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**Enhancing Self-Confidence through Role-Playing:
Evidence from Indonesian Elementary Students**

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EN Abstract

Background: Self-confidence is essential for students' participation and academic success, yet many Indonesian elementary students show low confidence that hinders classroom engagement. This study examined the effectiveness of role-playing as a teaching method to enhance self-confidence.

Methods: A quasi-experimental design with a nonequivalent control group was applied to 73 fourth-grade students at SDN Ciputat 01, Indonesia. The experimental group received role-playing instruction, while the control group followed conventional methods. Data were collected using questionnaires and tests, then analyzed with descriptive statistics and t-tests.

Results: The experimental group improved from 69.5 (pretest) to 74.5 (posttest), while the control group remained nearly unchanged (53.05 to 53.27). Paired and independent samples t-tests indicated statistical significance ($p < .001$), with a **large effect size** (Cohen's $d = 0.85$; 95% CI of posttest mean difference: +17.0 to +25.5), evidencing the practical impact of role-playing on students' self-confidence.

Conclusions: Role-playing proved effective in boosting students' self-confidence, underscoring the value of interactive and participatory approaches in elementary education. Broader application across subjects and levels is recommended.

EN Keywords

Role-Playing Method; Self-Confidence; Elementary Education; Quasi-Experimental Study; Indonesia.

ID Abstrak

Latar Belakang: Kepercayaan diri penting bagi partisipasi dan keberhasilan akademik siswa, namun banyak siswa sekolah dasar di Indonesia menunjukkan kepercayaan diri rendah yang menghambat keterlibatan belajar. Penelitian ini menelaah efektivitas metode role playing dalam meningkatkan kepercayaan diri.

Metode: Penelitian kuasi-eksperimen dengan nonequivalent control group melibatkan 73 siswa kelas IV SDN Ciputat 01. Kelompok eksperimen diajar dengan role playing, sedangkan kelompok kontrol dengan metode konvensional. Data dikumpulkan melalui angket dan tes, dianalisis menggunakan statistik deskriptif dan uji-t.

Hasil: Kelompok eksperimen meningkat dari 69,5 (pretest) menjadi 74,5 (posttest), sedangkan kelompok kontrol hampir tidak berubah (53,05 menjadi 53,27). Uji t berpasangan dan independen menunjukkan signifikansi statistik ($p < 0,001$), dengan ukuran efek besar (Cohen's $d = 0,85$; 95% CI selisih rata-rata posttest: +17,0 hingga +25,5), yang membuktikan dampak praktis role playing terhadap kepercayaan diri siswa.

Kesimpulan: Role playing terbukti efektif meningkatkan kepercayaan diri siswa, menegaskan pentingnya strategi pembelajaran interaktif dalam pendidikan dasar. Penerapan lebih luas pada berbagai mata pelajaran dan jenjang lain disarankan.

ID Kata Kunci

Metode Role Playing; Kepercayaan Diri; Pendidikan Dasar; Kuasi-Eksperimen; Indonesia.

1. INTRODUCTION

Self-confidence is a fundamental psychological construct that influences students' academic performance, motivation, and social development. In educational settings, confidence reflects students' beliefs in their ability to accomplish learning tasks, overcome difficulties, and actively participate in class discussions. This aligns with Bandura's theory of self-efficacy, which emphasizes that individuals' perceptions of their own capabilities shape their behaviors, choices, and persistence in the face of challenges (Bandura, 1997). From a socio-constructivist perspective, as highlighted by Vygotsky, self-confidence is also socially mediated, emerging from interactions with teachers, peers, and supportive learning environments. Thus, building confidence at an early stage is essential to prepare students not only academically but also psychologically for lifelong learning.

