PULSE
2025

Postgraduate Seminar
ABSTRACT BOOK

30 November 2025

Organized by

Centre for Postgraduate Studies

ISLAMIC UNIVERSITY OF MALDIVES



Postgraduate Understanding, Learning, Sharing & Exploration



OVERVIEW OF POSTGRADUATE SEMINAR

PULSE 2025 is the first postgraduate seminar organized by the students of Centre for Postgraduate Studies (CPS) at the Islamic University of Maldives with the aim of strengthening research culture among the university students. PULSE is dedicated to provide a structured, supportive, and intellectually engaging platform for postgraduate students to present their work in front of students, faculty, and researchers, to share knowledge, present research, and exchange academic perspectives. The seminar also aims to help CPS monitor students' research progress and milestones in a holistic way.

The event focuses on enhancing postgraduate learning through multiple interactive activities including paper presentations, poster presentations, academic debates and forum discussions. With each item, students will be provided with constructive feedback allowing them to further refine their academic communication skills and improve their confidence in their research work. The paper presentations and poster presentations aim to provide the students an opportunity to visually showcase their work and engage in meaningful discussions. The open discussion forum, facilitated by lecturers, who are specialists in research and related scholarly disciplines, encourages critical dialogue on research challenges and contemporary issues, promoting collaborative learning and deeper academic inquiry. The student debate session is aimed to strengthening students' knowledge in research philosophies and research methods focusing on the strengths and weaknesses of each and expressing them with critical evidence.

Clear guidelines are provided for presentations, posters, and biography submissions to ensure academic quality and consistency.

Overall, PULSE 2025 serves as a vibrant academic space that promotes inquiry, collaboration, and professional growth, inspiring postgraduate students to develop strong research identities and contribute meaningfully to their fields.

MESSAGE FROM THE DEAN

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

It is with immense pride and great pleasure that I welcome you to this abstract book, a testament to the dedication, intellectual curiosity, and rigorous research of our esteemed postgraduate students. This book encapsulates days of hard work, perseverance, and innovative thinking that define academic excellence at our university. The research showcased within these pages represents a significant contribution to the body of knowledge in different fields. Each abstract offers a glimpse into the depth of inquiries, the sophistication of methodologies, and the potential impact of findings on our community and the world at large.

Postgraduate studies are a journey of transformation, an opportunity for students to cultivate intellectual independence, challenge existing norms, and shape their own scholarly paths. Their ability to tackle complex problems and present well-substantiated arguments demonstrates the high level of skill and tenacity they have acquired.

I would like to extend my deepest appreciation to our PhD coordinator, Assistant Professor, Dr. Nasrullah Ahmed, PULSE Steering Committee, supervisors, and CPS staff, whose unwavering commitment and guidance have been instrumental in the realization of this abstract book. Their mentorship has helped cultivate the vibrant research culture we are proud of. I also want to acknowledge the support and encouragement from the top management of the university which have been invaluable throughout this demanding process.

On behalf of the Centre for Postgraduate Studies, I extend my sincere congratulations to each of you for your exceptional accomplishments. Your dedication, perseverance, and scholarly growth are a source of immense pride for us. We look forward with confidence to the meaningful and impactful contributions you will make as you advance in your research endeavours.

Fathimath Muna, PhD
Dean, Centre for Postgraduate Studies

MESSAGE FROM THE CHAIR

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

The PULSE 2025 Postgraduate Seminar reflects the Islamic University of Maldives' ongoing commitment to fostering a vibrant, collaborative, and forward-looking research culture. As the Chair, I am pleased to present this initiative as an important academic milestone for our postgraduate community. The seminar brings together students, academics, and researchers to exchange ideas, challenge assumptions, and strengthen the collective pursuit of knowledge.

Postgraduate study is shaped not only by independent research, but also by meaningful scholarly engagement and participation in academic activities. PULSE 2025 provides valuable opportunities for students to refine their research skills, deepen their understanding of methodologies, and situate their work within wider academic conversations. Through paper presentations, poster sessions, the intellectual research debate, and the open discussion forum, students are encouraged to think critically, articulate their ideas with precision, and receive constructive feedback that supports their academic development.

Equally important is the strong sense of community that emerges through active participation. University life becomes more enriching when students collaborate, learn from each other, and work together toward shared academic goals. Engagement in the PULSE 2025 activities fosters teamwork, enhances communication skills, and builds professional relationships that extend beyond the seminar. These interactions cultivate confidence, resilience, and a clearer academic identity—qualities essential in the postgraduate research journey.

The seminar also highlights the importance of interdisciplinary learning and openness to diverse perspectives. By participating in discussions, sharing insights, and learning from the experiences of peers and experts, students gain a deeper appreciation for the interconnected nature of research and practice.

PULSE 2025 stands as an invitation for every postgraduate student to engage fully, learn actively, and embrace their role in shaping a dynamic research culture. It is my hope that this seminar inspires continued curiosity, collaboration, and scholarly excellence across our academic community.

Fathimath Shareefa
Master of Business Management
Kulliyah of Economic & Management Studies
Chair, PULSE 2025

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ABSTRACT
PAPER PRESENTATIONS

Examining the Effect of Transformational Leadership on Healthcare Service and job Satisfaction: The Moderating Role of Digital Technology Usage in Private Clinics Quality in the Maldives.

Athika Abdul Sattar Mohamed (IUM009212)
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Kulliyah of Economic & Management Studies

This study examines how transformational leadership (TL) influences job satisfaction (JS) and perceived healthcare-service quality (HSQ) in Maldivian private clinics, and whether digital-technology usage (DTU) strengthens these relationships. Survey data were collected from 177 clinicians and managers and analysed using reliability checks, factor analysis, correlational tests, and hierarchical regressions. Results show that TL is a strong and significant predictor of JS (β = .48, $p < .001$). However, TL does not have a direct effect on HSQ once JS and DTU are included in the analysis, indicating that its influence on service quality operates indirectly. DTU emerges as the strongest unique determinant of HSQ (β = .41, $p < .001$), highlighting the central role of digital systems in shaping patient perceptions of healthcare quality. Additionally, DTU enhances the impact of TL on JS, as shown by a significant interaction effect (β = .19, p = .012). These findings suggest that leadership practices, staff morale, and digital-technology integration function as a mutually reinforcing triad that drives patient-centred care within private clinical settings in the Maldives. Strengthening these three elements simultaneously may offer clinics a strategic pathway for improving both employee experiences and perceived service quality.

