

DEVELOPING A SOCIAL CONSTRUCTIVIST GROUP COUNSELING MODEL TO SUPPORT THE DEVELOPMENT OF SENIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS

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Article Info	Abstract
Article History Received: March 2026 Revised: May 2026 Accepted: June 2026 Published: July 2026	<i>Speaking skills are essential competencies that enable students to express ideas, opinions, and experiences clearly in academic and social contexts. However, many senior high school students still experience difficulties in organizing thoughts, speaking confidently, and participating actively in oral communication. This study aimed to develop a group counseling model based on a social constructivist approach to support students' speaking skills. The research employed a Research and Development design using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. In the needs analysis stage, participants included 79 students, three guidance and counseling teachers, and three Indonesian language teachers. The model trial involved 10 students selected through random sampling. Data were collected through interviews, questionnaires, observations, and a speaking skills rubric, then analyzed to determine feasibility and improvement in students' performance. The results indicated that the developed model was considered feasible by expert validators and practical for implementation in school counseling services. During the trial, students showed increased participation, confidence, interaction, and speaking performance. These findings suggest that integrating social constructivist principles into group counseling can provide an effective alternative service for enhancing students' speaking skills in senior high schools.</i>
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INTRODUCTION

Speaking skills are considered a crucial competency in language learning because they serve as the primary means for students to effectively convey ideas, opinions, and experiences. These skills also support academic success and help students establish meaningful social interactions within the school and community (Kehing & Yunus, 2021). In the context of 21st-century education, speaking skills are a crucial component of communication competency, essential for critical thinking, collaboration, and the clear and convincing delivery of ideas (Yan et al., 2024). Speaking skills are also linked to students' cognitive development and social and emotional growth, which are directly linked to their personal meaning in building relationships with others (Insani, 2025; Juniardianta, 2020). Therefore, developing speaking skills should be a central focus in the educational process to prepare students for the increasingly complex demands of academic and social communication (Moreno et al., 2022; Rahmawati et al., 2022).

Despite its importance, speaking skills remain a challenge for many high school students. Research shows that students tend to be passive in discussions, reluctant to express their opinions, and less likely to participate in oral communication in class due to a low willingness to communicate and limited opportunities to practice speaking (Fathi et al., 2024). A similar situation was found in the results of a needs assessment at SMAN 1 Kadipaten of 79 students. The questionnaire results showed that the average level of students' comfort in public speaking was only 2.82 on a scale of 5. Furthermore, approximately 80% of students rated their ability to express opinions or ideas clearly and structuredly as being in the moderate to low category. These findings indicate that some students still experience obstacles in expressing ideas verbally. If this condition persists, students will lose the opportunity to develop critical thinking skills, argue, and interact effectively in the learning process (Weimer, 2022).

Poor speaking skills are not only caused by limited language abilities but are also influenced by psychological and social factors. Low self-confidence, speaking anxiety, and weak self-efficacy can reduce students' oral communication performance (Setianingsih; et al., 2024; Suryanto & Muthmainnah, 2024). Students who feel unsure of their abilities tend to avoid situations that require them to speak in front of others. Furthermore, fear of being judged negatively and worry about making mistakes are also major causes of speaking anxiety (Quvanch et al., 2024). Externally, an unsupportive learning environment, limited opportunities for interaction, and low social support from peers and teachers can hinder the development of students' speaking skills (Lee & Liu, 2024). These findings indicate that improving speaking skills requires interventions that focus not only on linguistic aspects but also on students' psychological and social aspects.

Various studies have shown that developing speaking skills requires a learning environment that provides opportunities for students to interact, discuss, and actively build communication. These opportunities can be facilitated through various language learning strategies, such as discussions and collaborative learning, as well as through group counseling services that encourage students to share experiences, express opinions, and interact with peers (Durrotunnisa & Hanita, 2022; Liu & Matthews, 2021; Nitami & Daulay, 2024; Yuliani, 2022; Zulhadi et al., 2023). These findings indicate that social interaction plays a crucial role in developing students' communication skills, both in language learning and in group counseling services.

