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School Satisfaction as a Pathway Linking Lecturers' Support to Resilience Among Continuing Education Undergraduate Students in Public Universities in Nigeria

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ABSTRACT

Continuing education (CE) students face several academic challenges in their programmes, leading to high rate of attrition. To improve retention, fostering their resilience becomes critical for higher education stakeholders. Consequently, we set out to understand the pathway through which the resilience of CE students could be built. We adopted correlational research design and using the simple random sampling technique, 300 undergraduates enrolled in CE programmes in the faculties of education between 2021 and 2024 academic sessions in two public universities in Anambra State were recruited for the study. Three validated scales measuring lecturer support, satisfaction with school and resilience were used for data collection. Our findings revealed that lecturer support had a significant direct effect on the two dimensions of students' satisfaction. While these dimensions of satisfaction with school significantly mediated the association between lecturer support and students' resilience, they were also positively associated with higher resilience. We concluded that lecturer support could not only strengthen students' satisfaction with school but also could facilitate their capacity to cope with challenges, with satisfaction serving as an important pathway through which resilience is fostered. It is recommended among others that universities should strengthen support services for CE students, and that lecturers and administrative staff should be professionally trained to improve the quality of the support they can offer these students.

Keywords: Continuing education, lecturer support, resilience, satisfaction with school

INTRODUCTION

Continuing Education (CE) undergraduate programmes are designed to accommodate adult learners who juggle academic pursuits alongside professional, familial, and financial responsibilities (Sanga & Shirima, 2024). However, these overlapping responsibilities place CE undergraduate students under considerable stress, burnout, diminished academic performance and increased risk of dropout (He et. al, 2018; Pascoe, et al., 2020). More so, CE in Nigeria has been noted to be confronted with problems with programme planning and organization, funding and poor facilities, shortage of staff and policy inconsistencies (Omiunu, 2017). Worse still, the nature and reputation of adult and continuing education focusing on the marginalized places within the unavoidable misdistribution of power that clearly exists between sponsors/providers and powerless clients, between the knowledgeable and those who are not, and this dilemma leads to abuse and manipulation by unscrupulous providers (Omorie, 2024). Considering these associated negative effects, there is a need to identify psychosocial factors that could foster resilience among CE undergraduate students for evidence-based intervention programmes given that students enrolled in similar programmes have been found to exhibit higher level of stress (Nwosu et al., 2021).

Promoting resilience among CE undergraduate students is therefore considered very essential given the intensified academic, social, and economic pressures they face. Resilience simply has to do with the ability to effectively manage academic setbacks and stress, while maintaining educational attainment (Carson et al., 2024). Research has shown that resilience could play a crucial role in explaining how students thrive within demanding educational environments (Durso et al., 2021). For instance, students with strong academic resilience are more likely to persist, achieve academically, and recover from setbacks, while those with lower resilience are prone to disengagement and dropout risks (Montas et. al, 2021).

One key factor that has captured the attention of researchers for its potential to influence and promote resilience among CE undergraduate students is lecturers' support (Cobb et. al, 2024). Lecturers' support encompasses multiple dimensions, including academic mentorship, emotional encouragement, constructive evaluation, and the provision of educational materials, all of which could contribute to a conducive learning environment (Eloff et al., 2023). For CE undergraduate students who may often feel marginalized within the larger university community, lecturers' support could serve as a vital point of connection and validation, directly reducing feelings of isolation and academic inadequacy. For example, 80% of students enrolled in Open and Distance Learning (ODL) in Nigeria reported that among the risks that can potentially result in their dropping out of the programmes included not getting timely feedback on enquiries and examinations, as well as not receiving adequate social supports (Okopi, 2011). On the other hand, researchers have found that support systems that might arise from interactions between students and lecturers have great impact on students' progress and satisfaction with school (Ayanbode et al., 2022). However, the specific mechanisms through which this support cultivates resilience remain underexplored. In this present study, it is hypothesized that school satisfaction, which is a multidimensional construct reflecting students' appraisal of their educational experience

(Bălăţescu & Cernea-Radu, 2025; Masagca, 2025), may serve as a mediating pathway. This is possible because when CE undergraduate students perceive their lecturers as supportive, they are more likely to feel valued and connected, which enhances their satisfaction and may in turn strengthen their resilience beliefs.

