Geographical Variations in Implementing Result-Based Management to School Improvement Plans in Punjab's Public Secondary Schools

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Abstract

This study examines geographical variations in the implementation of School Improvement Plans (SIPs) utilizing a Results-Based Management (RBM) approach in public secondary schools across Punjab. The study aims to identify differences among districts, focusing on the practices and perceptions of head teachers and senior school teachers regarding the use of RBM in SIPs. Data was collected through surveys, employing a descriptive research methodology. The findings reveal significant success in central Punjab, where schools' physical and co-curricular environments have benefitted markedly from the application of RBM, fostering a positive perception of SIP achievements among educators. The study suggests enhancing alignment between RBM and SIP indicators and improving communication among schools, communities, and stakeholders, advocating the use of ICT technologies to facilitate these improvements.

Keywords: *SIP (School Improvement Plan), RBM (Results-Based Management), Interdisciplinary Research, Secondary School, Punjab*

1. Introduction

In the landscape of educational improvement programs, the integration of Result-Based Management (RBM) within the School Improvement Plan (SIP) unveils a transformative paradigm. This synthesis accentuates an interdisciplinary approach emphasizing unequivocal objectives, specific educational aspirations, and measurable outcomes. The fabric of this research intertwines SIP with RBM, scrutinizing the perceptions and practices of head teachers and teachers across Punjab's varied geographical contours, thereby illuminating the potential disparities influenced by location and gender in the enactment of educational strategies.

This study navigates through the realm of educational management in Punjab, seeking to unveil the intrinsic impact of geographical variances on the implementation of Result-Based Management (RBM) within School Improvement Plans (SIPs) in public secondary schools. The current exploration aims to discern the nuanced alignments and divergences in the perceptions and practices of educational facilitators, thereby scaffolding a profound understanding of the operational efficacy and potential areas of enhancement within the RBM framework in education.

1.1 Background of the Study

Education serves as a pivotal pillar in the societal structure, underpinning the foundation upon which communities evolve and flourish. In Punjab, strides have been made towards enhancing the quality and efficacy of the educational sector, particularly within public secondary schools. Various reforms and strategic plans have been instituted, with a noticeable inclination towards the adoption of Result-Based Management (RBM) practices within School Improvement Plans (SIPs).

Central to these developments is the aspiration to foster an educational environment underscored by clarity of objectives, precision in management strategies, and a commitment to achieving discernible, meaningful outcomes (GoPb, 2011). The thrust of these initiatives is geared towards cultivating an education system resilient to the multifaceted challenges encompassing access, equity, quality, and governance.

Significantly, a nuanced pattern has emerged, indicating variances in the implementation and reception of RBM within SIPs across different geographical locales within Punjab. It has been observed that the interplay of location, coupled with elements such

as gender, appears instrumental in influencing the perceptions, practices, and overall enactment of RBM strategies among educational facilitators, particularly head teachers and teachers.

This background lays the foundation for the exploration into the geographical variations that characterize the implementation of RBM in SIPs within Punjab's public secondary schools. By delving into the intricate landscapes defined by diverse geographical and demographic considerations, this study seeks to unveil the layers of influence that these variables exert upon the execution of educational improvement strategies, thereby illuminating pathways towards a more harmonized, effective, and inclusive educational paradigm.

In aligning with this focus, the study navigates through the realms of policy interpretation, strategic application, and practical enactment, seeking to unravel the complexities and nuances that define the educational landscape in Punjab's multifarious geographical settings.

1.2 Gap Identification

While existing literature illuminates various facets of educational reforms and management strategies, a nuanced exploration focusing on the intersection of geographical variations with the execution of RBM in SIPs within Punjab's educational landscape seems elusive. This study aims to bridge this gap, offering a granulated analysis that unveils the multifaceted influences of geographical and gender variations on the implementation and perceptions surrounding RBM in educational improvement strategies.

1.3 Significance of the Study

This study unfolds significant avenues of insights, elucidating the operational contours of RBM within SIPs, emphasizing the perceptions and practices of head teachers and teachers, and unveiling the influences of geographical variations. Such revelations stand poised to enrich policy formulations, strategic alignments, and the overall trajectory of educational improvement initiatives within Punjab.

1.4 Objectives of the Study

- To explore and compare the perceptions of head teachers regarding the integration of RBM within SIPs.
- To investigate the praxis of RBM in implementing SIPs.

