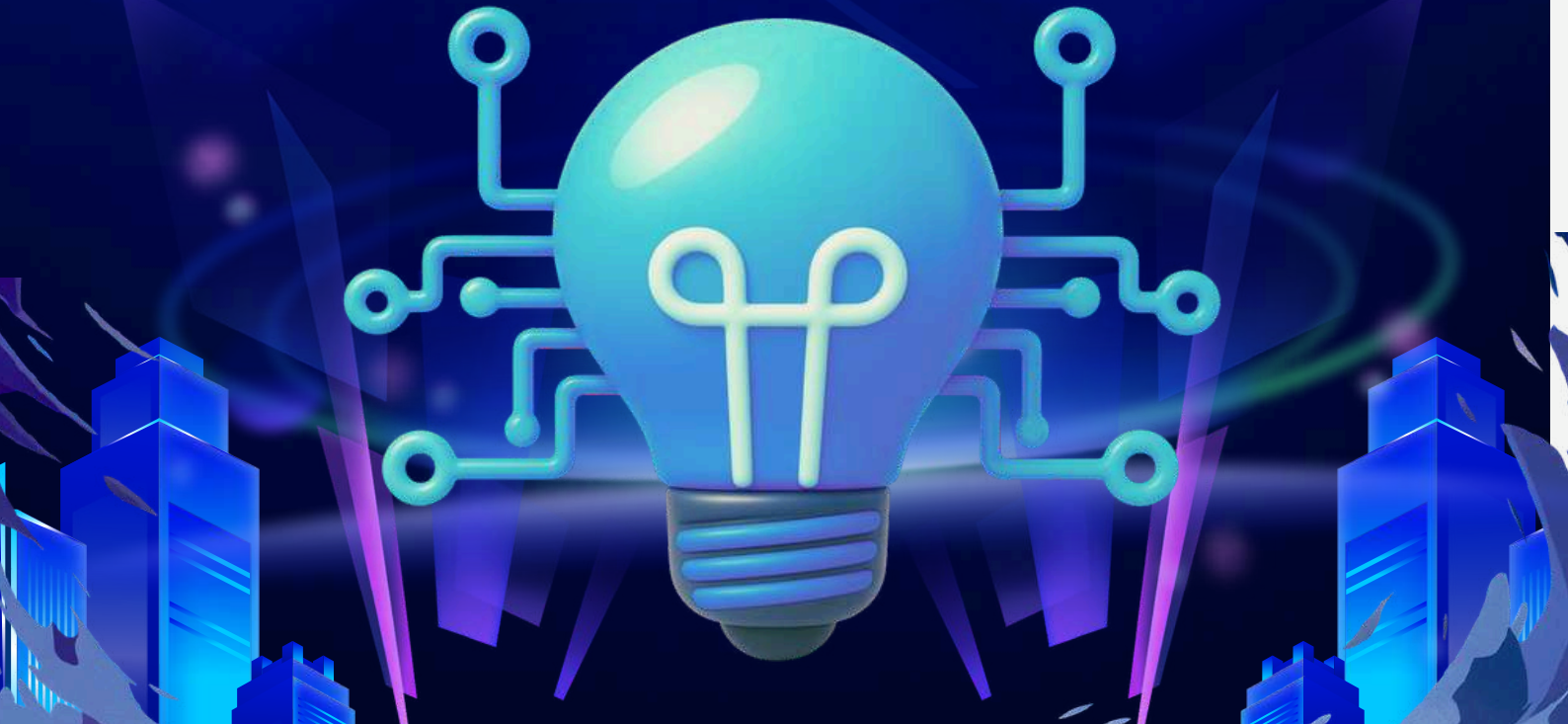
# ICERP2026

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## A MESSAGE FROM THE CONFERENCE CHAIR

**The 7th International Conference on Educational Research and Practice (ICERP 2026)**

It is my great pleasure to welcome all distinguished scholars, researchers, educators, practitioners, and students to the 7th International Conference on Educational Research and Practice (ICERP 2026), hosted by the Faculty of Educational Studies, Universiti Putra Malaysia.

This year's theme, Transforming Education for a Sustainable, Digital, and Human-Centered Future, reflects both the opportunities and responsibilities facing education today. Rapid technological advancement, particularly in artificial intelligence and digital innovation, is transforming how we teach, learn, lead, and conduct research. At the same time, education must remain firmly grounded in human values, equity, inclusion, well-being, and our collective responsibility towards a sustainable future.

ICERP 2026 provides an important platform for us to move beyond discussion towards meaningful ideas and practices that can shape the future of education. Through the exchange of research, experiences, and diverse perspectives, this conference seeks to strengthen the connection between research, policy, and practice, while encouraging innovative solutions to emerging educational challenges.

As Conference Chair, I believe that the true value of an international conference lies not only in the papers presented, but also in the ideas exchanged, collaborations established, and new possibilities created. I therefore encourage all participants to engage actively, challenge existing assumptions, build meaningful networks, and explore opportunities for future collaboration.

On behalf of the Organising Committee and the Faculty of Educational Studies, Universiti Putra Malaysia, I extend my sincere appreciation to all keynote speakers, presenters, participants, reviewers, partners, and committee members whose commitment has made ICERP 2026 possible.

May ICERP 2026 inspire us to rethink what education can become and, more importantly, how we can collectively shape an educational future that is sustainable, digitally empowered, and deeply human-centred.

FACULTY OF EDUCATIONAL STUDIES

Welcome to ICERP 2026, and I wish everyone a meaningful and intellectually rewarding conference.

**PROF. DR. TAJULARIPIN SULAIMAN**
**Conference Chair**
The 7th International Conference on Educational Research and Practice (ICERP 2026)
Faculty of Educational Studies
Universiti Putra Malaysia

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# Enhancing Innovative Teaching Behaviour in TVET: Examining the Roles of Social Support and Self-Motivation

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***Abstract***

*Continuous innovation in teaching practices is essential for enhancing the quality and relevance of Technical and Vocational Education and Training (TVET), particularly in response to evolving industry demands. Previous studies have identified various factors influencing innovative teaching behaviour; however, limited empirical evidence has examined the combined effects of social support and self motivation within the TVET context. This study aims to examine the relationship between social support and self-motivation with innovative teaching behaviour among TVET instructors in Selangor, Malaysia. This study employs a quantitative, descriptive correlational survey design. Data were collected through a structured questionnaire administered to TVET instructors in vocational colleges in Selangor. Descriptive statistics were used to determine the levels of the variables, while inferential analyses, including Pearson correlation and multiple regression, were conducted to examine the relationships and predictive contributions among the variables. The findings indicate that the levels of social support (mean = 3.95, SD = 0.52), self-motivation (mean = 4.08, SD = 0.47), and innovative teaching behaviour (mean = 3.82, SD = 0.59) are high. Correlation analysis reveals significant positive relationships between social support and innovative behaviour ($r = 0.56$, $p < 0.01$) and between self-motivation and innovative behaviour ($r = 0.63$, $p < 0.01$). Multiple regression analysis shows that both variables significantly predict innovative behaviour, accounting for 48% of the variance ($R^2 = 0.48$), with self motivation emerging as the stronger predictor. These findings highlight the importance of fostering supportive environments and strengthening intrinsic motivation to enhance innovative teaching practices in TVET.*

**Keywords:** Social Support, Self-Motivation, Innovative Behaviour, TVET, Teaching Innovation

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# EAP Curriculum Effectiveness and Reform in an EMI Context: A Qualitative Case Study from Uzbekistan

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***Abstract***

*Internationalization and implementation of English as a Medium of Instruction (EMI) is becoming a priority in institutions throughout the country in line with the "Concept of Development of Higher Education of the Republic of Uzbekistan until 2030". This shift has put English for Academic Purposes (EAP) programs in the vortex of institutional success, but the absence of expert-based curriculum assessment has tended to make the programs inef icient and disoriented in the relationship between language and content teaching. The study uses instrumental qualitative case study to explore the EAP curriculum development in a privately owned university in Tashkent. Semi-structured interviews with 15 key stakeholders (faculty and administrative staf and students) were used to gather information about the ef ectiveness of the existing program and what reforms need to be made. The results indicate that the design of the current curriculum is not usually supervised by experts and thus, is subject to revisions that are not standardized or regular. In order to resolve these issues, stakeholders support the idea of a reinvented EAP model that incorporates state-of-the-art digital tools and humanistic pedagogy. In particular, the findings indicate the need to use Artificial Intelligence (AI) strategically to deliver automated formative feedback and to teach timely engineering to facilitate ethical research activities. The research further highlights a move towards a student-centered model that focuses on student agency, emotional health, and individualized learning journeys. The paper summarizes that these stakeholder perceptions will be crucial in ensuring a stable, expert-based, and technologically-informed EAP curriculum that can satisfy the needs of the changing needs of the higher education industry in Uzbekistan.*

**Keywords:** EAP Curriculum, Stakeholder Perceptions, Uzbekistan Higher Education, AI in Education, Human-Centered Pedagogy, Curriculum Evaluation

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# Employability of Chinese Students after Graduation from Malaysian Universities