Despite the acknowledged individual significance of lecturer support, school satisfaction, and resilience beliefs, there is a paucity of research integrating these constructs into a unified explanatory framework, especially within the context of CE undergraduate students who represent a particularly vulnerable demographic in higher education. This present study, however, seeks to bridge this gap by proposing and empirically testing a model where school satisfaction could serve as a crucial mediating pathway linking perceived lecturers' support to resilience beliefs. This study also seeks to provide valuable insights for educational practitioners and policymakers, emphasizing that fostering resilience beliefs requires more than isolated supportive acts by lecturers. Rather, it necessitates fostering a satisfying learning environment that enables students to feel genuinely connected and optimistic about their academic journey.

METHOD

By employing the simple random sampling technique, 300 undergraduates enrolled in CEP in the faculties of education between 2021 and 2024 academic sessions in two public universities in Anambra State were for the study. This study was conducted in Anambra State regarded as a highly literate southeastern Nigerian state where business and trade remain dominant occupational pursuits. These economic dynamics have shaped access to higher education, with many learners combining study with work or small-scale businesses to finance their education. To accommodate such non-traditional students, the state's two public universities established continuing education programmes, typically held on weekends and extending over longer durations than regular programmes. The correlational research design was adopted. The sample comprised 77.3% female and 22.3% male undergraduates ($M = 26.5$, $SD = 4.85$), with 57.7% employed and 42.3% unemployed. The sociodemographic variables are presented in Table 2. Prior to data collection, permission for data collection was secured from the Continuing Education Programme (CEP) offices of the two participating universities. We obtained the consent of the participants and approval from the Research Ethics Committee of Industrial Technology and Education (RECITE). Informed consent was obtained from all students, and only those who voluntarily agreed participated in the study. Ethical principles guiding social science research were strictly followed. Anonymity and confidentiality were ensured by excluding respondents' names and matriculation numbers from the questionnaires. The instrument was prepared in English, the official language of instruction in Nigerian universities. Questionnaires were administered at the end of students' general classes and were collected immediately upon completion. The average completion time was approximately 10–15 minutes.

Three questionnaires were used for data collection. The first scale entitled 'Satisfaction with School Questionnaire' (SSQ) was adapted from the Professional Sport University Student Satisfaction Survey Scale developed by Liu et al (2016). It originally consisted of 73 items but during the validation process, the reviewers advised the use of the two components that are directly relevant to the context of the study. These are the teaching and learning

satisfaction and the student management and guidance satisfaction subclusters. These consisted of 30 items - Teaching and Learning satisfaction cluster (1-16) and the Student Management and Guidance satisfaction cluster (17-30). We modified the scale to five-point rating scale of strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). The second scale is the Student's Resilience Questionnaire (SRQ) which is a 6-item questionnaire adopted from Brief Resilience Scale (BRS) developed by Smith et al. (2008). The Brief Resilience Scale (BRS) is a self-report instrument designed to measure an individual's level of resilience, specifically focusing on their belief in their ability to bounce back from challenging situations. The instrument comprises six statements that respondents rated on a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree." The statements reflect various aspects of resilience beliefs, capturing both the ease and speed with which individuals recover from adversity and setbacks. Participants respond to statements such as "I tend to bounce back quickly after hard times" and "It is hard for me to snap back when something bad happens," providing insight into their subjective experiences of resilience. The third scale is the Lecturer's Support Questionnaire (LSQ) which was a subcluster of the Learning Support Questionnaire employed by Kember and Leung (2006). Originally, it was a 17-item self-report measure scored on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). It is divided into three clusters comprising teacher support, peer support, and parental support. We adopted the teacher support clusters and termed it LSQ. The researcher selected all items because these items particularly measure support from teachers to students. This scale has previously demonstrated acceptable validity and reliability indexes; as well as acceptable model fits for the Nigerian student population (Nwosu et al., 2022). Participants responded to statements such as "There is a close relationship between teaching staff and students" and "I found the teaching staff helpful when I had problems understanding the course contents," providing insight into their subjective experiences of their teachers' support.