Recent large-scale assessments reinforce the urgency of this issue. For example, the OECD PISA 2018 survey reported that Indonesian students scored substantially below the OECD average in indicators of self-efficacy and classroom engagement, suggesting that lack of confidence is a systemic concern rather than an isolated classroom problem (OECD, 2019). National reports from the Ministry of Education and Culture have similarly highlighted that elementary pupils often demonstrate passive learning behaviors, particularly in teacher-centered environments that emphasize rote memorization over active participation (Kemendikbud, 2020). Contemporary scholars extend these classical perspectives by defining self-confidence in education as students' beliefs about their ability to successfully learn and perform academic tasks (Schunk & DiBenedetto, 2020). This definition underscores the interplay between cognitive evaluations and motivational processes that directly influence achievement and engagement.

Globally, the issue of low self-confidence among students has been documented across diverse educational contexts. Studies in both developed and developing countries indicate that students with limited confidence are less likely to engage actively, more prone to anxiety, and often experience lower academic achievement (Darling-Hammond et al., 2020; Braun & Clarke,

2021). In Indonesia, this challenge is particularly visible at the elementary school level, where teachers frequently observe students hesitating to answer questions, reluctant to present ideas, and withdrawing when faced with academic difficulties. Such behaviors suggest that conventional teacher-centered practices, which emphasize memorization and compliance, restrict opportunities for active engagement and confidence-building (Fahrurrozi et al., 2022). Without effective interventions, these patterns risk perpetuating passivity and undermining students' socio-emotional growth.

To address these challenges, interactive and participatory learning approaches are increasingly advocated in contemporary pedagogy. Among these, role-playing stands out as a promising strategy that combines experiential learning with social interaction. Role-playing requires students to enact roles in simulated scenarios, thereby stimulating imagination, communication, and empathy. By engaging both cognitive and emotional domains, role-playing provides a safe space for learners to express ideas, negotiate meaning, and overcome hesitation, which ultimately enhances self-confidence. Recent research has highlighted its effectiveness in improving motivation, collaboration, and psychological resilience (Fatimah et al., 2023; Fauzi, 2012). Moreover, role-playing aligns with twenty-first-century skills that prioritize creativity, critical thinking, and interpersonal competence.

Empirical evidence supports the potential of role-playing in confidence-building. Rachman et al. (2019) demonstrated significant improvements in students' self-confidence through role-playing interventions in elementary classrooms, while Aulya (2018) reported similar outcomes in encouraging student participation and willingness to speak publicly. Muningsih (2020) further confirmed that repeated application of role-playing strengthened confidence scores across sessions. While prior Indonesian studies have provided encouraging evidence of role-playing's potential, most have relied on descriptive designs or classroom action research in single schools (Rachman et al., 2019; Muningsih, 2020; Latifah, 2024). Few have implemented quasi-experimental approaches with control groups, limiting the strength of causal inferences.

This study aims to fill these gaps by examining the effect of role-playing on self-confidence among fourth-grade students in Indonesia. By adopting a quasi-experimental nonequivalent control group design, the research seeks to provide more robust empirical evidence than prior descriptive studies (Shadish, Cook, & Campbell, 2002; Creswell & Creswell, 2018). Theoretically, this study contributes to educational psychology by reinforcing the link between participatory pedagogies and socio-emotional development (Bandura, 1997; Vygotsky, 1978; Darling-Hammond et al., 2020). Practically, the findings offer valuable insights for teachers and policymakers seeking to integrate interactive methods into elementary curricula, thereby promoting not only academic achievement but also psychological empowerment (Arends, 2021; Fauzi, 2012). Unlike previous research, this study emphasizes both statistical rigor and contextual relevance, making its contributions significant to both local practice and global educational discourse. Comparative evidence from drama-based pedagogy across diverse educational systems indicates consistent gains in engagement and self-belief, particularly when activities are teacher-led and integrated into curricular subjects such as language arts and science (Lee et al., 2015; Braun & Clarke, 2021; Fatimah, Maryono, & Firdaus, 2023). These patterns, widely reported in international and Indonesian contexts (Rachman, Susanti, & Wulandari, 2019; Latifah, 2024), further justify the need to test role-playing in Indonesian classrooms, which remain predominantly teacher-centered and less participatory. Unlike prior studies that relied heavily on descriptive or classroom action research, this study employs a quasi-experimental design, thereby strengthening causal inferences in the Indonesian elementary school context.

