

Teacher leadership influencing student leadership: A study in Malaysian fully residential schools



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Abstract This study aims to assess the level of teacher leadership (TL) and its influence on student leadership skills (SLS) in Malaysian Fully Residential Schools (FRS). A total of 355 FRS teachers participated as study respondents. The findings indicate that both TL and SLS are at a very high level, with mean values of $\bar{x} = 6.22$ and $\bar{x} = 5.99$, respectively. Using the Structural Equation Modeling (SEM) approach, the study confirms that TL behavior positively influences SLS in FRS ($\beta = 0.971$). These results highlight the significant role of teachers in shaping students' leadership capabilities. FRS teachers not only exhibit strong leadership qualities but also actively nurture student leadership through various mechanisms. They foster teamwork, build positive relationships, communicate effectively, and encourage innovation, all of which contribute to a holistic learning environment. However, while teamwork is particularly strong under the Exhibiting Leadership Character component, the Competence in Building Trust component appears to be relatively lower than other aspects of TL. This suggests the need for principals to cultivate a deeper culture of trust within schools, ensuring that teachers feel empowered to lead with confidence and autonomy. In terms of SLS, despite the overall high level, emotional intelligence especially in conflict management emerges as a weaker area compared to other components. This finding is significant because deficiencies in conflict resolution skills may serve as an early indicator of bullying, which remains a persistent issue within the national education system. Therefore, greater emphasis on conflict resolution training is necessary. Future research should explore conflict management as a potential mediating variable that links teacher leadership to student success, providing deeper insights into the mechanisms that drive leadership development in FRS.

Keywords: fully residential schools, boarding schools, teachers leadership, students leadership, quality of learning, structural equation modeling (SEM)

1. Introduction

The educational landscape in Malaysia remains steadfast in its commitment to fostering balanced and harmonious human development, as envisioned in the National Education Philosophy. Individuals with strong leadership qualities align with the goals outlined in the Malaysia Education Blueprint (PPPM) 2013–2025, which identifies student leadership as one of the six core student aspirations toward nurturing potential young leaders, excellent educational institutions such as fully residential schools (FRSs) play an important role as platforms to empower student leadership. This effort aligns with the mission of the Ministry of Education, Malaysia, to sustain educational excellence and shape future national leaders (KPM, 2024).

With respect to the excellence of students in fully residential schools (FRSs), it is difficult to deny the critical role of teachers as a key factor in this achievement. However, the role of teachers extends beyond teaching; it also encompasses teacher leadership (TL), which serves as a core element in guiding students within the school. According to York-Barr dan Duke (2004), TL involves various responsibilities at different levels within the education system, including working with students, peers, and administrators, as well as focusing on instructional, professional, and organizational development. TL is recognized as playing a vital role not only as a knowledge provider but also as a role model (Thomaidou, 2023). This signifies that TL is significant in inspiring students by enhancing their motivation, self-confidence, and classroom interaction while guiding them to compete healthily for personal growth. Consequently, the reputation of FRS for excellence across various aspects has motivated this study to address the question of the effectiveness of leadership elements within the organizational structure of FRS. Thus, the objectives of this study are to identify the level of TL, student leadership skills (SLS), and the extent to which TL influences the SLS in FRS.

2. Research Problem

The Malaysia Education Blueprint (PPPM) 2013–2025 describes the student aspiration model, which identifies four essential markers of student leadership: 1) communication skills; 2) resilience; 3) entrepreneurship; and 4) emotional



intelligence (Ministry of Education Malaysia, 2024). However, the problem of students not regularly demonstrating these leadership traits is posing a growing threat to fully residential schools (FRSs), which stand as centers of excellence.