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***Abstract***

*The purpose of this study is to analyze the relationship between learning ability, comprehensive capacity, adaptability, external factors and employment capacity of Chinese students. Data is collected from the samples of 15 respondents. We use interviews to collect sample data. The study found to be consistent with great extent and proposed ideas. The results indicate that learning experience, comprehensive ability, adaptability, and external factors have different effects on employment capabilities. More respondents indicate that there is a deep feeling of the four factors that have affected employment capabilities in the employment. The results of this study will help Chinese students have a new understanding of employment capacity. By understanding factors affecting employment capabilities, we will increase our employment capabilities to increase competitiveness in employment.*

**Keywords**: Chinese Students, Employment Capabilities, Employment Competitiveness



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# Beyond Administrative Talent Management: Career Development as a Full Mediator in Fostering Academics' Organizational Commitment in State-Owned Private HEIs

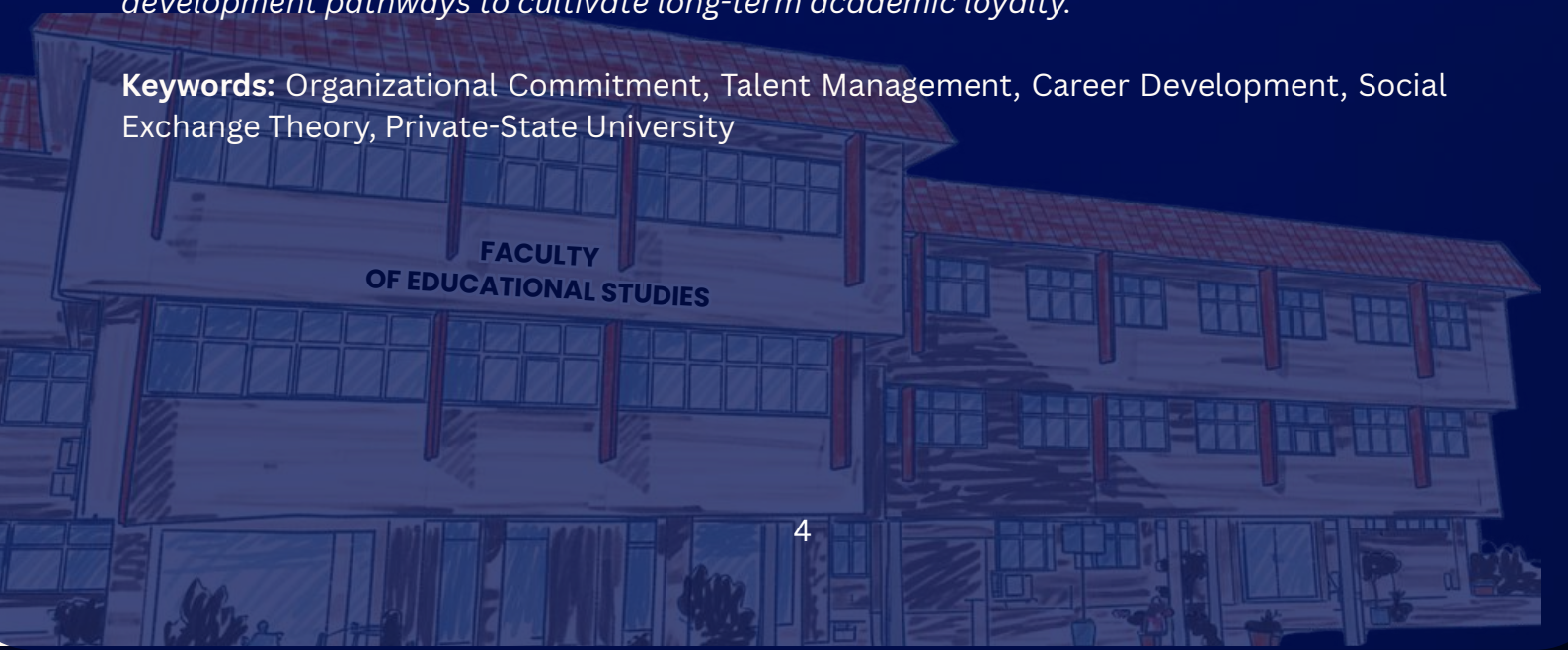
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***Abstract***

*The sustainability of Higher Education Institutions (HEIs) relies heavily on the retention and commitment of their academic workforce. In Malaysia's State-Owned Private Higher Education Institutions (IPTS-N), fostering organizational commitment remains a critical challenge. Grounded in Social Exchange Theory (SET), this quantitative cross-sectional study investigates the mediating role of Career Development (CD) in the relationship between Talent Management (TM) and Organizational Commitment (OC) among academics. Data were collected from 222 academics using simple random sampling and analyzed using descriptive statistics, Spearman correlation, and multiple linear regression. The findings revealed that while TM has a significant positive correlation with OC, it holds no significant direct influence when tested simultaneously with CD in the regression model. Instead, Career Development acts as a full mediator between Talent Management and Organizational Commitment. These results demonstrate that administrative talent management initiatives alone are insufficient to build institutional loyalty unless they translate into tangible career advancement opportunities. In practical terms, this study highlights the need for the IPTS-N management to shift from passive talent policies toward empowering transparent, individualized career development pathways to cultivate long-term academic loyalty.*

**Keywords:** Organizational Commitment, Talent Management, Career Development, Social Exchange Theory, Private-State University



# Human-Centered Co-Teaching in Blended Synchronous Primary Classrooms: A Conceptual Framework

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***Abstract***

*Blended synchronous classrooms (BSCs) allow on-site and remote students to learn together in real time. In primary settings, however, this arrangement often increases teacher workload, leads to uneven participation, and leaves remote children less visible. Prior research has examined blended synchronous learning, classroom interaction, and student engagement in some depth. Far less is known about how co-teaching might be organized as a human-centered response to these problems at the primary level. This paper addresses the gap through an integrative conceptual review that draws on research in blended synchronous learning, co-teaching, student engagement, and human-centered pedagogy. Based on this review, the paper proposes Human-Centered Co-Teaching (HCCT) as a preliminary conceptual framework. HCCT consists of four connected dimensions. These are shared teaching responsibility, dual-space interaction support, engagement-oriented student support, and collaborative reflection and adjustment. These dimensions form an adaptive cycle that operates before, during, and after lessons. The framework provides a conceptual basis for future empirical research on co-teaching and student engagement in blended synchronous primary classrooms.*

**Keywords**: Blended Synchronous Classrooms, Co-Teaching, Classroom Engagement, Primary Education

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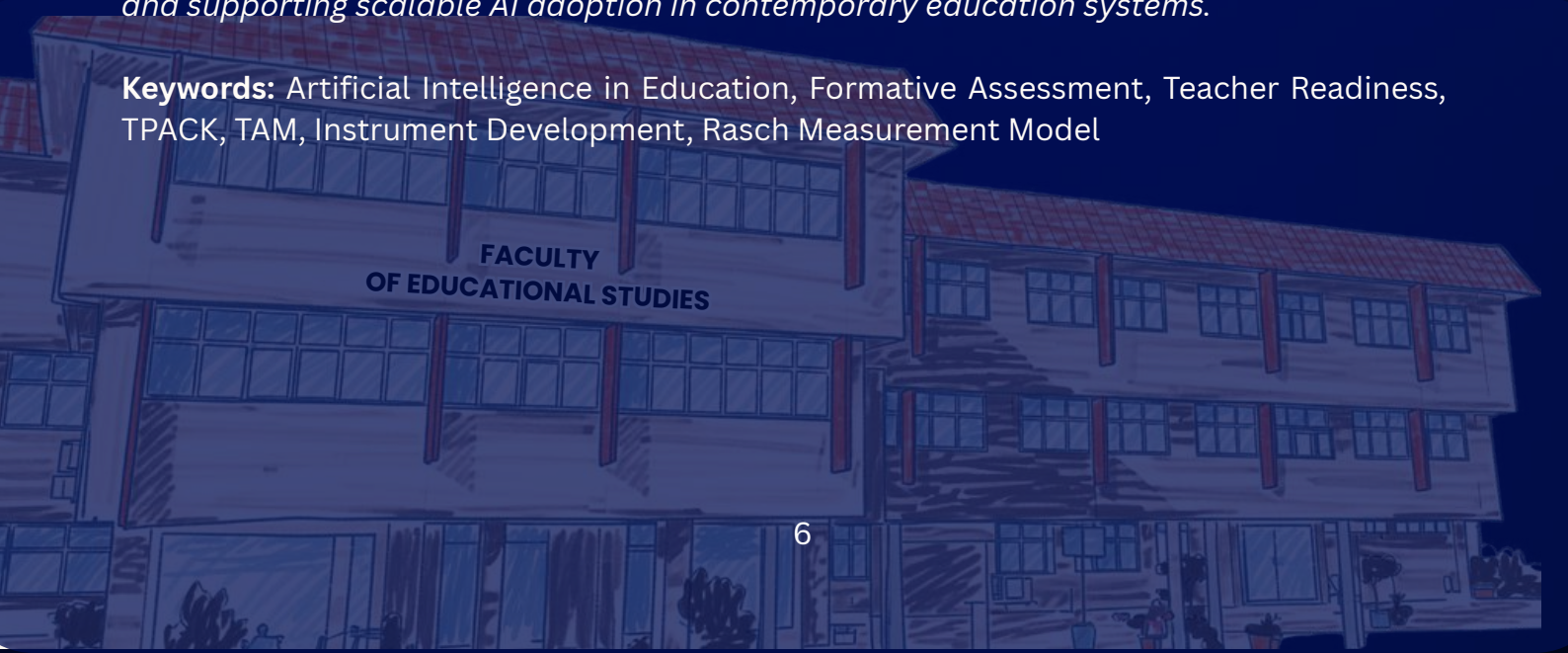
# Innovating Formative Assessment through AI: Development of a Teacher Needs Assessment Instrument