Despite their interrelated objectives, research on speaking skills and research on group counseling are still developing along different paths. Research on speaking skills generally focuses on language learning strategies to improve students' communication performance, while research on group counseling focuses more on developing psychological aspects that support communication, such as self-confidence, speaking anxiety, and interpersonal communication (Fasha et al., 2024; Wahyu et al., 2024). Consequently, the use of group counseling to support the development of students' speaking skills has received little attention. Furthermore, research integrating social constructive principles into group counseling models to support students' speaking skills is also limited (Mishra, 2023; Quoc & Van, 2023). This gap underscores the need to develop group counseling models specifically designed to improve students' speaking skills through structured social interactions.

A social constructive approach is considered relevant to addressing this gap. This theory views knowledge and skills as developing through social interaction, dialogue, collaboration, and negotiation of meaning (Agopian, 2022). From a social constructive perspective, language functions not only as a means of communication but also as a means of building understanding and developing thinking skills (Syafii & Purnomo, 2024). In the social constructive perspective, speaking skills develop through students' engagement in conversations, discussions, and the exchange of ideas with others. Through interactions with peers and more competent individuals, students receive support that helps them achieve skills previously unattainable independently

(Tohari & Rahman, 2024). This support is provided through a scaffolding process within the zone of proximal development, allowing students to develop speaking skills gradually (Dhawan, 2020; Van De Pol et al., 2020). In the context of group counseling, the process of sharing experiences, providing feedback, and constructing shared meaning provides a space that allows students to practice speaking more actively and confidently. Thus, social constructive principles provide a relevant foundation for developing a group counseling model oriented towards improving students' speaking skills.

This study develops a group counseling model with a socially constructive approach specifically designed to support the development of high school students' speaking skills. Unlike previous studies that primarily utilized group counseling to increase self-confidence, reduce speaking anxiety, or develop interpersonal communication, this study places speaking skills as the primary focus of the service. The principles of social interaction, reflective dialogue, collaboration, scaffolding, and the zone of proximal development are integrated into each stage of the group counseling service. Through this approach, group counseling not only serves as a means of developing students' psychological aspects but also provides a space for students to practice expressing ideas, providing responses, and building shared understanding through meaningful interactions. Based on this description, this study aims to develop a group counseling model with a socially constructive approach that is suitable for supporting the development of high school students' speaking skills. Furthermore, this study also examines the application of the developed model in group counseling services in schools. The results are expected to enrich guidance and counseling practices and expand alternative approaches to developing students' speaking skills.

RESEARCH METHOD

Research Design

This research used the Research and Development (R&D) method with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation (Branch, 2010). The ADDIE model was chosen because it provides systematic steps in developing a model based on field needs, theoretical foundations, and evaluation results.

In the analysis stage, a needs analysis was conducted through interviews with guidance and counseling teachers and Indonesian language teachers, as well as the distribution of questionnaires to students. The design stage focused on developing a model that included service objectives, group counseling syntax, materials, and speaking activities based on socially constructive principles. The development stage was carried out through the development and validation of the model by experts and practitioners. Next, the implementation stage was carried out through a trial of the model on a counseling group consisting of 10 students over four meetings. The evaluation stage was carried out by analyzing the results of validation, observations, and pretest and posttest results to assess the feasibility of the model and obtain an overview of its application in supporting the development of students' speaking skills.

Research Participants

The population of this study was the eleventh grade students of SMAN 1 Kadipaten in the 2025/2026 academic year. The needs analysis involved 79 students, three guidance and counseling teachers, and three Indonesian language teachers to obtain an overview of the condition of students' speaking skills and the need for model development. Model validation involved a guidance and counseling expert, an Indonesian language education expert, and a practitioner to assess the feasibility of the developed model. The model trial was conducted on a counseling group of 10 students selected using random sampling. The number of participants was adjusted to the characteristics of group counseling services, which recommend a group size of 2–10 people (Kementerian Pendidikan dan Kebudayaan, 2016). All participants attended four group counseling sessions designed based on social constructive principles to assess the

model's application in supporting the development of students' speaking skills. All participants participated voluntarily and received an explanation of the research objectives and the confidentiality of the collected data.

