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Enhancing Learning Motivation through Individual and Group Teaching Methods: A Quantitative Study of Private College Students in Jiangxi, China

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Abstract

This study investigates the current status of learning motivation and the influence of individual and group teaching methods on student motivation among private college students in Jiangxi, China. Employing a quantitative correlational research design, the study surveyed 414 students using structured questionnaires, with data analyzed through descriptive statistics, t-tests, ANOVA, correlation, and regression analyses using SPSS. Findings reveal that overall learning motivation among students is moderate, with no significant gender-based differences but notable variations across academic years. Specifically, first-year and final-year students demonstrated differing motivational levels, highlighting the need for targeted support at different stages of study. The study further establishes that while both individual and group teaching methods positively correlate with learning motivation, group teaching methods—particularly those emphasizing collaboration, communication, and group dynamics—account for a larger portion of the variance in student motivation ($R^2 = 0.384$). These results underscore the potential of group-based instructional strategies to foster higher engagement and motivation levels. The study contributes to existing literature by contextualizing learning motivation within the private higher education sector in Jiangxi, providing data that can inform educational policy and teaching practices. Practical recommendations include integrating structured group activities, enhancing teacher competence in group facilitation, and promoting culturally responsive teaching to create inclusive and motivating learning environments. The study also suggests future research exploring longitudinal impacts of these teaching methods and their interplay with digital learning technologies to sustain student motivation in evolving educational contexts.

Keywords: Learning Motivation, Teaching Methods, Group Teaching, Individual Teaching, Private Colleges

Introduction

According to Rahiem (2021), learning motivation is a challenge around the world. The first considerable issue to be highlighted is the constant drop in students' curiosity and willingness to study in most countries. For example, Inaba (2020) mentioned that there has been a distinct trend in Japan of students losing interest in traditional learning and increasingly withdrawing from learning. This decline in motivation has been attributed to a variety of factors, including intense pressures they do well academically, a rigorous curriculum that includes memorization first on top of critical thinking. Turetsky *et al.*, (2021) stated that educational inequality compounds the problem of developing a motivation to learn stated that motivation to learn reaches beyond one's academic success; it shapes individuals' ways of living, societies and can at times even define countries' progress. Above everything another scholar, Filgona *et al.*, (2020) stressed that motivation is what drives people, not only towards acquiring knowledge, but also in ways of tackling issues, relating to others, and participating in the common outcomes.

According to Ayalon (2023) through motivation creation among the marginalized communities, educators have a significant role of breaking the poverty cycle and engaging individuals to participate fully and strive in the politics and economical future. Learning motivation serves as the dependent variable. Ryan and Deci (2020) stated that motivation is a multidimensional concept that includes students' intrinsic drive, extrinsic incentive, and other aspects that influence their commitment to academic work and ability to overcome obstacles. At the societal stage, motivation is one of the factors to build a well-educated workforce that is the key to having economic development and innovation. In the era of rapid technological innovations and development, countries that educate and transform motivated learners will have the upper hand to accelerate their adaption to the changing environment of the industries as well as to leverage the many opportunities that will keep emerging. Notwithstanding, Zen et *al.*, (2022) indicate that where the lack of motivation follows, skill gaps can be observed, economic stagnation takes place, and furthermore, there is a growing inequality among the countries. According to Bali *et al*., (2020), beyond that, the motives of learning also encompass social justice and equity. Students with motivation are a cut above poverty, discrimination which is even school resources that are of less quality to overcome the barriers.

Learning in communities with financial difficulties usually takes place in the environment with inadequate means, overcrowded classes, and limited items of premium quality (Aleixo *et al.*, 2018). For example, Ayoko *et al.,* (2023) stated that schools in many parts of Nigeria struggle with inadequate facilities, such as poorly maintained classrooms, lack of electricity and water supply, lack of teaching materials and overcrowded classrooms are also prevalent, with increasing student-teacher ratios, making it harder for teachers to give individual attention and support to students. These obstacles go beyond the ability to perform well in school depriving students not only academic achievement but as well dampens their motivation to learn which perpetuates the cycle of inequality. Hence, Bensimon & Malcom (2023) stressed that motivation becomes the key element in making equity and equal possibility of success for everyone equally possible.