1.5 Research Questions

1. What are the prevalent practices and perceptions of head teachers and teachers concerning the utilization of RBM within SIPs?

2. How do geographical variations influence the implementation and perception of RBM within SIPs among head teachers and teachers?

1.6 Research Hypotheses

Ho1: Geographical variations do not significantly influence the implementation of SIPs within the RBM framework among headteachers.

Ho2: Area-wise differences do not distinctly impact headteachers' perceptions and implementation of SIPs within the RBM framework.

1.7 Delimitation of the Study

The exploration is meticulously delimited to the perceptions and practices of head teachers within public secondary schools sprawled across Punjab's diverse geographical landscapes.

2. Review of Literature

2.1 Theoretical Framework

The study's theoretical framework is based on using RBM in connection with implementing the school improvement plan. The researchers used the RBM framework to goal setting, which is linked to student accomplishment and the improvement of physical and educational facilities and found that supervision is an important element of the process of reaching the intended objectives (Brassard et al., 2013).

2.2 Historical Background of RBM and SIP

Since 1960, the NPM also known as the New Public Management has been introduced in the government sector and the practice of reformed government around the globe. RBM is one of the integral principles of the NPM. Its goals are to increase efficiency and evidence-based decision-making.

The RBM system focuses on the measurable final product, output, outcomes, and impacts (Sundström, 2003). Both Sweden and international development cooperation are under pressure and call for RBM. The management principles guide the work of

implementation actors of Swedish development cooperation, such as SIDA (The Swedish International Development Agency) and CSOs (Civil Society Organizations), have formed tendencies in public management towards New Public Management, influenced not only by general but also by global trends and an increased emphasis on results. This necessitates demonstrating the growth of efficacy on the part of both citizens and the Swedish government.

However, proving the efficiency of development cooperation is a tough undertaking because of the convoluted structure of the predicted causal chains of development interventions and the relationship between foreign aid and a specific development result (Haynes, 2015). The relationships between monetary funds and their repercussions are frequently too complicated to follow and evaluate; this is known as attribution (Talbot, 2001). The significance of evaluating and assessing the outcomes of development cooperation has bolstered the case for more results-oriented management (Van den Berg, 2005). Signing The Paris Declaration on Effective Aid in 2005 demonstrated the tendency on a global scale. "Managing for Results" is one of the declaration's principles (OECD, 2005 & 2008).

There is no consensus in academia or on opinion pages that the widespread adoption of results-based management in development cooperation achieves its goals or is a superior method of administration for the public sector. The speakers recognize the challenges of adopting and operationalizing the RBM paradigm, but they emphasize the significance of providing outcomes. Critics, on the other hand, do not evaluate the value of the struggle in implementing the procedure in comparison to the hazards. One of the opponents of international development cooperation is Andrew Natsios of The Centre for Global Development, who developed the phrase Obsessive Measurement Disorder. He emphasized the risks associated with the use of this framework for measurable goals that companies frequently employ; "The counter-bureaucracy ignores a central principle of development theory that those development programmes that are least transformational are the least precisely and easily measured, and those programme that are most transformational are the least measurable" (Natsios, 2010).

A systematic review of RBM literature shows two strikingly opposite strands regarding its efficacy and usefulness (Bajwa & Kitchlew, 2019). On the one hand, researchers and practitioners have applauded it for promoting result culture in IDAs (Bester, 2012) and helping them improve operational excellence (Mulongo et al., 2015). On the other hand, there is criticism that RBM is an inappropriate management approach as it impedes IDAs from achieving their objectives (Eyben et al., 2015; Mayne, 2007; Mowles et al., 2008).

To some authors, it is inappropriate because it begets overwhelming technical and organizational challenges during implementation (Schatteman & Ohemeng, 2008). Others, however, take a relatively rigid stance and suggest that fundamental assumptions and core processes of RBM are flawed because they make IDAs authoritarian and inept in adapting to rapidly changing circumstances (Eyben & Savage, 2013; Mowles et al., 2008). Strategic planning by the implementing authority is also essential for successfully executing RBM programme. Hotton and Schroeder (2007) conducted a study on results-based management to determine if it is a friend or adversary to management. According to the report, in circumstances of bad management, RBM efforts might pose a difficulty to management in explaining to agencies why the programme failed or succeeded.

