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Educational opportunity and the purpose of schooling as self-development: A philosophical and sociological inquiry

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Abstract

This study explores the relationship between educational opportunities and schooling purposes, focusing on self-development through philosophical and sociological perspectives. Philosophically, education is seen as a means for personal growth, encouraging critical thinking, ethical reasoning, and creativity. Sociologically, education serves as a powerful tool for social mobility, providing opportunities for individuals to improve their socio-economic status and challenge social inequalities. This study argues that schools are not only aimed at academic achievement but are also important for shaping well-balanced individuals who can contribute meaningfully to society. Ensuring equal educational opportunities is essential for both individual self-development and the advancement of the wider society.

Keywords: Educational; Schooling; Self – development; Sociological; Academic

1. Introduction

The importance of education in life is the key to opening the door to a brighter future. Here are some reasons why education is very important as self-development. This is said because education helps us develop our potential, be it intellectually, emotionally, or socially. By learning, we can increase our knowledge, skills, and understanding of the world around us. Next, improving the quality of life through good education can improve our quality of life significantly. For example, educated people tend to have better jobs, higher incomes, and better health.

Based on articles from (Johnson, A. R., & Smith, B. L., 2024), through education, it will equip us with the knowledge and skills needed to contribute to society. We can be good citizens, participate in development, and solve social problems and education is also one of the main factors in driving economic growth. Countries with higher education tend to have higher efficiency and higher innovation. As time goes on, adaptation to the changing world continues to change rapidly (Janius, N., Aniq, & Amdan., 2024). Therefore, education helps us to continue to learn and adapt to the changes.

There are also specific educational benefits that are skill development where education helps us develop various skills, such as critical thinking skills, problem solving, communication, and creativity (Martinez, L., & Turner, H., 2024). Broad knowledge is also one of those which with this education will open our knowledge and expand our understanding of the world such as education can increase our self-confidence because we feel more capable of facing challenges, education understands us with the ability to think independently and make the right decision and social connection education provides opportunities to interact with people from various backgrounds and build social networks.

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Education is a very important long-term investment. By investing in education, we can not only improve our own quality of life, but also contribute to the progress of society and the country (Amdan, Janius, & Kasdiah, 2024). The main objectives in education are goals to be achieved through the learning process. These goals can be general or specific, depending on the level of education and subject (Patel, S., & Nguyen, P., 2024). Therefore, the general objective in education is developing the potential of students optimally to help students develop all aspects of themselves, be it intellectual, emotional, social, or physical. Preparing students for life in the future and equipping students with the knowledge, skills, and values needed to face challenges in the world of work and society.

2. Sociology In Malaysia Education

The importance of sociology in gaining an understanding of the education system in Malaysia can be understood particularly with respect to how cultural, ethnic, and socio-economic factors interact to shape educational experiences and outcomes (Toran, S., & Rizwan, M., 2024). There is vast diversity in Malaysia's population such as Malays, Chinese, Indians, and other indigenous groups make up the demographics. That gives a rich cultural tapestry with implications for educational equity and access. On that note, therefore, sociological analysis reveals the wide chasm of inequality in educational attainment based on such demographic features. For instance, although the literacy rate is approximately 94.9% in the country, there are wide-ranging disparities between urban and rural areas, as well as among different ethnic groups, in terms of outcomes.

Accordint to Ramli, K., & Williams, N. (2024), it has been shown that indigenous communities, such as the Orang Asli, generally have higher dropout rates and lower achievement in education compared to their urban peers. Other very critical factors are socioeconomic nature, wherein students from poorer families have more significant problems with access to quality education. The policies would therefore have to be tailored to accommodate sociological dynamics to address such imbalances. On its part, Malaysia has been analyzing the intersection of social factors and educational outcomes to guide the development of focused interventions in ensuring equity for all students in succeeding (Janius, N., & Amdan, M. A. B., 2024a).

Sociology of education is a branch of science that studies the interaction between individuals and society in the context of education. Furthermore, this science also discusses how social, cultural, and structural factors affect the educational and learning process within educational institutions (Arditya, P., & Riki, N., 2023). In its development, sociology of education has several goals and functions. Among them is analyzing the socialization process. The socialization process is to understand how individuals learn social norms and values through interacting with the environment, including in school areas and in community areas (Amdan, Janius, N., Jasman, & Kasdiah, 2024). Among them is analyzing the socialization process. The socialization process is to understand how individuals learn social norms and values through interacting with the environment, including in school areas and in community areas.