Keywords: transformational leadership; job satisfaction; digital health; service quality; private clinics; Maldives



Biography

Athika Abdul Sattar Mohamed is a Maldivian professional and entrepreneur with a distinguished background in public health, management, and information technology. She holds a Master of Public Health in health policy and management with high distinction and is currently pursuing a PhD in Management and Leadership. Her extensive career includes senior roles such as Director at the Ministry of Health, where she led major national health initiatives.

As the Managing Director of HARIR.PVT.LTD for the past four years, she oversees a significant healthcare portfolio, including two pharmacies and a multi-specialty clinic. A committed advocate for women in business, she is an active member of several professional associations and was recently appointed as the Secretary of the Maldives Women's Chamber of Commerce (MWCC). An experienced educator and fluent in four languages, she combines strong technical and leadership skills to drive success in both the public and private sectors.

Influence of Flexible Work Arrangements on Continuance Commitment Mediated by Affective Commitment and Reduced Burnout Among Working Students in Greater Male'

Abdulla Zubair (IUM009733)
PhD in Management and Leadership
Kulliyyah of Economics and Management Studies

The significance of flexible work arrangements (FWA) and their impact on positive employee behavioral outcomes has gained increasing attention in post-pandemic work environments. Existing literature indicates that FWAs influence organizational commitment (OC), particularly affective and continuance commitment, while also creating additional demands that may lead to job burnout. These outcomes are supported by prior research and are theoretically grounded in Self-Determination Theory (SDT), Social Exchange Theory (SET), and the Job Demands–Resources (JD-R) model. This study builds on these theoretical perspectives to examine the influence of FWA on continuance commitment and to explore the mediating roles of job burnout and affective commitment. The relational effects between affective and continuance commitment remain under-explored, and this study seeks to address this gap. A quantitative research design is used with non-probability convenience sampling among college students who are employed while studying. Data collection is ongoing, with a target of 200 respondents. The study's implications contribute to theoretical strengthening of frameworks related to FWA and OC, as well as understanding interrelationships within OC. Practical implications include supporting FWAs as alternatives to financial incentives for motivating and retaining working students and guiding organizational policies to enhance FWA processes.

Keywords: Flexible Work Arrangements, Organizational Commitment, Job Burnout



Biography

Abdulla Zubair Ahmed is a strategic people management professional with more than 15 years of experience providing human resource and management solutions in various service industries including The Maldives National University, Dhiraagu, MACL and Allied Insurance. He is currently the Executive Director of Human Resources at the Maldives Monetary Authority. He is also an experienced lecturer and corporate trainer, having taught a wide variety of strategic and people management related modules across various institutions. As a trainer and independent consultant, he specializes in soft-skills and managerial based competencies, having provided solutions for state and corporate clients. He holds a Bachelor's degree (with first class honors) in Business Studies from the University of East London, an MBA from HELP University, and a Masters of Science in Management from the University of Nottingham. He is currently enrolled in the Doctorate of Philosophy in Management and Leadership program at the IUM.

The Quranic Intelligence (QI) Framework: A Holistic Epistemic Model for Consciousness, Moral Cognition, and Ethical Leadership.

Adam Naseer (IUM009780)
PhD in Management and Leadership
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The Quranic Intelligence (QI) Framework presents a spiritually grounded model of human cognition that moves beyond materialist and neurocentric explanations. Rooted in Islamic epistemology, it views consciousness as a multidimensional process shaped by the interconnected functions of Al-Aql (rational–instrumental intellect), Al-Qalb (the spiritual and cognitive heart), and Al-Nafs (the lower self, including instinctive and ego-driven tendencies). In this framework, authentic intelligence is not defined by accumulated knowledge or analytical skill but arises from the purification of the heart (tazkiyah), which enables the intellect to operate ethically and responsibly under divine guidance.

QI identifies taqwa (spiritual consciousness) as the highest stage of cognitive development and the internal regulator that harmonises intention, thought, and behaviour. Through this alignment, individuals cultivate ihsan (excellence in conduct), achieving a state where moral insight and professional competence reinforce each other. Drawing on classical Islamic scholarship and contemporary perspectives on behavioural regulation, the framework emphasises that cognitive clarity is inseparable from spiritual refinement.

As a practical model, QI has implications for leadership, decision-making, education, and personal development. It proposes that sustainable ethical leadership emerges from integrating intellectual intelligence with spiritual consciousness, emotional regulation, and moral responsibility. The QI Framework reframes intelligence as both an intellectual and spiritual endeavour, encouraging holistic human development in modern organisational and social contexts.

Keywords: Quranic Intelligence; Islamic Epistemology; Ethical Leadership



Biography

Mr. Adam is a John C. Maxwell Certified Coach, Trainer, and Speaker, as well as a Master Facilitator and Master Practitioner of Neuro-Linguistic Programming and Timeline Therapy. He currently serves as the General Manager of Leadership & Organization Development at Maldives Airports Company Limited. With more than 20 years of community leadership and corporate experience, he has held significant roles in Human Resources Management, Employee Development, and Teaching & Instructional Leadership across both public and private sectors.

A teacher at heart, Mr. Adam has delivered numerous workshops, seminars, keynote speeches, and coaching sessions on Leadership Development, Human Capital Management, and Learning. He also lectures MBA classes and holds an MSc in Educational Management & Leadership and a Master of Business Administration (International Business). He is currently pursuing a PhD in Management and Leadership at the Islamic University of Maldives.

Mr. Adam helps individuals and organizations strengthen leadership and culture through practical, results-oriented coaching, training, and facilitated solutions.

