

Content Validity and Reliability of the Emotional Intelligence and Self-Efficacy (EISE) Instrument for TESL Teacher Education

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ABSTRACT

Emotional Intelligence (EI) and Self-Efficacy (SE) are critical factors in achieving academic success, with research indicating that EI can influence levels of SE. These constructs are particularly relevant in enhancing graduate employability, especially for future educators. This study aims to determine the content validity and reliability of the Emotional Intelligence and Self-Efficacy (EISE) instrument in relation to students' academic performance. Content validity was assessed by three expert evaluators, while reliability was tested through a pilot study involving 50 TESL students from the Faculty of Education of Universiti Teknologi MARA, Puncak Alam. The EISE instrument includes three constructs: Emotional Intelligence, Self-Efficacy, and Open-Ended Questions. Results showed a content validity index (CVI) of 1.00 for both EI and SE, with all open-ended items accepted by the expert panels. The findings suggest that the EISE instrument is both valid and reliable and holds strong potential as a tool for preparing and assessing future educators. It is recommended for implementation in education faculties and can serve as a foundation for future research on the EI-SE relationship.

1. INTRODUCTION

Emotional Intelligence (EI) and Self-Efficacy (SE) are increasingly recognised as important factors in shaping university students' academic success and professional readiness, particularly within teacher education. EI encompasses the ability to recognise, understand, and manage emotions, and is associated with motivation, communication, stress management, self-awareness, empathy, and adaptability. These competencies are especially relevant to students preparing to teach English as a second language (TESL), where effective interpersonal communication and emotional regulation are essential for learning and future classroom practice.

Self-efficacy, grounded in Bandura's (1997) Social Cognitive Theory, refers to individuals' beliefs in their capabilities to organise and execute actions required to manage prospective situations. Within

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teacher education, stronger efficacy beliefs are associated with persistence, resilience, instructional confidence, and the ability to respond constructively to classroom challenges. Previous research has also indicated a meaningful relationship between EI and SE. Chang and Tsai (2022) found that EI influenced academic achievement among university students in online English courses through learning motivation and self-efficacy. Among prospective teachers, Kyriazopoulou et al. (2025) reported a significant association between EI and teacher self-efficacy, while Arthur et al. (2025) found a positive relationship between EI and self-efficacy among economics teachers.

Despite the recognised importance of EI and SE, there remains a need for measurement tools that are contextually appropriate for pre-service teachers, particularly TESL students. Existing instruments have often been developed for general adult, organisational, or in-service teaching populations and may not fully capture the combined emotional and efficacy-related competencies required in language teacher education. This methodological gap can limit educators' and researchers' ability to assess trainee teachers' emotional and psychological preparedness for academic study, practicum, and future classroom practice. A context-sensitive instrument that integrates EI and SE could therefore support more comprehensive assessment and provide useful evidence for research on the relationship between these constructs and teacher development.

Accordingly, this study evaluates the content validity and reliability of the Emotional Intelligence and Self-Efficacy (EISE) instrument developed for TESL students. Specifically, the study aims to (1) evaluate the content validity of the EISE instrument using expert judgement and (2) assess its reliability through a pilot study involving TESL students. Establishing the instrument's content validity and internal consistency is an essential step towards providing a psychometrically sound and contextually relevant tool for teacher education research and practice.

2. LITERATURE REVIEW

2.1 *Emotional Intelligence in Education*

Although Emotional Intelligence (EI) has been consistently identified as a significant predictor of academic performance, psychological well-being, and adaptive functioning in educational settings (MacCann et al., 2020; Keefer et al., 2022; Sánchez-Álvarez et al., 2020), there remains a critical need to contextualize EI measurement within specific professional preparation programs such as Teaching English as a Second Language (TESL). Recent research highlights that EI operates differently across educational domains, particularly in teacher education, where interpersonal engagement, classroom emotional climate, and communication competence are central (Valente et al., 2021; Dewaele et al., 2020). However, many widely used EI instruments were developed for general adult or organisational populations and may not adequately capture the nuanced emotional demands encountered by TESL trainees (Petrides, 2021; Keefer et al., 2022).

