

Value-Based Education: An Exploration of Its Role in the Built Environment Curriculum

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ABSTRACT

The evolving landscape of higher education calls for pedagogical frameworks that balance intellectual development with ethical, social, and environmental awareness. Value-Based Education (VBE) has emerged as a key approach to cultivating holistic graduates who demonstrate professional integrity, civic consciousness, and moral accountability. Within Malaysia's Malaysian Qualifications Framework (MQF 2024), higher education institutions must integrate ethics, values, and professionalism into program learning outcomes. This study explores academic staff's awareness, understanding, and implementation of VBE in Built Environment disciplines, focusing on their perceptions, pedagogical practices, and the challenges they encounter. Using a quantitative descriptive design, data were collected from 151 academic respondents through a structured survey instrument. Descriptive and ranking analyses were conducted to determine the extent of VBE integration within curriculum delivery. Findings indicate a generally high level of awareness and positive attitudes toward VBE, with project-based learning and community engagement emerging as the most effective pedagogical approaches. However, challenges remain in assessment design, curriculum alignment, and institutional support. The study highlights the importance of institutional leadership, educator training, and value-oriented curriculum reform to align Built Environment programs with MQF 2024 standards. The results contribute to the growing discourse on ethics and values in higher education, offering practical recommendations for embedding VBE across technical and professional programs.

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1. INTRODUCTION

Higher education in the 21st century emphasises cognitive and technical competencies, as well as moral and ethical intelligence (Smolina, Grytsyk, & Antonenko, 2023). As global issues such as climate change, inequality, and technological disruption intensify, graduates must act with integrity and social responsibility. Value-Based Education (VBE) promotes holistic development by integrating intellectual, moral, and social growth to nurture ethical and responsible professionals. In Malaysia, the Malaysian Qualifications Framework (MQF 2024) positions VBE as central to higher education reform, emphasising “values, attitudes, and professionalism” as core learning outcomes (Malaysian Qualifications Agency, 2024).

The Built Environment (BE) disciplines, architecture, construction management, quantity surveying, and urban planning, play a vital role in creating sustainable and inclusive societies. Embedding VBE in BE curricula ensures graduates possess the ethical judgment, empathy, and accountability needed for professional practice (Chouhan, 2020; Aziz & Amir, 2025). This approach supports the Sustainable Development Goals (SDG 4 and 11), which link quality education with sustainable urban development.

Despite policy recognition, VBE implementation in higher education remains inconsistent. While educators acknowledge its importance, translating values into curriculum design, pedagogy, and assessment remains challenging (Jain, 2017; Mehta, 2022; Tikader & Mandal, 2025). Addressing this gap, the present study explores VBE’s role in the Built Environment curriculum by examining: (1) the level of awareness and understanding among academics, (2) how VBE is implemented in teaching and curriculum practices, and (3) the challenges and opportunities for strengthening VBE integration in alignment with MQF 2024.

2. LITERATURE REVIEW

2.1 Concept and Global Perspectives of Value-Based Education

Value-Based Education (VBE) extends beyond academic excellence to promote ethical, emotional, and social development, shaping individuals who can contribute to moral and sustainable societies. It emphasises holistic growth that combines knowledge, empathy, and ethical behaviour (Mehta, 2022). Theoretically, Kohlberg’s (1981) moral development theory, Lickona’s (1996) character education framework, and Noddings’ (2015) ethic of care collectively highlight that moral learning should integrate cognition, emotion, and action. Freire (1970) further argues that true education empowers learners through critical reflection and ethical engagement rather than passive knowledge transmission.

Globally, education systems increasingly recognise VBE as a foundation for ethical citizenship. UNESCO’s (2023) Education for Sustainable Development (ESD) framework advocates integrating empathy, civic responsibility, and environmental awareness as key educational outcomes. Similarly, the OECD Learning Compass 2030 emphasises student well-being, ethical reasoning, and social connectedness as markers of holistic learning. Countries such as Australia, Singapore, and Japan have embedded moral education in national curricula through programs like Australia’s Values Education Framework (2022), Singapore’s Character and Citizenship Education (CCE) (Tan & Wong, 2023), and Japan’s Doutoku moral education (Shimizu, 2022), demonstrating that value-driven learning enhances civic responsibility and ethical leadership.