Humanizing Digital Education: A Conceptual Framework of Emotional and Artificial Intelligence as Drivers of Educator Motivation and Well-Being

Aishath Safoora (IUM009233)
PhD in Management and Leadership
Kulliyyah of Economics and Management Studies

Educators today navigate increasing emotional labour and rapid digital transformation, pressures that shape their motivation, autonomy, and professional well-being. Emotional Intelligence (EI) functions as an internal human capability that strengthens emotion regulation, resilience, empathy, and positive relationships, while Artificial Intelligence (AI) acts as an external structural resource that enhances efficiency, autonomy, and instructional decision-making. Grounded in Self-Determination Theory (SDT), this paper proposes a Dual-Resource EI–AI Motivational Framework that conceptualizes emotional and technological supports as complementary drivers of autonomy, competence, and relatedness. By emphasizing the need to humanize digital education, the framework positions EI and AI not as competing forces but as integrated resources that sustain educator motivation and well-being. The model is especially relevant for resource-limited contexts such as Small Island Developing States (SIDS) like the Maldives, where emotional demands and infrastructural challenges converge. Rooted in an Islamic worldview that values the harmony of intellect, heart, and ethical purpose, the framework underscores the importance of balancing technological innovation with human-centered care.

Keywords: Emotional Intelligence, Artificial Intelligence, Educator Motivation, Digital Education, Teacher Well-Being, Humanizing Education



Biography

Aishath Safoora is the Minister of State for the Ministry of Defence and Head of the National Disaster Management Authority (NDMA), where she leads national disaster risk reduction, emergency preparedness, and resilience-building efforts across the Maldives. She is committed to strengthening national capacity to safeguard lives, livelihoods, and infrastructure against climate and security threats. She is also pursuing a PhD in Management and Leadership at the Islamic University of Maldives.

A Fulbright Scholar, Safoora holds a Master's in Mathematics, Science, and Technology from The Ohio State University and a Master of Public Administration from MIANZ College. She previously served as State Minister at the Ministry of Education and spent more than two decades at CHSE, including 15 years as Principal.

She is a distinguished APCSS graduate and has represented the Maldives at COP29, UN capacity-building programs, and regional forums on crime prevention, child protection, and inclusive education. She is also an ICCR Distinguished Alumni Award recipient and an active charity runners.

IMPORTANCE OF MARITIME EDUCATION AND TRAINING AT SECONDARY SCHOOL LEVEL IN MALDIVES

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Kulliyah of Education

The Maldives is a small island nation located along major international shipping routes, with nearly 98% of its territory covered by sea. Maritime transport is essential for the movement of people and goods, while key economic sectors—tourism and fisheries—depend on safe and efficient maritime operations. This study examines the need to introduce Maritime Education and Training (MET) at the secondary school level, focusing on two pathways: sea-based vocational training and shore-based academic and professional maritime education. Although existing literature highlights seafarer training, limited attention has been given to early MET exposure that prepares students for both operational and managerial roles in the maritime sector.

Guided by three research questions, the study explores how secondary-level MET influences students' awareness of maritime career opportunities, its role in developing a sustainable national maritime workforce, and stakeholder perspectives on integrating MET into the curriculum. Using a qualitative approach, data were collected from students, educators, and maritime industry stakeholders, including training institutions, ship operators, port authorities, and government agencies. Findings show that early MET enhances understanding of both sea-going careers and shore-based fields such as maritime management and port operations. Stakeholders emphasized that secondary-level MET can strengthen national maritime capacity by preparing competent seafarers and future maritime professionals. The study recommends curriculum development, resource allocation, and teacher training to support implementation.

Keywords: Maritime Education and Training (MET); Secondary-Level Curriculum; Maritime Workforce Development



Biography

Captain Ahmed Zubair is a maritime professional with over four decades of experience in maritime industry, having served various maritime field duties, and senior management roles for Maldivian shipping companies. He is currently the Deputy Managing Director of Maldives State Shipping Pvt. Ltd. He is also an experienced trainer/lecturer in maritime studies, having conducted teaching and trainings to government and public institutions, along with consultancy services. He served as Head of the Center for Maritime Studies faculty at the Maldives National University, and is a Fellow and Council member of the Nautical Institute, UK. Furthermore, he served as a Member of Parliament and Deputy/State Minister roles at the Transport Ministry. He obtained his Master Certificate from the Australian Maritime Safety Authority, and currently enrolled in Master's in Research and Publications at IUM. As recognition of his work to develop the industry, he has received numerous national and international awards, including the National Award of Honour.

Role of Digital Media Usage on Public Engagement, Trust, and Governance

Mirfath Ismail Shafeeq (IUM009176)
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Kulliyyah of Economics and Management Studies

This study examines how digital media usage influences public engagement and governance outcomes in the Maldives, with a specific focus on the mediating role of public trust. As digital platforms increasingly shape political communication and citizen–state interaction, their impact on accountability, participation, and legitimacy has become central to contemporary governance debates. The Maldives offers a distinctive context in which rapid digital expansion, coupled with structural governance challenges, creates new opportunities and tensions. While digital media has expanded access to information and opened new channels for civic participation, persistent issues such as political polarization, limited media literacy, unequal digital access, and concerns about misinformation complicate its potential benefits. Drawing on theories of digital communication, public trust, and political efficacy, this research proposes a conceptual framework that explains how digital media usage may either enhance participatory democracy or reinforce disengagement, depending on the level of public trust. By analyzing the perspectives of policymakers and stakeholders in the Maldivian governance landscape, the study provides context-specific insights into how trust mediates digital participation and shapes governance quality. The findings aim to contribute to broader debates on digital governance in small island developing states and offer practical implications for policymakers pursuing digital transformation and democratic strengthening.

Keywords: digital media, public trust, governance



Biography

Uza. Mirfath Ismail Shafeeq is a practicing lawyer in the Maldives and the Managing Partner of Mirfath & Associates Consultants & Attorneys (M.A.C.A). Her legal practice spans civil litigation, family and child protection law, and criminal defence, where she is known for diligence, strategic thinking, and strong client advocacy. She has previously held senior leadership positions in major State-Owned Enterprises, including the State Electric Company (STELCO) and Maldives Airports Company Ltd (MACL). As Head of Projects and Strategy at MACL, she contributed to several multimillion-dollar national infrastructure developments, such as the new international terminal, runway expansion, and aviation fuel system projects.

