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CONTENTS

Editorial	<i>viii Ioan-Gheorghe Rotaru</i>
A Cyberpsychology and Mental Health Dialogue About Digital Personhood	1 <i>Darrell Norman Burrell</i>
Restoring Ethical Integrity: A Case Study on Governance Failure, Fraud Determinants, and Risk Management Reform	18 <i>Amaka V. Orajaka</i>
Building a Sustainable Government: A Contextual Analysis of the United Arab Emirates Government Transformation Journey Using the Tessema's 'Pillars of Organizational Transformation and Agility (TPOTA)' and the Tessema's Multiple Intelligence Framework (TMIF)	36 <i>Dereje B. Tessema, Mohammed Hamad Al-Hajeri Bereketeab Dereje, Ayenachew Aseffa</i>
Internalized Neoliberal Ideology and Socio-Economic Precarity: A Qualitative Study on False Consciousness Among the Disadvantaged	65 <i>Severin Hornung, Thomas Höge, Christine Unterrainer, Lisa Seubert</i>
Mentoring in Law Enforcement: A Study on the Effectiveness of Support for Junior Patrol Officers	93 <i>Hieu Phan, Trey Phan</i>
Flight Simulators and the Effectiveness of Transfer of Training in Aviation	105 <i>Lucas Zarlengo</i>
The Evolution and Future Development of Criminological Forecasting in the Republic of Moldova	126 <i>Sukhov Vadim</i>
Operationalizing Equity in Urban Redevelopment: A Justice-Centered Metrics Framework	140 <i>Mark Yarish</i>
Exploring the Cyberpsychology and Public Health Risks of Online Sports Gambling	154 <i>Darrell Norman Burrell</i>
Identity, Authenticity, and Digital Influence: A Literature Review on Psychological, Social, and Behavioral Drivers of Gen Z's Engagement with Social Media Advertising	179 <i>Esther Haskins, Soumya Sivakumar, Jennifer, Yang, Tony McEachern</i>
Data Breach Risk Management: Examining Impacts, Strategies, and Cultural Shifts	187 <i>Samantha Thibodeau</i>
Organizational Risk Management, CEO and Engineering Team Departure, Knowledge, and Intellectual Property at Risk	207 <i>Erinda Birko</i>
Sacred Resistance and Missional Praxis: Practical Theology in Black Church and Urban Ministry Contexts	235 <i>William Triplett</i>
Why Pray? Theological and Empirical Perspectives on a Universal Human Practice	245 <i>Benjamin Cha</i>
Divergent Paths to Modern Governance: A Meta-Analysis of Saudi Arabia's Transformation Journey	253 <i>Dereje B. Tessema, Darrell Norman Burrell, Mohammed Hamad Al-Hajeri, Ayenachew Aseffa, Bereketeab Dereje</i>
Panama Life Health Insurance Case	282 <i>Humberto I. Jones</i>

Equitable Access to Healthcare Technologies: A Human Factors Perspective	298 <i>Ronald D. Hayes</i>
Vicente Academic Medical Center Case Study: Highlighting Healthcare Leadership's Role in Risk Management and Governance Training to Strengthen Oversight and Strategic Decision-Making	324 <i>Noelia Cantu</i>
Bridge Building: How Cross-Sector Collaborations Can Be the Silver Bullet to Address the Cybersecurity Workforce Shortage	342 <i>Jude D. Joseph</i>
Understanding SME Constraints in Public Procurement: A Capability-Based Synthesis of Barriers and Treatments	356 <i>Taylor Herron</i>
What is a Conception about the World and Life? The Moral Value of Legal Norms	379 <i>Florin Ludușan</i>
Forensic Characteristics of Crime: Concept, Structure and Applicability in Contemporary Criminal Investigation	390 <i>Simion Belea</i>
Moral Personality, Prereflexive Inhibition and the Importance of the Process of Internalizing Moral Values	398 <i>Nicoleta-Elena Hegheș</i>
Alibi in Criminal Proceedings: Between the Guarantee of Defense and the Risk of Obstruction of Justice	412 <i>Gabriel Tănăsescu</i>
Transforming Public Governance in Romania Through Digital Tools	424 <i>Vitalie Jitariuc</i>
The Meaning of International Humanitarian Law in Hybrid War	440 <i>Doina Mureșan</i>
Reforming the Population's Defense Training in Romania between Current Regulations and the Modernization Project	450 <i>Elena Roxana Vișan</i>
	462 <i>Elena-Adriana Brumaru</i>

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Editorial

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Education – A Step Forward to the Future

Education has always been the bridge between what humanity is and what it can become. In an era marked by accelerated technological transformations and a constant redefinition of social values, the role of education transcends the boundaries of the simple accumulation of knowledge. It becomes a process of identity construction, of cultivating the critical spirit and of preparing for a future that, often, can no longer be accurately anticipated. A step forward towards the future does not only mean adapting to the new demands of the labor market, but above all, forming a conscience capable of discerning, creating and innovating. Authentic education is not reduced to instruction, but involves developing the capacity to think independently, to relate empathetically and to actively participate in the life of the community. In this sense, the teacher is no longer just a provider of information, but a facilitator of discovery, a mentor who inspires and shapes characters. Contemporary society is faced with a dilemma: how can it prepare young people for professions that do not yet exist and for challenges that are just beginning to emerge? The answer lies not in a simple curricular reform, but in a paradigm shift. Education must become more flexible, interdisciplinary and focused on skills that go beyond the limits of narrow specialization: critical thinking, creativity, resilience and ethics. Only in this way will school be able to be not just a place of training, but a laboratory of the future. At the same time, the digital dimension of today's world requires a profound reconfiguration of the educational act. Instant access to information transforms the student from a passive receiver into an explorer of knowledge. However, without a solid education, capable of providing criteria for discernment, the risk of superficiality and manipulation becomes major. The real challenge of the 21st century is not the lack of information, but its critical selection. Therefore, education must become a moral and intellectual compass, capable of orienting the individual in an ocean of contradictory data and opinions. Moreover, education must be seen as a continuous process, which goes beyond the boundaries of school and extends

throughout life. The world of tomorrow will be built by people capable of learning, adapting and constantly reinventing themselves. In this context, learning becomes a form of freedom: the freedom to transform yourself, to understand reality and to contribute to its improvement. The education of the future is not just an institutional promise, but a collective responsibility—of the family, the community and each individual. Investing in education is, in fact, investing in the continuity of civilization. Without a solid educational foundation, technological progress risks becoming a mechanism without a moral compass, and innovation, an instrument devoid of humanity. Education ensures the balance between reason and meaning, between efficiency and value. It not only prepares individuals for the world to come, but also teaches them to shape it responsibly. Therefore, education is not an end in itself, but a perpetual movement towards renewal. It is man's decisive step towards the future he deserves, a future built on knowledge, on solidarity and on the common aspiration to transform the world into a better place. In the light of this mission, every educational act becomes a gesture of faith in human potential, and every generation of students, a renewed promise of the future.

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