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***Abstract***

*Integration of Artificial Intelligence (AI) in formative assessment represents a critical shift within the emerging digital education landscape, yet valid and reliable instruments to assess teachers' needs for such integration remain limited. This study aimed to develop and validate the Instrumen Pengukuran Keperluan Guru (IPeK) for measuring teachers' readiness and needs regarding AI integration in formative assessment at secondary schools. Grounded in the Technology Acceptance Model (TAM) and Technological Pedagogical Content Knowledge (TPACK) framework, the instrument was developed across four constructs: knowledge, understanding, skills, and perception. Using a quantitative survey design, data were collected from 250 secondary school teachers, of which 228 valid responses met the screening criteria and were analysed using the Rasch Measurement Model. Content validation by seven experts confirmed the relevance of the instrument, resulting in a final 45-item instrument. Rasch analysis demonstrated strong psychometric properties, with item reliability ranging from 0.87 to 0.97 and item separation indices from 2.59 to 6.19. All items met fit statistics requirements, showed positive point-measure correlations, and demonstrated appropriate item difficulty hierarchy through Wright Map analysis. Although person reliability was relatively low, findings indicate robust item calibration and satisfactory measurement quality overall. The study contributes a psychometrically validated instrument for assessing teachers' readiness and needs in AI-integrated formative assessment, and offers important insights for designing data-driven professional development, enhancing digital readiness, and supporting scalable AI adoption in contemporary education systems.*

**Keywords:** Artificial Intelligence in Education, Formative Assessment, Teacher Readiness, TPACK, TAM, Instrument Development, Rasch Measurement Model



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# Virtual Reality in Digital Pedagogy: A Systematic Literature Review on Sustainable and Humanistic Perspectives in Higher Education

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***Abstract***

*Virtual reality (VR) as an immersive digital technology has expanded its interactive pedagogical approaches with experiential learning within the higher education landscape, increasing learners' engagement and intellectual ability and creating a collaborative learning atmosphere. Most empirical studies focus on how VR improves learners' cognitive skills in a safe learning environment; however, there is a lack of proper humanistic learning environments and sustainability, which remain underexplored. The existing literature only evaluates the advantages of the technical pedagogical implementation of VR, where human perspectives and socio-ecological environments are passed over for a long-term sustainable VR atmosphere. Therefore, a significant research gap exists regarding how VR-driven pedagogy aligns systematically with long-term socio-economic sustainability and humanistic education. Addressing this critical gap, this study explores the social ethical implications of virtual reality in higher education by reviewing and analysing twenty-five selected articles using a qualitative approach. This review synthesises empirical and conceptual literature to examine how VR-integrated digital pedagogy has been implemented in higher education using a dual conceptual framework focusing on sustainable and humanistic values. The findings reveal that VR is widely reported to enhance experiential learning, pointing out pedagogical alienation but a drop in humanistic considerations, including learner well-being, digital equity, and the preservation of interpersonal and reflective dimensions of learning, which require sustainability and inclusive access. Therefore, this study proposes an integrative "Sustainable-Humanistic VR Pedagogical Framework" and provides concrete guidelines for curriculum designers, policymakers, and educators seeking to adopt VR in ways that are pedagogically sound, ethically grounded, and environmentally and socially sustainable at the intersection of immersive technological innovation and learner-centred humanism.*

**Keywords:** Virtual Reality, Digital Pedagogy, Sustainable Education, Humanistic Perspective, Higher Education.

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# Academic Resilience as a Mechanism Linking Growth Mindset and Social Support to Academic Well-Being: A Conceptual Framework

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***Abstract***

*Academic well-being has become a central concern in higher education , especially shown on the group of postgraduate students. There are dual burden for this group when they faced the study requirement in the graduate stage and cultural adaptation in a multicultural situation simultaneously. However, the underlying mechanisms remain insufficiently understood. Existing study mostly examined growth mindset and social support in isolation, while resilience is often treated as astable trait rather than a dynamic process. This study adapts the Resilience Theory, Implicit Mindset Theory, and Conservation of Resources Theory to promote an integrated conceptual framework. It regards the academic resilience as a mediating mechanism which links the internal and extra resource to academic well-being. In this framework, growth mindset is conceptualized as a cognitive resource which could activate the orientation of learning aim, and influence the students' adaptive assessment to stress. Social support is considered as a contextual resource that provides the strength that students handle the pressure continuously. Both two types of resources are jointly work through academic resilience to multidimensional academic well-being outcomes, including academic engagement, lower academic burnout and academic value. The framework contains four aspects theory contributions: firstly, it re-conceptualize academic resilience into a dynamic process; secondly, it integrates internal and external resources into a unified framework; thirdly, it advances the structured explanation of academic well-being; and lastly one, it enlarges the multicultural higher educational contextual situation to response the existing gap of the international postgraduate group (S. Yang, 2026). This study also discussed about the implication of this framework to the educational practice and policy, especially pay attention to how the multicultural higher educational institution support students to achieve the goal of positive development and academic prosperous. More specific, it provides the developing meaning for Malaysian public universities, which could support Chinese international graduates' academic adaptation and well-being development in a multicultural higher educational context.*

**Keywords:** Academic Resilience, Growth Mindset, Social Support, Academic Well-Being, Higher Education, Conceptual Framework, Process-Based Approach

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# A Correlation Analysis of Game Flow and Referee Running Distance in the Chinese Super League

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***Abstract***

*Officiating a professional football match imposes extreme physical and cognitive demands. Elite physiological conditioning is essential for maintaining optimal viewing angles and making accurate decisions. The modern game has shifted toward higher running intensities and more complex tactical systems, which naturally increase the physical toll on referees. Analysts have extensively mapped player performance metrics. Referee workloads, by contrast, remain largely unexplored. One major area of ambiguity concerns match flow. It remains unclear how a game's fluidity, compared with frequent interruptions, dictates the physical exertion required of the official. Pacing in professional competitions such as the Chinese Super League (CSL) varies widely. Foul frequency and net playing time strongly shape this rhythm. High foul volumes fragment matches, which intuitively suggests a slower game with longer recovery periods. Yet the precise impact of this fragmentation on referees remains empirically unquantified. This study examines the direct relationship between game flow, match interruptions, and referees' physical output. Examining these variables helps isolate the "hidden workload" of officials. The objective is to determine whether heavily interrupted fixtures genuinely reduce running demands or merely shift movement profiles toward administrative and management duties. Official match summary metrics from CSL matches form the foundation of this quantitative analysis. This study focuses on CSL referees in 2023. The dataset isolates three primary variables from detailed game-level observations. Total fouls serve as a proxy for match fragmentation. Net playing time represents live-ball duration. Total running distance tracks overall physical exertion. This study calculates correlations to evaluate relationships among these variables.*

*This approach directly tests dependencies between match flow and the referee's physical workload. These metrics reveal distinct refereeing dynamics. As expected, total fouls and net playing time show a strong negative correlation; increased foul volume inherently reduces active playing time. However, the critical finding is that neither linear nor nonlinear analyses yielded a statistically significant correlation between total running distance and either total fouls or net playing time. Active play varies widely from fixture to fixture. Despite this, referees accumulate a substantial and highly stable physical workload regardless of overall game fluidity. Within this sample, there was no evidence of a significant relationship between match fluidity and a referee's total physical exertion. The data did not indicate that highly fragmented games systematically reduce the referee's physical burden. This persistent output during low-flow matches reveals a significant hidden workload. Referees continue to expend energy managing player conduct, mitigating conflicts, and constantly repositioning for tactical restarts. Training protocols must adapt to this reality. Referees sustain elite endurance demands entirely separate from live-ball duration. These empirical insights provide a firm basis for restructuring recovery protocols and performance assessments in professional football officiating.*

**Keywords**: Game Flow, Match Fragmentation, Physical Workload, Referee Analytics, Sports Science



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# A Conceptual Framework of ChatGPT Feedback, Self-Efficacy, Attitude toward Using ChatGPT, and Perceived Learning Outcomes in Postgraduate Academic Tasks

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***Abstract***

*Postgraduate students increasingly turn to generative artificial intelligence (AI), especially ChatGPT, when they brainstorm ideas, draft academic texts, revise arguments, summarise readings, and request feedback. Yet the learning value of these AI-supported activities cannot be understood by looking only at the tool's technical capacity. It is also connected with how students judge the feedback they receive, how confident they feel about managing academic work, and how they orient themselves toward using ChatGPT. This conceptual paper develops a framework that connects ChatGPT feedback, self-efficacy, and attitude toward using ChatGPT with perceived learning outcomes in postgraduate academic tasks. The framework draws on a formative feedback perspective, Social Cognitive Theory (SCT), and the Technology Acceptance Model (TAM). Through a conceptual synthesis of relevant literature on feedback, generative AI in higher education, self-efficacy, technology acceptance, and perceived learning outcomes, the paper develops propositions for later empirical validation. ChatGPT feedback is positioned as a source of external learning support, self efficacy as a belief about academic capability, and attitude toward using ChatGPT as a technology-related orientation. The paper contributes by organising these constructs into a coherent framework and by identifying responsible AI use, feedback literacy, and learner agency as important contextual considerations. Future studies should test the framework across institutions and disciplines, using objective performance indicators as well as longitudinal or experimental designs.*