By employing jamovi version 2.6.19 for our data analysis, we conducted the confirmatory factor analysis (CFA) using full information maximum likelihood on the three scales used for data collection since they were not originally developed for Nigerian students. Besides, their CFA have not been established among Nigerian students. Our initial model of the Satisfaction with School Questionnaire (SSQ) with the 30 items revealed a poor fit whereas our final model with 20 items after deleting items with low loading and high residual correlates revealed good fit: CFI = .937; TLI = .929; SRMR = .0358. The CFA factor loading is presented in Table 1. Our current study shows that the Cronbach Alpha coefficients for the two dimensions are .958 and .926 respectively.

The SRQ with the six items revealed a good fit: CFI = .956; TLI = .927; SRMR = .0358. The CFA factor loading for SRQ is presented in Table 1. Our current study shows that the Cronbach Alpha coefficient is .842. Finally, we conducted CFA on the LSQ and the initial 8 items revealed a poor fit whereas the model with 7 items revealed a better fit: CFI = .934; TLI = .901; SRMR = .0391. In our study the Cronbach Alpha coefficient for LSQ is 898.

Table 1: *Confirmatory Factor Analysis for the Three Scales*

Factor	Indicator	Estimate	95% Confidence Interval			Z	p	Stand. Estimate
			SE	Lower	Upper			
Students' Satisfaction Scale								
Teaching and learning (Satisfaction)	I am satisfied with the learning atmosphere in the school.	0.992	0.0610	0.872	1.111	16.2	<.001	0.788
	I am satisfied with lecturers' teaching methods.	0.876	0.0510	0.776	0.976	17.2	<.001	0.818
	My lecturers reasonably select and use teaching materials.	0.810	0.0511	0.710	0.910	15.8	<.001	0.775
	The knowledge taught in the school shows strong practicability.	0.870	0.0506	0.770	0.969	17.2	<.001	0.818
	I am satisfied with learning guidance offered by the school.	0.983	0.0537	0.878	1.089	18.3	<.001	0.853
	My lecturers teach students according to their aptitude and develop directed teaching.	0.913	0.0549	0.806	1.021	16.6	<.001	0.801
	My lecturers present rich theoretical knowledge and practical experiences	0.913	0.0534	0.808	1.018	17.1	<.001	0.816
	I am satisfied with the way lecturers evaluate students.	0.819	0.0529	0.715	0.922	15.5	<.001	0.762
	I am satisfied with the updating speed of teaching knowledge offered by the school.	0.883	0.0540	0.777	0.988	16.3	<.001	0.791
	I am satisfied with the time arrangement of school curricula.	0.907	0.0604	0.789	1.026	15.0	<.001	0.747
	I am satisfied with the practicability of courses arranged by the school.	0.825	0.0518	0.724	0.927	16.0	<.001	0.778
	I am satisfied with the learning styles and school spirit.	0.838	0.0510	0.738	0.938	16.4	<.001	0.795
	I am satisfied with the lesson plans practiced by the school.	0.814	0.0501	0.716	0.912	16.3	<.001	0.790
	I am satisfied with the evaluation method of courses.	0.774	0.0569	0.663	0.886	13.6	<.001	0.694
	Student management and guidance (Satisfaction)	I am satisfied with the administrators' attitudes towards students.	1.023	0.0622	0.901	1.145	16.4	<.001
I am satisfied with the part-time positions and information offered by the school.		0.884	0.0557	0.774	0.993	15.9	<.001	0.782
I am satisfied with the school support to students.		0.945	0.0526	0.842	1.048	18.0	<.001	0.848
When I encounter difficulties, the school would do their best to help me solve the problem.		1.086	0.0599	0.968	1.203	18.1	<.001	0.852
	I am satisfied with the way the school solves students' emotional problems.	1.100	0.0625	0.978	1.223	17.6	<.001	0.837