High emotional intelligence directly influences leadership qualities (Goleman, 2005). This aligns with the concept of "inspiring the heart" through exemplary leadership, as leaders with strong emotional intelligence demonstrate effective self-regulation. This characteristic is consistent with the leadership traits outlined by Zaccaro et al. (2004), highlighting the role of emotional intelligence in shaping effective leadership behaviors. However, Ili and Faridah's (2023) study revealed that FRS students' emotional intelligence remains moderate, indicating inadequate attention to this component. Despite being known for their academic prowess, FRS students may not always be able to successfully control their emotions. According to Mokhtar et al. (2023), students who lack emotional intelligence are more likely to engage in delinquent activities, including bullying and involvement in gangs. According to a study by Nasrah et al. (2021), FRS graduates are at heightened risk of major depressive disorder, which in turn raises the possibility of suicidal thoughts and actions. Pauzi et al. (2023) reported that 58.3% of 499 college students, including FRS graduates, had experienced bullying at least once during their school years. This exposure further exacerbated their depression and negatively impacted their mental health. Even after leaving the FRS environment, students who lack resilience remain vulnerable to suicidal behavior throughout their lives (Roy et al., 2011; Wang et al., 2022).

SLS includes entrepreneurial activities that have a beneficial impact on leadership development in addition to emotional management (Alshammari et al., 2023). However, research has indicated that students who thrive academically, including those from gifted programs and FRSs, frequently struggle with problem-solving (Irwan et al., 2019) and decision-making (Ab Razak, Aziz @ Dorashid, & Mohd Sukor, 2020). Employers view academic accomplishments as only supplemental; therefore, academic success by itself does not ensure career possibilities (Rahim et al., 2021). Graduates in the future need to change from looking for work to creating it (Syazwan, 2024).

Another essential element of leadership that boosts competitiveness from an employability standpoint is effective communication. Students who receive effective communication instruction become more mature, articulate, and self-assured communicators, which improves interpersonal interactions (Ngoc, 2021). However, FRS students frequently lack confidence, especially while speaking English (Mustapha & Mohamad Uri, 2024). This lack of confidence in verbal communication may hinder their personality development and their chances of finding work or acceptance into further education institutions. For example, poor communication skills are a major barrier to admission to public universities, particularly during interviews (Maisarah, 2022).

Principals no longer serve as the sole leaders; teachers must also develop their leadership skills and adapt their teaching methods to meet students' needs (Bessong, 2024). However, the quality of teaching in FRS still falls short of ideal standards, highlighting the need for educators to embody Kouzes and Posner's (2013) five exemplary leadership practices to enhance their instructional effectiveness and influence. According to Sidik et al. (2020), a lack of student participation in class is a result of inadequate teaching style diversity. Furthermore, it is difficult for educators to create lessons that fully incorporate higher-order thinking skills (HOTS) (Zeki et al. 2021). As a result, instruction becomes test-focused, which reduces the chance for students to grow as leaders and critical thinkers (Zeki et al., 2021). Additionally, Keong (2019) reported that FRS instructors and administrators frequently operate independently and are reluctant to embrace teamwork. Teachers' poor trust in peer supervision and reluctance to share professional experiences with peers further hinder the growth of TL within FRSs (Makin, 2020).

We highly value teachers who consistently foster a positive outlook in the classroom (Mabade & Ngobeni, 2024). However, the extremely complex workload of FRS teachers impacts the quality of instruction and hinders their ability to demonstrate leadership in student learning, ultimately resulting in burnout. Abdullah & Hassan (2024) explained that long-term teacher burnout also affects their ability to communicate effectively during the teaching and learning process. Abdullah et al. (2020) asserted that teachers' shortcomings, including engaging in unhealthy interactions such as speaking aggressively, swearing, slapping, and nagging, also impact students' behavior in the classroom. As a result, students experience psychological distress, which increases their tendency toward undesirable behaviors, including resentment, aggression, anger, and antisocial tendencies. It is clear that teacher leadership (TL), particularly in the classroom, plays a significant role in student development in schools. Therefore, further research is needed to better understand and enhance the TL and SLS within the FRS learning system. Assessing teachers' leadership roles is crucial in enabling them to maintain the quality of FRS and position these schools as role models for other educational institutions.

3. Methodology

3.1. Research Design

We employed a quantitative approach for data collection via a cross-sectional survey. The instruments in this study were systematically developed through the processes of face validity, expert validity, a pilot study, an exploratory factor analysis (EFA) procedure, and Cronbach's alpha testing for reliability analysis before being used in the actual study. At an advanced stage, we retest the questionnaire instrument from the actual study via the structural equation modeling (SEM)

approach. The main advantage of SEM is its ability to model and analyze the relationships between various independent and dependent constructs simultaneously (Molwus et al., 2013).