Sociology also refers to the study of how a public institution and an individual's experience influence education as well as its outcomes (Smolentseva, A., 2023). Thus, this study focuses on the relationship between the educational process and society and how education influences socio-cultural changes in society. Therefore, the sociology of education helps us understand how social factors play a role in the world of education. Among the directions is economic inequality. Inequality in access to economic opportunities can lead to a huge gap between the rich and the poor. This can prevent the less fortunate from seeking the same success as the more affluent group. Furthermore, unequal education is also one of the obstacles to sociology education's success.

This is because an education system that does not provide equal educational opportunities to all levels of society can lead to inequality in academic achievement and employment opportunities (Justin J W Powell, 2021). Sociology helps us understand how society functions and how social interactions influence individual behavior. Because it helps identify and deal with social problems such as inequality, discrimination, and injustice (Janius, N., & Amdan, M. A. B., 2024b). Furthermore, the next priority is to increase social awareness. This is because sociology education raises awareness about social issues that many people may not be aware of. This includes issues of poverty, gender inequality, and human rights (Schofer et al. 2020).

Sociology is important at school, more so to the introverted student (Collins, R., 2023). It offers insight into social structures and group dynamics and interpersonal relations, thereby helping introverts navigate social environments effectively. Students have, through understanding the social norms and cultural expectations, developed better ways of communicating that allow a sense of belonging (Giddens, A., & Sutton, P., 2022). It increases self-awareness, whereby introverts can participate with more confidence in group tasks and discussions. The next topic allows students to appreciate diversity and develop a sense of empathy, which is important in personal and academic growth.

3. Philosophy in Education

According to Dewey, J. (2023), philosophy acts as the foundation of educational systems, guiding principles, goals, and methodology for teaching and learning. It forms the base through which educators view knowledge, the learner, and the role of education. The well-defined educational philosophy ensures that education is not merely the transmission of knowledge but is a holistic process in the developmental aspects of learners regarding critical thinking, moral reasoning, and sense of purpose. It is instrumental in defining the aims and objectives of education. It makes educators reflect on the nature of knowledge, values to be inculcated, and ways through which a learning environment can be developed most appropriately for the emergence of intellectual and personal growth.

Philosophical inquiry also enables one to grapple with basic questions about the nature of education and its shaping effect on society for a more reflective and intentional approach toward teaching (Fadel, Ishar, Jabor, Ahyan, & Janius, N., 2022). It emphasizes the development of independent thinking and ethics that will not only prepare students for careers but also make meaningful contributions towards socially relevant activities (Noddings, N., 2024). Having this philosophical underpinning, it will make education relevant during rapid times of change.

3.1. Perennialism Education

One of the philosophical stances in education is perennialism. As far as everyone knows, perennialism is a perspective or movement that places a great emphasis on universal principles. Perennialism is also regarded as being crucial to human growth (Kooli, C, 2019). This perennialism centers on acquiring knowledge of fundamental cncepts with timeless worth, including goodness, truth, and beauty, which are deemed pertinent in all places and times. Perennialism, which holds that learning should be more focused on comprehending meaning than facts or information, also highlights the significance of a curriculum that is centered on deep and critical conceptual knowledge.

Perennialism in education serves several primary purposes, including life preparation, curriculum stability, the development of critical thinking skills, the development of culture and tradition, and the emphasis on universal principles. Emphasizing universal values, as far as we know, refers to ideals that lead to kindness, truth, and beauty. This can help students comprehend and internalizing ideas that are seen to be crucial to human existence (Hassan, Z. B., Janius, N., Atan, N. A., & Idris, 2018a). Deep conceptual knowledge is the main goal of critical development learning. Students are encouraged to critically investigate, examine, and construct abstract concepts here. This implies that, in addition to memorizing, pupils must also comprehend every idea they have studied (Draper, P. 2020).