2.2 VBE in the Malaysian Higher Education Context

In Malaysia, the foundation for VBE is enshrined in the National Philosophy of Education (1988), which envisions balanced development of intellect, spirit, emotion, and body. The Malaysian Qualifications Framework (MQF 2024) strengthens this philosophy by embedding “values, attitudes, and professionalism” into the eleven learning outcome domains. The updated framework expands the focus from academic mastery to holistic competence, ensuring graduates demonstrate ethical integrity and civic awareness. Aziz and Amir (2025) describe this as the “moralization of learning,” emphasising that universities must align teaching and assessment with moral and social responsibility outcomes. This shift supports national education reforms aimed at cultivating ethical citizens who can address contemporary challenges.

However, studies show that VBE implementation across higher education institutions remains inconsistent despite strong policy advocacy. Many educators support ethical teaching in principle but lack practical frameworks for integration (Burhan et al., 2025). The challenge lies in operationalising values into measurable outcomes, as affective domains are often under-assessed compared to cognitive skills. Thus, Malaysian higher education faces the dual task of promoting ethical awareness while ensuring consistent institutional practices that reflect MQF 2024 standards.

2.3 Value-Based Education in Built Environment Disciplines

The Built Environment (BE) disciplines, architecture, urban planning, construction management, and quantity surveying, are uniquely positioned to integrate ethics with design and sustainability. Professionals in these areas shape the physical and social fabric of communities, necessitating decisions guided by responsibility and environmental consciousness. Chouhan (2020) emphasises that value education in design and planning nurtures professionals who can balance functionality and aesthetics with humanistic and ecological concerns. Similarly, Kadir et al. (2024) demonstrate that community-based projects enhance students' ethical reasoning, civic engagement, and cultural sensitivity. Studies by Ryandono et al. (2024) and Lee and Kim (2025) also highlight that environmental ethics can be cultivated through reflective and case-based learning, encouraging students to connect technical knowledge with moral implications.

Despite progress, integrating VBE into BE programs faces challenges. Traditional teaching often prioritises technical proficiency over moral reflection, leaving limited opportunities for ethical dialogue. Mehta (2022) notes that values such as empathy and integrity are qualitative and difficult to assess using standard evaluation tools. Therefore, embedding VBE requires institutional commitment to develop innovative pedagogical frameworks, such as experiential learning, interdisciplinary collaboration, and reflective assessment.

2.4 Pedagogical Approaches and Institutional Strategies

Effective VBE implementation depends on both explicit and implicit approaches. Jain (2017) defines explicit VBE as structured ethics modules, reflection assignments, and service-learning projects, while implicit VBE evolves through institutional culture, teacher modelling, and classroom climate. Combining both ensures students internalise values through experience and observation. Tikader and Mandal (2025) argue that experiential and participatory learning, including community projects and teamwork, effectively cultivates empathy and accountability.

Institutional support is equally crucial. Burhan et al. (2025) highlight UiTM's ADAB Pedagogical Model, which fosters ethical awareness through structured moral education and reflective teaching. Ashikin (2025) also demonstrates that values-empowerment initiatives in STEM disciplines enhance emotional intelligence and civic engagement. These findings underscore that leadership commitment, professional development, and curriculum alignment are vital for embedding VBE sustainably.

2.5 Synthesis and Research Gap

Existing literature confirms VBE's transformative role in fostering ethical, professional, and sustainable education. Global and national frameworks recognise its importance, but practical implementation remains limited, particularly in technical and design-oriented programs. While research in Malaysia has explored VBE in general education and vocational contexts (Aziz & Amir, 2025; Burhan et al., 2025), empirical studies focusing on BE disciplines are scarce. This study addresses this gap by examining educators' awareness, understanding, and implementation of VBE in Built Environment curricula. It aims to provide actionable insights to help institutions align curriculum design and pedagogy with MQF 2024's ethical and professional standards, ensuring graduates are both technically competent and socially responsible.

3. METHODOLOGY

3.1 Research Design and Context

This study adopted a quantitative survey design to examine the awareness, perception, and implementation of Value-Based Education (VBE) among academics in the Faculty of Built Environment, Universiti Teknologi MARA (UiTM), Malaysia. UiTM was selected as it is one of Malaysia's largest higher education institutions offering programs in architecture, construction management, quantity surveying, and related disciplines. The study focused on academic staff from the Shah Alam and Puncak Alam campuses, representing diverse departments and ranks, to capture informed perspectives on integrating VBE into professional education.