Research Instruments

This study used an interview guide, a needs questionnaire, a model validation questionnaire, a service implementation observation sheet, and a speaking skills rubric as data collection instruments. The interview guide and needs questionnaire were used to obtain information regarding students' speaking skills and the need to develop a group counseling model in schools. The validation questionnaire was used to assess the model's feasibility based on theoretical substance, practicality, supporting components, and language and presentation. Before being used in the study, all instruments were reviewed and validated by a guidance and counseling expert, an Indonesian language education expert, and a practitioner to ensure that each indicator met the measurement objectives and characteristics of the study. The speaking skills assessment used a rubric developed based on Brown and Lee's speaking assessment components, which include pronunciation, grammar, vocabulary, fluency, and comprehensibility (Brown & Lee, 2025). The rubric was then adapted by adding aspects of self-confidence, social interaction, expression, and empathy to suit the characteristics of group counseling services that emphasize interaction between members. The assessment was conducted using a four-point scale, from 1 to 4, which was then converted to a 100-point scale to determine the students' speaking skill levels.

Data Collection Procedure

Data collection was conducted throughout the five stages of the ADDIE model. During the analysis stage, data were collected through interviews and needs assessment questionnaires. Interviews were conducted with three guidance and counseling teachers and three Indonesian language teachers. The interviews aimed to identify students' speaking difficulties and the need for a counseling model that could support speaking skill development. In addition, questionnaires were distributed to 79 students to obtain information about their speaking experiences, participation in classroom communication, and confidence in expressing ideas.

During the design stage, the results of the needs analysis were used to formulate the objectives, procedures, and activities of the counseling model. The speaking skill indicators and social constructivist principles were also integrated into the model design. During the development stage, the initial model draft was evaluated by a guidance and counseling expert, an Indonesian language education expert, and a practitioner. Validation questionnaires were used to obtain feedback regarding the model content, implementation procedures, supporting components, and language clarity. The model was revised based on the validators' suggestions. During the implementation stage, the revised model was applied to a group of ten students. The implementation was carried out in four counseling sessions. Observation sheets were used to record students' participation, interaction, and speaking performance during each session.

Students' speaking skills were assessed before and after the implementation of the model. Pretest and posttest assessments were conducted using the speaking skills rubric. The assessment focused on students' clarity of expression, fluency, confidence, and interaction during communication activities. Finally, all data obtained from interviews, questionnaires, observations, validation results, and speaking assessments were compiled and analyzed to evaluate the feasibility of the developed model and to describe its implementation in supporting students' speaking skill development.

Data Analysis

The research data was analyzed using qualitative and quantitative techniques. Qualitative data obtained through interviews, observations, and validator input were analyzed descriptively using the Miles and Huberman interactive analysis model, which includes data reduction, data

presentation, and conclusion drawing. This analysis was used to identify model development needs, refine the model design, and describe the implementation of group counseling services during the implementation process.

Quantitative data were obtained from expert validation questionnaires, speaking skill observation sheets, and pretest and posttest results. Validation data were analyzed using descriptive statistics to determine the model's feasibility based on the average score for each assessment aspect. Meanwhile, the observation, pretest, and posttest results were analyzed descriptively to describe the development of students' speaking skills during the model's implementation. Simple linear regression analysis was used to examine the relationship between pretest and posttest scores on students' speaking skills. Given the limited sample size, the regression results were used as supporting information to interpret the trend in the relationship between students' initial abilities and speaking skill achievements after participating in group counseling services with a socially constructive approach.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The research results revealed three main findings. First, the needs analysis indicated the need to develop a group counseling model that could support students' speaking skills. Second, the validators deemed the group counseling model with a constructive social approach feasible for implementation in guidance and counseling services. Third, the model's implementation demonstrated an increase in student participation and speaking skills throughout the service process. These findings are presented sequentially according to the model's development stages.

The needs analysis revealed that speaking skills remain a challenge for students in schools. Interviews with guidance and counseling teachers revealed that group counseling has been implemented, but still faces challenges such as low student participation, lack of confidence in speaking, and difficulty in expressing opinions. Teachers also expressed the need for a more innovative group counseling model with clear guidelines to support the development of students' speaking skills. Similar findings were obtained from interviews with Indonesian language teachers, indicating that students' language difficulties were predominantly in the oral aspect, particularly speaking confidence, the ability to organize ideas, and social interaction. The results of the student needs questionnaire also indicated that some students were still less active in discussions and presentations and did not feel comfortable speaking in public. These findings indicate a need for a group counseling model that can facilitate social interaction, dialogue, and active student participation. Based on these needs, a group counseling model was developed with a socially constructive approach that places interaction, collaboration, and the construction of shared meaning as the main strategies for improving students' speaking skills.