**Keywords:** ChatGPT Feedback, Self-Efficacy, Attitude toward Using ChatGPT, Perceived Learning Outcomes, Generative AI



# Students' Intention to Use AI Tools in Learning: A Questionnaire-Based Study

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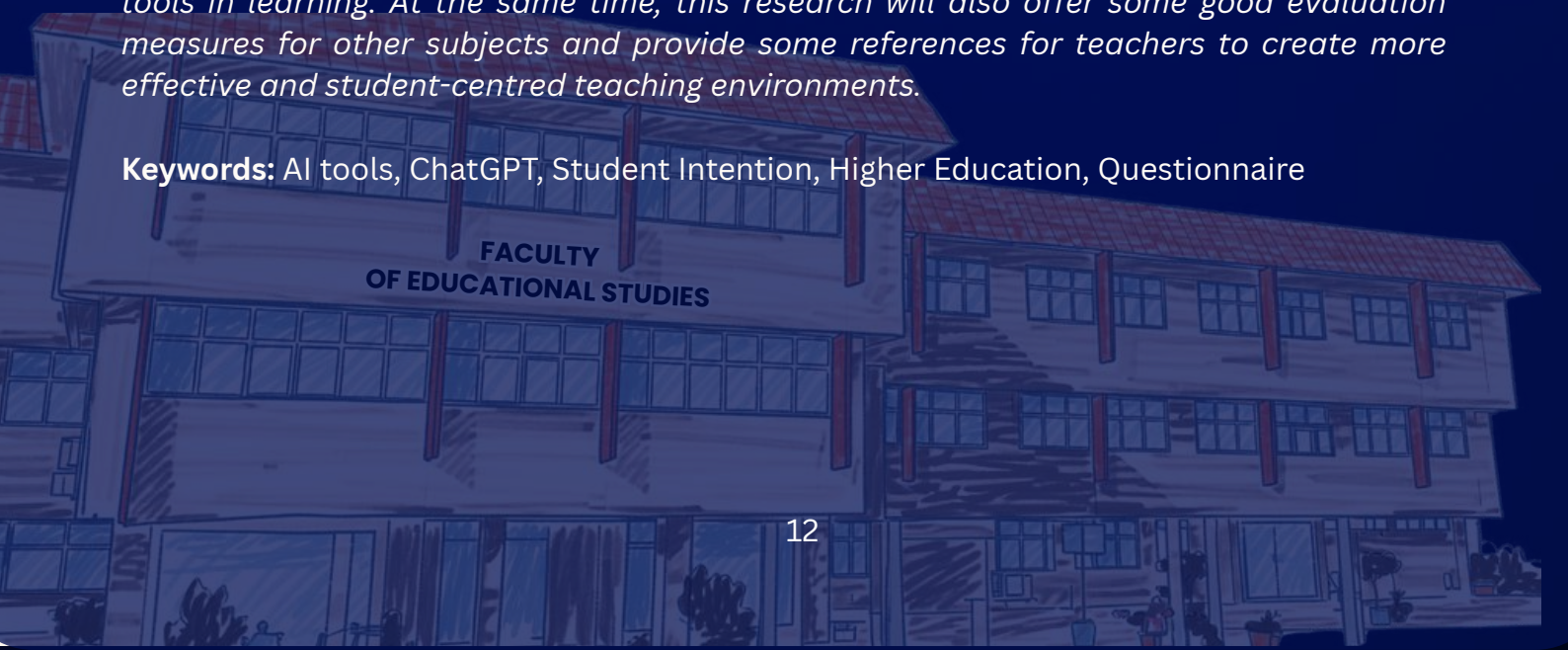
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***Abstract***

*Artificial intelligence tools for students in schools, such as DeepSeek and Doubao+ChatGPT, are being used more and more often. Learners use the above platforms to carry out various educational activities, including data exploration, knowledge construction and completing homework. Study Motivation of Pupils for Using AI Tools in Learning. Based on the previous studies, the design of this research's survey was determined. The following are the primary items in this research, which will be explored: perceived usefulness and perceived ease of use of AI tools, and learners' attitudes towards AI software. The subjects of this study are undergraduate students at Chinese higher education institutions. Consistency evaluation and association examination will be employed in this inquiry to assess the reliability of the measurement instrument and the relationships among various factors. Add some research content to this paper on students' awareness and attitudes toward the use of artificial intelligence tools in learning. At the same time, this research will also offer some good evaluation measures for other subjects and provide some references for teachers to create more effective and student-centred teaching environments.*

**Keywords:** AI tools, ChatGPT, Student Intention, Higher Education, Questionnaire



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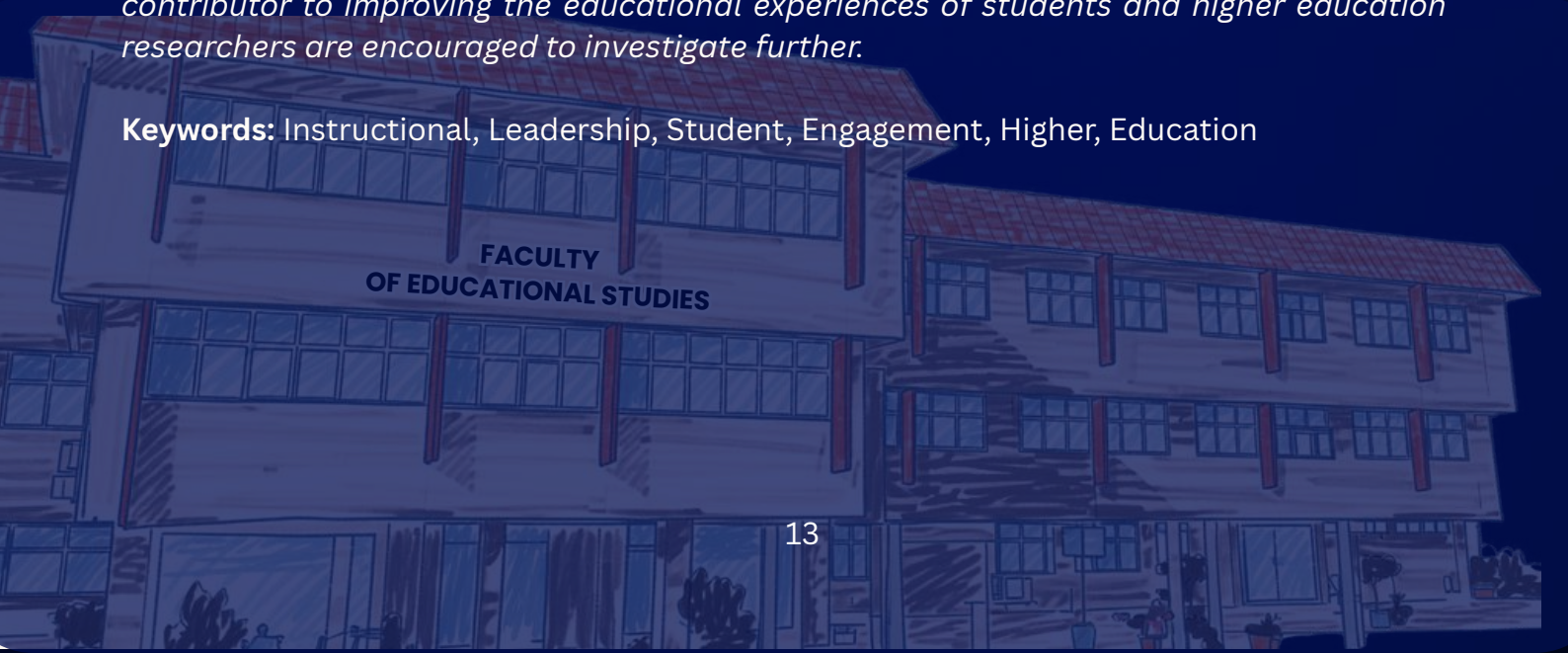
# The Impact of Instructional Leadership on Student Interaction in Higher Education: A Review of Secondary Sources

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***Abstract***

*Student engagement is seen as an important measure of quality and effectiveness in higher education. Previous studies have shown that instructional leadership practices such as communication, organization management, academic support and coordination of student assessments greatly affect students learning experiences and engagement. Although school settings have been widely researched on instructional leadership, less attention has been paid about how higher education module leaders influence student interaction and engagement with their students through their instructional leadership practices. The paper uses a secondary literature review to examine the link between instructional leadership and student engagement in higher education. Using Hallinger's Instructional Leadership Theory, the current paper reviews and assesses existing empirical research, literature from scholarly journals, and theoretical writings on aspects of instructional leadership that focus on communication with students and organizational practices in postsecondary education. The findings suggest that module leaders significantly influence student interaction through communication, an academic environment conducive to interaction, coordination of assessment and the organization of modules. Results also suggest that positive instructional leadership practices help foster engagement, motivation, satisfaction, and academic achievement of students. However, not much research is performed specifically on instructional leadership in higher education at a module level. Therefore, instructional leadership is still a major contributor to improving the educational experiences of students and higher education researchers are encouraged to investigate further.*