In language teacher preparation contexts, trainees are expected to demonstrate emotional regulation, intercultural sensitivity, reflective capacity, and pedagogical responsiveness—competencies that extend beyond broad EI conceptualisations (Dewaele & Li, 2020; Derakhshan et al., 2023). As emphasised in recent psychometric scholarship, construct validity is enhanced when measurement items are specifically tailored to the contextual realities of the target population (Fokkema et al., 2022; Kyriazos, 2020). Therefore, the development of EI items within the EISE instrument is necessary to ensure accurate operationalisation of emotional competencies relevant to TESL training. Context-sensitive validation strengthens content representativeness and enables more precise examination of relationships between EI, self-efficacy, instructional confidence, and academic engagement (Zee et al., 2021; Fackler & Malmberg, 2021).

Accordingly, the development and validation of EI items in the present study are essential to establish a psychometrically sound, population-specific instrument that supports rigorous empirical investigation and informed instructional decision-making within TESL education.

2.2 Self-Efficacy in Education

The selection of Self-Efficacy (SE) as a core construct in this study is justified by its strong theoretical foundation and consistent empirical support as a predictor of academic performance, instructional readiness, and professional competence. Grounded in Bandura's Social Cognitive Theory, self-efficacy is conceptualised as individuals' beliefs in their capabilities to organise and execute actions required to manage prospective situations (Bandura, 1997). Contemporary research continues to affirm SE as a central mechanism influencing persistence, resilience, motivation, and performance across educational settings (Honick & Broadbent, 2020; Talsma et al., 2021). Within teacher education contexts, SE is particularly critical because it shapes instructional decision-making, classroom management behaviour, and adaptability in authentic teaching environments (Zee & Koomen, 2021; Fackler & Malmberg, 2021). Pre-service teachers with higher levels of SE are more inclined to experiment with pedagogical strategies, respond constructively to classroom challenges, and maintain instructional commitment despite setbacks (Lazarides et al., 2020; Klassen & Kim, 2022).

For TESL students, the SE's role is further amplified by the dual demands of language proficiency and pedagogical performance. Language teacher education requires not only mastery of subject knowledge but also communicative competence, intercultural sensitivity, and the ability to facilitate interactive classroom discourse (Derakhshan et al., 2023; Dewaele & Li, 2020). Studies in second language education indicate that teachers' efficacy beliefs significantly influence instructional confidence, classroom communication quality, and learner engagement (Han & Wang, 2021; Kim & Kim, 2022). Therefore, measuring SE within this population provides critical insight into TESL trainees' readiness for practicum experiences and their capacity to translate pedagogical knowledge into effective instructional practice.

Furthermore, the inclusion of SE alongside Emotional Intelligence (EI) in the EISE instrument is theoretically and empirically supported. Recent scholarship suggests that emotional regulation and efficacy beliefs interact to shape academic engagement, instructional confidence, and adaptive professional behaviour (MacCann et al., 2020; Keefer et al., 2022; Valente et al., 2021). Individuals who can regulate emotions effectively are more likely to develop stronger efficacy beliefs, which in turn reinforce persistence and performance outcomes (Sánchez-Álvarez et al., 2020). Thus, assessing SE through contextually developed and psychometrically validated items enhances construct relevance, strengthens measurement precision, and enables more meaningful interpretation of TESL students' professional development trajectories.

2.3 EI–SE Relationship

An emerging body of research highlights a strong connection between EI and SE, suggesting that emotionally intelligent individuals often report higher SE. For example, Liu, Zhang, and Chen (2024) found that SE mediated the relationship between EI and academic achievement among Chinese higher education students. Similarly, Kyriazopoulou et al. (2025) observed that EI was positively associated with teacher self-efficacy among pre-service teachers. In the teaching context, Arthur et al. (2025) further demonstrated that emotionally intelligent teachers reported higher levels of SE, indicating EI's potential role in shaping teaching readiness and effectiveness.

2.4 Measurement of EI and SE: Validity and Reliability Concerns

Although several established instruments exist to measure Emotional Intelligence (EI), such as the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT) and the Emotional Quotient Inventory (EQ-i), and Self-Efficacy (SE), such as the Teacher Self-Efficacy Scale (TSES), these tools were primarily developed for general adult, organisational, or in-service teaching populations. Recent scholarship suggests that the manifestation of EI and SE is context-dependent and may vary across disciplinary and professional preparation settings (Keefer et al., 2022; Valente et al., 2021). In teacher education, particularly within language teaching programs, emotional regulation, interpersonal communication, and instructional

confidence are deeply intertwined competencies that may not be fully captured when EI and SE are assessed independently (Derakhshan et al., 2023; Zee & Koomen, 2021).