3.2. Population and Sampling

The study population included teachers working in FRS as subjects. The study population included 69 FRSs, totaling 3,664 teachers. Krejcie & Morgan (1970) based their sample calculation on a minimum of 348 samples. However, to prevent data loss, we distributed the questionnaire to an additional 17% of the sample, or 59 respondents. Fraenkel et al. (2012) stated that the number of samples needs to be increased by 10%–20% to accommodate respondents who withdraw, instrument damage, or incomplete data. Therefore, the actual number of samples for the questionnaire distribution is 407. Essentially, the FRS Management Division, which regulates the education system, teacher supply, FRS infrastructure development, and student selection criteria, tends to be more homogeneous. Therefore, we chose the systematic random sampling technique on the basis of specific intervals or multiples.

3.3. Research instruments

This study employs fully developed instruments that draw from relevant models and theories. The existing measurement instruments for TL and students within the local Malaysian cultural context are severely limited, necessitating the development of a new questionnaire. We adapted the instrument development method on the basis of the recommendations of Hair et al. (2019) and Ruel et al. (2016). We carried out four main steps: 1) conducting a literature review, 2) developing items, 3) conducting a pilot study, and 4) ensuring validity and reliability. We also conducted an exploratory factor analysis (EFA) to group items based on their dimensional suitability and discard those that did not meet the specified factor loading threshold (0.6). Different fields of study may render certain items unsuitable for the current research, necessitating the conduct of EFA (Awang, 2015).

4. Findings of the Study

4.1. Descriptive statistics TL

The study shows that FRS teachers practice TL behavior at a very high level, with a mean value (\bar{x}) of 6.22 and a standard deviation of ($\sigma = 0.77$). Table 1 shows that the dimension 'Exhibiting Leadership Character' has the highest level of TL, with a mean value of 6.45. This is followed by 'Student Learning Quality', with a mean value of 6.21, and the dimension 'Competence in Building Trust', with a mean value of 6.00.

Table 1 Interpretation of the TL in the FRS.

Dimension	Mean (\bar{x})	Standard Deviation (σ)	Interpretation
Exhibiting Leadership Character	6.45	0.67	Very High
Student Learning Quality	6.21	0.78	Very High
Competence in Building Trust	6.00	0.87	Very High
TL	6.22	0.77	Very High

4.2. Descriptive statistics of the SLS

The study shows that students possess leadership skills at a very high level. Table 2 shows that the overall mean value for the SLS FRS reached an overall mean ($\bar{x} = 5.99$) and a standard deviation ($\sigma = 0.54$). In the breakdown of dimensions, Communication Skills recorded the highest mean value ($\bar{x} = 6.04$) and standard deviation ($\sigma = 0.79$). This was followed by Entrepreneurial Mindset, with a mean value of 6.02, and finally, 'Resilience across Emotional Intelligence' had a mean ($\bar{x} = 5.92$), which was also interpreted as very high. In conclusion, these three constructs further reinforce the assessment that the SLS FRS is very high.

Table 2 Interpretation of the SLS in the FRS.

Dimension	Mean (\bar{x})	Standard Deviation (σ)	Interpretation
Communication Skills	6.04	0.79	Very High
Entrepreneurial Mindset	6.02	0.84	Very High
Resilience across Emotional Intelligence	5.92	0.82	Very High
SLS	5.99	0.54	Very High

4.3. Inferential statistics via structural equation modeling (SEM)

The measurement model that has been developed and achieves fit indices, validity, reliability, and tests with normally distributed data is used to analyze the influence of TL on the SLS in FRS as a structured model. To analyze the influence of TL on the SLS FRS, the findings report two types of outputs, namely:

4.1.1. Findings of standardized regression weights

4.1.2. Regression Weights

In Figure 1, the measurement model shows fit index values that have fully met all three categories: absolute fit, incremental fit, and parsimonious fit of the model. The analysis of the model fit indices reveals that the chi-square value has a P value of 0.000, which meets the required level of P value > 0.05, indicating a good fit. The RMSEA value is 0.064, which is below the threshold of RMSEA < 1.0, thus achieving the desired level. With respect to the incremental fit indices, the GFI value of 0.964 exceeds the required GFI > 0.85 for complex models, whereas the AGFI value of 0.933 and the CFI value of 0.982 both surpass their respective thresholds of AGFI > 0.85 and CFI > 0.85 for complex models.