According to Ang *et al.*, (2021), aside from the formal academic setting, motivation plays a vital role in personal growth and a healthy life. Motivation helps people build up their

resilience and enables them to pursue big goals, while it develops their willingness to learn at any time. Filgona *et al.*, (2020) indicate that with this basic instinct, it not only develops personal fulfilment but also promotes societal cohesiveness and development. Barni *et al.*, (2019) stated that learning motivation plays a pivotal role in national success, social justice, and personal development.

In a world where competitive skills and knowledge are the basis on which countries rise, Kuzmin *et al.*, (2020) imply that investing in a learning population is the only way to guarantee economic development and innovation. When the workforce lacks the motivation, countries may quickly fall behind the rest in the global market, which in turn causes a delay in the progress and development. Furthermore, Ryan & Deci (2022) have found that social well-being is strongly connected with people's own attitude towards life which is also an important aspect of individual motivation. Because motivated people tend to be satisfied, they can be valuable assets to their communities and lead a full life, among other things, and this shows the significance of teaching motivation in education in the broader sense.

Additionally, as complicated issues like global warming, changes in technology, and worldwide pandemics trend, the capacities of adaptable, resilient, and lifelong learners become more significant. According to Kuzmin *et al.*, (2020), motivation is the key that helps an employee to acquire the needful abilities and attitude which are required for dealing with the problems adequately. Hence, it is compulsory to look at polices to boost motivation by, for instance, promoting student autonomy, creating a support system of learning and also addressing systemic inequalities so that there is a brighter and a more inclusive future for everyone.

Filgona *et al.*, (2020) have stated that the characterization of learning motivation is key among educators, psychologists and researchers as it illuminates the underlying elements that drive individuals' engagement, persistence and success in learning experiences. Motivation for learning entails a complex network of cognitive, affective and sociocultural factors that affect the intensity of learning, effort, and goal-directed behavior of students during instruction.

Ryan and Deci, (2020) explain that although intrinsic motivation is frequently considered an ideal form of motivation for the promotion of deep and purposeful learning environments, it is important to acknowledge that both intrinsic and extrinsic motivators can work together and act in tandem. For example, according to them, extrinsic rewards such as marks or praise can at first encourage interest and focus on a certain task, eventually causing the inner kind of motivation and the development of intrinsic interest. Moreover, the extent to which extrinsic rewards interfere with intrinsic motivation depends on the factors like autonomy in task selection, and the meaning of the rewards.

In the context of SDT, Ryan and Deci, (2020) indicate that learning autonomy-supportive environments is an important factor in fostering intrinsic motivation as well as educational achievement. An autonomy-supportive environment cares for individuals' choices, helps a person develop a sense of volition and ownership over learning activities, and offers such opportunities as self-directed learning and decision making. Teachers who facilitate students' autonomy through the provision of choice, recognition of their points of view and possibilities

for self-direction, expression and initiative, do so in order to cultivate intrinsic motivation and engagement. The research questions for this study are as follows:

RQ1: What is in the current situation of learning motivation among private colleges students in Jiangxi, China?
RQ2: What is the difference in learning motivation between male and female among private colleges students in Jiangxi, China?
RQ3: What is the difference in learning motivation between students from different years (1st. year to 4th. year) among private colleges students in Jiangxi, China?
RQ4: What is the relationship teaching individual method and the learning motivation among students in private colleges in Jiangxi, China?
RQ5: What is the relationship between teaching group method and the learning motivation among students in private colleges in Jiangxi, China?
RQ6: How to enhance learning motivation among students in private colleges in Jiangxi, China?

Literature Review

Muoz *et al.*, (2022) have posited that individualized teaching is a method of teaching that tailors the learning process to each student's unique needs, abilities, and learning preferences. It emphasizes personalized learning plans and differentiated education to allow each student to grow at their own speed and explore deeper into subjects that interest them. According to Mesquida *et al.*, (2022) using this teaching technique, instructors design personalized learning paths for each student based on their learning preferences, shortcomings, and skills. Individualized education recognises each child's uniqueness and seeks to provide specialized support to help them accomplish their academic and personal goals.

According to Lindner and Schwab (2020), individual teaching entails giving students with training that is personalized to their own learning needs and obstacles. It involves one-on-one instruction or small-group sessions to provide concentrated interventions and tailored attention, allowing teachers to alter their teaching approaches to effectively suit each student's learning needs. These researchers imply that this strategy uses data-driven insights, adaptive learning platforms, and instructional technology to provide students with tailored learning experiences. It provides curriculum and assessments that are tailored to each student's specific level of learning and achievement by leveraging instructional technologies and data analysis. Furthermore, by responding to students' various requirements, personalised teaching attempts to create a more inclusive and equal learning environment. Chan, (2023) states that this teaching technique encourages academic success, self-confidence, and a lifetime passion for learning in pupils by recognizing and adapting individual differences.

