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# *STUDENTS' CHALLENGES IN THE USE OF VIDEO-BASED LEARNING TO IMPROVE SPEAKING SKILLS IN JUNIOR HIGH SCHOOL*

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***Abstract***

*This study aims to investigate the challenges faced by junior high school students in using video-based learning to improve their speaking skills. This research employed a qualitative descriptive design involving students who had experience with video-based speaking activities. Data were collected through semi-structured interviews and document analysis, and analyzed using thematic analysis.The findings revealed three major challenges: linguistic, psychological, and technical. Linguistic challenges include limited vocabulary, pronunciation difficulties, and difficulty understanding fast speech. Psychological challenges involve anxiety, low confidence, and fear of making mistakes. Technical challenges include poor internet connection, limited device access, and low digital literacy. These challenges are interconnected and significantly affect students' speaking development. In conclusion, video-based learning can support speaking skills when accompanied by proper instructional support, emotional encouragement, and technological readiness. Teachers are encouraged to provide scaffolding strategies, such as vocabulary support and the use of subtitles, to enhance learning effectiveness.*

***Keywords***: *Video-based learning, Speaking skills, Learning Challenges, Junior High School*

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## INTRODUCTION

Speaking has long been regarded as one of the most essential skills in learning English as a foreign language (EFL), as it enables students to engage in social interactions, communicate ideas, and express opinions. Speaking is both a useful skill and an indicator of a learner's overall language proficiency in the context of language acquisition. Nonetheless, many students still struggle to improve their speaking skills, particularly in junior high school. These challenges frequently include a small vocabulary, low self-esteem, mispronounced words, and nervousness when speaking in front of others (Lestari, 2019).

The learning process is still dominated by traditional teaching approaches in many EFL courses. These approaches frequently place more emphasis on written exercises and grammar proficiency than on communication ability. According to Ouyang (2024), these methods restrict students' chances to practise speaking in relevant and real-world situations. As a result, pupils are more likely to become passive learners who seldom participate in active conversation and mostly rely on the instructor's instruction. Students' enthusiasm and self-assurance when speaking English may suffer as a result. In a similar vein, Menggo et al. (2022) point out that students' incapacity to acquire fluency and spontaneity in speaking is a result of their limited exposure to language use in everyday situations.

Technology integration in language learning has increased in significance as a means of addressing these issues. Video-based learning is one of the most popular technical tools in EFL courses. The use of videos as instructional medium to enhance teaching and learning activities

is known as "video-based learning." Hadijah and Shalawati (2021) claim that video-based learning offers realistic language input, such as pronunciation models, gestures, expressions, and real-life communication circumstances, which can aid students in comprehending how English is used in everyday contexts. Additionally, films can make the classroom more dynamic and interesting, which might raise students' interest and motivation.

Additionally, students can see and mimic native or proficient speakers through video-based learning, which helps enhance their speaking fluency and pronunciation. According to Lestari (2019), the use of video blogs, or vlogs, promotes creativity and self-expression while giving students additional opportunities to practise speaking on their own. Through video recording exercises, students can evaluate their own performance, pinpoint their advantages and disadvantages, and progressively get better at speaking. In this sense, video-based learning fosters learner autonomy in addition to supporting language acquisition.

Despite these benefits, using video-based learning in the classroom is not always successful. According to a number of research, employing video as a teaching tool still presents a number of difficulties for students. For example, Nguyen (2024) points out that quick speaking, new vocabulary, or the absence of subtitles may make it difficult for pupils to comprehend video information. Additionally, after watching videos or recording their own speaking performance, some students experience anxiety or lack of confidence when they are asked to speak. These psychological issues may prevent pupils from actively engaging in speaking exercises.

The efficacy of video-based learning is significantly impacted by technological problems in addition to linguistic and psychological difficulties. Limited access to technology, poor internet connection, and lack of digital literacy may prevent students from fully engaging in video-based activities (Ibrahim, 2025). Moreover, without proper guidance from teachers, students may not be able to use video materials effectively for learning purposes. As a result, the potential benefits of video-based learning may not be fully realized.