According to the study, strategic planning is a time, cost, and productivity f unction. Strategic planning provides long-term perspectives that aid personnel in understanding how programme results will be attained (Bryson, 2018). Strategic planning also has an impact on how projects are planned, the materials required, and the human resources required. Effective evaluation programmes are successful because of how they are designed and implemented, as detailed in the strategic plan.

The internal project follow-up required more time and resources than the staff's defined tasks and responsibilities. There are concerns that follow-up projects will deviate from the program's focus and objectives. Internal alerts by managers might instigate the management to initiate follow-up activities to assess the project's impact. Follow-up by the civil administration is supposed to retain foster an adaptable management strategy, decision-making, incorporate input from targeted beneficiaries and elasticity. The study therefore was of major relevance in aiding the successful implementation of RB activities.

Learning is a central feature of RBM because it gives a reflection of what has been done and what remains. This helps to evaluate and redefine strategy and approach improve the results and performance. Vahamaki (2018) indicates that evaluations reflect that organizations have been unable for create conducive environment. Project performance is assessed by project time, budget, and deliverables criteria. It defines the overall quality of the project. The project performance makes sures that organizations and institutions curtail the risk of not achieving the project's objectives (Tong'I, Oteino, & Osoro, 2019).

It is further stated that professional development needs training and results in employee improvement and quality of work. Therefore, practical performance standards may be

improved with the help of an effective appraisal system, resulting in employee satisfaction (De Moraes, 2019). Teachers' performance may be improved to enhance the education of students. The existing appraisal system has gained popularity among teachers and school managers to contribute to professional development. There are two factors involved in this process. Firstly, staff development is a two-way process between the appraiser and the appraised. Secondly, it is possible only in an atmosphere of confidence and secrecy (Haneda & Ito, 2018).

Vähämäki (2015) contends the study of the implementation of the results agenda in Swedish Development Cooperation that during the "tides of reform," government aims that achieve rather than giving and spending, the task of presenting results within the Swedish International Development Cooperation Agency (Sida) has enhanced. As a result, the Swedish government put increased pressure on Sida to display the outcomes of their efforts in 1971, 1981, 1998, and 2012 (Vähämäki, 2015). This pressure was most likely not just placed on the organizational environment or culture in order to create an outstanding and efficient execution strategy. This study will attempt to supplement the author's results by looking at how RBM principles have shown themselves over time in Swedish development cooperation, rather than merely implementation concerns. The management by objective approach requires managers to let their objectives achieve and motivate what new work can be done to maintain organizational vitality and creativity. It can conclude that other management theoreticians can further develop a management approach. MBO is a process or procedure for supervisors to sit with their subordinates to set objectives to be achieved within a specific period. The associates exist for a purpose and for achieving the goals. The top management sets goals and objectives common to the whole organization.

Schools impart the knowledge, attitude, and skills important in students for preparing them for better participation in the public good and society. Students study by getting inside, developing attitudes, and learning skills. Therefore, schools deliver essential educational services, i.e., teaching and learning. They are anticipated to fulfil the needs of all students through the policies at the same time. To cover their responsibilities more accurately, the whole school should improve their practices.

The basis of school improvement plan is making schools effective; Jeilu (2010) states, "school improvement is an activity to improve the input and process to improve teaching-learning and students result" (p. 173). School Improvement is based on outcomes and the significance of input enhancing the betterment of the society through preparing them with

acquaintances, attitudes, and expertise related to societal norms and social demands. Schools are likely to satisfy all pupils' desires through policies of presence to adopt their obligation more fruitfully; schools should progress their general practices. Making schools effective is a core of what is called school development. Hopkins et al. (1994) defines school improvement as the method to make the school conducive for achieving academic achievement.

The literature review is summarized as, the use of RBM framework in School improvement depends on modifications at both school and classrooms level. It is a systematic tactic that enhances the quality of education. A school improvement plan is a plan that defines the steps a school has to take to advance students' success and displays when and how these steps would be accepted. The next objective of the procedure is to improve students' accomplishment levels by improving the way prospectus is brought, developing an optimistic atmosphere for learning, and improving the grade. In short, it can be resolved that the school improvement is a blend of planning, never-ending and harmonized exertions both inside and outside the classroom. The school must amend factors connected to students learning to exploit learners' success and the school's capability to cope with change.