According to research by Ataboyev and Tursunovich, (2023), individual teaching method is marked by a number of factors that include individualized support, assessment and feedback, learning environment, and teacher competence. Specific teaching methods, such as differentiated instruction and individualized learning, have been shown in studies to improve teacher competency. Individualized education helps teachers develop a better knowledge of each student's specific requirements and learning preferences. This increased awareness

enables educators to construct more targeted and effective teaching practices, resulting in stronger teacher-student interactions and increased teacher efficacy.

Other researchers like Rustamova, (2023) explain the role of the instructor, often known as the teacher or educator, is unquestionably important in creating student motivation, regardless of whether individual or group teaching methods are used. Effective teaching goes beyond simply transmitting content; it requires creating an educational atmosphere that not only imparts knowledge but also actively stimulates motivation and engagement among students. The role of the instructor or teacher remains crucial in determining the motivation of learners whether individual or group teaching methods are used. Delivering content is only one aspect of effective teaching; it also involves fostering an atmosphere that encourages motivation and participation. Teachers that are encouraging and passionate about their subject matter can motivate students. Students may become curious and interested as a result of their contagious enthusiasm. Additionally, a constructive learning environment that promotes motivation benefits from clear communication, well-structured lectures, and fair assessment procedures.

According to Rustamova, (2023) instructors are also critical in offering the advice and assistance required to successfully navigate personalised teaching. They can assist learners in setting attainable goals, tracking progress, and providing tailored feedback, ensuring that learners stay on track and motivated. Instructors in group situations must foster conversations and activities that encourage active participation. They can create a welcoming environment in which students can freely share their ideas and opinions. Additionally, instructors can steer dialogues to keep them focused and productive, which improves the overall learning experience.

In a study, Romiszowski, (2024) found that effective educators also have lessons that are well-structured. Learning experiences that are carefully planned give students a clear path forward and lessen the difficulty of the learning process. When teachers meticulously arrange their lectures, they can aid students in understanding the logical evolution of ideas, giving their studies a feeling of direction and purpose. This structure aids students in developing realistic goals, which in turn increases motivation. Learners are more likely to remain motivated and persevere in their studies when they know what is expected of them and how each step in their learning process contributes to their overall success.

Educators must also take a culturally relevant approach to teaching. According to Romiszowski, (2024) this entails acknowledging and appreciating the diversity of ethnic backgrounds and opinions in the classroom. It also entails making changes to teaching techniques and materials to make them more inclusive and culturally relevant. Educators can build an educational environment that resonates with their learners' cultural and contextual preferences, thereby increasing motivation and engagement. Ultimately cultural and contextual factors are critical to understanding the impact of instructional methods on learning motivation. Recognizing the diversity of cultural norms, expectations, and values enables educators and researchers to customize instructional techniques to learners' cultural and contextual preferences.

Romiszowski, (2024) also found that instructors play an important role in offering guidance and assistance customized to each learner's specific needs in the context of individualized teaching. Individualization gives students more control over their learning path, but it also necessitates active assistance from educators. Effective teachers help students develop realistic and attainable goals that are in line with their abilities and interests. These objectives function as motivational beacons, giving learners a feeling of direction and purpose in their customized learning journeys. Additionally, instructors who regularly track student development can spot problems and areas that need extra assistance. Instructors can determine whether students are on pace to reach their objectives by conducting regular check-ins and assessments of learner accomplishments. Instructors can then acknowledge progress and target areas that require development by providing tailored feedback and advice. As it indicates the instructor's dedication to each learner's success and fosters a sense of trust and involvement, this customized support is a potent motivator.

Theoretical Framework

This theoretical framework creates a link between the research theories and the research objectives for this study.