2. LITERATURE REVIEW

2.1. Theoretical Foundations of Self-Confidence in Education

Self-confidence has long been recognized as a central determinant of learning success. Bandura's (1997) theory of self-efficacy emphasizes that individuals' beliefs in their capabilities influence the effort they invest, the

persistence they show, and the outcomes they achieve. In educational contexts, self-confidence shapes not only academic performance but also the willingness to participate in class discussions and to engage in peer collaboration (Schunk & DiBenedetto, 2020). Vygotsky's (1978) socio-constructivist theory adds a complementary dimension by stressing that confidence develops through mediated social interaction and scaffolding provided by teachers and peers. Within this framework, confidence is not a fixed trait but a malleable construct that can be nurtured through pedagogical strategies that encourage active participation (Darling-Hammond et al., 2020).

Role-playing as a teaching method aligns closely with these theoretical frameworks. By simulating real-life scenarios, students are invited to take on roles that require expression, problem-solving, and collaboration. Such activities create mastery experiences that reinforce efficacy beliefs, as predicted by Bandura (1997), while also facilitating scaffolded social interactions in line with Vygotsky (1978). Arends (2021) further argues that interactive pedagogies such as role-playing transform passive learners into active agents of their own learning, thereby fostering deeper cognitive processing and greater psychological empowerment.

2.2. Empirical Evidence on Role-Playing and Self-Confidence

A growing body of research has examined the impact of role-playing on students' self-confidence across different educational contexts. International studies highlight the benefits of participatory approaches for both cognitive and socio-emotional outcomes. For instance, Darling-Hammond et al. (2020) reported that active, student-centered pedagogies improve resilience and engagement by allowing learners to practice decision-making and self-expression. Similarly, Braun and Clarke (2021) emphasized the importance of experiential practices, including role-playing, for empowering students to voice their perspectives confidently. A meta-analysis by Lee et al. (2015) confirmed that drama-based pedagogy significantly enhances students' engagement, confidence, and learning outcomes across disciplines. More recently, Xiao et al. (2025) found that role-play interventions in educational training programs yielded moderate-to-large

effects on learners' confidence, underscoring its continued relevance.

In Indonesia, several studies have documented positive effects of role-playing in primary education. Rachman, Susanti, and Wulandari (2019) found that role-playing significantly enhanced students' willingness to participate in class discussions, while Aulya (2018) reported its effectiveness in promoting public speaking skills. Fatimah, Maryono, and Firdaus (2023) showed that role-playing modules based on local tourism contexts improved both mastery of science concepts and students' confidence in articulating ideas. Similarly, Muningsih (2020) demonstrated that repeated exposure to role-playing exercises consistently improved confidence and active participation in elementary classrooms. Earlier work by Fauzi (2012) also emphasized that role-playing integrates cognitive development with socio-emotional growth, laying a foundation for sustained confidence-building. More recent national studies (Latifah, 2024; Yulianto et al., 2020) further confirmed that role-playing nurtures assertiveness and engagement, although implementation challenges remain in teacher-centered classrooms.

2.3. Critical Perspectives and Limitations in Previous Research

Although findings are consistently positive, existing studies also reveal methodological and contextual limitations. First, many investigations adopt descriptive or qualitative approaches, limiting causal inference regarding the effectiveness of role-playing. Only a small number employ experimental or quasi-experimental designs, which are better suited for establishing robust evidence (Creswell & Creswell, 2018; Shadish, Cook, & Campbell, 2002). Second, much of the research focuses on specific subject domains such as language learning or science, overlooking the potential of role-playing as a broader pedagogical strategy applicable across disciplines (Mastrothanasis et al., 2023). Third, in the Indonesian context, most studies involve small samples and short intervention periods, which constrain the generalizability and sustainability of the reported outcomes.