Alongside her legal career, she has lectured part-time at Villa College, Avid College, and MAPS College, teaching courses in Project Management, Public Administration, Leadership, and Organisational Studies. She holds two undergraduate degrees and two master's degrees, including an LLM from UWE and an MPP from the Lee Kuan Yew School of Public Policy at NUS.

The Impact of Transformational Leadership on Innovation and Organizational Performance in Maldives Customs Service

Ibrahim Athif (IUM009208)
PhD in Management and Leadership
Kulliyyah of Economics and Management Studies

This study examines the direct and indirect effects of transformational leadership on organizational performance, with innovation as the mediating variable. Although transformational leadership is widely recognized for enhancing organizational outcomes, limited research has analyzed the effects of its four dimensions separately within the Maldivian public sector. Using Structural Equation Modeling (SEM), data were collected from 234 officers of the Maldives Customs Service.

The results indicate that transformational leadership has a significant positive impact on both organizational performance and innovation. Innovation also positively influences organizational performance and significantly mediates the relationship between transformational leadership and performance, confirming its central role in strengthening organizational outcomes.

Three dimensions—idealized influence ($\beta = 0.276$, $p = .009$), intellectual stimulation ($\beta = 0.381$, $p < 0.001$), and individualized consideration ($\beta = 0.398$, $p < 0.001$)—show significant positive effects on innovation. However, inspirational motivation ($\beta = -0.154$, $p = 0.094$) demonstrates an insignificant and negative effect, highlighting potential contextual limitations in bureaucratic environments. Similarly, idealized influence ($\beta = 0.172$, $p = 0.042$), intellectual stimulation ($\beta = 0.160$, $p = 0.021$), and individualized consideration ($\beta = 0.263$, $p < 0.001$) significantly enhance organizational performance.

These findings underscore the importance of leadership practices that foster cognitive engagement, individualized support, and innovation-friendly cultures in public organizations.

Keywords: Transformational Leadership, Innovation, Organizational Performance, Public Sector, Maldives, Customs



Biography

Ibrahim Athif is a Superintendent at the Maldives Customs Service with more than 26 years of experience in customs operations, enforcement, and organizational leadership. Throughout his career, he has held important administrative oversight roles across various departments and has played a key role in capacity enhancement, strengthening enforcement, and supporting the modernization and reform of customs administration. As an instructor at the Maldives Customs Academy, his work focuses on developing officer skills and improving institutional practices. He holds a Master of Business Administration from Anglia Ruskin University and is currently pursuing a PhD in Management and Leadership at the Islamic University of Maldives. His doctoral research explores transformational leadership, innovation, organizational performance, and public value creation in law enforcement agencies. His academic interests also include leadership and management, organizational performance, risk management in customs, and the modernization of customs systems. Ibrahim Athif continues to contribute meaningfully to the advancement and professionalization of customs administration in the Maldives.

Good Governance Influences on Sustainable Economic Development and Sovereign Wealth in the Maldives: Mediating role of economic development.

Mohamed Nasheed (IUM009181)
PhD in Management and Leadership
Kulliyyah of Economics and Management Studies

Small Island Developing States (SIDS) face structural vulnerabilities that hinder sustainable development, including limited economic bases, environmental fragility, and weak institutional capacity. The Maldives reflects these challenges, relying heavily on tourism for foreign exchange while managing fiscal volatility, ecological stress, and governance inconsistencies. This study discusses how good governance supports sustainable economic development and assesses the potential role of a Maldives Sovereign Wealth Fund (MSWF) within an institutional framework. Drawing on governance theory, institutional economics, and agency theory, the study employs a conceptual model integrating the six Worldwide Governance Indicators—voice and accountability, political stability, government effectiveness, regulatory quality, rule of law, and control of corruption—to analyze their direct and indirect effects on national development. It further examines the mediating effect of economic development on the viability of a sovereign wealth mechanism. Literature suggests that effective governance strengthens fiscal discipline, fosters diversification, and enhances institutional legitimacy, while weak governance increases economic insecurity and politicization in sovereign wealth management. The study argues that a well-designed MSWF, grounded in transparent and accountable governance, could improve long-term fiscal resilience, climate adaptation, and intergenerational wealth preservation. The analysis offers theoretical, policy, and practical implications for the Maldives and other SIDS and identifies areas for future empirical validation of the proposed framework.

Keywords: Good Governance; Sovereign Wealth Fund; Sustainable Development



Biography

Mohamed Nasheed is a respected Maldivian political leader, policymaker, and scholar recognized for his influential role in national governance and institutional development. He first gained prominence during the Maldives' democratic reform era, where his dedication to constitutional modernization and policy transformation earned wide national recognition. As the elected Malé Member of the People's Special Majlis, he played a central role in drafting the 2007 Constitution of the Republic of Maldives, significantly shaping the country's contemporary governance structure. Nasheed later became the first Maldivian Ambassador to the Kingdom of Thailand, strengthening bilateral relations and enhancing the Maldives' international presence. He also served as a Member of Parliament, chairing key committees and contributing to major legislative reforms. In the private sector, he is Co-owner and Director of Atmosphere Kanifushi Resort, supporting strategic tourism development. He is currently pursuing a PhD in Management and Leadership at the Islamic University of Maldives, focusing on governance, resilience, and sustainable development.

The Influences of Interactional Justice on Job Satisfaction, Organizational Commitment and Employee Performance in Higher Education Institutions in the Maldives.

