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Teachers' Management in Implementation of CHED Memorandum Order (CMO) 39, Series of 2021 towards the Achievement of Students' Learning Outcomes in Physical Education

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Abstract

Background: The Commission on Higher Education (CHED) has issued Memorandum Order (CMO) No. 39, Series of 2021 that strengthens the management of physical education teachers and promotes the achievement of students' learning outcomes. Higher education institutions will guarantee that they are adhering to the requirements of the CMO to ensure the quality of instruction in physical education and the improvement of the students' learning outcomes.

Objectives: This research aims to investigate the process of implementation of the CMO 39, Series of 2021 and its contribution to the improvement of student learning outcomes in Physical Education (PE).

Methods: Through a qualitative research design based on a phenomenological approach, the researchers employed a purposive sampling method to select 9 male and 3 female PE teachers from Higher Learning Institution in the Philippines. A non-test instrument consisting of an interview guide was used to collect data from the study participants. The data was then analyzed to identify themes and patterns that emerged from the responses.

Results: The study revealed the effectiveness of physical education in terms of student motivation, class orientation, students' participation, and the application of the Physical Activity Towards Health and Fitness (PATHFIT) program. The findings show that physical education is an important part of the educational process and has a direct influence on the students' learning outcomes. Furthermore, the study also highlights the importance of providing students with the necessary knowledge and skills to succeed, and of assessing the students' abilities from their performance to achieve course objective with good behavior and attitude.

Conclusion: It showed potential areas of improvement in the implementation process to ensure that the objectives of the memorandum are achieved, which is necessary for teachers to be aware of the competencies that need to be developed for students. This research will contribute to the existing literature on the importance of quality assurance programs, particularly in the area of physical education.

Keywords: CHED Memo.39, s.2021, learning outcomes, achievement of students, teachers' management.

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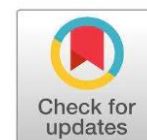
INTRODUCTION

As an educational institution, the Philippine government has implemented the Commission on Higher Education (CHED) Memorandum Order (CMO) 39, Series of 2021 to prioritize the improvement of student learning outcomes in Physical Education (PE). The memorandum order directs higher education institutions to develop and implement a comprehensive quality assurance program in PE courses that will enable them to monitor and assess the effectiveness of their programs in achieving their academic objectives (Segerholm, Lindgren, & Editors, 2019). This study aims to investigate the teachers' process of implementation of CHED Memo 39, Series of 2021 towards the achievement of students' learning outcomes.

Teachers' management in implementation of the Commission on Higher Education (CHED) Memorandum No. 39, Series of 2021 is a multi-step process. All teachers shall be informed of the contents of the memo, which outlines the new policy on the use of student assessment tools and the requirements for their use (Alharbi, 2015). Teachers shall be provided with a copy of the memo and allowed to ask questions and clarify any issues related to the policy and be trained on the proper use of the assessment tools, including the criteria and format for the evaluation of students (Veblen & Teichgraeber, 2015). The assessment tools shall be implemented in the classroom in accordance with the memo (Flannery, Fenning, McGrath Kato, & McIntosh, 2014). Consequently, the assessment results shall be reviewed and discussed among the teachers and the students, and the necessary changes shall be made based on the review.

The achievement of students' learning outcomes by emphasizing on the development of quality learning materials, instruction and assessment (Fitchett & Heafner, 2018). It encourages the use of technology in teaching and learning, and the integration of research-based best practices in teaching and learning (Barr & Miller, 2013). It also requires higher education institutions to make sure that the learning materials and assessment tools they use are aligned with the learning outcomes and the students' needs (Moskal, Dziuban, & Hartman, 2013). In addition, it emphasizes the importance of providing meaningful feedback to students to help them improve their learning and performance (Chakraborty & Muyia Nafukho, 2014). Likewise, the CMO 39, Series of 2021 also encourages institutions to develop systems for monitoring, evaluating, and reporting the progress of their students' learning outcomes. Moreover,

Achievement of students' learning outcomes refers to the successful attainment of the goals and standards set by teachers and the educational system (Dangara, 2016). This includes meeting the goals, objectives, and expectations of the learning process. It is the result of a successful, comprehensive, and effective learning program that has been tailored to meet the individual needs of the students (Buli-Holmberg & Jeyaprathaban, 2016). Achieving learning outcomes requires a combination of instruction, assessment, feedback, and guidance. It involves setting measurable goals, analyzing student progress, and providing appropriate interventions and resources (Khalil & Elkhider, 2016). Ultimately, the achievement of students' learning outcomes is a measure of a successful learning program (Jarchow, Formisano, Nordyke, & Sayre, 2018).