**Keywords:** Instructional, Leadership, Student, Engagement, Higher, Education



# Pengaruh Kualiti Kepemimpinan terhadap Kompetensi Pegawai Polis dalam konteks Pembangunan Sumber Manusia di Malaysia

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***Abstrak***

*Pembangunan kompetensi pekerja merupakan elemen strategik dalam pengurusan sumber manusia (PSM) yang menentukan keupayaan organisasi mengekalkan prestasi dan profesionalisme dalam persekitaran kerja yang kompleks. Selaras dengan hasrat Rancangan Malaysia Ke-13 (RMK-13) menerusi strategi C3.4 bagi memantapkan modal insan sektor awam, kajian ini bertujuan membincangkan pengaruh kualiti kepemimpinan dan resilien terhadap kompetensi pegawai Polis Diraja Malaysia (PDRM). Sorotan literatur naratif ini dipandu secara bersistematik oleh kerangka kerja SALSA (Search, Appraisal, Synthesis, and Analysis) bagi menapis 15 artikel berimpak tinggi terbitan tahun 2015 hingga 2026 daripada pangkalan data Scopus, WoS, dan Google Scholar. Kerangka konseptual yang dibina mengintegrasikan Teori Kognitif Sosial dan Teori Keupayaan Dinamik bagi mencadangkan peranan resilien (daya tahan psikologi) sebagai pemboleh ubah mediator yang menjelaskan proses pembentukan kompetensi pegawai. Bagi kajian empirikal lapangan, reka bentuk tinjauan keratan rentas dicadangkan menggunakan teknik persampelan rawak mudah ke atas 384 responden, dengan prosedur analisis data menggunakan perisian SPSS Versi 28 melalui kaedah Analisis Regresi Berhierarki dan Ujian Sobel. Kertas kerja ini dilihat berupaya merapatkan jurang empirikal penguatkuasaan di Malaysia dengan membuktikan bahawa kompetensi tidak sekadar dipacu oleh kepemimpinan organisasi luaran, tetapi memerlukan pengukuhan daya tahan dalaman pegawai bagi mendepani krisis operasi yang berisiko tinggi.*

**Kata Kunci:** Pembangunan Sumber Manusia, Kompetensi, Kualiti Kepemimpinan, Resilien, Organisasi Penguatkuasaan



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# Exploring Employer Perspectives on Sustained Career Commitment among TVET Graduates in Malaysia

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***Abstract***

*Technical and Vocational Education and Training (TVET) plays a critical role in supporting Malaysia's workforce development agenda. Despite high employability rates among TVET graduates, concerns remain regarding their ability to sustain long-term careers within their trained fields. This study explores factors influencing sustained career commitment among TVET graduates from the perspectives of industry employers. A qualitative multiple case study approach was employed involving seven industry representatives from seven small and medium-sized enterprises (SMEs) operating in the mechanical and manufacturing sectors, including HVAC, machining, welding, fabrication, automotive services, and district cooling systems. Data were collected through semi-structured interviews and analysed using thematic analysis. Six themes emerged from the findings: skills gaps and curriculum misalignment, attitude and discipline as primary determinants, the role of on-the-job training (OJT), rewards, supportive environments and structured development systems, persistent stigma and occupational perceptions, and entrepreneurship and professional growth pathways. The findings were interpreted through the lenses of Social Cognitive Career Theory (SCCT), the Theory of Work Adjustment (TWA), Krumboltz's Social Learning Theory, and Side-Bet Theory. The results indicate that sustained career commitment is shaped by the interaction of individual attributes, workplace learning experiences, organisational support systems, and broader societal influences. The study highlights the importance of strengthening curriculum–industry alignment, enhancing the quality of industrial training experiences, expanding competency-based development opportunities, and improving public perceptions of vocational careers to support long-term career sustainability among TVET graduates.*

**Keywords:** TVET Graduates, Career Commitment, Career Sustainability, Employer Perspectives, Workplace Learning, Vocational Education

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# Exploration of Workforce Skills and Competency Requirements Among TVET Graduates

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***Abstract***

*Despite the increasing emphasis on Technical and Vocational Education and Training (TVET) in Malaysia, significant challenges persist in the job mismatch between the skills acquired by TVET graduates and the demands of the evolving job market. Many graduates face difficulties in securing employment due to a lack of alignment between their acquired skills and industry requirements, leading to underemployment or unemployment rates among TVET graduates. Surprisingly, data from a TVET graduate tracer study published by the Malaysian Ministry of Higher Education in 2020 indicates that 67.2 percent (6,243 graduates) were unemployed, with 7.5 percent uncertain about whether to wait for employment or pursue higher education. Personal issues, including family matters (6.5%; 600 graduates) and unclear career pathways (4.5%; 422 graduates), were among the unstated reasons why TVET graduates failed to enter the job market. On another note, 3.9% (365 graduates) reported a job mismatch of their qualifications, which rarely happens in TVET programs due to specialisations in skill-based industries. A qualitative within a phenomenological approach was employed to address the following objectives: (a) explore factors related to job mismatching among TVET graduates and (b) identify patterns of employment intake from employers specifically for TVET graduates. The informants for this study involved three Small Medium Enterprises (SMEs) and two Multi-national Corporations (MNCs) human resource manager in Malaysia. Research outcomes highlighting the barriers in improving employability among diverse backgrounds of TVET graduates and inspire initiatives promoting inclusivity and equality in access to job opportunities.*

**Keywords:** Employability skills, TVET, Job market

# The Role of AI-Based Mobile Learning Applications in Enhancing Student Achievement and Motivation in Entrepreneurship Education: A Systematic Literature Review

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***Abstract***

*This study presents a Systematic Literature Review (SLR) on the role of Artificial Intelligence (AI)-based mobile learning applications in enhancing students' achievement and motivation, particularly in entrepreneurship education within Technical and Vocational Education and Training (TVET). The study aims to identify the role of AI-based mobile learning applications in improving teaching and learning processes, analyse their impact on students' academic achievement, examine their influence on students' motivation and engagement, and identify research gaps and future directions in AI-driven entrepreneurship education within the TVET context. A systematic search was conducted using three major academic databases; Scopus, ScienceDirect, and SpringerLink with keywords related to Artificial Intelligence, mobile learning, entrepreneurship education, student achievement, and motivation. The review process was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework, encompassing identification, screening, eligibility, and inclusion phases to ensure a transparent and rigorous selection of relevant studies. A total of 30 articles published between 2021 and 2026 were selected for qualitative thematic analysis. The findings reveal three main themes: (1) the role of AI-based applications in improving teaching and learning processes, (2) the effectiveness of AI-enhanced and multimedia learning in improving students' academic achievement, and (3) the influence of AI technologies on students' motivation and engagement. The integration of AI in education also supports the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 9 (Industry, Innovation, and Infrastructure).*

*Overall, AI-based mobile learning applications demonstrate strong potential in improving learning outcomes and student motivation. This study contributes by synthesising current literature and identifying key research gaps in AI-driven entrepreneurship education within the TVET context.*

**Keywords:** Artificial Intelligence (AI), Mobile Learning, Entrepreneurship Education, Student Achievement, Student Motivation



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# The Impact of Academic Support on Academic Performance among Higher Vocational College Students: The Mediating Role of Achievement Goals

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***Abstract***

*Grounded in academic support theory and achievement goal theory, this study examines the effects of academic support from teachers, parents, and peers on the academic performance of higher vocational college students, and further investigates the mediating role of achievement goals in these relationships. A quantitative research design was employed, and data were collected from 534 students in higher vocational colleges in China. Partial least squares structural equation modeling (PLS-SEM) was employed to evaluate the reliability and validity of the measurement model, and to examine the structural model for testing the proposed research hypotheses. The results indicate that academic support from teachers, parents, and peers exerts significant positive direct effects on students' academic performance. In addition, achievement goals partially mediate the relationships between academic support and academic performance. This study provides new insights into how multi-source academic support influences academic performance through achievement goals. The findings provide empirical support for the development of targeted educational interventions in higher vocational education, highlighting the importance of coordinated support from schools, families, and peers in fostering positive achievement goals and improving students' academic outcomes.*

**Keywords:** Academic Support, Academic Performance, Achievement Goals, Higher Vocational College Students, PLS-SEM



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# Making Live Projects Learnable: Pedagogic Translation, Participation, and Emerging Designer Roles in Studio-Based Design Education

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***Abstract***

*Design studios often use real projects to help students understand professional work. Yet a real project does not teach students by itself. This qualitative case study asks how a design school created an authentic professional learning ecology, and how that setting supported students' early professional roles. The study used interviews with 18 students, observations in 14 studios, and project documents. The analysis found three linked patterns. Tutors changed external briefs into learning tasks that students could work with. Students moved from watching and helping to taking on more visible work. Critique, revision, and contact with external partners made students think about responsibility. The study does not claim that students became full professionals. It shows a smaller change. Students began to use professional language, explain choices, and consider how their work affected others. The paper calls the tutor's work pedagogic translation and pedagogic buffering. These ideas may help schools plan real projects with more care. They may also help schools avoid treating students as unpaid project workers.*