3. Methodology

This research utilized a descriptive methodology, focusing on capturing comprehensive insights into the attitudes, behaviours, and experiences of individuals within the vast demographic of Punjab's public secondary schools, located across various districts and areas. The adoption of a quantitative approach was pivotal, owing to the extensive dispersion of data and the substantial size of the sample involved.

3.1 Population

Two principal categories delineated the population under study:

　i.　Head teachers from public secondary schools across Punjab, encompassing both genders (Total: 6,674).

　ii.　Secondary School Teachers (SSTs) actively engaged in instructing secondary classes within the aforementioned schools (Total: 133,260).

3.2 Sampling

A stratified random sampling approach was employed, ensuring a representative inclusion of districts varied by literacy rates. Districts epitomizing the highest, middle, and

lowest literacy rates, reflective of the outcomes of Result-Based Management (RBM), were selected.

3.3 Research Design

The architecture of the study was sculpted descriptively, intertwined with quantitative methodologies.

3.4 Development of Instrument

In alignment with the study's quantitative essence, an instrument, embodied as a questionnaire, was crafted. This instrument embraced closed-ended statements, navigated through a 5-point Likert scale, ranging from "strongly agree" to "strongly disagree".

3.5 Validity of Instrument

To fortify the instrument's validity, a collaborative evaluation involving experts specialized in the realms of social sciences and education was conducted. This evaluative dialogue concentrated on various facets of the questionnaire, ensuring a rigorous validation process.

3.6 Pilot Study

A preliminary exploration, in the form of a pilot study, was undertaken across twenty schools in the district of Bahawalnagar. This exercise, steered through convenient sampling techniques, aimed to assess and fortify the reliability and validity of the instrument.

3.7 Reliability of Instrument

The instrument's reliability was paramount, hence subjected to a detailed analytical scrutiny employing statistical tools, with the Statistical Package for the Social Sciences (SPSS) being instrumental in evaluating, analyzing, and deriving inferences from the responses.

3.8 Data Collection Techniques

Data was collected through the post, e-mail, personal meetings, and researcher/ researcher assistant from the targeted sample population. A team of research assistants was selected from the nine districts of Punjab to collect data. Those Research Assistants were preferred who were educated and had the knowledge of research or experience of research, had enough time for data collection, belonged to the population area, and were related to or familiar with the educational system of Punjab.

3.9 Data Analysis Techniques

The collected data were tabulated, interpreted, and analyzed, and statistical formulas (percentage, frequency, average, mean, standard deviation, and T-test) used the quantitative conclusion.

4. Results and finding

4.1 Results

Table 4.1

Head teachers' and teachers 'practices and perception about the use of RBM and SIP

S.N	Items	%age SA	%age A	%age N	%age DA	%age SDA	Mean	SD
1	Guidelines for RBM	50.0	44.5	4.0	0.0	1.5	4.32	1.88
2	Target and RBM	33.5	55.0	6.5	0.0	5.0	4.12	1.90
3	Implementation of SIP	42.5	45.0	9.5	0.0	4.0	4.24	1.98
4	Checking of Lesson planner	39.5	48.5	7.0	4.0	1.0	4.01	1.71
5	Responsibility/authority of members for SIP	30.5	61.0	4.0	0.0	4.5	4.18	1.92
6	School management through administrative units	36.0	51.5	4.0	7.5	1.0	4.06	1.70
7	Controlling of Administrative units	34.5	56.0	4.5	0.0	5.0	4.20	1.79
8	Role of SMCs	25.5	58.0	3.0	11.5	2.0	4.18	1.87
9	Revision of SIP in each term	25.0	60.5	6.5	7.0	1.0	3.08	1.82
10	Practicing of RBM framework for SIP	31.0	50.9	9.2	6.4	2.5	4.02	1.80
11	Checklist of task for teachers	25.3	49.1	16.7	7.8	1.5	3.89	1.75
12	Link between SIP and SMCs	30.6	48.2	10.0	9.2	1.4	3.90	1.80

From Table 4.1, it is inferred from the 323 questionnaires returned. A considerable proportion of the respondents strongly agreed as the head teacher guides and performs his duties as administrator, link between SMCs and school management.

4.1.1 Analysis of Data through Disaggregation Technique

Disaggregating data can be explained with the geographical location of the population given as.