The TLI value of 0.973 and the NFI value of 0.970 also exceed the necessary thresholds of TLI > 0.90 and NFI > 0.90, demonstrating good model fit. Finally, the parsimonious fit index, chi-square/df, is 2.446, which is below the threshold of chi-square/df < 5.0, meeting the required criteria for an acceptable fit. Figure 1 also shows that factor loading values exceeding 0.6 are good and indicate that the developed measurement items are very useful for measuring the involved variables (Awang 2015; Awang et al. 2018; Hair et al. 2014).

Based on this measurement model, the findings indicate that $R^2=0.63R^2 = 0.63R^2=0.63$, suggesting that TL accounts for 63% of the variance in SLS at the FRS. According to Henseler et al. (2009) dan Zikmund (2000), an R^2 value exceeding 50% for a model in social science research is considered good because the variance in the construct can be predicted at a sufficient percentage level.

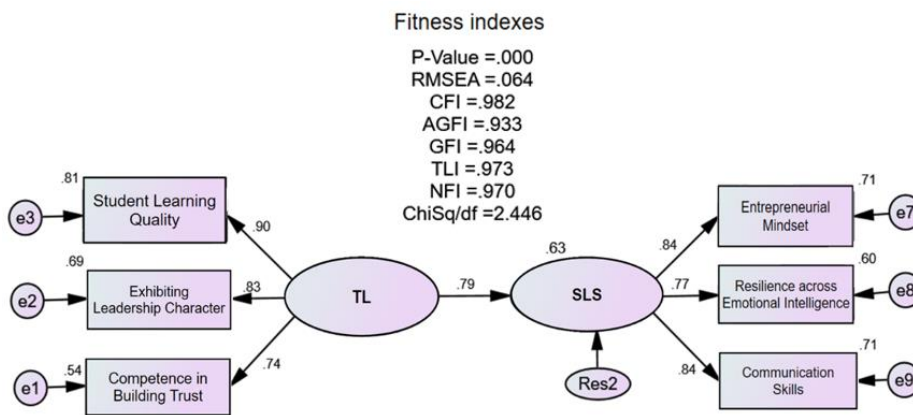


Figure 1 Findings of Standardized Regression Weights.

Figure 2 shows that the residual variance value is 0.13 for the SLS. Variables with a residual variance value < 1.0 indicate that this study model is good. (Awang, 2018). Furthermore, the measurement error variance value for each item indicates the extent to which the measurement error is distributed. According to Hair (2018), a measurement error variance close to 0.0, as found in this study, is consistent.

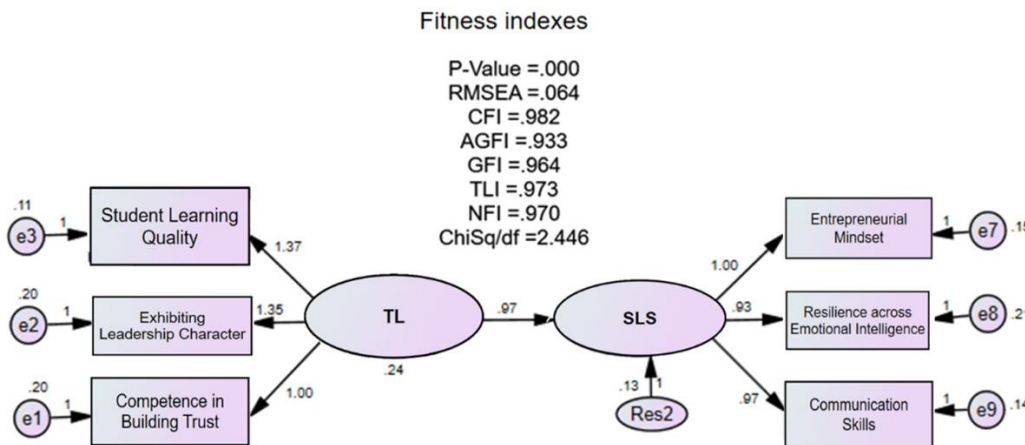


Figure 2 Findings on Regression Weights (β)