Perennialism serves the primary purpose of promoting curriculum consistency. A curriculum that is generally steady and continuous is referred to as having curricular stability. This assertion is based on the notion that the fundamental principles and concepts imparted are very applicable. The growth of culture and tradition is perennialism's second purpose. Perennialism also contributes to the intellectual development and preservation of culture and tradition. Students and future generations alike can appreciate and carry on the intellectual legacy of humanity by studying eternal ideas and concepts. Perennialism's final purpose is to prepare people for life (Hassan, Z. B., Janius, N., Atan, N. A., & Idris, 2018b). To put it succinctly, teaching student's timeless principles will help them better equip themselves to meet life's obstacles in a more profound and meaningful way. Furthermore, the purpose of perennialism aids in assisting pupils in being ready to become contributing members of society. Perennialism thus serves as a moral and intellectual basis for the development of individuals as well as a better society, rather than just being a strategy in education.

3.2. Essentialism Education

Essentialism is also one of the perspectives in the philosophy of education. Essentialism in education refers to the view that education should focus on the content of teaching. For all to know, this approach emphasizes learning subjects that are considered important in everyday life. Among the subjects involved are mathematics, science, Malay, English, and history. This aims to provide students with the basic knowledge and skills needed to succeed in life. Not only that, but this matter also aims to help them prepare to become productive members of society. Essentialism also emphasizes high academic standards and a clear curriculum structure.

Essentialism is also more likely to use traditional teaching methods such as lectures, direct teaching, and rigorous assessment of students (Bagley, W. C., 2023). There are several important aspects of essentialism in education, among which are a focus on skills and knowledge, preparation for life and career, the development of discipline and independence, maintaining high academic standards, as well as consistency and punctuality. Focus on skills and knowledge refers to the importance of teaching students about basic knowledge and skills that are considered essential in their lives. As we know, the subjects that meet the main needs of students are mathematics, science, Malay, English, and history.

Essentialism strongly emphasizes that students need to focus on and pay full attention to the subject. Next, preparation for life and career is also one of the main interests in this philosophical approach to education. Preparation for life and career refers to an essentialist curriculum designed to prepare students with the skills needed to succeed in their personal and professional lives (Ornstein, A. C., & Levine, D. U., 2024). By focusing on knowledge based on relevant training or practice, students can help themselves to face challenges in the real world. The development of discipline and independence is also one of the main interests of this philosophical approach to education. The development of discipline and independence occurs due to the essential teaching method. As we know, this essentialism teaching method refers to a teaching method that directly involves. This essentialism teaching method is also a teaching method that emphasizes very strict evaluation. Therefore, with the existence of teaching methods like this, students can train themselves to learn to appreciate every learning process they face to obtain good and consistent results. (Saidah, A. H,2020).

The next important thing is maintaining high academic standards (Ismawi, Ishar, & Janius, N., 2022). This importance explains that by setting priorities for subjects, this essentialist approach can help maintain high academic standards in schools. For all to know, maintaining these high academic standards is very important. This is said to be very important because students can have a stronger educational foundation and be able to compete globally. Consistency and punctuality are also two of the main interests in this educational philosophy approach (Faizin, I, 2020). Consistency and punctuality explain why the essentialist approach often offers a clear and structured curriculum structure. Not only that, but this approach also emphasizes the achievement of more specific learning goals. Therefore, this matter can help schools and teachers remain consistent and more efficient in their teaching.

3.3. Progressivism Education

Progressivism is one of the main perspectives in the philosophy of education. Progressivism in education refers to an approach that emphasizes direct experience, problem solving, and personal development. This approach strongly emphasizes the importance of understanding students individually. Not only that, but this approach also emphasizes the facilitation of active learning and integrating the social and cultural context into the curriculum. In short, progressivism is not only centered on academic knowledge and skills; the development of critical and creative social skills in students is also one of the priorities of this approach. There are several important aspects of progressivism from this educational philosophy perspective; among them are social reform, economic justice, protection of the environment, human rights, and cultural reform.

Social reform refers to the importance of progressivism, which encourages social reform to improve the living conditions of society. Not only that, but this matter also emphasizes social protection, health, and education from a philosophical perspective (Naatonis, R. N., Masitoh, S., & Nursalim, M, 2022). Economic justice is also one of the interests of progressivism. Economic justice refers to the focus on wealth and fairer opportunities by emphasizing the need for high taxes for the able-bodied. They also focus on employee protection. Protection in the environment refers to continuous priority placed on the protection of nature for future generations by using continuous policies. Human rights are also one of the interests of progressivism (Janius, Ishar, Bang, Sid, & Wong, G., 2023). Human rights, in this perspective, refer to upholding human rights. For example, women's rights and marginalized communities. And for the sake of progressivism, the last one is cultural renewal. This interest refers to fighting for changes in political and social culture to create and shape a more inclusive and more tolerant society.