The effectiveness of the implementation of the memo on the teaching practices of teachers should be studied (Oktariyana, Asmawi, & Zamzami, 2020). This includes understanding the extent to which the memo has encouraged teachers to use student-centered approaches, such as inquiry-based learning, problem-solving strategies, and project-based learning (Edmunds, Arshavsky, Glennie, Charles, & Rice, 2017). Further, the impact of the memo on student learning outcomes may be discovered by the researchers. This includes analyzing the degree to which the memo has helped students to develop higher order thinking skills and critical thinking skills, as well as to become better independent learners. Additionally, the ways in which teachers have adjusted their teaching strategies to meet the expectations of the memo that includes understanding what strategies teachers have used to enhance student learning gains, as well as how they have used the memo to create more meaningful learning experiences as well as the effectiveness of the memo in promoting changes in teaching practices and student learning outcomes. By addressing these research gaps, more effective strategies for implementing the memo and improving student learning outcomes can be developed (Seidel, Blomberg, & Renkl, 2013).

Specifically, this research seeks to answer the research questions on how the teachers implement CHED Memo 39, Series of 2021 in their classes? and how will teachers know that the learning outcomes of CHED Memo 39, Series of 2021 are being achieved? Through this research, we will be able to gain a better understanding of the implementation process of the memorandum order and how it contributes to the development of student learning outcomes. This research will also help identify potential

areas of improvement in the implementation process to ensure that the memorandum order is properly implemented and that its objectives are achieved.

Research Question

This study aims to answer the following questions:

1. How will you implement CMO.39, s.2021 in your class?
2. How will you know that you that the learning outcomes of CM0. 39, s.2021 is being achieved?

METHOD

Study Design and Participants

The researcher employed a qualitative research based on a phenomenological approach referring to a method of inquiry that seeks to understand human experiences as they are lived (Villalba, González-Rivera, & Díaz-Pulido, 2017). It is a method that focuses on exploring the meanings and interpretations that individuals attach to their experiences. In this type of research, the researcher is not just concerned with examining the experiences of the participants, but also with understanding how the participants interpret their experiences (Alase, 2017). The researcher begins by gathering information from the participants through interviews, observations, and other methods. The researchers then analyze the data and create a narrative that captures the essence of the participants' experiences.

The researcher used purposive sampling to select PE teachers from Higher Learning Institution for the research. The sample consisted of 9 male and 3 female PE teachers, of which 4 had been serving the university for 7 years, 2 for 5 years, 4 for 4 years, and 2 for 3 years. Additionally, 5 of the respondents were enrolled in a doctoral degree program, while the remaining were enrolled in a master's degree program. The use of a purposive sample approach in this case allowed the researcher to focus on specific characteristics that were of interest to them. This allowed them to better answer their research questions and gain meaningful insights into their population of interest (Etikan, 2016).

Research Instruments

The researcher employed a non-test instrument focusing on an interview guide which is a method used to structure a face-to-face interview and collect information from

the interviewee. This type of instrument is designed to help an interviewer to focus on the topics and questions that are important for the research or inquiry. Open-ended questions allow the interviewee to freely express their thoughts, feelings, and ideas (Bredart, Marrel, Abetz-Webb, Lasch, & Acquadro, 2014). Non-test instruments can be used to identify patterns and trends in the data collected. They can also be used to explore topics and issues in more depth, as well as to gain insights into a particular phenomenon or area of inquiry. Non-test instruments can also be used to help focus the interview and ensure that the right questions are asked (Berlian, Vebrianto, & Thahir, 2021).

Moreover, to ensure the validity and reliability of an interview guide, researcher created an interview guide that is comprehensive and relevant to the research question. The questions were carefully crafted to ensure that they are clear, unambiguous, and not leading (Einola & Alvesson, 2021). After the guide has been created, the researchers conducted a pilot study with a small sample size to test the validity and reliability of the interview guide (Ismail, Kinchin, & Edwards, 2017). During the pilot study, the researcher asked participants questions and analyzed the responses to determine if the questions are clear and if the responses are consistent. The researcher also asked participants to provide feedback on the questions to ensure they are not leading or biased. Once the pilot study is complete, the researcher made necessary revisions to the interview guide and then conducted cthe full study. During the full study, the researcher looked for any inconsistencies in responses that could indicate a lack of validity or reliability. Finally, the researcher analyzed the data to ensure that the results are valid and reliable and that the conclusions drawn from the data are accurate.