The structured model output shown in Figure 2 is analyzed according to Table 3 below. The study revealed that when the TL construct increases by 1 unit, the SLS construct also increases by 0.971 units. Here, 0.971 represents the actual beta value (β) and is the regression coefficient. The findings in Table 3 show that the standard error (S.E.) for the regression



coefficient, which is $\beta = 0.971$, is 0.078. A standard error value < 1.0 also reflects a good estimate for this finding (Awang, 2018). The findings show that the critical ratio (CR) value is 12.432 and is outside the range of ± 1.96 . Therefore, this study shows that the CR value of the regression coefficient (β) is significant at the $p < 0.001$ level because the hypothesis area is outside the ± 1.96 range. (Chua, 2020). In terms of significance, the probability of obtaining a critical z value of 12.432 in absolute value is ***. In other words, the influence of the TL in predicting the SLS is very significant.

Table 3 Findings on Regression Weights (β).

	Beta Value (β)	Standard Error (S.E.)	Critical Ratio $z = \beta \div \text{S.E.}$	P
SLS <--- KPG	.971	.078	12.432	***

Note: *** indicates high significance at $p < 0.001$.

5. Discussion

The results of this study support what Mohd Tahir et al. (2021) reported: FRS is good at helping people use TL more, especially when they are learning. This is because the study shows that TL behavior at FRS is very high. According to York-Barr & Duke's (2004) explanation of the function of teachers as role models, FRS instructors are more likely to display behaviors that reveal their character as leaders, even though all aspects are interpreted at a very high level. FRS teachers continuously demonstrate their charisma as leaders by promoting conduct, encouraging, fostering positive relationships, expressing gratitude to students, and successfully communicating throughout the educational process. These results also provide more evidence in favor of earlier studies on the role of instructors as inspiration for their pupils conducted by Sidik et al. (2020).

Additionally, the study demonstrates that FRS teachers often cultivate a cooperative environment with students, create strong relationships with them, and help them reach their full leadership potential. These results are a continuation of earlier research by Sidik et al. (2020), which connected the role of teachers as mentors and motivators to changing FRS students' attitudes and increasing their engagement in class activities. These findings are also consistent with Goleman's (2005) perspective on emotional intelligence, which emphasizes the importance of social awareness and relationship management in effective leadership. By fostering strong teacher-student connections and encouraging collaborative learning environments, FRS teachers not only enhance student engagement but also contribute to the development of essential leadership qualities rooted in emotional intelligence.

Among colleagues, FRS teachers constantly engage with their peers in teaching practices and continuously demonstrate a willingness to assist and mentor new teachers. In the area of "inspiring a shared vision," the results also align with the recommendations of Kouzes and Posner's five exemplary practices of the leadership model (2013). The model shows that leaders should exhibit strength to inspire followers to become more capable and self-assured, allowing them to surpass expectations.

We also discovered that FRS teachers prioritized the caliber of student learning and exhibited a strong leadership orientation. The results show that to improve students' comprehension of the subject, FRS teachers constantly promote students' creativity in problem solving, vary their teaching methods, and incorporate project activities. This demonstrates how their support is consistent with Kouzes and Posner's (2013) outstanding leadership approach, which pushes for transformation from the status quo to something new by 'challenging the process.' According to Sapudin & Othman (2022), this demonstrates instructors' willingness to promote an innovative teaching culture in accordance with the demands of 21st-century education.