3.2 Sampling and Participants

A purposive sampling technique was used to identify participants directly involved in teaching, curriculum design, and student assessment. This approach ensured that respondents could provide relevant insights into the practical integration of VBE. A total of 300 structured questionnaires were distributed electronically via WhatsApp Messenger, accompanied by an introductory letter explaining the study's objectives and ethical considerations. Of these, 151 valid responses were received, yielding a 50.3% response rate, which is considered acceptable for educational research (Taherdoost & Madanchian, 2025). Respondents represented a range of academic positions, from junior lecturers to professors, across ten departments within the Faculty of Built Environment, ensuring broad representation of perspectives.

3.3 Research Instrument and Data Collection

The questionnaire comprised four sections: demographic information, awareness of VBE, understanding and perception of its core elements, and implementation challenges. Respondents rated items using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). The instrument was adapted from prior studies on ethics and value-based education (Aziz & Amir, 2025; Jain, 2017) and refined based on expert feedback for content validity. Data collection occurred over four weeks in 2025.

4. RESULT AND DISCUSSION

This section presents and interprets the study's findings in relation to the research questions. The discussion is organised around four major themes that emerged from the data: (1) awareness and familiarity with Value-Based Education (VBE), (2) understanding and conceptual clarity, (3) implementation practices, and (4) perceived challenges and opportunities. Each theme is compared against previous empirical and theoretical studies to situate the results within a broader international and national context.

4.1 Respondents Demographic

After distribution, 151 questionnaires were completed; therefore, the total response rate was 50.3%. An acceptable response rate can vary from 20% to 70% to ensure the reliability of the research findings (Taherdoost & Madanchian, 2025). Table 1 summarises the demographic information of the respondents.

Table 1 Demographic Information

Variables	Number of respondents	Percentage (%)
Age		
20 – 29 years old	0	0
30 – 39 years old	38	25.2
40 – 49 years old	77	51.0
50 years old and above	36	23.8
Gender		
Male	53	35.1
Female	98	64.9
Campus		
Shah Alam	101	66.9
Puncak Alam	50	33.1
Teaching Experience		
Less than 5 years	12	7.9
5 to 10 years	24	15.9
10 to 20 years	77	51.0
More than 20 years	38	25.2
School of Studies		
Construction	30	19.9
Urban Planning	7	4.6
Real Estate	10	6.6
Geomatic	25	26.5
Architecture	10	6.6
Interior Architecture	7	4.6
Landscape Architecture	13	8.6
Park and Amenity	12	7.9
Building Surveying	15	6.6
Quantity Surveying	22	7.9

The results showed that the respondents had vast academic experience: 51% were 40 to 49 years old, with teaching experience between 10 and 20 years. Most respondents (66.9%) were from Shah Alam campus; the remaining 33.1% were from Puncak Alam campus. Furthermore, the variety of schools taught among the respondents will make the findings more reliable. The Faculty of Built Environment consists of ten (10) schools of studies, each of which had a representative respond to the survey; the School of Studies for Geomatics had the highest representation, at 26.5%.

4.2 Awareness and Familiarity with Value-Based Education

After distribution, 151 questionnaires were completed; therefore, the total response rate was 50.3%. An acceptable response rate can vary from 20% to 70% to ensure the reliability of the research findings (Taherdoost & Madanchian, 2025). Table 1 summarises the demographic information of the respondents.

Table 2 *Awareness of VBE*

Variables	Number of respondents	Percentage (%)
Existence of VBE		
Yes	116	76.8
No	11	7.3
Maybe	24	15.9
Platform		
University Program	60	39.7
Workshop/Seminar	48	38.1
Media/Internet	28	18.5
Colleagues/Peers	50	33.1
Official Curriculum Guidelines	52	34.4
Level of Familiarity		
Very familiar	12	7.9
Somewhat familiar	59	39.1
Slightly familiar	62	41.1
Not familiar at all	18	11.9

Table 2 indicates that awareness of VBE among Built Environment academics is relatively high, with 76.8% of respondents reporting prior familiarity with the concept. Most associate VBE with holistic graduate development as outlined in the Malaysian Qualifications Framework (MQF 2024), linking it to ethics, professionalism, and civic responsibility. They primarily gained awareness through institutional training, faculty meetings, and peer discussions. However, 41.1% rated their awareness as only moderate, indicating conceptual understanding without comprehensive pedagogical knowledge. These findings align with Aziz and Amir (2025) and Burhan et al. (2025), who found that while Malaysian educators value moral and ethical instruction, many lack confidence in translating it into curriculum design and classroom practice.