3.4. Constructivism Education

Constructivism in educational philosophy refers to an approach that emphasizes that learning should be built based on active understanding from students towards learning materials. This concept is slightly different from the traditional approach, which emphasizes the passive absorption of information. Constructivism believes that active learners can develop their knowledge through experience, reflection, and interaction in their environment. Therefore, there are several cores of constructivism in education, among which are active learning, knowledge development, collaboration, and appreciation for diversity. Active learning refers to students who are expected to be actively involved in the learning process, not just receiving information from the teacher. Knowledge development refers to knowledge developed by students through the interpretation and application of new information into existing cognitive structures. As for collaboration, this refers to collaboration between students and social interaction, which is considered important to develop a deeper understanding. As for the appreciation of diversity, it refers to acknowledging that each student has a different background, needs, and way of learning. (Tan, C., & Ng, C. S,2021).

In the discussion of basic questions in the philosophy of education, there are several main points that need to be emphasized and considered. Among them are aspects of the nature of knowledge, the role of the teacher, and the purpose of education.

3.5. Nature of Knowledge

The nature of knowledge explains something that needs to exist outside of everyone, while the constructive approach sees knowledge as the result of active interaction between individuals and their world. Therefore, this thinking affects how the curriculum is planned and how this learning is taught. As students, they had a teacher who always emphasized the importance of self-knowledge. This is said to be so because of the broad nature of knowledge in shaping individuals to think more maturely. (Mayor, Toxopeus, McQuaid, Croci, Lucchitta, Reddy, & López Gunn, E,2021).

The nature of knowledge is dynamic in such a way that it automatically changes with new discoveries and fresh perspectives. It concerns the understanding, awareness, and insight that one gains through experience, education, and reflection (Janius, Ishar, Yusof, Y., Bang, P., Sid, R., & Wong, G., 2023). It is an extant end and does not remain static but is reshaped continuously by cultural, scientific, and technological advancement. From this point of view, progressive knowledge points toward the necessity of continuous learning and flexibility as basic tenants of self-improvement (Nonaka, I., & Takeuchi, H., 2021).

Self-improvement refers to personal growth, which occurs because of the desire to excel at something. These desires might be about higher personal skills, knowledge, or well-being (Yakop, A., Ishar, M. I. M., & Janius, N. 2024). It requires a proactive approach to learning where the individual strives to learn and seek information and further reflects on it through personal experience, putting the learned lessons into action for the betterment of life in all possible ways. One can face the challenges of the modern world better by understanding that knowledge is dynamic. One can make decisions about personal development and professional growth with a clear conscience. Improving oneself is a lifelong process. It requires persistence, curiosity, and readiness for change - feeling from perpetual pursuit of knowledge.

4. Teacher's Role

As we know, teachers play a very important role in the education of students. Here, the teacher will be a role model or guide for the students. This can happen through the way a teacher teaches their students. This also happens due to the method of delivery or communication between the teacher and the student. Teachers often share their experiences with students. By sharing every available experience, students can be motivated to be more enthusiastic in learning. There are some who say that the traditional approach sees the teacher as the main character of conveying knowledge to students. However, progressive and constructivist views see teachers as facilitators who will guide students in developing their own knowledge through exploration. Based on my experience, I have a teacher who always motivates me to continue to strive to be the best student in education. Through that, I can make them a role model or inspiration to study hard. (Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E,2022).

The teacher's role is paramount in the process of self-improvement among learners. As much as they are dispensers of knowledge, they are equally mentors in personal and professional development. Teachers create an environment that fosters curiosity, the power of critical thinking, and lifelong learning (Hattie, J., & Zierer, K., 2019). By acknowledging all students' individual strengths and weaknesses, a teacher can tailor an approach to inspire self-improvement, help students in setting reachable goals, and develop relevant skills to engage in those pursuits.

Effective teachers model self-improvement in their engagement with professional development, in updating practices of education, and in reflection about pedagogy (Zulkafli, S. S. A., Ishar, M. I. M., & Janius, N., 2024). This kind of commitment to growth is powerful for students; it sets examples in lifelong learning. Teachers also provide students with constructive feedback, to find places for improvement and have the will to improve on their abilities. The teachers' encouragement and support of their students to have self-control along the journey of learning enhances resilience, self-discipline, and a growth mindset.