Additionally, FRS teachers consistently prioritize student-centered learning and strive to enhance the professionalism of their instruction. By continuously refining their teaching approaches, they create more meaningful and effective learning experiences, demonstrating their commitment to lifelong learning and collaborative improvement. Principals place a high level of trust in FRS instructors, granting them authority and administrative support to lead PdP advancement programs. This trust is embedded within the school's competency architecture, reinforcing a culture of professional growth. Furthermore, school administrators frequently recognize and validate teachers' instructional expertise, encouraging them to share best practices with their peers. As key drivers of the school's academic initiatives, FRS teachers exhibit strong leadership qualities that enhance their credibility within the institution. However, these findings contradict Thomaidou's (2023) study, which reported that principals often discourage the development of instructional leadership and hinder professional development programs, perceiving them as unnecessary expenditures.

However, when peer support and trust are considered, the results indicate somewhat lower scores. Additionally, FRS teachers are less likely to receive requests to evaluate other students' work for the purpose of enhancing teaching and learning, and they are less likely to serve as their peers' go-to experts. Their peers' function as more leadership-oriented persons, as if they were building a hierarchy of posts, may be rejected by egalitarian theory, which could explain this conclusion. Duke and York-Barr (2004). The item concerning peer teacher support remains at an excellent level, in contrast to earlier research that suggested that FRS teachers remained insecure and reluctant to receive supervision from their peers. (Mislinah Makin, 2020). These findings contradict the findings of Wentworth-Nice's (2021) and Alnasser's (2023) research, which indicated that factors such as burden and lack of respect hindered the development of TL.

According to research, FRS students are highly skilled in leadership. This result is consistent with the student system's goal of developing leaders and team-oriented learners. FRS students demonstrate a strong inclination toward effective communication. This study further supports the findings of the previous Shukor et al. (2021) study, indicating that FRS students still possess the ability to use euphemistic language (polite and gentle) when speaking with their teachers. This suggests that students can speak delicately and use appropriate greetings when interacting with their teachers. According to Petal's (2014) Big Five personality model, which identifies individuals with leadership traits as amiable, forgiving, and highly trustworthy, this behavior indicates a commitment to the personality trait of "agreeableness." Their communication style enhances their social connections and demonstrates respect for teachers.

The findings of Jamaliah and Hafizhah (2021), who discovered that FRS students are more confident as a result of the teacher's instruction during the teaching and learning process (PdP), are further supported by the fact that FRS students are also very charismatic during presentations, reflecting their ability to speak, present, and interact with full confidence in front of an audience. The behavior of FRS students aligns with Kirkpatrick and Locke's (1991) explanation that self-confidence enables effective leaders to maintain composure and good speech control, even when speaking in an emotional state, and Zaccaro et al. (2004) explanation of the key leadership characteristics that predict the charismatic influence of self-confidence. Additionally, by maintaining moral communication on social media, FRS students demonstrate leadership conduct. This result is in line with a study by Ghazali et al. (2023) that showed that high school pupils can still manage language etiquette via social media, particularly via apps such as Telegram and WhatsApp.

Through an entrepreneurial attitude and their mastery of ICTs, FRS students also excel at exhibiting leadership characteristics. They demonstrate creativity by generating innovative ideas in their learning process, thereby enhancing their ability to generate innovative solutions through unconventional thinking. According to Patel (2014), this personality type is comparable to the Big Five personality model, which denotes strong "openness," or a high level of stimulation toward novel concepts and pursuits.

Making logical decisions before acting on them is another skill in which FRS students excel. This aligns with the study by Subramaniam and Shankar (2020), which found that individuals with entrepreneurial leadership qualities possess the cognitive ability to make thoughtful and strategic judgments. Additionally, these findings support earlier research by Ilminza et al. (2021), although the latter study focused on assessing overall student development.

Furthermore, when presented with projects in the form of coursework or project-based learning (PBL), students demonstrate a proactive attitude toward participating in a learning process that leans more toward research. These results, however, contradict earlier research by Noraini et al. (2023), which concluded that PBL and SLS in schools are unrelated. To address this discrepancy in research findings, we may need to explore another mediating factor that can influence the degree of student leadership through the use of PBL in learning.

Finally, the resilience construct across emotional intelligence revealed that FRS students demonstrated high levels of support, care, and receptiveness to the perspectives of their peers. We found that the behavior of FRS students aligns with the trait leadership hypothesis, indicating their adeptness at adapting to changing circumstances and contingencies, as well as their good comprehension of others' sentiments (Zaccaro et al., 2004). These results contradict previous research by Ili & Faridah (2023), who reported that FRS students presented a relatively high level of emotional intelligence, albeit in a different context.