The feasibility of the model was evaluated through validation by three validators consisting of guidance and counseling experts, Indonesian language education experts, and practitioners. The validation results showed that the group counseling model with a social constructive approach was in the feasible category in all assessment aspects. The theoretical substance aspect obtained a score of 90.48, the model implementation aspect obtained a score of 92.00, the supporting tools aspect obtained a score of 84.44, and the language and presentation aspect obtained a score of 91.11. These results indicate that the model has an adequate theoretical basis, systematic syntax, supporting tools that can be used in services, and an easy-to-understand presentation.

Although deemed feasible for implementation, the validator provided several suggestions for improving the service syntax, assessment rubric, evaluation mechanism, and alternatives for implementing the model in various school settings. All of this feedback served as the basis for revisions before the model was implemented with the study participants. These findings indicate that the integration of constructive social principles into group counseling services can be systematically designed and is feasible to support students' speaking skill development. The

high feasibility of the model indicates that the developed components are aligned with the needs of guidance and counseling services and the characteristics of speaking skill development in schools.

Table 1
Model Validation Results

No	Speaking Skill Indicators	Mark	Category
1.	Theoretical Substance	90,48	Eligible
2.	Model Implementation	92,00	Eligible
3.	Supporting Devices	84,44	Eligible
4.	Language and Presentation	91,11	Eligible

A group counseling model with a socially constructive approach was implemented for 10 students in four group counseling sessions. Each session was designed to facilitate the development of speaking skills through social interaction, reflective dialogue, collaboration, and feedback scaffolding by the counselor. The model syntax integrates the stages of group counseling with constructive social principles so that students have the opportunity to express opinions, provide responses, listen actively, and build shared understanding throughout the service process. During implementation, students engaged in a variety of dialogic, reflective, and collaborative activities designed according to the model's syntax. Each session provided opportunities for students to express their opinions, respond to peers' ideas, and build shared understanding through group discussions. Overall, all stages of the service were implemented as planned, and students demonstrated increasingly active engagement throughout the group counseling process.

Table 2 shows the development of students' speaking skill observation scores over the four service sessions. The average score increased from 2.9 in the first session to 3.6 in the fourth session. These findings indicate that the dialogic, collaborative, and reflective activities characteristic of the social constructive approach can create a social learning environment that supports the development of students' speaking skills.

Table 2
Model Validation Results

Meeting	Average Score
1	2,9
2	3,1
3	3,2
4	3,6

The results of the speaking skills measurement showed an improvement after the implementation of the group counseling model with a socially constructive approach. The average score of students' speaking skills increased from 2.94 in the pretest to 3.63 in the posttest. Thus, there was an average increase of 0.69 points after students participated in four group counseling sessions. This improvement indicates that students experienced development in various aspects of speaking skills, such as courage to express opinions, fluency, ability to respond to interlocutors, and participation in group discussions.

Table 3
Comparison of Pretest and Posttest Scores for Speaking Skills

Measurement	Average
Pretest	2,94
Posttest	3,63
Difference	0,69

These findings are supported by observations during the model's implementation, which showed increased student participation in each group counseling session. At the beginning of the activity, some students still appeared hesitant to speak and tended to provide brief responses. However, as the group counseling process progressed, students began to demonstrate greater courage in expressing their opinions, responding to their peers, and actively engaging in group discussions. This indicates that the social interactions fostered during the service provided opportunities for students to practice speaking in a safe and supportive environment. To obtain an overview of the relationship between students' initial and final abilities, a simple linear regression analysis was conducted. The results of the regression analysis showed a positive relationship between pretest and posttest scores ($R = 0.331$), but this relationship was not statistically significant ($p = 0.350$). The coefficient of determination ($R^2 = 0.110$) indicated that students' initial abilities only made a small contribution to their speaking skill achievement after the model implementation.

These findings indicate that students' initial abilities are not the dominant factor determining their speaking skill achievement after participating in group counseling services. Students with relatively low initial abilities still showed improvement in their speaking skills during the implementation of the model. In other words, the development of speaking skills that occurs depends not only on the students' initial conditions but is also influenced by the learning experiences gained through social interaction, dialogue, collaboration, and reflection during group counseling activities.