Moreover, prior research has often examined EI and SE as separate constructs, despite growing evidence that emotional competencies and efficacy beliefs interact to influence motivation, engagement, and professional readiness (MacCann et al., 2020; Sánchez-Álvarez et al., 2020). The absence of an integrated instrument tailored specifically to pre-service TESL students represents a methodological gap in the literature. As emphasised in recent psychometric research, the development of context-sensitive instruments requires systematic validation procedures, including expert-based content validation and empirical reliability testing to ensure construct representativeness and measurement precision (Kyriazos, 2020; Fokkema et al., 2022).

Accordingly, the Emotional Intelligence and Self-Efficacy (EISE) instrument was developed to address this gap by integrating both constructs within a TESL teacher education framework. Establishing content validity through expert judgment and confirming reliability through pilot testing were essential steps to ensure that the instrument accurately reflects the emotional and efficacy-related competencies required for TESL students' academic preparedness and professional development. The EISE instrument, therefore, aims to provide a psychometrically sound, contextually aligned tool for assessing TESL trainees' readiness for academic achievement and future instructional practice.

3. METHOD

3.1 Research Design

This study employed a quantitative research design to evaluate the content validity of the EISE instrument using expert judgment and to assess its reliability through a pilot study involving TESL students. The process involved two main phases: content validation by three expert panels and a reliability test through a pilot study.

3.2 Instrument Development

The EISE instrument was developed through a structured adaptation process grounded in established theoretical frameworks. Section A (Emotional Intelligence) was adapted from Bar-On's Emotional Intelligence framework, while Section B (Self-Efficacy) was derived from Bandura's self-efficacy theory and related educational measurement scales. The adaptation process involved several stages to ensure contextual relevance and construct alignment with TESL students.

For Section A, relevant EI domains from Bar-On's framework include emotional awareness, emotional regulation, interpersonal skills, and adaptability. It was first identified and mapped to competencies required in TESL learning and teaching contexts. Items were then selected for conceptual relevance and rewritten in context-specific wording to reflect language learning, classroom interaction, and instructional situations. General workplace or personality - oriented phrasing was modified into education-based scenarios to improve clarity and applicability for TESL trainees. Redundant and culturally ambiguous items were removed, and several statements were simplified to ensure they were suitable for respondents' academic background.

For Section B, self-efficacy items were adapted by aligning Bandura's task-specific efficacy principles with TESL-related factors. The items were then restructured to assess students' confidence in performing instructional activities, managing learning challenges, and applying teaching strategies in English-language settings. Each item in Bandura's efficacy statements was then converted into performance-oriented items. The response scale was also standardised across two factors, including EI and SE, to maintain the consistency of the measurement.

Both EI and SE items underwent contextual and linguistic refinement to ensure readability and relevance to the studied sample. An expert review was conducted to establish content validity, and preliminary pilot testing was conducted to assess item clarity and reliability before final administration.

Section C included open-ended questions designed to complement the quantitative measures by capturing students' perceptions, experiences, and reflections on emotional competencies and self-belief during TESL training.

3.3 Content Validity Assessment

Three academic experts with specialisation in TESL from Universiti Teknologi MARA and Universiti Putra Malaysia were invited to evaluate the items in the EISE instrument. The experts were selected based on their experience in language teacher education, curriculum development, and educational measurement. Each item was assessed in terms of relevance, clarity, and alignment with the intended constructs of Emotional Intelligence (EI) and Self-Efficacy (SE).

To quantify expert agreement, the Content Validity Index (CVI) was computed. The CVI measures the extent to which experts agree that an item is relevant to the construct being measured. Using a four-point relevance scale (1 = not relevant to 4 = highly relevant), ratings of 3 and 4 were considered indicative of content relevance. The Item-Level Content Validity Index (I-CVI) was calculated using the formula:

$$CVI = n/N$$

n represents the number of experts rating the item as relevant, and *N* represents the total number of experts. Items that achieved acceptable CVI values were retained, while items receiving lower agreement were revised based on expert feedback.

In addition to quantitative ratings, qualitative comments were solicited from the experts. Several items received constructive feedback regarding wording precision, contextual clarity, and alignment with TESL-specific competencies. These suggestions were incorporated to refine the instrument and enhance its content representativeness prior to pilot testing.