5. Purpose of Education

Education cannot be limited to the purpose of achievement only, but it is essentially concerned with developing the students for self-improvement. According to Janius, N. (2023), education equips students with necessary knowledge, competencies, and values to face the challenges of life and further contribute to the service of society. It provides a base for self-discovery, whereby students develop interests, critical thinking, and confidence in the realization of set goals.

Education refers to one of the directions or expected results of the educational process carried out by individuals or society (Janius, N., Jahadi, Abdullah, & Ling, M. S., 2023). The purpose of education depends on the views and values set by the education system of a country or community. In general, the purpose of education includes several main aspects, among which is personal development. Personal development refers to education that aims to develop the personal

potential of students, including cognitive, social, and physical abilities. In addition, the preservation and development of culture is also one of the goals of education. Cultural preservation and development refer to preserving and developing cultural heritage as well as prioritizing cross-cultural understanding and tolerance. Based on my experience as a student, personal development is one of the main proofs of progress. Here, we can manage our emotions well so that we are not too weak in thinking and doing something. (Osborne, S., & Lewis, 2022).

One major goal of education should be to make children lifelong learners. It simply means that as students, they will develop intrinsic motivation to learn, strive for more knowledge, and improve themselves throughout life, both individually and professionally. Character building is another important role of education where values such as empathy, integrity, and resilience are inculcated among students. These values indeed underline personal development and help build strong, ethical relations at both personal and professional levels.

Education develops self-awareness and reflection, helping students recognize their strengths and areas for improvement. It is through a well-rounded education that students learn how to set achievable targets, surmount all odds, and adapt to change. This continuous process of self-enhancement is a sure ticket to success in today's fast-moving world, where adaptability and learning new skills have become of greater relevance than ever (Mezirow, J., 2018). Moreover, the essence of education is not in knowledge alone but growing, evolving, and thriving in all spheres of life. Education helps in self-improvement and thus arms students with the required skills and mindset to reach their full potential and contribute to the best of their abilities.

6. The relationship between philosophical principles and real - world educational practices

As we all know, philosophical principles play an important role in educational practice in the real world. The philosophy of education helps to determine the purpose, values, and methodology of the education system. For example, philosophies such as perennialism emphasize the importance of eternal values and academic knowledge. Progressivism focusses on active learning through direct experience. The implementation of these principles in practice can influence the way teachers teach, the curriculum is formed, and the way evaluation is done.

The relationship between philosophical principles and real-world educational practices is foundational, as educational philosophies shape the methods, goals, and outcomes of teaching and learning (Janius, Ishar, Yusof, Y., Bang, P., Sid, R., & Wong, G., 2023). For instance, John Dewey's philosophy of pragmatism emphasizes learning through experience and has led to the widespread adoption of experiential learning practices in schools, where students engage in hands-on activities to apply theoretical knowledge.

In real-world educational settings, the influence of constructivist principles—where learners build their own understanding through active engagement - can be seen in practices like project-based learning (PBL). Statistics show that schools implementing PBL report increased student engagement and deeper understanding of content, with some studies indicating a 12% increase in academic achievement compared to traditional methods (Thomas, 2020). Moreover, the philosophical principle of equity in education drives inclusive practices. According to the National Center for Education Statistics (NCES), schools that implement equitable practices, such as differentiated instruction, have seen a 15% improvement in academic performance among disadvantaged students (NCES, 2021). This demonstrates how philosophical commitments to equality and justice directly impact real-world educational outcomes.

By understanding these philosophical principles, education can be more effective in preparing students to face the increasingly complex reality of the real world. Philosophical principles such as idealism, realism, existentialism, and programming provide a basis for understanding the purpose of education, teaching, and learning methods in the context of the real world (Janius, Jahadi, Abdullah & Ling, 2023). For example, idealism emphasizes universal values and intellectual development. PR agrammatism prioritizes the relevance of knowledge to everyday life and its practical application. By understanding and integrating these principles, we help create a more meaningful and relevant learning environment for students. In the context of real-world educational practices, philosophical principles help in framing clear educational goals, effective teaching methods, and meaningful evaluations. Each philosophy provides a view of how education should be done. (Cuthbertson, L. M., Robb, Y. A., & Blair, S. 2020). Educational practices are deeply rooted in philosophical principles, and their effectiveness is often validated by empirical data, showcasing the practical application of theoretical ideas in enhancing educational experiences.