Discussion

The results of this study show that a group counseling model based on a social constructivist approach can support the development of students' speaking skills. Speaking skills are not only related to linguistic knowledge, such as vocabulary, grammar, pronunciation, and sentence structure, but also to students' confidence, willingness to participate, ability to respond to others, and readiness to express ideas in social situations. Through group counseling services, students are placed in an interactive environment where they are encouraged to communicate, listen, respond, reflect, and collaborate with their peers. This process provides meaningful experiences that allow students to practice speaking in a supportive and structured setting. Therefore, the development of speaking skills in this study can be understood as the result of both communicative practice and social learning experiences that occur throughout the counseling process.

During the implementation of the model, students had opportunities to express opinions, share experiences, provide feedback, ask questions, and build shared understanding through group dialogue. These activities encouraged students to become more active in group communication. Students who were initially passive began to show greater willingness to speak after observing their peers, receiving encouragement from the counselor, and experiencing a safe group atmosphere. This indicates that speaking skills develop gradually when students are given sufficient opportunities to practice oral communication without fear of being judged. The group counseling setting creates a psychologically safe space where students can learn to organize their thoughts, convey messages clearly, and respond appropriately to the ideas of others. In this context, speaking is not treated merely as an individual performance, but as a social process shaped by interaction and mutual support.

The findings also indicate that students' speaking skills develop through social interactions that occur naturally during the group counseling process. Dialogue, peer feedback, and collaborative meaning-making allow students to learn from the experiences, viewpoints, and communication styles of others. When students listen to their peers, they are exposed to different ways of expressing ideas, giving arguments, and responding to problems. This exposure helps them expand their understanding of effective communication. In addition, feedback from peers and the counselor helps students recognize their strengths and weaknesses

in speaking. Such feedback is important because it provides direct information about how their messages are received by others. As students reflect on this feedback, they can improve their clarity, confidence, fluency, and ability to communicate ideas more effectively.

These findings are consistent with the social constructivist perspective, particularly the concepts of scaffolding and the zone of proximal development proposed by Vygotsky (1978). In this study, students did not develop their speaking skills independently, but through support provided by the counselor and group members. The counselor served as a facilitator who guided the discussion, stimulated participation, provided prompts, clarified ideas, and encouraged students to reflect on their communication experiences. Meanwhile, peers acted as social partners who provided examples, responses, encouragement, and feedback. This interaction reflects the principle of scaffolding, in which students are assisted to perform communication tasks that may be difficult to achieve alone. Through repeated practice and social support, students gradually become more capable of expressing ideas independently.

The role of the counselor is central in ensuring that the group counseling process functions as a constructive learning space. The counselor does not dominate the interaction but facilitates dialogue so that each student has the opportunity to participate. By asking open-ended questions, encouraging turn-taking, and creating a respectful communication climate, the counselor helps students engage in meaningful oral interaction. The counselor also supports students who experience hesitation or lack confidence by providing reinforcement and guiding them to express their thoughts step by step. This facilitative role is important because speaking difficulties among students are often influenced not only by language limitations, but also by psychological barriers such as fear, embarrassment, anxiety, and low self-confidence. Therefore, the group counseling model developed in this study addresses both the social and psychological dimensions of speaking skill development.

The results of this study support previous findings that social interaction and collaborative learning contribute to the development of students' communication skills (Irma Heryani et al., 2024; McCourt, 2022). Communication skills are strengthened when students are actively involved in exchanging ideas, negotiating meaning, and responding to others in authentic social contexts. In group counseling, students do not simply memorize speaking techniques; instead, they experience communication as a real social activity. This makes the learning process more meaningful because students can directly practice how to speak, listen, respond, and reflect. The collaborative nature of the service also allows students to develop empathy, respect for different opinions, and the ability to communicate in a group setting. These aspects are closely related to speaking competence because effective speaking requires sensitivity to audience, context, and interaction.

Furthermore, this study expands previous research that has mostly used group counseling to increase self-confidence, reduce speaking anxiety, or improve interpersonal communication among students (Dewi et al., 2022; Fatihah et al., 2021; Leorince, 2022; Mulyani et al., 2025; Nurjayanti, 2024; Situmorang et al., 2024). While those studies provide important contributions, the present study places speaking skills as the main focus of the counseling service. This focus makes the developed model more specific because all stages of the group counseling process are designed to support speaking development. Social constructivist principles are integrated into each stage, beginning from building group readiness, encouraging dialogue, facilitating peer interaction, providing feedback, and guiding reflection. As a result, students' speaking skills are developed in a planned, systematic, and continuous manner throughout the service process.