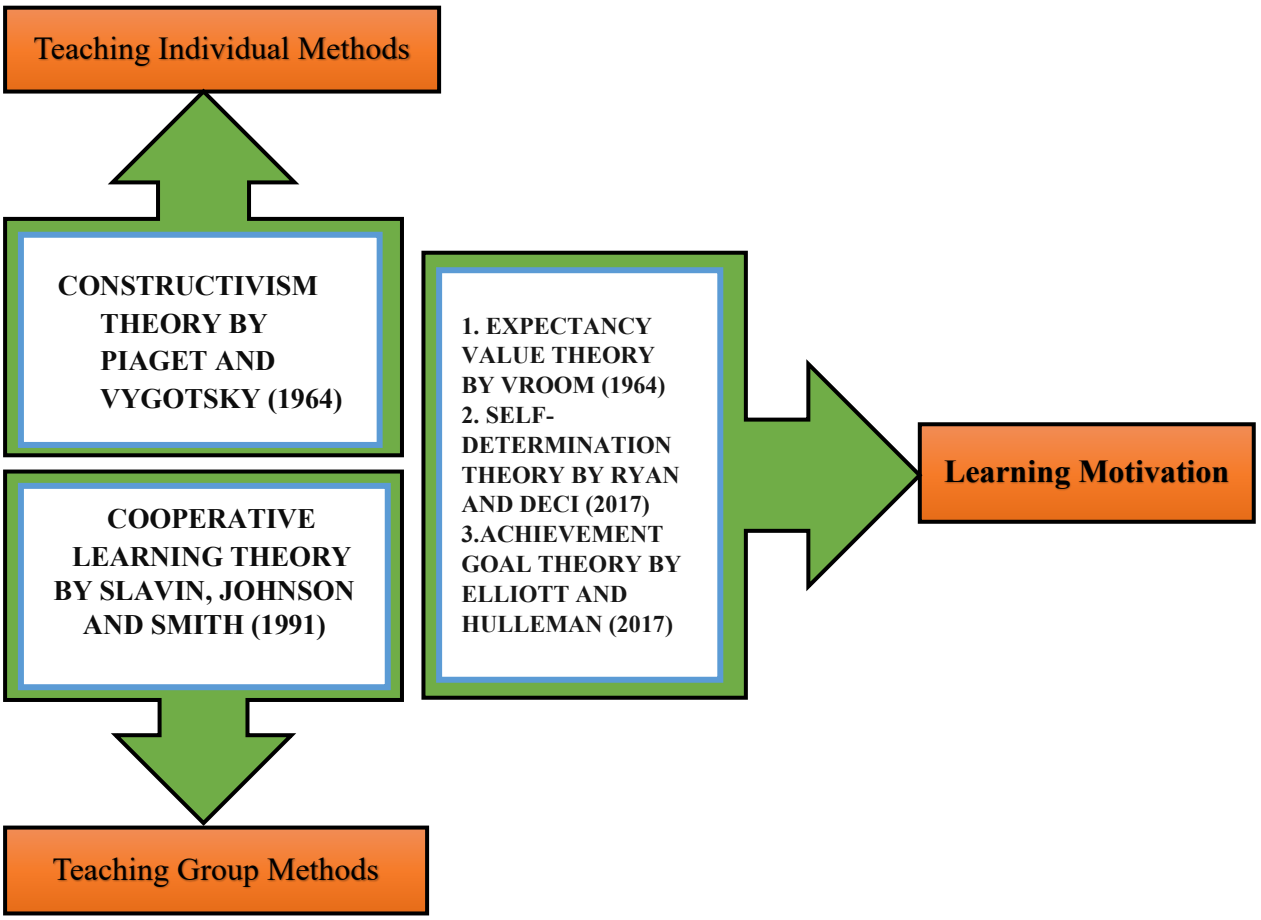

Figure 1: Theoretical Framework

Conceptual Framework

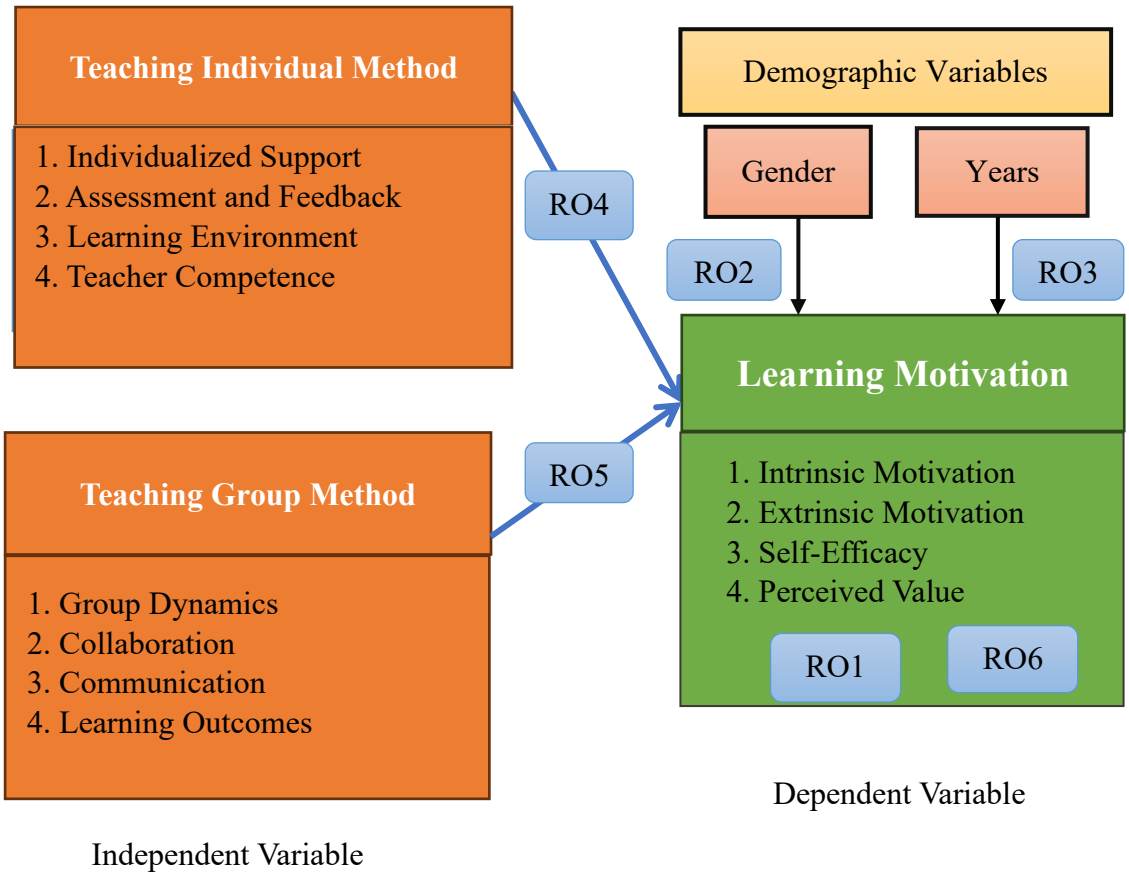

Figure 1: Conceptual Framework

Research Methodology

The current research adopts a quantitative research design referred to as correlational research design that seeks to determine the relationship between identified research variables.

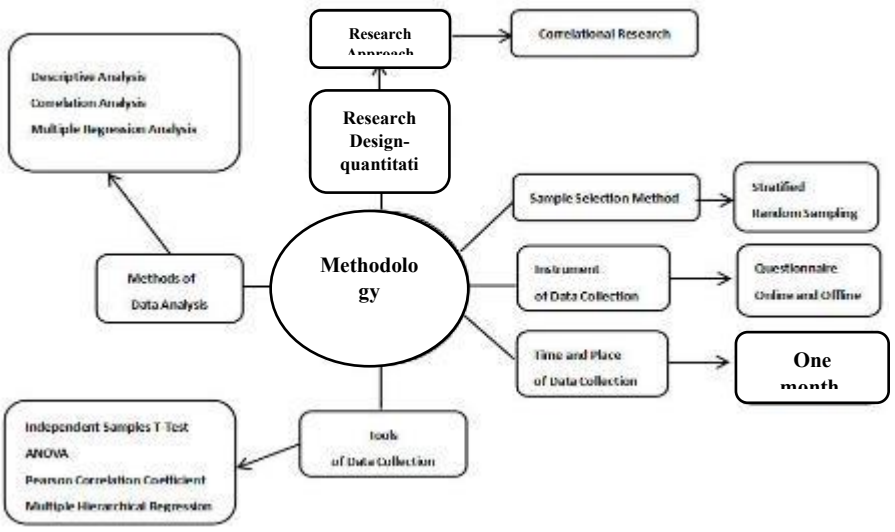

Figure 2: Research Design illustration

The population is the larger group from which researchers select a sample to study, and it is critical to precisely characterize and describe the population in order for the research results to be generalizable to that group.

Following Bhardwaj (2019), the population for the current study mainly involves teachers and students in private colleges in the region of Jiangxi, China.