7. Educational opportunity in Malaysia

Educational opportunity refers to fair and equitable access to education for all individuals, regardless of socioeconomic, ethnic, and gender backgrounds. This means that everyone has the same right to a quality education. This can allow them to develop their potential and interests to achieve success in life. In addition, educational opportunities involve several important aspects, such as access to educational institutions, quality of education, adequate support and resources, and equality of opportunity. The aim is to ensure that all individuals have equal opportunities in education

Educational opportunities in Malaysia have increased greatly over the years and depict the government's commitment to improved and enhanced access to quality education. This country has done pretty well in terms of raising the enrolment rates both at the primary and secondary levels. As per the Ministry of Education, Malaysia, 2022, the enrolment rate for primary education is almost 98 percent, and that of secondary education is around 91 percent. This is indicative of the fact that Malaysia has been very successful in ensuring that every child gets access to basic education.

Higher education in Malaysia has also seen rapid growth. According to the Ministry of Higher Education, the GER for tertiary education in 2021 stood at 44.8%, thus reflecting almost half of those qualified who are pursuing higher education. There are over 20 public universities and a great many private ones, offering every possible discipline that one's interest or career selection may dictate.

Despite the progresses realized, inequity in learning remains across regions and socio-economic groups. More specifically, rural areas lag in terms of access to quality education. According to the 2022 report by the United Nations Children's Fund, rural students are 25% less likely to attend school at the secondary level compared to their urban counterparts. There are several obstacles to creating quality educational opportunities. Among the obstacles that often occur is the economic inequality of the community. In Malaysia, wealth and income inequality can cause huge disparities in access to education. This can be seen where underprivileged families may not be able to afford to finance their children's education to further their education, especially in higher education. In addition, the lack of resources and device support is also one of the obstacles to creating quality educational opportunities. This is said to be because underprivileged students cannot afford educational resources such as books and technology and are worried about-facing difficulties in achieving success (Abd-alrazaq et al. 2023).

The Malaysian government has taken various initiatives to deal with such challenges, of which most notably are the Education Blueprint 2013-2025, set to close the gap in education between urban and rural areas and make education more inclusive. These efforts are continuous investments in both digital learning infrastructure and the training of teachers, which are key to increasing the educational attainment in the country.

8. Conclusion

Educational opportunity and the purpose of schooling are closely linked with the concept of self-development in both philosophical and sociological approaches. Philosophically, a dimension argued by John Dewey is that education is not concerned with mere acquisition of knowledge. Rather, it seeks to develop the whole person through critical thinking, ethical reasoning, and creative practices. Education is, therefore, the guiding principle toward the attainment of full potential and contributing meaningfully to society throughout life. Sociologically, education serves as the prominent tool of social mobility in that it provides the means for any given individual to better his/her socio-economic status. In the light of Pierre Bourdieu's theory of cultural capital, education may either reproduce or challenge social inequalities. In the light of this theory, providing equal educational opportunities to all sections of society will help people from diverse backgrounds realize their personal and professional potential and thereby bridge the gaps between different sections of society.

Education also plays a role not only in the formation of individuals but also in developing a continuous future for society (Shaturaev., 2021). In this writing, what schooling imparts is far from mere academics. Instead, it is a platform for fostering self-development and preparing them to cope with the contingencies that life throws their way. Opportunities for education should therefore be provided to all with proper care. It is this comprehensive vision of education that creates the need to address educational inequalities with a view to extending support to self-development for every student, so that at least on their graduation, they have entered a more just and equitable world.

Compliance with ethical standards

Statement of ethical approval

The researchers used the research ethics guidelines provided by the Universiti Kebangsaan Malaysia Research Ethics Committee (RECUKM). All procedures performed in this study involving human subjects were conducted in accordance with the ethical standards of the institutional research committee. Permission and consent to participate in the study were also obtained from all guardians of the study participants.

Statement of informed consent

I Mohammad Aniq Bin Amdan, voluntarily consent to participate in research conducted by Naldo janius at UNITAR International University, lot129, Alam Mesra, Plaza Utama (phase 3), Sulaman, 88400 Kota Kinabalu, Sabah, Malaysia, understanding its purpose, procedures, risks, confidentiality, and my right to withdraw.

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