An interesting finding in this study is the weak correlation between pretest and posttest scores. This result suggests that students' initial speaking abilities were not the dominant factor determining their speaking skill achievement after participating in the service. Students with different levels of initial ability still had opportunities to develop during the group counseling

process. This finding is important because it indicates that the model may provide relatively equal learning opportunities for students. Students who initially had low speaking skills could improve when they were supported by a positive group atmosphere, structured activities, and continuous interaction. Meanwhile, students with better initial abilities could further develop their communication skills through peer feedback and reflective dialogue. Thus, the quality of interaction during the service appears to play an important role in supporting speaking development.

This finding also emphasizes that speaking skill development should not be viewed solely as the result of students' prior ability. Instead, it is influenced by the learning environment, the quality of social interaction, the role of the facilitator, and the opportunities given to students to practice communication. A collaborative and supportive environment allows students to take risks, make mistakes, receive feedback, and try again. These experiences are essential in developing speaking skills because students need repeated practice in real communicative situations. In this sense, group counseling provides a different contribution from ordinary classroom instruction. While classroom learning often focuses on academic language tasks, group counseling offers a more personal, dialogic, and reflective space where students can connect speaking practice with their own experiences and social realities.

Overall, this research provides both conceptual and practical contributions. Conceptually, it expands the study of speaking skills by integrating guidance and counseling perspectives with social constructivist theory. Speaking skills are commonly discussed in the context of language learning, but this study shows that they can also be developed through counseling services that emphasize dialogue, collaboration, and reflection. Practically, the developed model can serve as an alternative strategy for guidance and counseling teachers to support students' speaking skills. The model enables counselors to design services that are not limited to solving personal or social problems, but also contribute to students' communicative competence. Thus, group counseling can function as a psychological support service as well as a social learning space for language development.

Despite these contributions, the study has limitations. The trial involved a relatively small number of students, so the findings should be interpreted carefully. Future studies should involve larger samples, students from multiple schools, and more diverse educational contexts. In addition, quasi-experimental or experimental designs are recommended to examine the effectiveness of the model more rigorously. Further research may also compare this model with other counseling or language learning interventions to determine its relative effectiveness. By expanding the scope and design of future studies, stronger evidence can be obtained regarding the use of socially constructive group counseling as an intervention to support students' speaking skills in senior high schools.

CONCLUSION

This research produces a group counseling model with a socially constructive approach that is suitable for use in guidance and counseling services in schools. Implementation results indicate that dialogue, reflection, collaboration, and group interaction activities can provide a social learning space that supports the development of students' speaking skills. The research findings also indicate that the development of speaking skills is influenced not only by students' initial abilities but also by opportunities to participate, interact, and learn together during the service process. This study expands the use of group counseling, which has traditionally been used primarily for developing students' psychological aspects. In this study, group counseling was utilized as a means to support the development of speaking skills through constructive social principles. These findings indicate that guidance and counseling services have the potential to contribute to the development of students' communication skills through structured social interactions. However, this study was limited to a relatively small number of participants and conducted in a single school. Therefore, further research is recommended involving a larger

number of participants, more diverse school contexts, and a longer implementation period to obtain a more comprehensive picture of the application of the developed model.

INFORMED CONSENT STATEMENT

Participation in this study was entirely voluntary. Prior to data collection, all participants were informed about the purpose of the study, research procedures, potential benefits, and ethical considerations related to their participation. They were assured that their identities would remain confidential and that all collected information would be used solely for academic research purposes. Participants were also informed of their right to withdraw from the study at any stage without any consequences. Informed consent was obtained from all participants before the research activities were conducted.

DATA AVAILABILITY STATEMENT

The datasets generated and analyzed during the current study are not publicly available due to ethical and confidentiality considerations involving research participants. However, the data may be made available by the corresponding author upon reasonable request and with approval from the relevant institutional authority.

STATEMENT OF USING AI TOOLS

The authors used ChatGPT solely for language refinement and grammar checking. All conceptualization, analysis, interpretation, and final manuscript decisions remained the responsibility of the authors.

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