Aishath Rihula (IUM009205)
PhD in Management and Leadership
Kulliyyah of Economics and Management Studies

The purpose of this study is to examine the influence of interactional justice on job satisfaction, organizational commitment, and employee performance in higher education institutions in the Maldives. This study used a structured questionnaire with 36 items rated on a five-point Likert scale. Data were collected from 240 staff from both universities in the Maldives. The data were analyzed using Structural Equation Modelling (SEM) via AMOS 24.0. The results showed that interactional justice has a significant positive impact on job satisfaction and organizational commitment. However, it was found that there is no significant influence of interactional justice on employee performance. Instead, job satisfaction has a significant mediating effect between interactional justice and organizational commitment, but it does not have a significant effect on employee performance. Therefore, it was concluded that fostering interactional justice enhances job satisfaction and organizational commitment, which in turn improves employee performance. The novelty of this study is that it has contributed to new knowledge in terms of methods by integrating interactional justice with organizational outcomes in the context of higher education in the Maldives. The findings of the study could be used by managers working in higher education to develop fair organizational policies to establish organizational justice.

Keywords: Organizational Justice Interactional Justice; Satisfaction; Commitment; Performance; Higher Education



Biography

Aishath Rihula has over 15 years of experience in the Maldives education sector, contributing to secondary and higher education through teaching, academic coordination, and programme leadership. She has served as a Secondary Teacher and Leading Teacher at Aminiya School and currently works as a Lecturer and Head of the Business Foundation Department at the Maldives National University. She holds an MBA from Open University Malaysia and is pursuing a PhD in Management and Leadership at the Islamic University of Maldives.

She has contributed to strengthening academic programmes, enhancing curriculum development and implementation, and supporting student progression into higher education. She has completed professional development programmes in management, leadership, assessment, curriculum implementation, and higher education practice. Her areas of interest include marketing, Accounting/Finance, human resource, and teaching methods.

ABSTRACT
POSTER PRESENTATIONS

Virtual Simulation in Nursing Education in Low- and Middle-Income Countries: A Systematic Review of Learning Outcomes, Barriers, and Innovative Strategies

Agleema Ahmed (IUM009834)
Master of Research and Publications
Kulliyah of Education

Nursing education in many low- and middle-income countries (LMICs) continues to face significant resource limitations, particularly related to access to high-fidelity clinical simulations. Virtual simulation has emerged as a feasible and cost-effective solution, enabling interactive clinical scenarios through computers or VR technologies. This systematic review synthesizes current evidence on the use of virtual simulation in LMIC nursing education, focusing on its effects on learning outcomes, implementation challenges, and locally driven innovations.

A comprehensive search of CINAHL, PubMed, Web of Science, and Google Scholar (2016–2025) identified 29 relevant studies, all appraised using the CASP tool and analyzed through thematic synthesis. Findings show that virtual simulation meaningfully improves nursing students' knowledge, procedural skills, clinical reasoning, and self-confidence. In several cases, learning outcomes were comparable or superior to those achieved through traditional clinical methods, particularly due to the opportunities for safe, repetitive practice. Students also reported enhanced engagement and satisfaction.

However, widespread adoption is hindered by technological limitations, unreliable internet connectivity, inadequate faculty training, and institutional resistance. Innovative approaches—including low-cost VR, mobile-based platforms, locally developed software, and blended learning—demonstrate promising strategies to overcome these barriers.

Virtual simulation represents a valuable approach to strengthening nursing education in resource-constrained LMIC contexts.

Keywords: Virtual simulation; Nursing education; LMICs



Biography

Agleema Ahmed is a nursing lecturer and critical care specialist who currently serves at the Maldives National University (MNU) School of Nursing. With over a decade of combined clinical and academic experience, she contributes significantly to simulation-based education, curriculum development, and innovative teaching approaches. Her teaching philosophy emphasizes lifelong learning, evidence-based practice, continuous improvement, and strong ethical commitment.

She holds a Master of Nursing, an Advanced Diploma in Critical Care Nursing, a BSc (Hons) in Nursing, and a Diploma in Nursing, and completed a Postgraduate Diploma in Higher Education in 2024. She is also pursuing a Master of Research Publication at the Islamic University of Maldives (IUM) to strengthen her scholarly writing and publication skills.

Agleema's clinical background is grounded in her extensive service at Indira Gandhi Memorial Hospital (IGMH), where she worked in the Intensive Care Unit and Cardiac Care Unit, frequently serving as shift in charge. She has presented at Theveli International Conference, and her study on post-angioplasty patient experiences has been accepted for publication in The Maldives National Journal of Research.

Tied by Design: A Systematic Literature Review of Employer-Tied Sponsorship, Rights Violations, and Barriers to Justice

Fathimath Eema (IUM009517)
Master of Research and Publications
Kulliyah of Education

This systematic review examines employer-tied sponsorship regimes and their role in creating migrant worker precarity by legally binding workers to their employers. Although the Gulf's Kafala system has been widely studied, the Maldivian sponsorship regime remains underexamined despite producing similar vulnerabilities. Guided by PRISMA 2020, the review consolidates empirical, legal, and policy literature from the Maldives, Gulf countries, Jordan, and Lebanon to analyse how employer-tied systems generate legal dependency, enable rights violations, and restrict migrant access to justice.

Studies published between 2010 and 2025 in English or Dhivehi were included if they addressed legal dependency, exploitation, access to justice, or structural barriers. Searches covered academic databases, repositories, and local stakeholders, with the final search in October 2025. Using a five-domain risk-of-bias assessment, 61 studies met the inclusion criteria. Thematic synthesis revealed recurring patterns of dependency, rights violations, and barriers to justice. Findings show that employer-tied sponsorship systems institutionalise immobility, producing exploitation, racialised hierarchies, irregular migration, debt bondage, abuse, and discriminatory enforcement that collectively undermine migrant agency.

By situating Maldivian sponsorship laws within broader critiques of the Kafala model, the review offers a framework for identifying enforcement gaps and accountability failures, highlighting the urgent need for rights-based reforms to strengthen protection and access to justice.

Keywords: Employer-tied sponsorship; Migrant precarity; Access to justice



Biography

Fathimath Eema Hussain is a Maldivian legal, research, and advocacy professional whose work bridges law, social policy, and strategic reform. With a Bachelors in Sharia'h and Law, a Master's in Social Policy and ongoing postgraduate Research in Publications at Maldives Islamic University, she brings a unique blend of legal scholarship and participatory engagement to her work.