	I satisfied with the opinion and complaint channels for students	0.972	0.0555	0.863	1.081	17.5	<.001	0.834
	Factor Loadings (Students Resilience Scale)							
Resilience	I tend to bounce back quickly after hard times.	0.738	0.0672	0.606	0.870	11.0	<.001	0.620
	I have a hard time making it through stressful events.	0.788	0.0578	0.675	0.901	13.6	<.001	0.731
	It does not take me long to recover from a stressful event.	0.806	0.0661	0.676	0.935	12.2	<.001	0.674
	It is hard for me to snap back when something bad happens.	0.877	0.0716	0.737	1.018	12.2	<.001	0.674
	I usually come through difficult times with little trouble.	0.814	0.0653	0.686	0.942	12.5	<.001	0.683
	I tend to take a long time to get over setbacks in my life.	1.027	0.0746	0.881	1.173	13.8	<.001	0.739
	Lecturers' Support							
Lecturer Support	I have a close relationship with the teaching staff	0.950	0.0765	0.800	1.100	12.4	<.001	0.662
	When I had difficulty with the course content, the teaching staff were available	0.956	0.0635	0.831	1.080	15.0	<.001	0.762
	I found teaching staff helpful when I had problems understanding the course contents	0.860	0.0574	0.747	0.972	15.0	<.001	0.759
	When I had difficulty with the assignments, I found the feedback provided by the teaching staff useful	0.990	0.0576	0.877	1.103	17.2	<.001	0.833
	There was sufficient feedback by teaching staff on activities and assignments to ensure that we learnt from work we did	0.886	0.0574	0.774	0.999	15.4	<.001	0.776
	When I was unsure about an assignment, the teaching staff helped to reach an understanding about how to finish it	1.019	0.0626	0.896	1.141	16.3	<.001	0.802
	I feel a strong sense of belonging to my class group because of the help the teaching staff offered to me	0.642	0.0527	0.538	0.745	12.2	<.001	0.652

RESULTS

Table 2: *Frequencies and Percentages of Study Variables*

Variable	<i>n</i>	%	Mean	<i>SD</i>
Gender				
Male	67	22.7	--	-
Female	228	77.3	--	-
Finished Any University Programme Before				
Yes	57	19.1	--	-
No	241	80.9	--	-
Dropped Out from School Before				
Yes	3	1.0	--	-
No	293	99.0	--	-
Feeling Incapable of Finishing Present Programme				
Yes	16	5.5	--	-
No	238	81.2	--	-
Somewhat	39	13.3	--	-
Working				
Yes	173	57.7	--	-
No	127	42.3	--	-
Marital Status				
Single	191	63.9	--	-
Married	106	35.5	--	-
Divorced	2	0.7	--	-
Sponsorship				
Self-sponsored	169	57.1	--	-
Parent/Relative	125	42.2	--	-
Scholarship	2	0.7	--	-
Age	280 (20 missing)	-	26.5	4.85

Table 2 presents the demographic characteristics of the respondents. The sample comprised 77.3% females and 63.9% single/unmarried students. The mean age is 26.5 years

(SD =4.85; 20 missing). More than half of the students (57.7%) were working while studying, 57.1% self-sponsored themselves whereas 42.2% were supported by parents and relatives. Regarding academic history, 19.1% had previously completed a university degree programme, and only 1% reported prior dropout experience. Most of the students reported no difficulty completing their current programme while 18.8% indicated some doubts.

Table 3: Correlation Matrix for the Variables

S/N	Variables	Statistical Indexes	1	2	3	4
1	Resilience	Pearson's r	—			
		<i>df</i>	—			
		<i>p</i> -value	—			
2	Satisfaction (teaching and learning)	Pearson's r	0.611	—		
		<i>df</i>	292	—		
		<i>p</i> -value	<.001	—		
3	Satisfaction (std mgt and guidance)	Pearson's r	0.620	0.769	—	
		<i>df</i>	297	292	—	
		<i>p</i> -value	<.001	<.001	—	
4	Lecturers support	Pearson's r	0.517	0.650	0.751	—
		<i>df</i>	296	292	296	—
		<i>p</i> -value	<.001	<.001	<.001	—

Table 3 revealed that all the variables were positively and statistically significant among themselves, $p < 0.05$ level of significance.