Data Analysis

The researcher identified key themes from the responses of the PE teachers, which allowed them to draw conclusions from the data. This data was then coded in order to identify patterns and themes that emerged from the responses (Williams & Moser, 2019). Through this process, the researcher was able to draw conclusions about how the PE teachers responded to the survey and what their perceptions and attitudes were towards physical education. The researcher then discussed the findings of the thematic analysis in view of the research questions. They were able to discuss how different PE teachers had different responses to the survey, and how they had different attitudes and perceptions

towards physical education. This allowed the researcher to draw conclusions from the data and to answer the research questions that were posed.

The researcher established trust with the respondents and to ensure the confidentiality of all the information gathered during the research process. It is also secured the properly store and file all audio-recorded interviews, as well as accurately transcribe and interpret the data. Doing so will not only guarantee the trust of the respondents, but also the credibility of the researchers and the study.

RESULTS

This phase of the manuscript will present the results and discussion of the gathered data from the respondents.

1. How will you implement CMO.39 in your class?

From the responses of the teachers in interviews, students must highly engage in activities that promote learning in their respective classes. The sharing of knowledge among students is encouraged and appreciated, creating an atmosphere of collaborative learning. Furthermore, students are motivated to take part in activities and strive for excellence. Lastly, classes must be oriented in a manner that allows for equal opportunity for all students to participate and gain the maximum benefit from their studies. All these themes are important and should be incorporated in any educational setting.

Students Participation in Activities

The development of an identity and activity-based approach for students is essential in helping them to achieve their desired competencies in physical education. Teacher 5 reiterated that *"… I will be focus more on activity based for students".* Examinations and applications may not be enough to properly gauge the student's physical ability.

Teacher 6 mentioned that *"… I will provide enough examinations and applications to achieve the competencies in physical education which is really exercises".*

Therefore, assessment of the student's physical condition and health is an important part of the process. Teacher 9 stated that *"…I will conduct assessments about the student's condition when it comes to their health. I will also provide several activities that will suit their deficiency and we need to target their needs".* Through targeted activities that suit the student's needs, they will be able to gain the necessary skills in physical education.

Sharing of Knowledge

Teacher 1 stated that *"…I will share everything that I can give and teach all learning competencies I learned from the training seminars and formal education to the students to have full of knowledge and experiences in Physical education classes. My purpose is to teach them to develop their holistic well-being".* By sharing the knowledge and experiences gained from their training seminars and formal education, the PE teacher aims to provide the students with holistic well-being. This is a commendable effort as it will help the students gain a comprehensive understanding of physical education and its importance.

Likewise, Teacher 7 added that *"…in instructional materials, they have guidelines that will be used. PE teachers can revise it connected to experiences and share our knowledge to students".* The guidelines in the instructional materials will provide PE teachers with the necessary framework for teaching the students. They can be further enhanced and adapted based on the teachers' own experiences and knowledge, thus allowing them to offer the students a more comprehensive and engaging learning experience.

Motivation to Students

Teacher 2 is suggesting that discussing PATHFIT 1 to 4 with students can help to motivate them to study physical education. As Teacher 2 mentioned that *"…I will discuss them about the physical education because there are really students who once you discuss from PATHFIT 1 to 4 will motivate them to study".*

Likewise, Teacher 3 is responding to Teacher 2 by agreeing to discuss the topic with students and suggesting ideas to boost their interest in the subject. This shows that Teacher 2 and Teacher 3 are both committed to helping students to improve their physical education knowledge and understanding.

Class Orientation

Teacher 1 reiterated that by implementing CMO in the classroom, the instructor is providing a structured pathway for the students to follow. Teacher discussed that *"…I will implement CMO in my class by orienting them from PATHFIT 1 to 4. There will be an orientation for them that is what you will follow until PATHFIT 4".* This orientation will help students understand what to expect and how to progress through the PATHFIT program from 1 to 4. Additionally, it is important that the students are well-guided and have a clear understanding of the expectations and goals of the CMO program (Teacher 6). This can be done through providing orientation sessions for the students and ensuring that

they are properly informed of the objectives of the program. CMO 39 is a comprehensive program that provides step-by-step instructions for the students to learn and master. Teacher 10 stated that *"…I will explain what exactly this CMO 39 in step by step, it will not totally affect the upcoming ones especially if this upcoming CMO will be studied by everyone".* It is important to explain the program in detail so that the students have a good understanding of the program, and it does not affect the outcomes of the upcoming CMOs.