3.4 Reliability Testing

A systematic pilot study was conducted to evaluate the clarity, suitability, and internal consistency of the Emotional Intelligence and Self-Efficacy (EISE) instrument prior to the main data collection. The procedure involved several structured steps, the first of which was obtaining ethical and administrative approval from the Faculty of Education, Universiti Teknologi MARA (UiTM) Puncak Alam. Permission was also secured from the relevant program coordinators to approach final year TESL students. Participants were informed about the purpose of the pilot study, and their voluntary participation and confidentiality were assured before data collection began.

Second, the preliminary version of the EISE instrument, comprising Section A (Emotional Intelligence items), Section B (Self-Efficacy items), and Section C (open-ended questions), was prepared and reviewed for formatting, wording clarity, and response-scale consistency. Minor language refinements were made to ensure that the target respondents easily understood the instructions and items.

Third, 50 final-year TESL students were selected using convenience sampling to represent the intended study population. The pilot test was administered in a controlled setting to ensure standardised conditions. Participants received uniform instructions and were given sufficient time to complete the instrument without discussion to avoid response contamination.

Next, completed responses were screened and coded before analysis. Data were entered into statistical software and checked for missing values, response patterns, and entry accuracy. Items with problematic wording or inconsistent response trends were flagged for review.

Finally, internal consistency reliability was assessed using Cronbach's Alpha for Sections A and B separately. Cronbach's Alpha was employed to determine the internal consistency reliability for Sections A and B of the instrument. Internal consistency refers to the degree to which items within a scale are interrelated and measure the same underlying construct. Cronbach's Alpha is one of the most widely used indices for this purpose, as it measures how closely related the items are as a group, thereby

indicating the scale's reliability and stability (Kalkbrenner, 2024; Park et al., 2024).

A higher alpha value (generally, $\alpha \geq .70$) suggests that the items are homogeneous and yield consistent responses across participants, supporting the instrument's reliability (Barbera, 2020; Xiao et al., 2022). Recent studies also highlight that, while Cronbach's Alpha remains a standard reliability measure, researchers should be aware of its assumptions, such as the requirement for one-dimensionality and equal item covariances, and consider complementary coefficients, such as McDonald's Omega, where appropriate (Malkewitz et al., 2023).

4. FINDINGS AND DISCUSSION

4.1 Content Validity and Reliability

All items in Sections A (EI) and B (SE) received unanimous agreement from the expert panel regarding their relevance and clarity, resulting in a CVI score of 1.00 for each construct. Section C, which comprised open-ended questions, was also endorsed by the panel, with suggestions for minor linguistic refinement but no content modifications. This indicates excellent content validity across the instrument.

Table 1. Emotional Intelligence CVI Score

SCORING					1-5 not agree - mark as 0 6-10 agree - mark as 1
ITEM	PANEL 1	PANEL 2	PANEL 3	CVI	Remarks
1	1	1	1	1	accepted without comment
2	1	1	1	1	accepted without comment
3	1	1	1	1	accepted without comment
4	1	1	1	1	accepted without comment
5	1	1	1	1	accepted without comment
6	1	1	1	1	accepted without comment
7	1	1	1	1	accepted without comment
8	1	1	1	1	accepted without comment
9	1	1	1	1	accepted without comment
10	1	1	1	1	accepted without comment
11	1	1	1	1	accepted without comment
12	1	1	1	1	accepted without comment
13	1	1	1	1	accepted without comment
14	1	1	1	1	accepted without comment
15	1	1	1	1	accepted without comment
16	1	1	1	1	accepted without comment
17	1	1	1	1	accepted without comment
18	1	1	1	1	accepted without comment
19	1	1	1	1	accepted without comment
20	1	1	1	1	accepted without comment
21	1	1	1	1	accepted without comment
22	1	1	1	1	accepted without comment
23	1	1	1	1	accepted without comment
24	1	1	1	1	accepted without comment
25	1	1	1	1	accepted without comment
26	1	1	1	1	accepted without comment
27	1	1	1	1	accepted without comment
28	1	1	1	1	accepted without comment

Table 2. Self-Efficacy CVI Score

SCORING					1-5 not agree - mark as 0 6-10 agree - mark as 1
ITEM	PANEL 1	PANEL 2	PANEL 3	CVI	Remarks
1	1	1	1	1	accepted without comment
2	1	1	1	1	accepted without comment
3	1	1	1	1	accepted without comment