Table 4: *Mediation of the Association Between Lecturers' Support and Resilience by School Satisfaction*

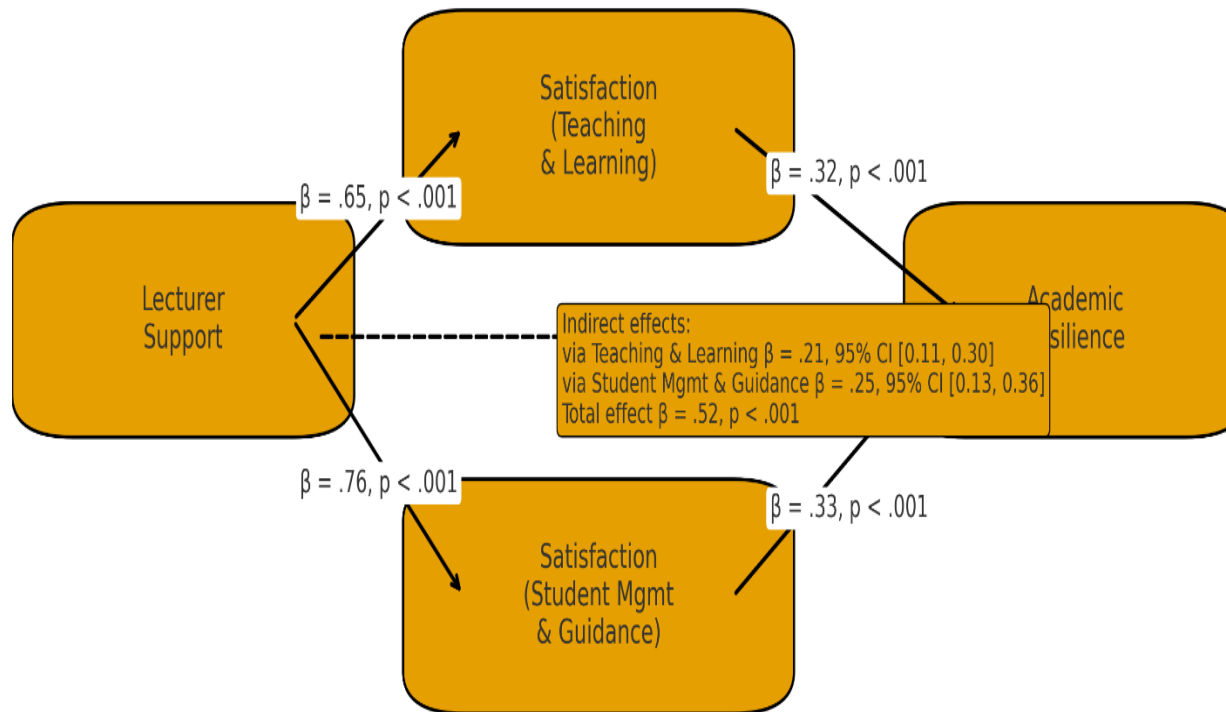
Effect	B	SE	95% CI LL	95% CI UL	β	z	p
Indirect effects							
Lecturers' Support → Satisfaction (Teaching & Learning) → Resilience	0.2045	0.0460	0.1143	0.2950	.2097	4.444	< .001
Lecturers' Support → Satisfaction (Student Management & Guidance) → Resilience	0.2440	0.0607	0.1251	0.3630	.2501	4.022	< .001
Component paths							
Lecturers' Support → Satisfaction (Teaching & Learning)	0.6132	0.0418	0.5312	0.6950	.6507	14.668	< .001
Satisfaction (Teaching & Learning) → Resilience	0.3336	0.0715	0.1934	0.4740	.3223	4.663	< .001
Lecturers' Support → Satisfaction (Student Management & Guidance)	0.8348	0.0420	0.7525	0.9170	.7575	19.860	< .001
Satisfaction (Student Management & Guidance) → Resilience	0.2922	0.0711	0.1528	0.4320	.3302	4.108	< .001
Direct effect							
Lecturers' Support → Resilience	0.0639	0.0662	-0.0658	0.1940	.0655	0.966	.334
Total effect							
Lecturers' Support → Resilience	0.5006	0.0481	0.4064	0.5950	.5171	10.412	< .001

Note. $N = 300$. Confidence intervals computed using the delta method. Betas (β) are completely standardized; p values at two-tailed.