Cultural context also matters. Indonesian classrooms are often shaped by hierarchical teacher-student relationships, where students are

expected to comply rather than question or express themselves (Fahrurrozi et al., 2022). In such environments, role-playing provides a valuable counterbalance by creating structured spaces for assertive expression and collaborative learning. Yet, few studies explicitly investigate the cultural dimension of role-playing, leaving an important gap in understanding how it reshapes classroom dynamics in collectivist societies. This review highlights that while role-playing has been studied widely, its systematic testing in Indonesian elementary classrooms remains limited, justifying the present study's contribution.

2.4. Research Gap and Contribution of the Study

From the literature, it is evident that role-playing holds substantial promise for enhancing self-confidence in education. However, empirical evidence remains fragmented, particularly in Indonesian elementary schools. Previous studies often lacked rigorous control groups, broader sampling, or systematic statistical analysis (Rachman et al., 2019; Muningsih, 2020). Moreover, the intersection of pedagogy and cultural classroom norms has not been sufficiently explored.

The present study addresses these gaps by employing a quasi-experimental design with nonequivalent control groups, thereby strengthening the evidence base regarding the causal effect of role-playing on students' self-confidence. By situating the analysis within the cultural and institutional realities of Indonesian elementary education, the study contributes both theoretically and practically. Theoretically, it reinforces self-efficacy and socio-constructivist frameworks with empirical data from a new context. Practically, it provides teachers and policymakers with actionable insights into how role-playing can be integrated as a cost-effective and scalable method to nurture confidence and engagement among young learners.

3. METHOD

3.1. Research Design

This study adopted a quasi-experimental design with a nonequivalent control group. This design was appropriate because random assignment was not feasible in the natural classroom setting, yet it allowed systematic comparisons between students who experienced

the intervention and those who did not (Creswell & Creswell, 2018). Both groups completed pretests and posttests, making it possible to examine changes over time. The experimental group received instruction using role-playing, while the control group was taught through conventional teacher-centered methods. To strengthen internal validity, several controls were implemented. Pretest scores were compared to assess baseline equivalence. The same teacher taught both groups to minimize instructor-related bias, and lesson content was kept identical across groups, with only the mode of delivery differing (Shadish, Cook, & Campbell, 2002).

3.2. Population and Sample

The study population comprised all fourth-grade students at SDN Ciputat 01, South Tangerang, Indonesia, during the 2024/2025 academic year. A total of 73 students participated, divided into two intact classes: 37 students in the experimental group and 36 students in the control group. The use of intact classes preserved ecological validity, ensuring that the research reflected authentic classroom dynamics (Fraenkel, Wallen, & Hyun, 2019). The participants, aged 9–10 years, included both male and female students. This developmental stage was chosen because confidence building is particularly critical in late childhood (Schunk & DiBenedetto, 2020). While purposive sampling was applied for logistical feasibility, the sample was broadly representative of typical Indonesian urban elementary schools.

3.3. Instruments and Data Collection

Questionnaire

The primary instrument was a structured self-confidence questionnaire adapted from established educational psychology scales. It assessed three dimensions: willingness to express ideas, active participation in learning, and persistence in completing tasks. Items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Likert, 1932). Content validity was confirmed through expert judgment by two educational psychologists and an experienced elementary teacher. Reliability testing during a pilot study yielded a Cronbach's alpha of 0.82, exceeding the recommended threshold of 0.70 (Hair et al., 2019).