2. How will you know that you that the goal of CM0. 39 is achieved?

Students' performance, behavior and attitude, knowledge, and achieving course objectives are all important areas of consideration when it comes to engaging in achieving the learning outcomes of CMO.39, s.2021. The importance of these themes is evident in the answers of the respondents in the interview. Students' performance is a key factor in successful learning, and the respondents expressed their desire for teachers to create an environment that encourages and facilitates the best performance possible. Furthermore, students' behavior and attitude are also important, as respondents pointed out that a positive attitude and respect can make a huge impact on the learning process as they become satisfied and happy particularly in grading system. Students' knowledge is another critical factor, and the respondents noted that teachers should strive to ensure that the material is being understood and absorbed by the students. Finally, achieving course objectives was highlighted as a key goal of effective teaching, with the respondents emphasizing that teachers should be aware of the objectives and be able to measure and assess the success of the CMO.39.

Students' Performance

Teacher 1 shared that the teachers can observe the achievement of the goal of the learning competencies by providing more on performance based on the outcome-based education that is the focus of CHED as he mentioned that *"…we can observe if we have achieved the goal of the learning competencies by providing more on performance based on the outcome-based education that is the focus of CHED. We will see that if the student is able to do the performance on their own".* Teachers can assess the student's ability to perform on their own (Teacher 1 & Teacher 3). In addition, Teacher 4 added that *"…this will be determined if the students themselves are satisfied in their learnings based on their actual performances. Teachers must always be aware of the competencies that need to develop anchor to the outcomes-based*

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education where the performances of the students will be the evidence if the goal was achieved". This means that this will be determined if the students themselves are satisfied with their learnings based on their actual performances. Teachers must always be aware of the competencies that need to develop anchor to the outcomes-based education where the performances of the students will be the evidence if the goal was achieved. Meanwhile, by means of performing, the teachers evaluate the students as individuals (Teacher 7). Teacher 8 mentioned that *"…we play the most in P.E. The student has physical fitness and from different activities, there has been development".* Teachers play an important role in the achievement of learning outcomes of the students by looking at the holistic development of students which was agreed by Teacher 10.

Students' Behavior and Attitude

The statement made by Teacher 2 suggests that the goal has been achieved when the student is happy, which implies that the student feels satisfied and accomplished by the new grading system and that the changes made are beneficial for them. Teacher 2 reiterated that *"…I can tell that the student has already achieved the goal when we see that they are happy".*

Likewise, this could mean that the new system is better for them, as it does not rely on attendance or groupings for physical activities as mentioned by teacher 11. It could also suggest that the student is looking forward to the return of face-to-face learning, which could provide further insight into the new system and how it works. Ultimately, it appears that the student is satisfied with the new grading system, which could be seen as a positive sign for the school and the student.

Students' Knowledge

Teacher 5 stated that the use of PATHFIT program examination, teachers have a system. Students will have enjoyed it more and have mastery, everyone must have mastery when after finals. It is important to have a well-structured system in place which can provide students with the necessary information and resources to succeed. In this case, the use of the PATHFIT program was an important step in providing students with the opportunity to gain mastery over their course material.

Achieving Course Objective

The statement of Teacher 6 refers to the evaluation of the objectives that have been set for the implementation of a particular program or initiative. Teacher 6

mentioned that *"…when the students have achieved what is in your objectives then CMO goal was also achieved".* However, it takes time to assess the success of a program because it can take a few years to fully understand the impact that it has had. This is why it is important to set goals that have measurable results and to be patient to understand the full impact of the program. In addition, Teacher 9's statement is referring to the alignment of an individual's abilities with the goals that they choose in PATHFIT 3. PATHFIT 3 is a program designed to help individuals reach their health and fitness goals. It allows individuals to customize their goals and track their progress to achieve their desired results. By aligning individual abilities with achievable goals, PATHFIT 3 helps individuals stay motivated and on track to reach their fitness goals.