**Keywords:** Studio Pedagogy, Authentic Learning, Professional Participation, Design Education, Professional Identity

# Industry Collaboration and Inclusive TVET: Employment Pathways for Marginalized Youth

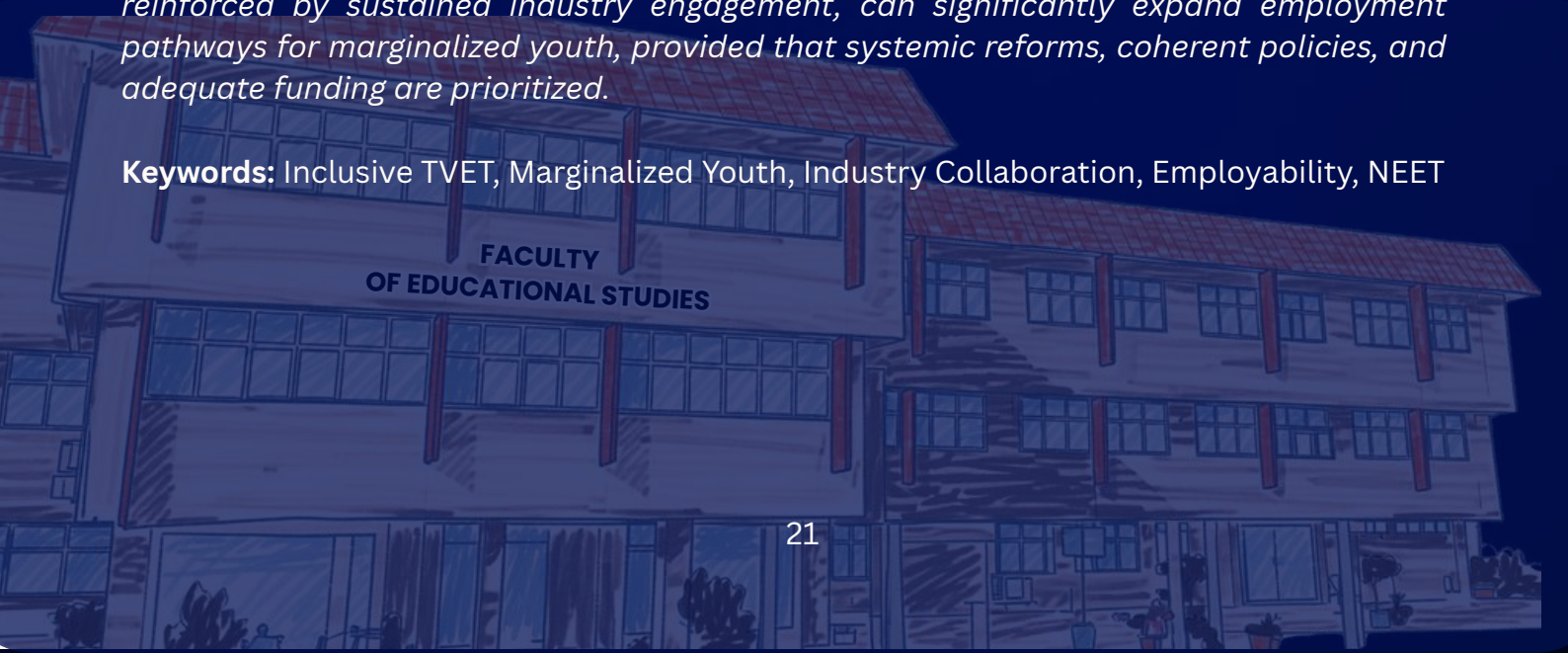
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***Abstract***

*Marginalized youth, including those not in employment, education, or training (NEET), school dropouts, and individuals from disadvantaged socio-economic backgrounds, continue to face systemic barriers to education and sustainable employment. The COVID-19 pandemic has further intensified these challenges, underscoring the need for inclusive and responsive Technical and Vocational Education and Training (TVET) systems. While TVET is widely recognized as a pathway to employability and social inclusion, its effectiveness is often limited by weak industry collaboration.This study employs a Systematic Literature Review (SLR) guided by the PRISMA framework, analyzing 35 peer-reviewed articles indexed in Scopus and published between 2021 and 2025. The review addresses three objectives: identifying challenges in implementing inclusive TVET, examining the role of industry collaboration in enhancing employability, and synthesizing strategies to strengthen employment pathways for marginalized youth. The findings reveal persistent challenges, including inadequate infrastructure, digital skills gaps, fragmented industry partnerships, and limited post-training support. Industry collaboration is identified as a key enabler of curriculum relevance, work-based learning, and smoother school-to-work transitions. The study concludes that inclusive TVET, reinforced by sustained industry engagement, can significantly expand employment pathways for marginalized youth, provided that systemic reforms, coherent policies, and adequate funding are prioritized.*

**Keywords:** Inclusive TVET, Marginalized Youth, Industry Collaboration, Employability, NEET



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# Calling for the Conceptualization of AI-supported English Academic Writing Instruction in Higher Education

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***Abstract***

*The integration of technologies has facilitated the challenging process of academic writing, especially for EFL learners. AI has demonstrated strong potential to facilitate human-AI collaboration in developing academic writing and linguistic skills, with AI serving as an assistive tool and learners collaborating with it to support their learning. The increased adoption of AI has led to wider acceptance, with higher education institutions adopting policies to integrate it into curricula. Nevertheless, current empirical evidence often focuses on AI as a tool for feedback or text improvement, and there is little attention to AI integration as an established pedagogical approach for writing instruction. AI and human collaboration can lay the groundwork for an AI-supported instructional paradigm to develop academic writing skills. Systematic design, implementation, and evaluation of AI-supported instruction is crucial to ensure that AI use in writing education is pedagogically responsible and empirically sound. Thus, this paper presents the concept of AI-supported instruction as a pedagogical framework for improving EFL learners' academic writing performance in higher education. Without a systematic instructional mechanism in practice, learners are at risk of over-relying on AI technologies, losing their learning capacities and voices, and even committing to unethical practices. The proposed conceptual framework is grounded in Vygotsky's (1978) Sociocultural Constructivism, which, in the current interpretation, is extended to explore how AI can support educational environments by emulating social and collaborative interactions and improving learners' writing within their ZPD. Writing as a cognitive process also aligns with the interactive nature of AI-supported instruction. Therefore, Flower and Hayes' (1981) Cognitive Process Theory of Writing, a three-stage recursive process, strengthens the concept. Within the suggested framework, the teacher acts as a facilitator, supporting collaborative interaction among actors, a reflective learner as an agent of their own learning, and an AI tool as a guide and assistant that extends scaffolding beyond the teacher, providing continuous support. Through a scaffolded partnership with AI, students develop an autonomous, reflective attitude toward its use in their personalized learning.*

**Keywords**: AI-Supported Instruction, Academic Writing, EAP

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# A Conceptual Framework for Integrating a Flipped Classroom Approach Supported by Peer Collaboration to Enhance English Academic Reading Skills among Uzbekistani EFL Undergraduate Students

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***Abstract***

*Academic reading is a fundamental skill in tertiary English as a Foreign Language (EFL) education, as it enables tertiary students, especially undergraduate students – who might not be so familiar with academic texts before studying at tertiary level, to engage effectively with scholarly texts and supports their overall academic success. Despite its importance, many EFL undergraduate students continue to encounter difficulties in academic reading due to certain ineffectiveness of traditional teacher-centered instructional practices, limited classroom interaction, and low levels of engagement. Although approaches, such as the flipped classroom model and collaborative learning, have been widely recognized for enhancing student engagement and learning outcomes, limited research has examined the integration of these approaches specifically for academic reading in EFL contexts, particularly within under-researched settings, such as Uzbekistani higher education. This paper proposes a conceptual framework that integrates a flipped classroom approach supported by structured peer collaboration to enhance English academic reading skills among Uzbekistani EFL undergraduate students. Grounded in Sociocultural Theory by Vygotsky (1978) and Constructivist learning principles by Piaget (1972, the framework emphasizes interaction, scaffolding, and active knowledge construction as key mechanisms for learning. By relocating direct instruction outside the classroom and utilizing in-class time for collaborative reading activities, discussion, and guided practice, the proposed model aims to promote learner autonomy, increase engagement, and support the development of higher-order reading skills, including critical analysis and inferencing. This conceptual study contributes to the existing literature by offering a theoretically grounded and context-specific instructional model for improving academic reading in tertiary EFL education. It also provides practical implications for educators seeking to implement interactive, student-centered, and technology-enhanced pedagogies in similar educational contexts.*

**Keywords**: Flipped classroom, peer collaboration, academic reading, EFL, student-centered learning

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# Teaching Practicum and Moral Identity Development among Pre-Service Teachers: A Literature Review