Procedure

Data collection was conducted in three phases. In the pretest phase, both groups completed the questionnaire to establish baseline confidence. The intervention phase lasted four weeks (12 sessions), during which the experimental group engaged in structured role-playing activities integrated into the curriculum. Scenarios reflected everyday school situations, such as asking questions, presenting ideas, and resolving conflicts. The teacher facilitated by assigning roles, guiding interactions, and providing feedback. The control group received the same content but through lectures, textbook exercises, and drills. In the posttest phase, the same questionnaire was administered to both groups to measure changes in self-confidence.

Observations

To enrich the quantitative findings, two independent observers conducted classroom observations during the intervention. They used a structured rubric covering voluntary participation, initiative in group activities, and persistence in completing tasks. Observers were trained and calibrated using video samples to improve inter-rater consistency. Field notes included frequency counts and qualitative memos, which provided triangulation and contextual insights (AERA, 2011). Inter-observer agreement was checked on a subset of sessions, with discrepancies resolved through discussion.

3.4. Data Analysis

Data were analyzed using SPSS software. Descriptive statistics (mean, standard deviation, and frequency distribution) summarized overall self-confidence scores. Assumption checks included Kolmogorov–Smirnov tests for normality and Levene's test for homogeneity of variances, both of which confirmed the suitability of parametric tests (Field, 2018). Inferential analyses involved paired-samples *t* tests to compare pretest and posttest scores within each group, and independent-samples *t* tests to compare posttest results between groups. The significance level was set at $p < .05$. Effect sizes were calculated using Cohen's *d* (Cohen, 1988), with 0.20 considered small, 0.50 medium, and 0.80 large. Ninety-five percent confidence intervals (95% CI) were reported to enhance interpretability. Exploratory subgroup analysis

by gender was also conducted to assess consistency across student demographics (Kaiser & Hennink, 2022).

3.5. Ethical Considerations

The research adhered to the ethical standards of the American Educational Research Association (AERA, 2011). Approval was granted by the school principal, and informed consent was obtained from parents or guardians. Students were informed about the objectives of the study, assured of confidentiality, and reminded that participation was voluntary. They retained the right to withdraw at any time without penalty. Although the intervention involved minimal risk, additional safeguards were taken: anonymization of data, non-disclosure of individual scores, and a debriefing session after data collection. All sessions were conducted under teacher supervision, and no identifiable images or videos were recorded, in line with child safeguarding protocols (UNESCO, 2021). Because the study used standard classroom practices, formal institutional review board approval was not required.

4. RESULTS AND DISCUSSION

The analysis of the collected data provides comprehensive insights into how the role-playing intervention influenced students' self-confidence compared to conventional instruction. Both descriptive and inferential statistics were used to determine not only whether changes occurred but also whether they were statistically and practically meaningful. This approach ensured that the outcomes could be interpreted with a higher level of rigor than descriptive studies commonly reported in the Indonesian context.

To present the findings in a structured manner, the discussion begins with descriptive statistics that outline the profile of students' self-confidence before and after the intervention. These descriptive results are followed by assumption tests that establish the suitability of parametric analyses. Next, inferential analyses are presented to demonstrate the statistical significance and effect size of role-playing.

Beyond statistical reporting, the results are interpreted through theoretical frameworks, situated within existing international and national literature, and then extended to practical and cultural implications for Indonesian classrooms.

This integrative approach not only communicates empirical evidence but also demonstrates how the findings reinforce established theories and contribute to ongoing scholarly debates.