Internationally, similar challenges persist. Martin, Conlon, & Bowe 2021) found that academics endorse ethics education yet struggle to integrate it systematically. In this study, awareness was notably higher among respondents engaged in community or sustainability projects, suggesting that experiential exposure enhances understanding of VBE principles. This supports Freire's (2021) argument that value learning emerges through reflection and active engagement rather than passive instruction. Overall, these findings suggest that while conceptual awareness of VBE is strong, sustained professional development is needed to deepen understanding and strengthen integration into teaching practices.

4.3 Understanding of VBE Elements

Table 3 *Elements that VBE Emphasises*

Variables	Number of respondents	Percentage (%)
Platform		
Moral and ethical values	139	92.1
Professionalism and responsibility	120	79.5
Social and civic values	93	61.6
Environmental awareness and sustainability	78	51.7
Responsibility and accountability	103	68.2
Discipline and self-control	67	44.4
Spiritual or cultural values	66	43.7
Empathy and compassion	85	56.3
Teamwork and collaboration	88	58.3

Table 4 Level of Agreement on VBE

Statement	Response					Mean Value	Standard Deviation	Rank
	Frequencies							
	*1	*2	*3	*4	*5			
VBE helps students develop strong moral values and ethical behaviour.	2	0	7	62	80	4.47	0.74	1
VBE is equally important as academic knowledge in preparing for the working sector.	2	0	6	65	78	4.44	0.74	4
VBE improves students' interpersonal relationships and mutual respect for others.	1	1	6	64	79	4.45	0.72	3
VBE fosters responsibility, discipline, and accountability in learners.	1	1	8	63	78	4.42	0.73	5
VBE is essential for preparing ethical leaders for the built environment sector.	2	0	10	56	83	4.45	0.78	2

(*1 = Strongly disagree; *2 = Disagree; *3 = Neutral; *4 = Agree; *5 = Strongly agree)

Respondents were asked to evaluate elements emphasised within VBE, including moral and ethical values, professionalism, social responsibility, sustainability, empathy, teamwork, and cultural awareness. Results summarised in Tables 3 and 4 reveal a strong consensus that moral and ethical values (92.1%), professionalism, and responsibility (79.5%) are the most critical components of value-based learning. This underscores educators' belief that moral integrity and accountability form the foundation of professional competence. Other highly rated elements included social and civic values (61.6%), teamwork (58.3%), and environmental awareness (51.7%), indicating recognition of collaboration and sustainability as integral to the built environment.

High levels of agreement were also recorded across Likert-scale statements, with the strongest endorsement for "VBE helps students develop strong moral values and ethical behaviour" ($M = 4.47$, $SD = 0.74$) and "VBE is essential for preparing ethical leaders for the built environment sector" ($M = 4.45$, $SD = 0.78$). These results reinforce the importance of VBE in shaping ethical awareness and leadership qualities, consistent with Chouhan (2020) and Aziz and Amir (2025), who emphasised that moral education in design and planning programs cultivates socially responsible graduates. Respondents also agreed that VBE strengthens interpersonal relationships and discipline ($M = 4.42$ – 4.45), supporting Tikader and Mandal's (2025) findings that value-based approaches enhance collaboration and emotional intelligence.

However, the relatively lower emphasis on environmental and cultural values suggests partial integration of sustainability and inclusivity themes in current teaching practices. UNESCO (2023) and Kadir et al. (2024) note that technical programs often focus on professional skills at the expense of ecological and cultural ethics. Strengthening these dimensions is essential to align BE education with the Sustainable Development Goals (SDG 4 and SDG 11) and the MQF 2024's holistic development agenda.