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***Abstract***

*Teachers play an important moral role in students' learning and personal development. In teacher education, the development of pre-service teachers' moral identity is therefore an important issue, as it influences how they understand professional responsibility, ethical values, and the meaning of being a good teacher. This article adopts a literature review approach to examine how teaching practicum contributes to moral identity development among pre-service teachers. Through reviewing theoretical and empirical studies on moral identity, teacher education, ethical dilemmas, mentoring, reflection, and school culture, four major themes were identified: moral identity as self-concept integration, practicum as a site of ethical tension, reflection and mentoring as mediating processes, and school culture as a contextual condition for moral identity reconstruction. The literature suggests that pre-service teachers' moral identity is shaped by coursework, personal experiences, school culture, mentor guidance, classroom interaction, and reflective practice. Teaching practicum is especially important because it exposes pre-service teachers to real ethical situations, including fairness, care, classroom management, learner diversity, and tensions between institutional expectations and personal educational ideals. Reflection and mentoring are also identified as key factors that help connect moral understanding with professional responsibility. However, existing research has paid more attention to professional identity and teaching competence than to the moral dimension of professional and moral identity formation. This review argues that teaching practicum should be understood not only as a site for pedagogical training, but also as a key context for moral learning and moral identity formation.*

FACULTY OF EDUCATIONAL STUDIES

**Keywords:** Moral Identity Development, Pre-Service Teachers, Teaching Practicum, Teacher Education, Ethical Development

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# Data-Supported Rather Than Data-Driven: Leadership Talent Identification and Development in the Digital Transformation of Higher Education

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***Abstract***

*The proliferation of digital performance management systems in higher education has intensified tensions between data-driven accountability and human-centred approaches to leadership development. Although digital platforms generate unprecedented evidence for identifying emerging educational leaders, the risk of reducing multidimensional leadership potential to quantifiable metrics raises fundamental questions about institutional equity and developmental integrity. Grounded in a human-centred theoretical framework, this qualitative exploratory study investigates how digital transformation reconfigures the processes through which educational leadership talent is identified and cultivated in Chinese higher education context. Data were collected through semi-structured interviews with eight participants—including university senior and middle managers, administrative staff, and an early-career academic—purposively selected for their direct experience with teacher development programmes, talent evaluation systems, or digital management platforms. Interviews were audio-recorded, transcribed verbatim, and analysed using reflexive thematic analysis. Four overarching themes emerged: digitalisation enhanced the visibility of teachers' developmental trajectories, talent identification is shifting towards a hybrid, data-supported model integrating platform evidence with contextual organisational observation, over-reliance on performance metrics risks marginalising relational capacities such as collaborative agency, ethical judgement, and public accountability, and effective human-centred talent development requires the integration of data support with deliberative professional judgement and structured organisational empowerment. The study proposes a four-component human-centred conceptual framework positioning digital tools as developmental enablers rather than evaluative arbiters, and offers practical guidance for institutional policy design in digitally transformed higher education systems.*

**Keywords:** Digital Transformation, Higher Education, Leadership Talent, Talent Identification And Development, Human-Centred

# Human-Centered Co-Teaching in Blended Synchronous Primary Classrooms: A Literature-Based Conceptual Framework

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***Abstract***

*Blended synchronous classrooms (BSCs) provide flexible learning opportunities in primary education by connecting on-site and remote students in the same lesson. However, this teaching format also creates challenges, including unequal student participation, increased teacher workload, complex online-offline interaction, and the possible marginalization of remote learners. In response to these issues, this paper focuses on human-centered co-teaching as a possible pedagogical approach for blended synchronous primary classrooms. The purpose of the paper is to review key instructional challenges based on existing literature and to propose a preliminary literature-based conceptual framework for human-centered co-teaching. This paper adopts a literature-based conceptual approach, drawing on studies related to blended synchronous learning, co-teaching, classroom engagement, and primary education. The literature suggests that co-teaching may support blended synchronous classrooms through shared teacher responsibility, dual-space interaction support, engagement-oriented student support, and collaborative reflection. These dimensions form the preliminary conceptual framework proposed in this paper. The study does not aim to validate the framework empirically, but to provide a conceptual foundation for future research on co-teaching practices and classroom engagement in blended synchronous primary classrooms.*

**Keywords**: Blended Synchronous Classrooms, Co-Teaching, Classroom Engagement, Primary Education

# Career Indecision-Source Profiles and Proactive Career Behavior among Higher Vocational Students Approaching Graduation: A Person-Centered Study

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***Abstract***

*Previous person-centered studies of career indecision have mainly identified profiles based on the Career Decision-Making Difficulties Questionnaire (CDDQ), leaving unclear how decision-theoretic sources of career indecision are organized within individuals and whether these configurations differ in proactive career behavior (PCB). Using cross-sectional data from 329 students approaching graduation at a higher vocational college in one province of China, this study examined person-level configurations of information problems, valuation problems, and uncertainty about outcomes through latent profile analysis, followed by BCH comparisons of PCB across profiles. Four profiles—Low, Moderate, High, and Very High—were identified, differing mainly in overall levels. PCB differences did not follow the ordering of career indecision levels: the Very High profile showed the highest PCB, and the High profile exceeded the Moderate profile. These results suggest that theoretically distinct sources of career indecision may differ mainly in their overall levels within individuals, and that greater career indecision does not necessarily coincide with lower proactive career behavior. In practice, this means that career support may need to take students' existing levels of proactive career behavior into account, alongside the sources of their career indecision, making intervention more targeted and avoiding unnecessary repetition.*

**Keywords**: Career Indecision, Proactive Career Behavior

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# Training Effectiveness in TVET for a Sustainable, Digital, andhuman-centred Future: A Conceptual Framework for Chongqing, China

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***Abstract***

*Economic transformation, technological development, sustainability demands, and changing social expectations are reshaping the role of Technical and Vocational Education and Training (TVET). TVET institutions are increasingly expected to prepare graduates with technical knowledge, practical skills, adaptability to digital workplaces, and the capacity for continuous learning. However, training outcomes may differ even when learners receive comparable training opportunities. Previous studies have examined motivation, commitment, supportive environment, technology use, learning engagement, and training effectiveness, but these factors have often been investigated separately. This paper therefore aims to develop an integrated conceptual framework to explain training effectiveness among TVET graduates in Chongqing, China, by examining how motivation, commitment, a supportive environment, and technology applications may influence training effectiveness directly and indirectly through learning engagement. An integrative literature review was conducted to synthesise relevant theoretical and empirical literature. Relevant studies were identified through Scopus, Web of Science, ERIC, and Google Scholar using combinations of keywords related to TVET, training effectiveness, learning engagement, motivation, commitment, supportive environment, technology applications, digital learning, sustainability, and human-centered education. Priority was given to peer-reviewed studies relevant to vocational education, training outcomes, learner engagement, digital learning, and graduate readiness. The literature was reviewed, compared, and organized thematically. Three broad categories of predictors were identified: personal factors, environmental support, and technology-related factors, while learning engagement emerged as a key mechanism linking these factors to training effectiveness. The proposed relationships were theoretically informed by Social Cognitive Theory, Self-Determination Theory, and the Kirkpatrick Training Evaluation Model.*

*Based on the reviewed literature, motivation, commitment, supportive environment, and technology applications are proposed as predictors of training effectiveness, while learning engagement is proposed as a mediator. The literature suggests that motivated and committed learners are more likely to participate actively and sustain effort during training. Support from teachers, peers, institutions, and families may help learners manage difficulties and remain engaged, while appropriate technology applications may improve access to learning resources, interaction, practical learning, and flexibility. These personal, environmental, and technological factors are expected to strengthen behavioral, emotional, and cognitive engagement, which may subsequently improve learning outcomes, practical competence, transfer of learning, workplace adaptability, and career readiness. The proposed framework integrates these relationships into a coherent and testable model and provides a foundation for future empirical research among TVET graduates in Chongqing and similar contexts. It may also inform the development of TVET programs that are more learner-centered, digitally relevant, and aligned with sustainable workforce development.*

**Keywords:** TVET, Training Effectiveness, Learning Engagement, Digital Learning, Sustainability 1.0



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# Beyond Usage Frequency: How Cognitive Engagement with Generative AI Shapes International Postgraduate Students' Academic Self-Efficacy