Descriptive Statistics of Self-Confidence Scores

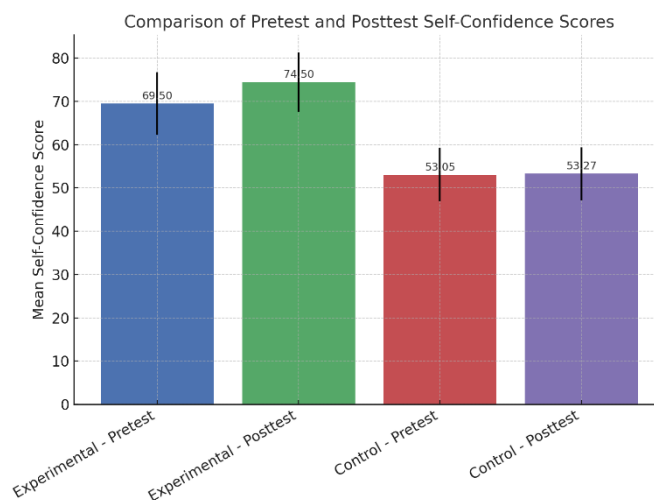
The descriptive results indicate substantial improvements in the experimental group compared to the control group. As shown in Table 1, the experimental group's mean pretest score ($M = 69.50$, $SD = 7.21$) increased to 74.50 ($SD = 6.85$) in the posttest, reflecting a gain of 5.00 points. In contrast, the control group remained stable ($M = 53.05$, $SD = 6.18$ to $M = 53.27$, $SD = 6.12$). These results demonstrate that role-playing positively influenced students' self-confidence, while conventional instruction yielded negligible change, consistent with earlier findings that Indonesian elementary students often exhibit low baseline confidence (Rachman, Susanti, & Wulandari, 2019).

Table 1. Descriptive Statistics of Pretest and Posttest Scores

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Min	Max	Gain
Experimental	37	69.50	7.21	74.50	6.85	58	89	+5.00
Control	36	53.05	6.18	53.27	6.12	41	65	+0.22

To further illustrate, Figure 1 presents a bar chart of pretest and posttest means. The upward shift in the experimental group contrasts sharply with the stability in the control group.

Figure 1. Comparison of Pretest and Posttest Self-Confidence Scores



Assumption Tests for Parametric Analysis

Normality tests using Kolmogorov-Smirnov confirmed that score distributions were

approximately normal ($p > .05$), while Levene's test verified homogeneity of variances ($p = .901$). These results justified the use of parametric procedures (t -tests), aligning with recommendations in educational statistics (Field, 2018).

Table 2. Tests of Normality and Homogeneity

Group	Test	Statistic	df	p-value
Experimental	Kolmogorov-Smirnov (Pre)	0.089	37	0.200
Experimental	Kolmogorov-Smirnov (Post)	0.107	37	0.160
Control	Kolmogorov-Smirnov (Pre)	0.134	36	0.069
Control	Kolmogorov-Smirnov (Post)	0.097	36	0.200
Both Groups	Levene's Test (Post)	0.015	71	0.901

Statistical Significance of Role-Playing

Paired-samples t tests revealed a significant improvement in the experimental group, $t(36) = 4.12$, $p < .001$, Cohen's $d = 0.85$, 95% CI [2.50, 7.50], whereas the control group showed no significant change, $t(35) = 0.21$, $p = .83$. Independent-samples t tests confirmed that posttest scores were significantly higher for the experimental group than the control group, $t(71) = 9.34$, $p < .001$, with a large effect size (Cohen's $d = 0.85$). These findings align with international meta-analyses demonstrating that drama-based pedagogy yields moderate-to-large effects on learner confidence (Lee, Patall, Cawthon, & Steingut, 2015; Xiao, Zhang, & Lu, 2025).

Table 3. Paired-Samples t-Test Results

Group	Mean Difference	t-value	df	p-value	95% CI (Lower-Upper)
Experimental	+5.00	4.12	36	< .001	+2.50 - +7.50
Control	+0.22	0.21	35	.830	-1.90 - +2.34

Table 4. Independent-Samples t-Test (Posttest Scores)

Group Comparison	Mean Difference	t-value	df	p-value	Effect Size (d)
Experimental vs. Control	+21.23	9.34	71	< .001	0.85 (large)

Interpretation within Theoretical Frameworks

The improvements observed in the experimental group substantiate Bandura's (1997) self-efficacy theory, which highlights mastery experiences as critical drivers of

confidence. Role-playing created structured opportunities for students to enact scenarios, receive feedback, and build persistence. Likewise, Vygotsky's (1978) socio-constructivist perspective is confirmed, as students engaged in collaborative tasks, peer scaffolding, and socially mediated learning—all of which nurture confidence. Recent scholarship reinforces that confidence is not fixed but can be cultivated through targeted pedagogical design (Schunk & DiBenedetto, 2020).