Eema's career spans legal practice, corporate governance, and public interest research, with a focus on labour migration, gender equity, and anti-trafficking frameworks. She has led initiatives that translate complex legal and policy issues into actionable advocacy. Her publications on maternity discrimination, normative bias, and migrant worker exploitation have shaped national and international discourse and informed inclusive policy development.

She conducts workshops and trainings for lawyers, civil society, and migrant leaders, and contributes to regional research collaborations on migration, labour and trafficking in persons. Eema continues to support legal empowerment and institutional reform through accessible, trauma-informed approaches. Her work is grounded in lived experience, intersectional analysis, and a commitment to justice that resonates across disciplines and communities.

Virtual Simulation in Nursing Education in Low- and Middle-Income Countries: A Systematic Review of Learning Outcomes, Barriers, and Innovative Strategies

Maryam Shua Hameed (IUM009524)
Master of Research and Publications
Kulliyah of Education

Small Island Developing States (SIDS) face persistent economic vulnerability due to their structural dependence on imported goods, particularly food, fuel, and essential commodities. This systematic literature review examines how import dependency drives inflation and heightens household vulnerability in SIDS, with specific implications for the Maldives. Following PRISMA 2020 guidelines, evidence published between 2015–2025 was synthesized from peer-reviewed studies, institutional reports, and empirical analyses. Thirty-four studies met the inclusion criteria. Findings show that SIDS experience high and asymmetric price pass-through from global commodity markets, amplified by small market size, concentrated supply chains, and limited domestic production. Import-driven inflation disproportionately affects low-income households, eroding purchasing power, triggering regressive consumption adjustments, and increasing long-term poverty risks. Households rely on both adaptive and erosive coping strategies, with geographic disparities widening vulnerability. Policy responses across SIDS emphasize diversification, improved food and energy security, targeted social protection, and structural resilience. For the Maldives, the review highlights the need to move beyond broad subsidies toward targeted interventions that protect at-risk households while strengthening domestic capacity. Overall, the evidence underscores that reducing import dependency is not only an economic necessity but a critical pathway toward safeguarding household welfare and achieving long-term resilience in SIDS.

Keywords: Import dependency, Inflation, Household vulnerability



Biography

Maryam Shua Hameed is a Data Analyst whose work bridges economics, empirical inquiry, and creative data communication. She holds a Bachelor of Economics (Honours) and a Postgraduate Diploma in Research Studies, and is currently pursuing a Master's in Research and Publication at the Islamic University of Maldives.

At the Maldives Monetary Authority, She works as a data analyst, specializing in automation, economic reporting, and data-driven insights for policy analysis. She primarily uses R for workflow automation and actively explores integrating non-traditional and emerging data sources to complement conventional economic methods.

Her postgraduate research focuses on inflation dynamics, household vulnerability, and the lived financial realities of Maldivian communities, with an emphasis on evidence that can guide policy and institutional decision-making.

She also experiments with data-inspired art and creative visualizations, combining analytical rigour with accessible storytelling to engage wider audiences.

Navigating English Dominance: Barriers and Possibilities for Native Language Preservation

Aishath Rifa (IUM009524)
Master of Research and Publications
Kulliyah of Education

The global dominance of English continues to shape education, communication, and policy across the world, often limiting the space available for native languages to thrive. While English proficiency offers clear socioeconomic and developmental advantages, the marginalization of native languages threatens their long-term survival and contributes to cultural erosion. This systematic literature review examines studies on Global English dominance and native language preservation to identify strategies that allow countries to balance global competitiveness with the protection of linguistic heritage. Guided by the PRISMA framework, the review applied inclusion criteria based on publication language, type of literature, relevance, time frame, geographical context, methodology, and accessibility. A total of 35 full papers—comprising peer-reviewed articles, published research, and grey literature in English from 2000 to 2025—were selected through Google Scholar.

These studies were analysed to address key research questions, including the global status of native languages relative to English, the impact of English prioritisation on the survival of local languages, and the implications for countries such as the Maldives, where the native language faces challenges in keeping pace with English. All selected studies were appraised using CASP to reduce bias and were thematically analysed using NVivo. Themes such as the status of native languages, Global English, language theories, barriers to L1 preservation, and language policy highlight that English hegemony remains pervasive. Evidence across Africa, Asia, the Asia-Pacific, the Caribbean, and ASEAN countries underscores that sustainable linguistic preservation requires intentional and adaptive policies, such as bilingual education, to ensure both L1 vitality and English proficiency in contexts like the Maldives.

Keywords: Global English; Native language preservation; Language policy



Biography

A curious student interested in exploring how the crown we have given to English in this globalized world is impacting the survival of native languages across the globe. I am pursuing a Master of Research and Publication at the Islamic University of Maldives, and my poster presentation summarizes the findings of a Systematic Literature Review (SLR) undertaken as part of the coursework for this program. This SLR summarizes existing studies on preservation of native/indigenous languages, through the lens of balancing English prioritization. It showcases the extent of English dominance and how countries are dialing back from English prioritization to make room for native languages to thrive in their own homes again. Including possible implications for the Maldives, so we don't end up asking whether our grandchildren will speak Dhivehi?

Role AI in Academic Integrity: A Systematic Literature Review of Implications for Higher Education

Aishath Jannath (IUM009635)
Master of Teaching and Learning for Higher Education
Kulliyah of Education

The role of Artificial Intelligence (AI) in Higher Education (HE) presents increasingly complex academic integrity challenges for Small Island Developing States (SIDS), where technological ecosystems remain fragile and unevenly developed. This systematic literature review (SLR) examines the influence of AI on academic integrity, with a specific focus on implications for the Maldives. Guided by PRISMA protocols and evaluated through the CASP appraisal tool, the review presents its findings using the Triple CI Model, categorizing AI-related challenges, institutional responses, and ethical considerations.

A key paradox emerges when these global findings are mapped onto the Maldivian context: despite being identified as a regional leader in assessment practices through the UNESCO AI RAM report, the Maldives still lacks a unified national AI policy for higher education. As a result, universities manage AI-related integrity concerns independently, leading to inconsistent and ad-hoc implementation. Moreover, the absence of comprehensive cyber-security legislation limits the reliability of detection tools and exposes institutions to risks associated with data storage, monitoring, and algorithmic bias.