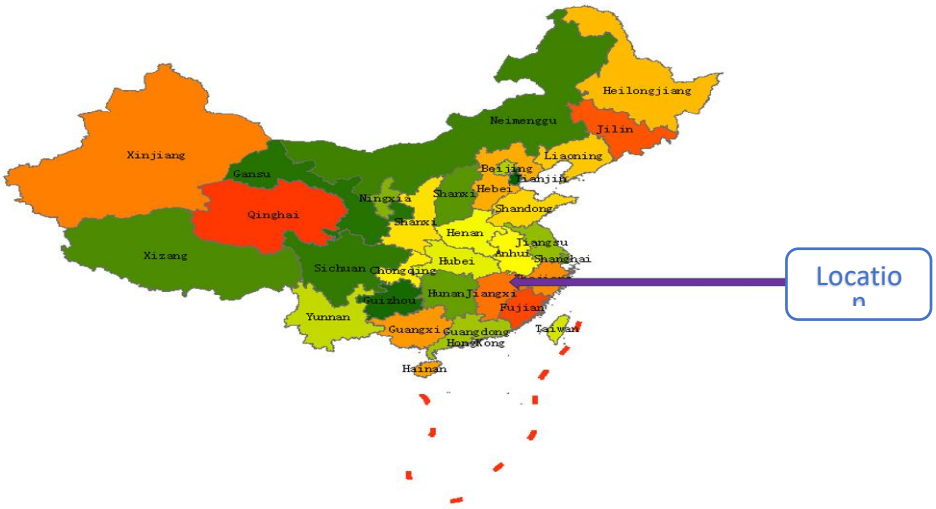

Figure 3: Location of Jiangxi on the map of China

The total population for this study is 17,000 from private colleges in Jiangxi, China. This population is chosen to enable the generalization of the research findings to the larger population in the sector (Study in Jiangxi 2018). A sampling frame is a list or source from which possible participants or elements of a population might be chosen. It is a useful representation of the population. For this case, the sampling frame consists of private college students and instructors.

$$s = \frac{x^2 NP(1-P)}{d^2(N-1)} + x^2 P(1-P)$$

Figure 4: Krejcie and Morgan (1970) formula

Due to the large number of the population, the formula will be used to determine the research sample for this study following the recommendations of Krejcie & Morgan, (1970). Using the formula, s represents the sample size needed, x2 is the chi square value for 1 degree of freedom using a 95% confidence level which is 3.841, N is the size of the population, p represents the proportion of the population that is assumed as 0.50 for the purpose of providing the maximum possible sample, d is the proportional accuracy degree 0.05. As such, using the above formular, the number of the expected sample in this research is 369 students but this number was amend to 368 subjects in order to divide them into groups of equal numbers. However, there is need to account for a 10% to 20% non-responsive rate in sampling. Therefore, a sample of 414 individuals will be used in the study.

Descriptive statistics play an important role in investigating learning motivation among private college students in Jiangxi, China. They provide a detailed overview of the data, helping to summarize and simplify complex data sets in a meaningful way. By providing insights into key trends, changes, and data distributions, descriptive statistics lays the foundation for advanced predictive analytics This basic understanding is critical for informed decision-making about of instructional practices and increasing student motivation and engagement in instructional settings.

Regression analysis is a strong tool that allows researchers to investigate and predict correlations between variables. For example, linear regression investigates the linear connection between an independent variable(s) and a dependent variable. Numerous regressions broadens this analysis to include numerous independent variables, making it useful in more complex settings. Correlation analysis also aids in determining the degree and direction of correlations between two continuous variables. Statistical software packages known as SPSS, will be used to conduct computations efficiently throughout the data analysis process.

Results and Analysis

RQ1: What is in the current situation of learning motivation among private colleges students in Jiangxi, China?

H1: The learning motivation among private college students in Jiangxi, China is low.

Table 11
Descriptive Analysis of Learning Motivation

	Range	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
LEARNING_MOTIVATION	1.49	3.2700	.24099	.133	.127	-.053	.254
Intrinsic_Motivation	2.40	3.3079	.56072	.227	.127	-.741	.254
Extrinsic_Motivation	2.50	3.2272	.51966	.116	.127	-.922	.254
Self_Efficacy	2.20	3.2508	.61178	.227	.127	-.976	.254
Perceived_Value	2.09	3.2920	.47167	.138	.127	-.983	.254

The fact that the hypothesis claiming that learning motivation is low among the private college students in Jiangxi, China is incorrect. These results, however, show an average level of motivation over other aspects of organisational culture as envisaged in the research questions. In addition to the motivation that arises from personal interest in the content, perceived usefulness adds a positive effect on consumption of material as does self-efficacy due to extrinsic motivation. The results have shown that there is a need for continued work on the level of students' motivation in order to increase learning effectiveness and student engagement.