4	1	1	1	1	accepted without comment
5	1	1	1	1	accepted without comment
6	1	1	1	1	accepted without comment
7	1	1	1	1	accepted without comment
8	1	1	1	1	accepted without comment
9	1	1	1	1	accepted without comment
10	1	1	1	1	accepted without comment
11	1	1	1	1	accepted without comment
12	1	1	1	1	accepted without comment
13	1	1	1	1	accepted without comment
14	1	1	1	1	accepted without comment
15	1	1	1	1	accepted without comment

4.2 Reliability Analysis

The internal consistency reliability of the Emotional Intelligence and Self-Efficacy (EISE) instrument was evaluated using Cronbach's Alpha coefficients for both primary constructs. The Emotional Intelligence (EI) section recorded a Cronbach's Alpha value of 0.89, while the Self-Efficacy (SE) section produced an alpha coefficient of 0.86. These values exceed the commonly accepted minimum threshold of 0.70 for research instruments and fall within the range considered to demonstrate strong internal consistency. Classical measurement guidelines suggest that alpha values above 0.80 indicate good reliability, while values approaching 0.90 reflect very strong item interrelatedness without redundancy (Nunnally & Bernstein, 1994). More recent methodological literature similarly supports the interpretation that coefficients between 0.80 and 0.90 represent robust scale reliability for social science and educational research instruments (Barbera, 2020; Kalkbrenner, 2024; Park et al., 2024).

The obtained coefficients, therefore, indicate that the items within each EISE construct are highly homogeneous and consistently measure their intended underlying dimensions. Contemporary psychometric discussions further affirm that Cronbach's Alpha remains an appropriate and widely accepted indicator of internal consistency when item sets are theoretically grounded and construct-aligned (Malkewitz et al., 2023; Xiao et al., 2022).

The findings from this study support the robustness of the EISE instrument in measuring Emotional Intelligence (EI) and Self-Efficacy (SE) among future educators. They are closely aligned with the theoretical and empirical foundations discussed in the earlier literature review. As previously highlighted, EI has been conceptualised as the ability to perceive, understand, and regulate emotions effectively (Mayer, Salovey, & Caruso, 2004), and has been shown to contribute to learners' motivation, adaptability, and communication effectiveness in second language and teacher-education contexts. Likewise, Self-Efficacy, grounded in Bandura's social cognitive theory, has been consistently recognised as a key predictor of task performance, persistence, and instructional confidence among pre-service teachers. The strong Content Validity Index (CVI) obtained in this study indicates substantial expert agreement on the relevance and clarity of the adapted items, thereby supporting the adequacy of construct representation based on these established theoretical models. The high internal consistency reliability coefficients further affirm that the adapted items function cohesively in measuring the intended EI and SE dimensions within the TESL context.

These results are consistent with prior empirical studies demonstrating that EI and SE are stable and measurable psychological constructs that significantly influence teacher effectiveness, emotional regulation, and professional resilience (Han & Yin, 2021; Özdemir & Korkmaz, 2022). Earlier literature has also shown that EI indirectly contributes to academic and learning outcomes through motivational and self-belief mechanisms, particularly in language learning environments (Chang & Tsai, 2022), which supports the decision to jointly measure EI and SE in a combined instrument. Recent findings further indicate that emotionally intelligent teachers tend to demonstrate stronger classroom management efficacy, greater adaptability, and higher student engagement (Poulou et al., 2023; Wang et al., 2022), while teacher self-efficacy is positively associated with instructional quality, motivation, and student achievement (Fathi et al., 2021; Ghonsooly & Samavarchi, 2023).

Considering the growing emphasis on soft skills, emotional competence, and psychological well-being in the teaching profession, particularly within TESL training pathways, the EISE instrument represents a relevant and timely assessment tool for both diagnostic and developmental purposes (Keller et al., 2020; Kim & Lee, 2023). The inclusion of open-ended items complements the quantitative scales by providing deeper contextual insights into students' emotional experiences and efficacy beliefs, as recommended in contemporary mixed-method measurement approaches. Such qualitative input enables more nuanced interpretation and can inform targeted interventions, professional development programs, and student support initiatives aimed at nurturing emotionally resilient and pedagogically confident educators.