DISCUSSION

The implementation process of CMO 39 and learning outcomes to the students when it comes to participating in activities is a complex one. This is followed by enough examinations and practice to help the student gain the necessary competencies (Al Amin & Greenwood, 2018) as reiterated by Culajara (2022) students as the heart of the curriculum, the students need to develop a sense of identity, which can be done through activities that are tailored to the individual needs of each student (Abeysekera & Dawson, 2015). For physical education, it is advised to provide physical exercises that are tailored to each student and their needs. After assessing each student's position, the activities should be tailored to target the areas that need more work. This process should be monitored and assessed regularly, noting any changes and strengths and weaknesses of the student (Béres, Magyar, & Turcsányi-Szabó, 2012). This should be done until the students have achieved their desired level of fitness. Thus, it is important to note that the process of implementation and learning outcomes to the students when it comes to participating in activities is a long one and it cannot be done in a snap. It requires time, patience, and dedication (Fotaris & Mastoras, 2019).

Consequently, sharing knowledge is an essential part of education. It is important for students to learn from what their teachers and mentors have experienced and learned in the past (Yalcin Arslan, 2019). Teachers need to provide students with the necessary skills and knowledge to help them develop their holistic well-being (Chism, Angelo, & Cross, 1995). To do this, teachers need to use instructional materials that are applicable and available to students, such as instructional materials and YouTube videos (Barry et

al., 2016). Teachers also need to be flexible and revise their approaches, when necessary, to ensure that they are providing the best possible learning environment for our students. To ensure that our students are getting the most out of their learning experiences, they need to provide them with the necessary tools to help them become better learners (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). This may include activities and exercises that can help them explore their interests, learn problem-solving skills, and build confidence in their abilities. By providing these tools, we can help our students become better prepared for their future and help them reach their goals.

Likewise, motivation to students is an important part of teaching physical education (Norboev, 2021). This process involves providing students with an understanding of the goals and objectives of the physical education curriculum, and helping them to see the benefits of completing the activities (Piercy et al., 2018). It also involves engaging students in active learning experiences that are both enjoyable and challenging. In order to motivate students, teachers should be able to explain the physical, mental, and emotional benefits of physical activity and show students how it can improve their overall health (Chen, 2015). Teachers can also show students the importance of goal setting and provide them with the tools and strategies to achieve their goals. Additionally, teachers can provide students with positive reinforcement for successful completion of activities, and encourage them to participate in physical activities outside of the classroom (Kobus, Maxwell, & Provo, 2008). Finally, teachers should provide students with an opportunity to explore their own interests, and give them the freedom to choose activities that they find enjoyable and engaging (Leirhaug & MacPhail, 2015). By allowing students to have some control over their physical education experiences, they are more likely to be motivated to continue to participate and learn.

Furthermore, implementing classroom orientation in a CMO 39 can be beneficial to students in terms of learning outcomes. Orientation is an important component of this process. Orientation can provide learners with the necessary information which help them to make informed decisions on which field they would like to pursue in the future. Additionally, it is important to explain the CMO in detail, step by step, to ensure that students are properly informed and do not feel overwhelmed by the upcoming CMO. This will allow them to focus on the current CMO and make sure that they can

effectively learn the material. By providing a clear orientation, learners can better identify which field they would like to pursue, as well as understand the CMO in its entirety (Verger et al., 2020).

The statements are discussing the importance of performance-based education in order to measure if the learning competencies have been achieved (Wahyo, Sinulingga, & Simatupang, 2020). The teachers must be aware of the competencies that need to be developed and that this can be seen in the performance of the students.

Meanwhile, the learning outcomes of the students is a process that requires observation and evaluation of their performance. The goal of this process is to determine whether the learning competencies have been achieved (Ikhwan, 2013). Teachers must be aware of the competencies that need to be developed and should use a performance-based approach to evaluate the progress of the students. This can be seen in the grades that the students receive, but also in their behavior and physical fitness (Espinosa, 2015). Activities such as physical education can be used to assess the physical development of the students. In addition, the performance of the students can be an indication of whether or not the goals have been achieved. Ultimately, the satisfaction of the students with their learning process is the best indicator of success.

