

**St. Theresa Journal of Humanities and Social Sciences**  
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**Editorial Note**

It is with great pleasure that we present Volume 11, Number 1 of the St. Theresa Journal of Humanities and Social Sciences, a scholarly platform committed to advancing research across the disciplines of humanities, education, social sciences, and interdisciplinary studies. This issue features fourteen peer-reviewed research and academic articles contributed by authors from Thailand and beyond, reflecting both global relevance and local insight.

The first article, *The Development of Learning Activities on Statistics in Everyday Life Course through Authentic Project-Based Learning Approach*, explores the impact of APBL on student achievement and project-based competencies. With a well-structured implementation involving undergraduate students, the study confirms significant improvement in learning outcomes and project abilities, reinforcing the value of experiential pedagogies in higher education.

The second article, *Accentuation of Brand through Slogan Rebranding*, utilizes Structural Equation Modeling to investigate the role of slogan rebranding on brand loyalty, perceived quality, and brand repositioning. The findings underscore the strategic importance of customer perception and identity in driving successful brand transformations.

The third contribution, *Effects of Computer-Supported Collaborative Learning on Secondary School Students' Academic Achievement in Chemistry*, provides compelling evidence for the efficacy of CSCL over traditional methods. The study encourages educators to integrate collaborative digital tools to enhance student engagement and comprehension in science education.

The fourth article, *The Causal Relationship between Small Entrepreneurial Skills and Innovation Competencies Affecting the Survival of Small Businesses*, emphasizes how digital, leadership, and managerial skills foster innovation, which in turn enhances the sustainability of small enterprises. This research offers practical insights for capacity-building programs targeting entrepreneurs in Thailand and Southeast Asia, promoting continuous improvement.

The fifth article, *The Priority Needs for Developing Trustworthy Leadership of Primary School Administrators in Thailand*, examines the gaps and developmental priorities in trustworthy leadership. Using PNI modified analysis, the study identifies key learning modes both individual and group-oriented that can elevate the competence and integrity of school leaders.

The sixth article, The Quality of E-Services and E-Filing Website Satisfaction that Affect the Intention of Individuals' Personal Income Tax Payment Online in Saraburi, Thailand, reveals a strong mediating role of user satisfaction between e-service quality and behavioral intention. The structural model provides actionable recommendations for enhancing Thailand's digital tax systems.

The seventh article, The Mediating Effect of Motivation on the Relationship between Work Passion and Job Satisfaction in Selected Private Secondary Schools in Nakhon Nayok Province, offers psychological insights into teacher satisfaction. It highlights that motivation acts as a full mediator, suggesting that work passion alone is insufficient without institutional support and intrinsic motivation.

The eighth article, Fostering Morality in Accordance with the St. Teresa Way for Students at St. Teresa International University, a mixed-method investigation confirms that peace, kindness, and public consciousness form the core of moral development within the university's educational philosophy. The findings show continuous improvement in moral character among students and graduates over the years.

The ninth article, ICT, Learners' Attitude, and Entry Mode as Correlates on the Academic Performance of Social Studies Students in Universities in South-South, Nigeria, reveals positive associations between ICT usage, student entry type, and academic achievement. It recommends targeted interventions in ICT integration and student orientation to maximize educational impact.

The tenth article, Thai Youth Cinema as Cultural Evidence: Social Well-Being and Everyday Connectedness in Bundit Rittakol's Films, uses textual and contextual analysis to uncover how films from the 1980s and 1990s promoted emotional resilience and social cohesion. The study offers new cultural readings of Thai cinema as a form of soft power and youth engagement.

The eleventh article, Developing Mathematical Skills in First-Year Preschoolers with a Dough Modeling Activity in an International Kindergarten School in Bangkok, researchers demonstrate how hands-on learning with dough modeling significantly boosts sequencing, counting, measuring, and categorizing skills in early childhood learners. The results support the integration of play-based learning in preschool curricula.

The twelfth article, A Study of Parental Bonding of Training Preceptors in Thailand, explores how parental attachment styles influence professional mentoring behaviors. Cultural and familial contexts play a significant role, with rural and collectivist backgrounds associated with stronger mentoring practices a valuable insight for professional development in education and healthcare training.

The thirteenth article, Consumer Confidence in Earthquake-Resistant High-Rise Buildings in Bangkok, the authors assess how trust in corporate brands and structural safety

affect public confidence in high-rise residences. The results reveal high confidence levels and indicate that specific structural features, rather than company reputation alone, shape perceptions of safety.

Finally, our fourteenth article, a position paper titled Prospects of Islamic Finance in Thailand, explores the potential of Thailand as a hub for Shariah-compliant financial services. The paper highlights the growing domestic and international demand, regulatory support, and regional linkages with Muslim-majority countries. It offers a strategic roadmap for Islamic banking, insurance, and investment within Thailand's financial ecosystem.

Each of these articles contributes to our understanding of educational advancement, social development, economic resilience, and cultural identity in diverse contexts. We are grateful to our contributors, reviewers, and editorial team for their commitment to academic excellence. We hope this issue serves as a valuable resource for researchers, practitioners, and policy-makers alike.

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