Table 4.2 Region Wise -Differences in Perceptions (Head teachers)

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.339	3	.113	.940	.438
Within Groups	2.641	22	.120		
Total	2.980	25			

The mean difference is significant at a 0.05 level.

Table 4.2 shows ANOVA analysis that Fcal: 0.940 > Ftab: 0.438 and the p-value of 0.438 is greater than 0.05 which means Ho1 is accepted. So, there is no significant difference found in the mean scores of heads perceptions region wise.

Table 4.3 *Region-Wise Differences in Perceptions (Teachers)*

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.881	7	.126	14.888	.197
Within Groups	.008	1	.008		
Total	.889	8	.126		

The mean difference is significant at a 0.05 level.

Table 4.3 shows ANOVA analysis that (Fcal: 14.888 > Ftab: 0.197) about the groups included in the study have different levels of perception due to management at schools. Therefore, H_{02} is accepted. So, there is no significant difference found in the mean scores of heads perceptions region wise.

Table 4.4 Differences in Perceptions Based on Area (Head teachers)

School's Environment	Area	N	Mean	SD	Df	T-value	Sig. (2-tailed)
Physical Environment	Urban	162	4.1	.53	321	2.82	.005
	Rural	161	3.8	.69			
Curricular Environment	Urban	162	4.0	.98	321	2.53	.012
	Rural	161	3.6	1.1			
Co- curricular Environment	Urban	162	3.9	.99	321		
	Rural	161	3.7	1.0		2.53	.012

Note: p<0. 05

The above table 4.4 indicates that the perceptions of Head teachers of schools on area-wise (urban & rural) about physical facilities in urban schools are significant compared to rural

areas. Similarly for co-curricular environment is highly significant. So, it is concluded that the null hypothesis H_{03} is rejected.

Table 4.5 Differences in Perceptions Based on Area (Teachers)

	Area	N	Mean	SD	Df	T- value	Sig. (2-tailed)
Physical Environment	Urban	486	3.90	.71	801	-.979	.329
	Rural	317	3.99	.58			
Curricular Environment	Urban	486	3.76	1.01	801	.128	.898
	Rural	317	3.73	1.02			
Co-curricular	Urban	486	3.75	1.01	801	.127	.898
Environment	Rural	317	3.74	1.02			

Note: p<0. 05

The data table 4.5 indicates that the perceptions of Teachers of schools (urban & rural) about physical facilities in urban schools are significant compared to rural teachers. Teachers' perceptions of rural and urban curricular environments also remained significant similarly co-curricular environment is also highly significant in rural area schools. So, the null hypothesis H_{04} is rejected.

The Results were drawn from collected data's analysis and given as:

1. It is inferred from the 323 questionnaires returned. A considerable proportion of the respondents strongly agreed as the head teacher guides and performs his duties as administrator, link between SMCs and school management.

2. Disaggregating data can be explained as it shows by ANOVA analysis that Fcal: 0.940 > Ftab: 0.438 and the p-value of 0.438 is greater than 0.05 which means Ho1 is accepted. So, there is no significant difference found in the mean scores of heads perceptions region wise.

3. The perceptions of Head teachers at schools on area-wise (urban & rural) about physical facilities in urban schools are significant compared to rural areas. Similarly for co-curricular environment is highly significant. So, it is concluded that the null hypothesis H02 is rejected.

4.2 Findings

4.2.1 Findings Based on Disaggregation Analysis

The perceptions of head teachers on area are given as:

1. This study finding discovered that central Punjab on area wise has good results by using Result Based Management (RBM) to implement the School Improvement Plan (SIP) in schools

2. The data analysis findings based on area-wise Head teachers and Teacher's perceptions explained that schools' physical and co-curricular environments are significant compared to the curricular environment, which indicated that RBM concerning the physical and co-curricular environments are working well to support SIP. That makes respondents perceive school improvement plans and their achievement through results-based management. (Kashif, Qayyum & Azad, 2018).