Lecturers' support predicted satisfaction with teaching and learning, $\beta = .65$, $SE = 0.04$, $z = 14.67$, $p < .001$, and satisfaction with student management and guidance, $\beta = .76$, $SE = 0.04$, $z = 19.86$, $p < .001$. Both satisfaction with teaching and learning ($\beta = .32$, $SE = 0.07$, $z = 4.66$, $p < .001$) and satisfaction with student management and guidance ($\beta = .33$, $SE = 0.07$, $z = 4.11$, $p < .001$) were associated with higher resilience beliefs. Indirect effects through satisfaction with teaching/learning component ($\beta = 0.20$, 95% CI [0.11, 0.30], $\beta = .21$, $p < .001$) and via satisfaction with student management/guidance ($\beta = 0.24$, 95% CI [0.13, 0.36], $\beta = .25$, $p < .001$) were significant. The direct effect of lecturers' support on resilience beliefs was not significant ($B = 0.06$, $\beta = .07$, $p = .334$), but the total effect was ($\beta = 0.50$, 95% CI [0.41,

0.60], $\beta = .52$, $p < .001$), consistent with full mediation.

Figure 1. Mediation model: Lecturer Support → School Satisfaction → Academic Resilience



DISCUSSION

Our study demonstrated the mediated effects of satisfaction with school – satisfaction with teaching and learning and satisfaction with student management and guidance – on lecturers’ support and CEP undergraduate students’ resilience beliefs. This indicates that satisfaction with school is a potent mechanism through which lecturer support impacts CEP undergraduate students’ resilience beliefs. First, lecturers’ support had a significant direct effect on students’ satisfaction with teaching and learning, and satisfaction with student management and guidance. This suggests that when lecturers provide support for CEP undergraduate students’ learning especially when they encounter difficulties, students are likely to be more satisfied with schools. Previous studies have demonstrated the impacts of lecturer-related factors on the satisfaction of students with their schools. One aspect is the issue of lecturers’ competence. Azis et al. (2021) found that lectures’ teaching performances were positively linked to undergraduate students’ satisfaction with school. It is possible that when lecturers teach students well, their teaching can create lasting impact among the students who are likely to become engaged with the learning activities. Other researchers have examined how lecturers’ commitments on students’ academic achievement impact their satisfaction with school, and findings revealed positive association between lecturers’ commitments on students’ academic achievement and students’ satisfaction with school (Sopiah & Sangadji, 2019). Similarly, Gee (2018) demonstrated that all the dimensions of

teacher competences including knowledge on the subject, course objectives, lecturer clarity, interpersonal relationships and feedback are all related to students' satisfaction with school. These commitments manifest in the support students receive from their lecturers. These supports have been found to be linked to students' satisfaction with a course (Batouei, & Teoh, 2021), foster positive emotions and satisfaction among students (Demirhan & Koçak, 2023).

Furthermore, both satisfaction with teaching and learning and satisfaction with student management and guidance were associated with higher resilience beliefs. This could mean that when students are satisfied with school, they are likely to persist, achieve academically, and recover from setbacks. Being satisfied with school could make students see school related challenges as necessary steps to their success, and they put in all their efforts to overcome such challenges. Researchers have shown interest in factors that are associated with resilience because of its capacity to enable students cope with challenging situations (Ebulum & Chidiobi, 2016) thereby enhancing their success in their academic voyage. Ebulum and Chidiobi (2016); Dokobe et al. (2024) found that resilient students are more satisfied with their programmes than those who are less resilient.