Overall, the findings suggest that safeguarding academic integrity in SIDS like the Maldives requires shifting from voluntary awareness activities to mandatory AI literacy, strengthened governance, and assessment redesigns that reduce dependency on unstable technological infrastructure.

Keywords: Academic Integrity, Artificial Intelligence, Higher Education



Biography

Aishath Jannath is a postgraduate student pursuing a Master's in Teaching and Learning in Higher Education, she also holds a Bachelor's degree in Teaching Secondary, which forms the foundation of her professional journey. She is an educator with rich experience in teaching Business Studies and Economics, along with guiding learners through meaningful student mentorship that supports both academic growth and personal development. With a deep passion for teaching, human development, and continuous improvement in educational practice, she is committed to advancing both pedagogical and andragogical approaches that create more engaging and effective learning environments. Her current research explores the expanding role of Artificial Intelligence in Higher Education, focusing particularly on its implications for academic integrity, ethical use, and responsible integration into teaching and learning practices. Through this work, she aims to contribute to developing informed, future-ready educators and institutions.


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INTELLECTUAL RESEARCH DEBATE

INTELLECTUAL RESEARCH DEBATE

One of the most unique segments of PULSE 2025 is the intellectual debate session by postgraduate students on the two prominent research methodologies. The primary objective of the debate is to provide postgraduate students with an engaging platform to critically compare and defend the strengths, limitations, and applications of qualitative and quantitative research approaches. The session aims to deepen students' understanding of research methodologies by encouraging them to articulate arguments, analyze opposing viewpoints, and strengthen their ability to justify methodological choices within academic discussions.

Through structured debate, students will learn to evaluate how different methods address research problems, generate evidence, and contribute to knowledge building. It also encourages the practical application of research theory, helping participants connect methodological concepts with real-world research scenarios.

The debate is an important academic activity because it enhances methodological literacy, a core competency for postgraduate researchers. By engaging in this dialogue, students develop critical thinking, analytical reasoning, and academic communication skills—abilities essential for thesis writing, proposal defense, and future scholarly work.

Debating qualitative versus quantitative approaches also exposes students to interdisciplinary perspectives allowing them to appreciate the value of methodological diversity, helping them make better-informed decisions when designing their own studies.

Furthermore, the debate promotes confidence, teamwork, and academic maturity. It encourages students to articulate ideas clearly, respond constructively to critique, and engage in respectful scholarly discourse—all of which are crucial qualities for emerging researchers.

INTELECTUAL RESEACH DEBATE

QUALITATIVE

VS

QUANTITATIVE



COACH
Dr Aminath Shafiya Adam
Dean, CRP



COACH
Dr Khaulath Saeed
KED, Senior Lecturer



CO COACH
Dr Mariyam Shareefa
Assistant Professor
CRP



CO COACH
Dr Zubair Hassan
Assistant Professor
CRP



Hawwa Latheef
MAIT
KED



Sham'aan Shakir
MRP
KED



Aminath Hassan
MTLQ
KED



Aishath Abeera
PhDMGTL
KEMS



Aishath Safoora
PhDMGTL
KEMS



Mohamed Nasheed
PhDMGTL
KEMS



Ahmed Zaki
PhDMGTL
KEMS



Ibrahim Shifau
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Biography

Hawwa Latheef - IUM005250
Master of Aqidah and Islamic Thoughts
Kulliyyah of Islamic Revealed Knowledge and Human Sciences

Ms. Hawwa Latheef is a distinguished academic leader and public administrator with over two decades of experience in higher education development, institutional governance, and national policy formulation. She holds a Bachelor of Science in Commerce (Accounting) from Al-Azhar University, a Master's Degree in Management from the International Islamic University Malaysia (IIUM), and a Postgraduate Diploma in Teaching from the Islamic University of Maldives (IUM), earning multiple Best Student Awards.

She has served in several key leadership roles within the Maldivian higher education sector, including Assistant Lecturer, Registrar, Vice Rector for Academic Affairs, and later Deputy Vice Chancellor (Academic Affairs) of the Islamic University of Maldives. She played a central role in establishing the Islamic University, contributing to strategic planning, curriculum development, regulatory frameworks, and academic quality assurance.

In recognition of her leadership, Ms. Hawwa received the Distinguished Women Administrator Award (2016), the WOB Best Woman Manager Award (2016).



Biography

Aminath Hassan - IUM006012
Master of Teaching and Learning Quran
Kulliyah of Education

Aminath Hassan, from N. Velidhoo, began her journey by teaching the Qur'an to children and serving as a judge in Qur'an competitions before formally pursuing higher education in the field. Since 2017, she has completed Certificate 1 and a Diploma in Qirā'at, followed by a Bachelor of Teaching Qur'an at the Islamic University of Maldives. She is now completing her Master's in Teaching and Learning Qur'an, further deepening her academic and practical expertise. Alongside her studies, she continues to teach the Qur'an with dedication and actively contributes to the development of Qur'anic education in the community. Aminath is also involved in a range of literary and intellectual activities, including public speaking, poetry, debating, research, and reading, which complement her passion for Islamic learning. She remains committed to expanding Qur'anic studies in society and prays for continued growth, benefit, and success in her lifelong pursuit of knowledge.

QUALITATIVE TEAM



Biography

Aishath Safoora -IUM009233
PhD in Management and Leadership
Kulliyyah of Economics and Management Studies

Aishath Safoora is the Minister of State at the Ministry of Defence and Head of the National Disaster Management Authority (NDMA), where she leads national disaster-risk-reduction, emergency preparedness, and resilience-building efforts across the Maldives. Safoora is also a PhD scholar in Management and Leadership at the Islamic University of Maldives.
A distinguished graduate of the APCSS Comprehensive Security Cooperation program, she has extensive expertise in human security, disaster governance, and interagency coordination. Previously, she served as State Minister at the Ministry of Education and spent more than two decades at CHSE, including 15 years as Principal. A Fulbright Scholar, she holds a Master's in Mathematics, Science, and Technology from The Ohio State University and a Master of Public Administration from MIANZ College. Passionate about teaching, she continues to lecture at Maldivian Universities and Colleges and actively contributes to national and international educational forums.