5. Discussion and Conclusion

Based on this part of the data, the finding showed that respondents' perceptions about the physical environment, curricular environment, and co-curricular environment explain the whole school environment. Further, it is elaborated and concluded through different aspects of population based on geographical area (Central, Southern, and Northern Punjab), with the further division of rural and urban. The other aspects, the Physical and co-curricular environment, have significance, reiterating that central Punjab has good results by using Result Based Management (RBM) to enforce the School Improvement Plan (SIP) in schools. Head teachers and Teacher's perceptions explained that schools' physical and co-curricular environments are significant compared to the only curricular environment, which indicated that RBM concerning the physical and co-curricular environment is working well to support SIP.

The study's first purpose was to investigate the on-ground practices of results-based management (RBM) with respect to the implementation of the SIP. Punjab School Reforms Roadmap is mainly related to attaining the targets of enrolment, retention, and provision of quality education to the students all over the Punjab Province (Zakar et al., 2020). The perspectives and perceptions of the head teachers at the schools and Secondary School Teachers (SST) as part of RBM's participation in implementing the School Improvement Plan (Madhekeni, 2012). It shows that the head teacher uses the planning and coordination with subordinates to give guidelines and instructions to team members for the School Improvement Plan (Govt of Punjab, 2011).

5.1 Implementation of the study

i. Punjab Govt. may use the third party of any school from one district to the school of another district evaluation to make the members attentive and vigilant for their duty.

ii. Head teachers may create WhatsApp groups of community and stakeholders to improve the communication network between the school and community.

5.2 Conclusions and Recommendations

Based on the findings, the study mainly focused on describing respondents' perceptions about the physical environment, curricular environment, and co-curricular environment, which explained the school environment. It further concluded through different aspects of population-based on geographical area (Central, Southern, and Northern Punjab).

This study's findings revealed that central Punjab has good results owing to the use Result Based Management (RBM) for implementing the School Improvement Plan (SIP) in schools and the analysis of Head teachers and Teachers' perceptions explained that schools' physical and co-curricular environments are significant compared to the curricular environment, which indicated that RBM concerning the physical and co-curricular environment is working well to support SIP.

5.2.1 Recommendations and Future Directions

This study's findings nurture several recommendations aimed at amplifying the efficacy and impact of Result-Based Management (RBM) in the orchestration of School Improvement Plans (SIPs) within Punjab's diverse geographical tapestry.

5.2.1.1 Integration with Chief Minister's Roadmap:

It is advocated that the Chief Minister's Roadmap be intricately woven with the prevailing RBM framework. Such an amalgamation would herald the alignment of RBM indicators with SIPs, ensuring a nuanced responsiveness to geographical diversities. This strategic integration is instrumental in cultivating a more adaptive and geographically cognizant RBM approach within educational improvement paradigms.

5.2.1.2 Resource Allocation:

A recommendation central to this study's findings is the recalibration of resource allocations. It is essential to prioritize a more equitable distribution, where rural schools

receive a more substantial allocation to mitigate disparities in physical and educational provisions. Such a nuanced allocation strategy aims to minimize geographical disparities, fostering a more balanced educational landscape.

5.2.2 Future Research Directions:

Exploration of Geographical Disparities:

Future research endeavors could delve deeper into unearthing the root causes of geographical disparities in the implementation of RBM-driven SIPs. Such exploration is pivotal in demystifying the intrinsic factors contributing to regional variances in educational strategies and outcomes.

Assessment of Long-term Impacts:

A longitudinal examination of SIPs' impacts on student outcomes and educational trajectories is recommended. This focus will foster a richer understanding of the sustained effects and transformative potential of RBM-enriched SIPs in the educational realms of Punjab.

Case Study Analyses:

The illumination of successful case studies, where RBM has triumphed in mitigating regional disparities, is encouraged. These case studies stand as beacons of inspiration and repositories of practical insights, instrumental in guiding the enhancement and refinement of educational practices within varied geographical contexts.

Authors' Contributions

Author 1 (Dr. M Nadeem J): Contributed profoundly by conceptualizing the study's design and methodology, conducting investigations, and spearheading the visualization processes. Authored the original draft, encapsulating the core ideas and findings of the research.

Author 2 (Dr. L Javed): Played a pivotal role in curating and managing the data essential for the study's execution and findings. Contributed to the writing process, ensuring the articulation of accurate, comprehensive, and insightful content.

Author 3 (Eesha FK): Focused on refining the manuscript by undertaking meticulous editing and revising processes, enhancing the document's overall quality. Also contributed linguistic expertise, ensuring clarity, coherence, and scholarly rigor in the presentation of the research.

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