Additionally, FRS pupils behave in a very positive manner, which demonstrates their outstanding degree of resilience. This result adds to the body of evidence demonstrating that FRS students are very resilient despite academic pressure and parental distance, according to earlier research by Anshori (2018).

Nevertheless, the study revealed that the questionnaire item "*handling conflicts with their peers*" received the lowest score compared to the others. This finding serves as an early warning of underlying factors contributing to bullying, which remains a serious issue in the FRS education system. The weak conflict management skills among FRS students require greater attention, as unresolved conflicts can escalate into more severe disciplinary problems.

This concern is further supported by Nur and Mahmud (2024), who stated that "*Teachers who do not set a good example in behavior and conflict resolution also contribute to the persistence of bullying cases in schools.*" Their findings reinforce the need for effective conflict management strategies in schools, emphasizing the role of teachers in fostering a positive conflict resolution culture among students. Hence, comprehensive measures must be implemented to mitigate unresolved conflicts and address bullying effectively.

The study revealed that TL behavior significantly and positively predicts SLS in FRS. This finding is further supported by Aytaç and Kula (2020), who demonstrated that student-centered teaching techniques effectively enhance SLS. Additionally, this highlights the importance of leadership practices that integrate "*inspiring a shared vision*" and "*challenging the process*," as outlined in Kouzes and Posner's exemplary leadership model (2013). Leaders who adopt these approaches are particularly successful in fostering student leadership, as they encourage innovation, motivation, and active participation in the learning environment.

Previous studies have demonstrated that TL significantly impacts student leadership, particularly in areas such as communication skills (Abdullah et al., 2020; Jamaliah & Hafizhah, 2021; Mokhtar et al., 2020), resilience (Dick et al., 2022; Jiang et al., 2024), and emotional intelligence (Suprima, 2022). Additionally, TL has been found to cultivate an entrepreneurial

mindset among students (Moemeke, 2022). Supporting these findings, Limbong et al. (2023) highlighted that TL plays a crucial role in shaping students' character, fostering responsibility, discipline, and dedication as leaders, which is reinforced by the strong familial bonds formed in dormitory environments.

The study results also demonstrated that principals who prioritize trust and respect in the school environment may encourage teacher-led instruction (TL), thereby increasing teachers' confidence in their instruction. Principals who support instructors in believing in their students' intellectual ability also have a beneficial impact on teacher–student connections, according to a study by Kaminskienė et al. (2022). This aligns with York-Barr & Duke's (2004) teaching leadership theory, which posits that principals who foster TL through open communication influence students' achievement.

In other words, in addition to having strong leadership traits, the instructors at FRS were able to inspire and encourage their students to cultivate leadership ideals through student-centered instruction. The teachers at FRS greatly influenced the SLS by helping students grow through collaboration exercises, fostering pleasant relationships, speaking clearly, and supporting fresh ideas to promote innovation.

6. Conclusions

This study revealed that teachers' leadership styles—characterized by clear direction, encouragement, and positive role modeling—play a crucial role in shaping students' leadership skills. Additionally, a supportive school climate and active teacher involvement in student activities further enhance students' leadership development. These findings underscore the vital role of educators as leaders who not only facilitate learning but also inspire students to take on leadership responsibilities in the future. Therefore, to cultivate a generation of students with strong leadership abilities, the educational system should prioritize initiatives aimed at strengthening teacher leadership.

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Ethical considerations

Before conducting the study, approval was obtained from the Ministry of Education Malaysia via an official letter (Reference No: KPM.600-3/2/3-ERAS(17412)) dated 12 September 2023. Prior to the interviews, all research informants voluntarily provided their consent without any element of coercion. Additionally, approval from the school principal was obtained before proceeding with the data collection. The researcher ensured the confidentiality of the informants' personal data throughout the research process. All data will be securely protected until the study is completed.

Conflict of interest

All the authors declare that they have no conflicts of interest.

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