4.4 Perception and Implementation of VBE

Table 5 *Perception and Implementation of VBE*

Variables	Number of respondents	Percentage (%)
Integration of VBE		
Very high	25	16.6
High	73	48.3
Moderate	51	33.8
Low	2	1.3
Very low	0	0
Activities		
Formal classroom teaching	98	64.9
Project-based learning	120	79.5
Community engagement/service-learning	117	77.5
Co-curricular activities	74	49
Leadership training modules	63	41.7
Industry collaborations	91	60.3
Effectiveness		
Yes	97	64.2
No	16	10.6
Maybe	38	25.2

Respondents' perceptions of VBE were generally positive, reflecting a strong commitment to embedding ethical learning in professional education. Nearly half (48.3%) rated VBE integration as high, while 16.6% rated it very high, indicating widespread acceptance of its relevance. About 33.8% rated integration as moderate, suggesting uneven adoption across departments. This mirrors Aziz and Amir (2025) and Burhan et al. (2025), who found that while VBE principles are widely supported, integration often relies on individual educators rather than formal institutional frameworks.

Implementation is most evident through project-based learning (79.5%) and community or service-learning (77.5%), followed by classroom teaching (64.9%) and industry collaborations (60.3%). These findings indicate that educators favour experiential and participatory pedagogies that encourage ethical reasoning and civic responsibility, supported by Freire's (2021) dialogical model of moral learning. However, co-curricular activities (49%) and leadership modules (41.7%) remain underutilised, suggesting potential for greater use of informal learning spaces to reinforce ethical values. Tikader and Mandal (2025) and UNESCO (2023) highlight that project-based, real-world learning enhances moral and emotional intelligence, supporting the effectiveness of these strategies.

International parallels strengthen these insights. In Singapore, Tan and Wong (2023) found that participatory service-learning under the Character and Citizenship Education framework effectively nurtured empathy and civic responsibility. Similarly, Kadir et al. (2024) demonstrated that community design studios in architecture programs foster cultural sensitivity and ethical awareness when linked to real-world contexts. These comparisons suggest that experiential pedagogies represent the most effective pathway for VBE integration in technical disciplines like the Built Environment.

4.5 Values to Be Integrated and Challenges in Implementation

Table 6 *Challenges of VBE*

Variables	Number of respondents	Percentage (%)
Value		
Integrity	127	84.1
Environmental consciousness	99	65.6
Respect for cultural diversity	83	55.0
Professional accountability	126	83.4
Collaboration and teamwork	113	74.8
Social responsibility	106	70.2
Challenges		
Many students enter with weak communication, interpersonal, and ethical readiness.	104	68.9
Embedding values, ethics, and character development formally in the curriculum is difficult.	64	42.4
Current assessment methods encourage plagiarism/misuse of AI and do not effectively measure values.	67	44.4
Lack of structured induction modules, staff training, and clear guidelines for VBE integration.	87	57.6
Balancing Western liberal influences with ASEAN and local cultural values is challenging.	36	23.8
Values are intangible, take time to develop, and are difficult to measure in the short term.	103	68.2

Respondents identified integrity (84.1%) and professional accountability (83.4%) as the most critical values to integrate into BE curricula, reflecting the profession's demand for honesty, responsibility, and ethical conduct. Collaboration (74.8%) and social responsibility (70.2%) were also emphasised, highlighting the need for cooperative and community-oriented approaches to design and construction. In contrast, environmental consciousness (65.6%) and cultural respect (55.0%) were given less weight, suggesting that sustainability and inclusivity are not yet fully embedded in teaching practices. These results are consistent with Aziz and Amir (2025) and Kadir et al. (2024), who argue that professional programs must integrate ethical and ecological awareness to meet contemporary social and environmental challenges.

Despite positive attitudes toward VBE, respondents highlighted several implementation challenges. The most cited barriers were students' limited ethical readiness (68.9%) and the difficulty of assessing intangible values (68.2%), confirming Joshi's (2025) findings that moral growth is gradual and hard to quantify. Other concerns included lack of structured institutional support (57.6%), inadequate assessment tools (44.4%), and curriculum overload (42.4%). Additionally, 23.8% noted cultural tensions between Western liberal and ASEAN-local interpretations of values, reinforcing Lee and Kim's (2025) call for culturally responsive VBE frameworks. These challenges highlight the need for professional development, clearer guidelines, and curriculum redesign to make VBE measurable, consistent, and contextually relevant.