Biography

Ahmed Zaki -IUM009213
PhD in Management and Leadership
Kulliyyah of Economics and Management Studies

Ahmed Zaki, widely known as Usthaz Zaki, is a committed community educator, motivational speaker, and social media influencer who is passionate about sharing knowledge and inspiring others. He began his early education at Foakaidhoo School and Shaviyani Atoll Education Centre in Komandoo. Guided by his dedication to teaching, he completed an Advanced Diploma in Teaching Secondary with a specialization in Economics from The Maldives College of Higher Education, graduating first in his class in 2005. He later pursued a Pre-MBA at The Imperial Institute of Higher Education in Colombo in 2007.
Zaki holds a Master of Business Administration from the University of Wales, UK, graduating with Distinction and receiving the Gold Medal for Best Academic Performance. With 28 years of experience in the Maldivian education sector, he has consistently demonstrated a deep commitment to teaching, learning, and community service. In addition to lecturing, he has taken on several significant professional roles and contributed actively to educational and social development initiatives.

QUANTITATIVE TEAM



Biography

Mohamed Nasheed -IUM001981
PhD in Management and Leadership
Kulliyyah of Economics and Management Studies

Mohamed Nasheed is a respected Maldivian public speaker, educator, and author known for his eloquence and strong command of Dhivehi communication. His excellence in oratory was nationally recognised in 2011, when he received the National Award of Recognition for Public Speaking and Oration from the President of the Maldives.

Nasheed has taught thousands of students across the country, helping them build confidence, communication skills, and effective speaking abilities. His practical teaching style and long experience have made him a sought-after mentor for learners of all ages.

He has also written books and articles on public speaking, contributing to the development of communication studies and speech training in the Maldives. His publications are widely used by students and institutions to improve public communication skills.

Nasheed is regularly invited to deliver keynote speeches, motivational talks, and formal remarks at national events, academic forums, and organisational programmes. Known for his clarity, cultural awareness, and impactful delivery, he is regarded as one of the Maldives' notable contemporary voices in oratory.



Biography

Sham'aan Shakir -IUM003645
Master in Research and Publications
Kulliyah of Education

Sham'aan Shakir is a seasoned media and communications professional with over 15 years of experience in journalism, public relations, and media education in the Maldives. He is currently pursuing a Master of Research and Publications at the Islamic University of Maldives.

Sham'aan serves as Manager of Media and Public Relations at Maldives Airports Company Limited and holds the position of Vice President at the Ecological Society of Maldives. His career spans significant roles including Director General of Content at Maldives Business Network, Associate Lecturer at Maldives National University's Faculty of Arts, and Senior Journalist at Television Maldives.

A recipient of the Maldives Journalism Award for Journalist Development and Training (2024), he has contributed extensively as a trainer, facilitator, and judge in numerous media workshops and journalism programs nationwide. Sham'aan holds an MA in Journalism and Media Communications and a BA in Journalism.

QUANTITATIVE TEAM



Biography

Ibrahim Shifau-IUM002828
Master of Islamic Revealed Knowledge, Leadership and Administration
Kulliyyah of Islamic Revealed Knowledge and Human Sciences

brahim Shifau is a Senior Lecturer at the Islamic University of Maldives with more than two decades of experience in Islamic education, Qur'anic studies, religious leadership, and community service. He is currently pursuing a Master's Degree in Islamic Revealed Knowledge and Leadership and holds a Bachelor's Degree in Qur'an Teaching (Honours). He has also completed a Master of Teaching and Learning, a Master of Qur'an and Science, and a Master of Sharīʿah at the Islamic University of Maldives.
Shifau began teaching at Iskandhar School and Ghiyaasuddin School in 2005, earning recognition as a dedicated Qur'an teacher and Imam. He later lectured at the Institute of Quranic Studies, the Maldives National University, and other institutions. He has contributed to national Qur'an programs and media initiatives and received the National Service Award in 2015. Renowned for his Tajwīd expertise, he held the national Number 1 position for 19 consecutive years and represented the Maldives internationally.



Biography

Aishath Abeera - IUM009180
PhD in Leadership and Management
Kulliyah of Economics, Management and Studies

Aishath Abeera is the Deputy Principal of CHSE Malé and an accomplished educator with over a decade of experience in academic leadership and school improvement. She is currently pursuing a PhD in Management and Leadership at the Islamic University of Maldives, where her research focuses on the impact of women's leadership in the education sector. Passionate about fostering high-quality learning environments, she oversees academic operations, teacher development, and strategic initiatives designed to enhance student achievement and strengthen school culture.
Abeera is a strong advocate for advancing women in leadership and actively contributes to national educational discussions, policy dialogues, and reform efforts. Her work reflects a commitment to continuous learning, innovation, and the belief that responsible, values-based leadership can create meaningful and sustainable change in education. Guided by integrity and a deep dedication to students and teachers, she continues to influence the development of the Maldivian education system.

OPEN DISCUSSION FORUM

OPEN DISCUSSION FORUM FACILITATORS

FACILITATOR'S NAME	DISCUSSION AREA
Dr. Fathimath Muna	Qualitative
Dr. Aishath Reesha	Qualitative
Dr. Zubair Hassan	Conceptual & Theoretical Framework
Dr. Aminath Shafiya Adam	Literature Review & Research Gap
Dr. Mohamed Solih	Quantitative
Dr. Khaulath Saeed	Quantitative
Dr. Mariyam Shareefa	Mixed Method
Dr. Suneena Rasheed	Paradigm
Dr. Mohamed Affan Shafy	Paradigm
Dr. Imran Mohamed	Problem Statement
Dr. Abdullah Jameel	Problem Statement
Dr. Aishath Shina	RO, RQ, Hypothesis, Title
Dr. Nasrullah Ahmed	RO, RQ, Hypothesis, Title

MODERATORS

MODERATORS



Khadheeja Mohamed Sameer (IUM002874)
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Nashaya Rasheed (IUM004576)
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