RQ2 (Independent T-test): What is the difference in learning motivation between male and female among private colleges students in Jiangxi, China?

H2: There is a significance difference in learning motivation between male and female among private colleges students in Jiangxi, China.
The independent T-Test below shows the comparison in terms of gender whether there is a difference in terms of their learning motivation.

Table 2
Gender Comparison in Learning Motivation

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LEARNING_MOTIVATION	Equal variances assumed	1.194	.275	-.615	366	.539	-.01587	.02579	-.06660	.03485
	Equal variances not assumed			-.609	292.122	.543	-.01587	.02606	-.06716	.03542

The results of this research do not support theoretical assumptions that say that gender differences in learning motivation actually exist (Owens & Hite, 2022); thus, the given study established that the motivational profiles of males and females in Jiangxi private colleges are very similar. This could be attributed to increased awareness on provision of equal educational opportunities and how these encourage student motivation without discriminating the gender aspect of the learners. This lack of gender differences in the present study can also be explained by general social changes that take place in the society, where both the male and female students are forced to be exposed to similar learning expectations, goals, and opportunities.

RQ3: What is the difference in learning motivation between students from different years (1st. year to 4th. year) among private colleges students in Jiangxi, China?
H3: There is a significance difference in learning motivation between different years (1st. year to 4th. year) among private colleges students in Jiangxi, China.
The One-Way ANOVA analysis aimed at determining comparison between learning motivation of the students in different years in the college. This is shown in the table below.

Table 3
Comparison of Learning Motivation depending on Years in college

ANOVA					
LEARNING_MOTIVATION					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.802	3	.267	4.746	.003
Within Groups	20.511	364	.056		
Total	21.314	367			

The paths seem to impact on students' motivation, although there may be possible moderating factors such as in regards to workload, expectations, or learning that may be related to the stage of college. Thus, appropriate and individual student support systems like first-year student mentoring, third-year career counselling, and final year student culminating projects should be introduced to maintain such disparity and boost up the learning motivation throughout the students' years of the institutional learning.

RQ4: What is the relationship teaching individual method and the learning motivation among students in private colleges in Jiangxi, China? (Pearson Correlation Analysis)
H4: There is a significance positive relationship between the teaching individual method and student s' learning motivation among private colleges students in Jiangxi, China.
The table below shows the Pearson Correlation Coefficient for the variables that were used in the study.

Table 4
Pearson's Correlation Coefficient

		LEARNING_MOTIVATION	Intrinsic_Motivation	Extrinsic_Motivation	Self_Efficacy	Perceived_Value	TEACHING_INDIVIDUAL_METHOD	Individualized_Support	Assessment_and_Feedback	Learning_Environment	Teacher_Competence
LEARNING_MOTIVATION	Pearson Correlation	1	.414**	.259**	.585**	.507**	.456**	.242**	.326	.569	.113*
	Sig. (2-tailed)		.000	.000	.000	.000	.003	.000	.625	.895	.030
Intrinsic_Motivation	Pearson Correlation	.414**	1	.104*	.025	.158**	.167**	.068	.031	.058	.192**
	Sig. (2-tailed)	.000		.046	.630	.002	.001	.193	.557	.269	.000
Extrinsic_Motivation	Pearson Correlation	.259**	.104*	1	.243**	.108*	.131*	.177**	.205**	.153**	.026
	Sig. (2-tailed)	.000	.046		.000	.038	.012	.001	.000	.003	.614
	N	368	368	368	368	368	368	368	368	368	368
Self_Efficacy	Pearson Correlation	.585**	.025	.243**	1	.207**	.261**	.459**	.095	-.087	.059
	Sig. (2-tailed)	.000	.630	.000		.000	.000	.000	.069	.097	.260
Perceived_Value	Pearso	.507**	.158**	.108*	.207**	1	.060	.023	.012	.126*	.035