4.6 Comparative and Theoretical Discussion

The findings align with global research emphasising that Value-Based Education (VBE) should be transformative rather than transmissive, fostering moral reasoning through active engagement rather than passive instruction. Educators across contexts conceptually support VBE but struggle to translate it into consistent practice. The Malaysian experience, framed within MQF 2024, shows that while policy can institutionalise VBE principles, effective implementation requires

localised frameworks, faculty training, and innovative assessment. The results reaffirm Freire's (2021) view that value learning occurs through dialogue and reflection, as seen in educators' preference for project-based and community learning methods grounded in constructivist pedagogy. However, the gap between awareness and structured evaluation remains, reflecting Al-Subaie and Freeman's (2023) "missing link" in ethics education: the need for institutionalised reflective assessment. Similar insights from Syafika & Marwa (2024) and Joshi (2025) further suggest that sustainable VBE integration depends on aligning policy, pedagogy, and community partnerships. This study extends that understanding by demonstrating that moral and ethical reasoning coexist with technical and design competencies in Built Environment education.

4.7 Implications for Policy and Practice

The findings underscore several implications for higher-education policy and institutional reform:

1. Curriculum Design: Universities should embed VBE as explicit learning outcomes across all courses, supported by dedicated ethics modules and interdisciplinary linkages.
2. Assessment Innovation: Development of qualitative assessment rubrics (e.g., reflective journals, peer-evaluation forms) that capture ethical growth.
3. Faculty Development: Regular ToT workshops on moral pedagogy and emotional intelligence to strengthen teaching competence.
4. Institutional Culture: Adopting whole-institution approaches; policies, leadership modelling, and community outreach embodying VBE principles beyond the classroom.
5. Research and Continuous Improvement: Ongoing empirical studies using mixed-methods or longitudinal designs to monitor the impact of VBE integration on graduate attributes and employability.

Together, these strategies will advance the realisation of MQF 2024's holistic graduate model, ensuring that Built Environment education contributes to professional excellence and ethical and societal advancement.

5. CONCLUSION AND IMPLICATIONS

This study examined the role of Value-Based Education (VBE) in the Built Environment (BE) curriculum within the Malaysian Qualifications Framework (MQF 2024). The findings reveal a generally high level of awareness and positive perception of VBE among BE academics. Most respondents understood VBE as a framework for cultivating integrity, professionalism, and social responsibility, essential to ethical and sustainable professional practice. However, many educators demonstrated only moderate conceptual depth, indicating that awareness remains more theoretical than practical. These results align with Aziz and Amir (2025) and Peterson and Malhotra (2024), who found that while academics recognise the importance of moral education, translating it into structured pedagogy remains challenging.

Implementation of VBE was strongest in experiential and project-based learning, including community service and industry-linked projects, which effectively foster empathy, ethical judgment, and civic engagement. This supports Freire's (2021) and Tikader and Mandal's (2025) assertion that moral learning is best achieved through reflection and real-world participation rather than didactic teaching. Nevertheless, integration remains uneven and largely dependent on individual initiative. Barriers such as limited institutional guidelines, weak assessment tools, and students' low ethical readiness persist, echoing Jain (2017) and Mehta (2022), who note the difficulty of assessing qualitative moral growth.

To strengthen VBE integration, universities should establish clear institutional frameworks, provide ongoing staff development, and design reflective assessment rubrics aligned with MQF 2024's "ethics and professionalism" outcomes. Embedding sustainability, cultural awareness, and empathy across all BE courses will ensure that graduates not only excel technically but also act as responsible stewards of society and the environment. Ultimately, this study reaffirms that VBE is not supplementary but foundational to higher education, which is essential for producing graduates who embody both competence and conscience in shaping a sustainable built environment.

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8. AUTHORS' CONTRIBUTIONS

The authors affirm that there is no conflict of interest regarding the publication of this article. Siti Suhaidah Sahab prepared the literature review, developed the theoretical framework, and oversaw the article's overall writing and organisation. Mohd Reza Esa designed and wrote the research methodology, entered data, performed statistical analyses, and interpreted the results. Emma Marinie Ahmad Zawawi conducted the fieldwork, including preparing and administering the research instrument and coordinating data collection. All authors contributed to the final revision of the manuscript and approved the version submitted for publication.

9. CONFLICT OF INTEREST DECLARATION

We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been submitted for publication, nor has it been published in whole or in part elsewhere. We confirm that all authors contributed significantly to the work, the validity and legitimacy of the data, and its interpretation for submission to IJELHE.

10. DECLARATION OF GENERATIVE AI IN THE WRITING PROCESS

During the preparation of this work, the author(s) used ChatGPT to assist in structuring the literature review and improving sentence construction, clarity, and overall language presentation. After using this tool/service, the author(s) reviewed and edited the content as needed and take full responsibility for the content of the publication.

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