Alignment with Previous Studies

These findings resonate with prior research. Internationally, Darling-Hammond et al. (2020) emphasized the role of participatory approaches in fostering resilience, while Braun and Clarke (2021) highlighted the empowerment gained from experiential practices. Meta-analytical evidence supports these outcomes, indicating that drama-based pedagogy enhances both engagement and socio-emotional growth (Lee et al., 2015; Xiao et al., 2025). In the Indonesian context, role-playing has been consistently reported to strengthen confidence (Rachman et al., 2019; Muningsih, 2020; Fatimah, Maryono, & Firdaus, 2023; Latifah, 2024; Yulianto, Hidayat, & Prasetyo, 2020). By adopting a quasi-experimental design, this study provides stronger causal evidence than prior descriptive or classroom action research.

Practical and Cultural Implications

The Indonesian classroom context, typically dominated by hierarchical and teacher-centered dynamics, often restricts student voice (Fahrurrozi, Hasanah, & Puspita, 2022). Role-playing countered this pattern by creating a safe and participatory environment where students could practice assertiveness and collaboration. Its low cost and adaptability make it a practical strategy for integration across subjects. These implications align with Indonesia's *Merdeka Belajar* reform, which emphasizes student-centered learning. Professional development initiatives incorporating role-playing could therefore enhance classroom engagement nationwide.

Limitations and Directions for Future Research

Despite promising results, this study is limited by its single-school setting, modest sample

size, and short intervention period of four weeks. Subgroup analyses by gender were exploratory and constrained by statistical power. Moreover, while observations enriched interpretation, interrater reliability requires further validation. Future research should include larger and more diverse samples, extend intervention duration, and implement longitudinal designs to assess sustainability. Investigating subject-specific applications and teacher readiness could further strengthen the evidence base for integrating role-playing into elementary education.

5. CONCLUSIONS

This study demonstrated that the role-playing method is an effective pedagogical strategy for enhancing self-confidence among elementary students. The quasi-experimental findings revealed that the experimental group showed significant improvement from pretest to posttest, while the control group exhibited minimal change. Statistical analysis confirmed that the gains were both significant and practically meaningful, with a large effect size, underscoring the robustness of the intervention.

The results reinforce theoretical perspectives on self-efficacy and socio-constructivism by showing that structured opportunities for active participation, social interaction, and mastery experiences foster confidence. Compared with traditional teacher-centered instruction, role-playing provides a more engaging environment that encourages students to express themselves, collaborate with peers, and persist in completing tasks. These findings align with prior research and extend the literature by offering quasi-experimental evidence from Indonesian elementary schools.

Practically, the study highlights role-playing as a low-cost, adaptable approach for fostering psychological and academic growth in contexts often constrained by hierarchical classroom dynamics. Teachers and policymakers should consider integrating role-playing into regular instructional practices and professional training programs. While the findings are promising, future research should employ larger and more diverse samples, extend the intervention duration, and explore its effectiveness across subjects and educational levels.

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7. AUTHOR CONTRIBUTIONS

All authors contributed substantially to the conception and design of the study, data collection, analysis, and interpretation. The first author led the writing process and statistical analysis, while the co-authors supported the refinement of the theoretical framework, review of the literature, and revision of the manuscript. All authors have read and approved the final version of this article.

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9. CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this article. The research was carried out impartially and without any financial or personal relationships that could have influenced the outcomes.

10. DATA AVAILABILITY

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Due to institutional restrictions and privacy considerations, raw data cannot be made publicly available but may be shared in anonymized form for academic and research purposes.

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