	n Correlation										
	Sig. (2-tailed)	.000	.002	.038	.000		.251	.656	.820	.015	.500
TEACHING_INDIVIDUAL_METHOD	Pearson Correlation	.456**	.167**	.131*	.261**	.060	1	.505**	.564**	.428**	.543**
	Sig. (2-tailed)	.003	.001	.012	.000	.251		.000	.000	.000	.000
Individualized_Support	Pearson Correlation	.242**	.068	.177**	.459**	.023	.505**	1	.094	-.097	.018
	Sig. (2-tailed)	.000	.193	.001	.000	.656	.000		.070	.064	.735
Assessment_and_Feedback	Pearson Correlation	.326	.031	.205**	.095	.012	.564**	.094	1	-.070	.080
	Sig. (2-tailed)	.625	.557	.000	.069	.820	.000	.070		.183	.126
Learning_Environment	Pearson Correlation	.069	.058	.153**	.087	.126*	.428**	.097	.070	1	.057
	Sig. (2-tailed)	.895	.269	.003	.097	.015	.000	.064	.183		.275
Teacher_Competence	Pearson Correlation	.113*	.192**	.026	.059	.035	.543**	.018	.080	.057	1
	Sig. (2-tailed)	.030	.000	.614	.260	.500	.000	.735	.126	.275	

Students would prefer group methods over individualized methods based on the teaching group method inventory, the descriptive results based on the mean values showed that students rate the mean values for the group dynamics, communication, collaboration and learning outcomes components slightly higher than component of individualist method. This provides the evidence to the assertion that group work strategies may be more effective than individual learning strategies in enhancing learning motivation.

RQ5: What is the relationship between teaching group method and the learning motivation among students in private colleges in Jiangxi, China? (Linear Regression Analysis)
H5: There is a significance positive relationship between the teaching group method and student s' learning motivation among private colleges students in Jiangxi, China.
The table below shows a model summary between the relationship of teacher individual method and teaching group method towards student learning motivation.

Table 5
Model Summary of Learning Motivation from Teaching Individual Method and Group Method

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621[a]	.384	.398	.23077

a. Predictors: (Constant), Learning_Outcomes, Learning_Environment, Teacher_Competence, Assessment_and_Feedback, Communication1, Group_Dynamics, Collaboration1, Individualized_Support

The regression analysis results presented above suggest that several factors significantly predict the dependent variable, Learning Motivation. The model summary indicates that the predictors collectively explain a moderate portion of the variance in Learning Motivation (R^2 = 0.384), meaning approximately 38.4% of the variability in student motivation can be attributed to the independent variables. The adjusted R^2 of 0.398 accounts for the number of predictors used in the model, indicating the model's reliability and robustness. The standard error of the estimate is 0.23077, which represents the average distance that the observed values fall from the regression line, giving a sense of the accuracy of predictions made by the model.

How to enhance learning motivation among students in private colleges in Jiangxi, China?
The findings of this study show that the teaching group method has a significant and positive effect on learning motivation among private college students in Jiangxi, China. Specifically, group teaching explains up to 38.4% of the variability in student motivation, with Collaboration (β = 0.559, p = 0.005), Communication (β = 0.369, p = 0.000), and Group Dynamics (β = 0.258, p = 0.001) emerging as key contributors. This suggests that students in group-based instructional environments experience higher levels of engagement and drive towards learning. To enhance learning motivation, it is essential for college administrators and educators to adopt and expand group-based teaching methods (Larson et al. 2021). Strategies such as organizing collaborative group projects, interactive discussions, and cooperative learning activities will foster a sense of belonging and shared goals, which are shown to strengthen motivation. Teachers should emphasize clear and open communication within groups to ensure that all students feel heard and valued, while also focusing on effective group management to support active participation and inclusion (Michaelsen et al. 2023). Incorporating structured teamwork assignments that require problem-solving and real-life applications can further enhance the perceived relevance of the material, boosting motivation levels.

Conclusion
This study aims to contribute to the understanding of learning motivation and factors affecting this process among the students of privatized colleges of Jiangxi Province of China

both at psychological and structural levels. The research is well grounded and, except for one study, used quantitative research method to test theories regarding such constructs as intrinsic and extrinsic motivation, self-efficacy, and perceived value. This is an effective way of supporting the current study by articulating its results to other preceding studies in the literature, thus making the current research more authoritative and academically sound.

To the best of the researcher's knowledge, this research presents the following factorial contributions to the current literature on learning motivation among the private college students in Jiangxi, China. First, it gives a voice to the students of the Chinese students and it deals with the equally under researched topic of motivational constructs. It indeed underlines a vacuum in the literature and provides detailed descriptions of the participants' learning experiences as well as the contextual data than may serve as a reference when developing education policies and teaching practices in similar educational contexts.

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