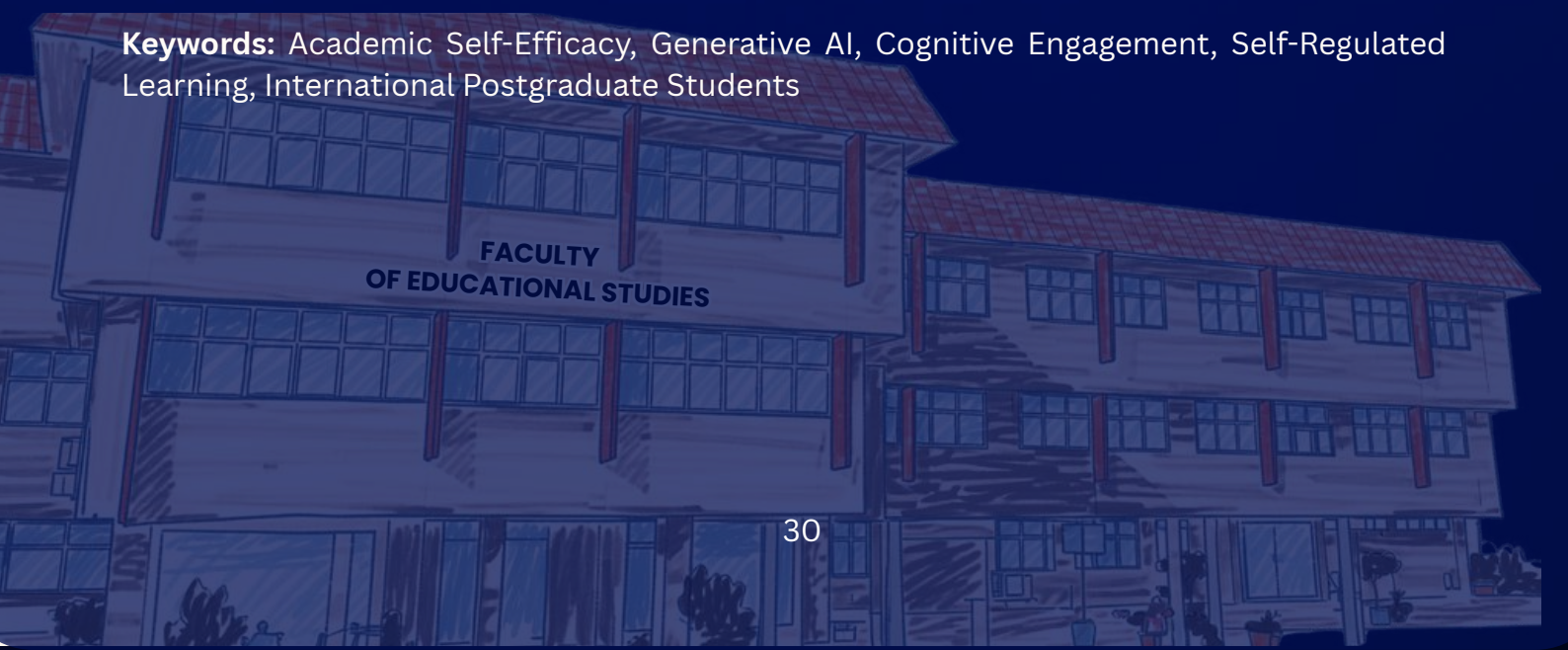
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***Abstract***

*Generative artificial intelligence (GenAI) has spread through higher education with remarkable speed, yet how everyday reliance on these systems alters students' confidence in their own academic capability is still poorly understood, above all for international postgraduates studying away from home. Drawing on eight semi-structured interviews with international master's students at a Malaysian public university, this qualitative inquiry traces the processes through which GenAI use sustains or undermines academic self-efficacy. Reflexive thematic analysis shows that what matters is not how often students turn to AI, but how deeply they engage cognitively while doing so: engagement depth is itself conditioned by learners' internal regulatory resources and by the situational pressures surrounding a task. The paper develops a preliminary integrative account in which contextual conditions and personal regulation jointly position a learner along a continuum of engagement, which then accumulates or depletes mastery experiences and, through them, moves self-efficacy up or down. The findings reframe AI-related confidence as a fluctuating, context-sensitive process rather than a stable trait, and they redirect attention from banning tools toward cultivating regulated, agentic use.*

**Keywords:** Academic Self-Efficacy, Generative AI, Cognitive Engagement, Self-Regulated Learning, International Postgraduate Students



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# Exploring Generative AI Tool Usage and Academic Self-Efficacy: Narratives of International Postgraduate Students

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***Abstract***

*The rapid integration of generative artificial intelligence (AI) in higher education has made AI tools almost ubiquitous among university students, yet their impact on academic self-efficacy remains insufficiently understood, particularly among international postgraduate students. This qualitative study explores how international postgraduate students at Universiti Putra Malaysia experience and perceive the impact of generative AI tools on their academic self-efficacy. The study conducted semi-structured interviews with eight students and analysed the findings using reflexive thematic analysis. The results indicate that AI use shapes academic self-efficacy through the depth of cognitive engagement, which is influenced by the interplay between self-regulatory capacities and situational conditions. This process-oriented study elucidates how academic self-efficacy is dynamically maintained or eroded through everyday AI interactions and proposes a preliminary integrative framework linking situational conditions, regulatory resources, engagement strategies, and self-efficacy outcomes.*

**Keywords:** Academic Self-Efficacy, Generative AI, Higher Education, International Postgraduate Students, Metacognitive Regulation



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# Constructing Play-Based Guidance: Teachers' Habitus and the Social Meaning of Play Across Urban, Coastal, and Rural Indonesia

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***Abstract***

*Play-based learning has increasingly become a prominent approach in early childhood education. However, how play is understood and enacted is shaped by teachers' pedagogical beliefs, children's agency, educational expectations, and the social and cultural contexts in which teaching takes place. In particular, how teachers determine when and how to become involved in children's play remains an important question for understanding play-based pedagogy.This study explores how Indonesian early childhood teachers construct and negotiate play-based guidance across urban, coastal, and rural contexts. It examines how teachers understand play, position themselves in relation to children's agency, and negotiate pedagogical intentionality within broader social, pedagogical, and local conditions. Drawing on Bourdieu's concepts of habitus and field, the study conceptualises play-based guidance as a situated practice rather than a fixed pedagogical technique. This qualitative study involved 12 early childhood teachers working across urban, coastal, and rural contexts in Indonesia. Participants were selected through purposive sampling and had at least one year of teaching experience. Data were collected through semi-structured interviews and focus group discussions. Data were analysed through manual coding using an inductive, grounded analytical approach to identify patterns in teachers' understandings and practices of play-based guidance. The findings generated four interrelated themes: (1) play as meaningful learning, (2) teachers' responsive involvement in children's play, (3) negotiation between children's agency and pedagogical intentionality, and (4) the influence of educational expectations and local contexts on play-based practice. Teachers generally viewed play as a meaningful experience characterised by enjoyment, exploration, participation, and agency, while recognising that teacher involvement can support children's learning when it remains responsive to children's interests and needs.*

*Teachers integrated literacy, numeracy, communication, and social-emotional learning into play while attempting to preserve children's initiative and enjoyment. Their decisions regarding when and how to intervene were also shaped by curriculum expectations, parental expectations, professional experience, and the resources and practices available in local environments. Across urban, coastal, and rural contexts, these conditions created different possibilities for play while maintaining shared principles of play-based practice. The findings suggest that play-based guidance is a relational, responsive, and situated practice constructed through the negotiation between children's agency, teachers' pedagogical intentionality, teachers' pedagogical habitus, and the conditions of the educational field. Rather than being a universal technique that can be transferred across settings, play-based guidance is shaped by the social, pedagogical, and material conditions in which teachers work. This study contributes a contextualised and critical understanding of play-based guidance in Indonesian early childhood education.*

**Keywords:** Play-Based Guidance, Pedagogical Habitus, Play-Based Learning, Children's Agency, Early Childhood Education, Indonesia



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# From Regulation to School Practice: A Scoping Review of Public-Private Education Policy Enactment

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***Abstract***

*Public–private education arrangements have become an increasingly important feature of school systems, involving private and non-state actors in the financing, provision, management, and delivery of education. Although existing studies have examined the design, regulation, effectiveness, and outcomes of these arrangements, less attention has been given to how related policies are enacted at the school level. This scoping review examines what is known about the enactment of policies governing public–private education arrangements within schools. It focuses on how formal policy frameworks are interpreted, translated, adapted, negotiated, and enacted in practice, with particular attention to the roles of school leaders and other school-level actors. Guided by the policy enactment perspective, the review views policy not merely as something implemented or complied with, but as something interpreted and transformed within specific organisational and social contexts. A scoping review methodology is used to systematically identify, map, and synthesise empirical literature across different geographical and educational contexts. The review includes studies addressing the relationship between public–private education policy and school-level practice, while excluding studies focused solely on effectiveness or outcomes. By synthesising literature dispersed across different forms of public–private provision, the review identifies patterns in school-level policy enactment, highlights contextual and organisational influences, and clarifies gaps in the existing evidence base. It contributes to understanding how public–private education policy moves from formal regulation into school practice.*

**Keywords:** public-private education arrangements; policy enactment; school practice; education policy; educational leadership

# Movement Variations and Interpretations of Sarawak Zapin Sebat: Understanding Traditional Dance Through Performance Practice

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***Abstract***

*This study examines how movement variations contribute to dancers' understanding and interpretation of Zapin Sebat through performance practice. Using a qualitative, practice-based research design informed by ethnochoreology, the study analyses the movement repertoire and explores how dancers learn, perform, and interpret the dance. Data were collected through movement observation, video documentation, guided workshops, reflective field notes, and participant interviews. The findings identify variations in footwork, body posture, spatial orientation, rhythmic execution, and expressive qualities. These variations demonstrate that movement functions as an important form of embodied cultural knowledge. Rather than viewing variation as inconsistency, the study argues that it represents a dynamic process through which dancers negotiate tradition, performance, and individual interpretation while maintaining the stylistic identity of Zapin Sebat. The findings further indicate that understanding movement variations enhances dancers' technical skills, interpretative awareness, and appreciation of the cultural meanings embedded in the dance. The study contributes to the documentation, preservation, and transmission of Zapin Sebat and proposes a movement-analysis framework to support future research, dance education, and cultural heritage documentation.*

**Keywords:** Sarawak Zapin Sebat, Movement variation, Dance interpretation. Ethnochoreology, Performance practice, Intangible cultural heritage



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