5. RECOMMENDATION

Future research should consider broader implementation of the EISE instrument across multiple faculties of education and teacher training programs to enhance the generalisability and practical applicability of the findings. Expanding administration beyond a single institutional setting would allow researchers to examine the instrument's stability and performance across diverse academic environments, program structures, and learner profiles. Cross-institutional and cross-cultural validation is widely recommended in instrument development research to ensure measurement equivalence and contextual robustness of psychological constructs such as emotional intelligence and self-efficacy.

In addition, longitudinal research designs are recommended to track the development of Emotional Intelligence (EI) and Self-Efficacy (SE) throughout different phases of teacher education. As suggested in prior literature, both EI and SE are developmental constructs that can evolve through training, reflective practice, and exposure to teaching. Longitudinal evidence would therefore provide deeper insight into growth trajectories and causal relationships as pre-service teachers progress through coursework and practicum experiences. Such designs would also help determine the predictive value of early EISE scores on later teaching readiness and professional competence.

Future studies may also explore integrating EI and SE development modules into teacher education curricula, guided by diagnostic findings from the EISE instrument. Assessment-informed intervention approaches are increasingly advocated in educator preparation programs to strengthen emotional regulation, resilience, and instructional confidence among future teachers. Using EISE results to inform targeted workshops, mentoring structures, or reflective training components could enhance the instrument's practical impact beyond measurement alone.

Finally, continued validation work is recommended to examine further the instrument's construct, convergent, and criterion-related validity using larger and more heterogeneous samples. Advanced psychometric analyses — such as confirmatory factor analysis and measurement invariance testing — would further strengthen the instrument's empirical foundation. Ongoing validation across varied samples and settings will help ensure that the EISE instrument remains a psychometrically sound, contextually sensitive, and comprehensive tool for assessing and supporting the emotional and self-efficacy development of teachers in training.

6. CONCLUSION

In conclusion, this study set out to develop and validate the Emotional Intelligence and Self - Efficacy (EISE) instrument for use among TESL students, grounded in established EI and SE theoretical frameworks and adapted to the specific demands of teacher education contexts. The validation findings provide strong empirical support for the instrument's measurement quality. The Content Validity Index (CVI) results demonstrated high expert agreement on the relevance, clarity, and representativeness of the items, indicating that the instrument adequately captures the intended constructs. In addition, the pilot study results confirmed strong internal consistency reliability, with Cronbach's Alpha coefficients of 0.89 for the Emotional Intelligence section and 0.86 for the Self-Efficacy section. These values exceed recommended

reliability thresholds and indicate that the items within each construct function cohesively and consistently in measuring their respective dimensions.

The findings collectively confirm that the EISE instrument has satisfactory content validity and high internal consistency, making it suitable for assessing non-cognitive competencies among TESL students. The structured adaptation of items from established EI and SE frameworks, combined with expert validation and pilot reliability testing, strengthens the instrument's contextual relevance and psychometric robustness. The inclusion of open-ended items further enhances the instrument's utility by capturing qualitative insights that complement quantitative scores.

Overall, the EISE instrument offers a practical, empirically supported tool for faculties of education to systematically assess emotional competence and self-efficacy beliefs among future educators. Its application can support early identification of developmental needs, inform targeted training and intervention efforts, and contribute to the broader agenda of strengthening professional readiness, emotional resilience, and instructional confidence in teacher preparation programs.

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8. CONFLICT OF INTEREST STATEMENT

The authors declare that there is no conflict of interest regarding the publication of this article.

9. AUTHORS' CONTRIBUTIONS

Norfitriana binti Yunus: conceptualisation, methodology, instrument development, data collection, analysis, and manuscript preparation. **Nor Tutiani Ab. Wahid:** supervision, methodological guidance, validation, and critical revision of the manuscript. Both authors approved the final version of the manuscript.

10. DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

The authors used ChatGPT (OpenAI) on a limited basis to assist with language editing and minor improvements in the organisation of the manuscript. All revisions were reviewed and approved by the authors, who remain responsible for the content, accuracy, and integrity of the manuscript.

11. DATA AVAILABILITY/SUPPLEMENTARY MATERIALS

The data supporting the findings of this study are available from the corresponding author upon reasonable request, subject to applicable ethical and institutional restrictions.

12. ETHICS STATEMENT

Ethical and administrative approval was obtained from the Faculty of Education, Universiti Teknologi MARA (UiTM) Puncak Alam, and permission was secured from the relevant programme coordinators before data collection. Participants were informed of the purpose of the pilot study, their participation was voluntary, and confidentiality was assured.

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