Additionally, the process of implementing CMO 39 and achieving learning outcomes to students has a significant impact on their behavior and attitude. One way to measure the effectiveness of the process is to observe the students' reactions. If the students are exhibiting a positive attitude and are engaged in the learning process, then it is likely that the process and outcomes are successful (Chi & Wylie, 2014). In order to ensure successful implementation and learning outcomes, teachers should consider the individual needs of the students and ensure that the process and outcomes are tailored to meet those needs (Bhattacharyya & Shariff, 2014). Likewise, the process of implementing and learning outcomes to students is an important part of creating a positive learning environment. Teachers should take the time to tailor the process and outcomes to the individual needs of the students to ensure that the students are engaged, motivated, and successful. Additionally, teachers should re-evaluate the grading system to ensure that it is equitable and fair for all students. With the right process and outcomes, students will be more likely to have a positive attitude and exhibit positive behaviors (Hlalele, 2016).

In addition, the program allowed students to gain a better understanding of the PE courses, and to properly assess their progress in the course. The program also provided a way for the students to receive feedback on their progress. This feedback was important in helping the students to understand how they were doing and to adjust their approach accordingly. Furthermore, the program also served to motivate the students to strive to gain mastery. This is because students who achieved passing grades on the examination were given a sense of accomplishment and pride, and this encouraged them to continue striving for mastery. Overall, the use of the PATHFIT program was a successful method in providing students with the opportunity to gain mastery over their course material. The feedback and motivation provided by the examination was also beneficial in helping the students to strive for mastery. Ultimately, the PATHFIT served as an effective tool in helping the students to learn and master the PE courses, and this resulted in successful learning outcomes for the students.

Moreover, the process of implementation CMO 39 requires a comprehensive plan of action that includes both theoretical and practical aspects. First, the course objective must be clearly defined and communicated to the students. This will provide a basis for developing the curriculum and the materials needed to accomplish the objectives. Additionally, the instructors must design instruction and assessment methods to ensure that the students are able to meet the objectives. In addition, it is important to consider the students' abilities when designing the course objectives and the curriculum (Tam, 2014). Each student should be assessed to determine their abilities and then the course should be designed to meet their specific needs. This assessment should be done prior to the implementation of the course and should include PATHFIT 1 and 2. If a student does not meet the requirements for PATHFIT 1 and 2, then they should be given an alternative curriculum designed to meet their specific needs. Finally, once the course objectives have been set and the curriculum designed, the implementation of the curriculum should be closely monitored. This will ensure that the course objectives are met and that the students are able to learn the material. A comprehensive assessment should be conducted at the end of each semester to determine whether the objectives have been achieved. If they have not been met, then appropriate changes should be made to the curriculum and instruction methods to ensure that the objectives are met. In conclusion, the process of implementation of CMO in achieving learning outcomes to the

students requires careful planning, assessment, and monitoring to ensure that the objectives are met. Additionally, the abilities of the students should be considered when designing the objectives and curriculum.

CONCLUSION

Based from the analyzed gathered data, students' participation in activities, sharing of knowledge, motivation to students and providing class orientation are all integral parts of physical education. Through targeted activities that suit the student's needs, they will be able to gain the necessary skills in physical education. In order to motivate students, teachers should be able to explain the physical, mental, and emotional benefits of physical activity and show students how it can improve their overall health. Additionally, providing orientation on PATHFIT 1 to 4 can provide learners with the necessary information and understanding of the CMO that they are expected to follow and understand the objectives of the program.

Performance-based education is an important tool for measuring the achievement of learning competencies. Teachers must be aware of the competencies that need to be developed and should use a performance-based approach to evaluate the progress of the students. Additionally, the process of implementing and learning outcomes to students has a significant impact on their behavior and attitude. One way to measure the effectiveness of the process is to observe the students' reactions. Finally, the use of the PATHFIT program was an important step in providing students with the opportunity to gain mastery over their course material.

Moreover, the educational process involves clearly defining and communicating course objectives, designing a curriculum to meet individual student needs, assessing student abilities, providing alternative curricula if necessary, and closely monitoring and assessing the implementation of the curriculum. This will ensure that students have the best chance to reach their learning goals and develop their knowledge and skills to be successful in the future.

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CONFLICT OF INTEREST

The author hereby declares that this research is free from conflicts of interest with any party.

AUTHOR'S CONTRIBUTION

The author's contributions include preparing concepts, formulating methods, conducting research, processing results, interpretations, and conclusions, editing the final version. The author is the person responsible for the entirety of a research project.

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