Both satisfaction with teaching and learning and satisfaction with student management and guidance significantly mediated the association between lecturer support and students' resilience beliefs. This result reveals that improving students' satisfaction with school is the mechanism through which lecturers' support impact students' resilience beliefs. Cai and Meng (2025) see academic development of students in the university as joint result of such factors as teacher support regarded as an external factor and students' resilience which is an internal factor. When students receive substantial support from lecturers, they are more likely to express satisfaction with teaching and learning process as well as the guidance and management structures in place in the university. This, in turn, has the capacity to nurture positive internal mechanisms that can enable students to cope with challenges and setbacks that might arise during their academic journey. Our finding corroborates with findings of researchers (Demirhan & Koçak, 2023; Telef et al., 2015) who have demonstrated that satisfaction with school is a mediator between teacher support or positive school experiences and learning outcomes or positive dispositions of learners. This can be explained by the fact that several systems interact to influence the development of students. Though, studies directly studying satisfaction with school as a mediator between lecturer support and students' resilience beliefs seem to be lacking, literature has emphasized the indispensability of the teacher among students and revealed that when they create sustainable environment for learning, students feel satisfied with their learning (Demirhan & Koçak, 2023). Ecologically, lecturers are important microsystemic influences that can direct the way students perceive their learning environment. Supportive lecturers could create enabling environments that could result in students' satisfaction with the school, which in turn fosters students' resilience.

The findings of this study have both theoretical and practical implications for university education, particularly those students in the CE programmes. Theoretically, our findings extend further the understanding of how students' resilience beliefs develop within the continuing education programme context. Our findings indicated that lecturers' support

does not only predict students' resilience beliefs but fosters students' resilience beliefs through the mechanism of satisfaction with school. This aligns with consistent findings that student development is impacted by interconnected systems as expounded by Bronfenbrenner's bio-ecological systems theory (Nwosu, 2024; Nwosu., 2023; Wahl & Nwosu, 2025). Importantly, our findings have demonstrated that satisfaction with school is not only an outcome of institutional quality but also an important antecedent of resilience beliefs given that previous studies have centred on predictive powers of academic resilience on students' satisfaction (Dokobe et al., 2024).

Practically, the findings highlight the need for universities to strengthen support services for these students. There could be a dedicated support services unit that could facilitate the kind of support lecturers and counsellors give to CE students. Lecturers and administrative staff should be professionally trained to improve the quality of the support they can offer these students. Also, student satisfaction with institutions should be included as a key performance metric in CE programmes to encourage universities to prioritize supportive environments that builds students' resilience given that most of these students in Nigeria face lots of financial, work-related and familial challenges that result in high attrition rates in such programmes. Building their resilience will reduce attrition rates and improve performance.

CONCLUSION AND LIMITATIONS

Our findings showed that lecturers' support had a significant direct effect on students' satisfaction with teaching and learning, and satisfaction with student management and guidance. These dimensions of satisfaction with school, in turn, were positively associated with higher resilience beliefs, and significantly mediated the association between lecturer support and students' resilience beliefs. It could be concluded that lecturer support not only strengthens students' satisfaction with school but also facilitates their capacity to cope with academic challenges, with satisfaction serving as an important pathway through which resilience beliefs are fostered.

Although our findings provide important insights to student development, particularly for students enrolled in the continuing education programmes in Nigerian universities, certain limitations are acknowledged. First, we utilized only quantitative research approach that relied on a survey questionnaire which restricts the depth of insights from the study as students were made to respond to the items listed in the questionnaire. We suggest that future research should adopt the mixed method approach so that findings could be triangulated to have a more nuanced understanding of students' experiences. Second, our participants were drawn from the faculties of education; therefore, the findings may not be generalizable to students from other disciplines. It is suggested that future studies should include students from other faculties other than the faculty of education.

Ethics approval and Consent to Participate: Our data gathering procedure adhered to the ethical guidelines for behavioral sciences data collection and was in line with the Helsinki Declaration of 1964. We obtained permissions for data collection from the two universities, and the consent of the students. We obtained the consent of the participants and approval from the Research Ethics Committee of Industrial Technology and Education (RECITE).

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