Given these challenges, it is important to explore how students experience video-based learning in real classroom contexts. Understanding students’ perspectives can provide valuable insights into the factors that influence the success or failure of this learning approach. Therefore, this study aims to investigate the challenges faced by junior high school students in using video-based learning to improve their speaking skills. In addition, this study seeks to identify the factors that contribute to these challenges and to examine how they affect students’ speaking learning process. The findings of this study are expected to contribute to the development of more effective teaching strategies and provide practical recommendations for English teachers in implementing video-based learning.

The necessity for real-world input is what makes technology integration in junior high school English language instruction crucial. Adolescent pupils are in a developmental stage where they are extremely susceptible to social models they come across in digital media, according to Putri (2022). As a result, the usage of video serves as both a supplementary tool and a way to close the gap between textbook theory and practical communication techniques.

But the difficulties that emerge are frequently multifaceted. In addition to technical difficulties, students' ability to talk confidently is severely hampered by internal barriers like the affective filter or emotional barriers. For students who lack confidence in their speaking talents, video technology can instead cause new types of worry in the absence of suitable mitigating techniques. In order to help educators create more successful solutions, this study attempts to thoroughly map these difficulties.

English has become a vital instrument for cross-cultural communication in the age of globalization. Students are encouraged to actively use English in everyday communication in addition to understanding it. Speaking, however, continues to be one of the hardest abilities to acquire in many EFL environments, including Indonesia. This is due to the fact that speaking

calls for not just language proficiency but also self-assurance, social skills, and the capacity to process information in real time.

While prior research has examined the efficacy of video-based instruction in enhancing speaking abilities, the majority of these studies tend to concentrate on its advantages rather than thoroughly examining the difficulties that students have. Research specifically examining students' challenges with video-based learning is still few, especially in junior high school settings. This suggests a research gap that requires attention.

Additionally, a lot of research focuses on technology integration without taking into account the learning environment, emotional aspects, or students' preparedness. Because of this, using video-based learning can not always produce positive results. In order to comprehend what truly occurs in the classroom, it is crucial to investigate students' genuine experiences.

This study is significant because it not only identifies the challenges but also provides insights that can help teachers design more effective teaching strategies. By understanding these challenges, educators can better support students in overcoming their difficulties and maximizing the potential of video-based learning.

## METHODE

This study employs a qualitative descriptive research design to explore students' challenges in using video-based learning in speaking activities. A qualitative approach is considered appropriate because it allows the researcher to gain an in-depth understanding of students' experiences, perceptions, and difficulties in a natural learning context. According to Creswell and Creswell (2018), qualitative research is particularly useful for exploring complex phenomena and understanding participants' perspectives in detail. In this study, the qualitative descriptive design is used to provide a comprehensive description of the challenges faced by students without manipulating the research setting.

Junior high school students who have used video-based activities to learn English are the study's participants. Purposive sampling is used to choose the participants, which entails selecting them according to particular standards pertinent to the study's goals. Students who have participated in speaking exercises that use video as a teaching tool are the ones chosen in this instance. Because it enables the researcher to gather rich and significant data from individuals who have firsthand knowledge of the topic under study, this sampling strategy is suitable (Creswell & Creswell, 2018).

The data saturation principle, which states that data gathering should continue until no new information or themes emerge, is used to decide the number of participants. By focusing on a specific group of students, this study aims to gain deeper insights into the challenges they face in video-based speaking learning.

The data in this study were collected through semi-structured interviews and document analysis.Semi-structured interviews are used as the primary data collection method to explore students' experiences, perceptions, and challenges in using video-based learning for speaking activities. This type of interview allows flexibility in asking questions while still maintaining a clear focus on the research objectives. Through interviews, students are encouraged to express their opinions, feelings, and difficulties in detail, providing rich and in-depth data. As stated by Nguyen (2024), interviews are effective in capturing learners' personal experiences and identifying challenges in language learning contexts.

In addition to interviews, document analysis is conducted by reviewing relevant materials from online books and digital academic sources. These documents are used to support

and strengthen the research findings by providing theoretical and empirical perspectives related to video-based learning and speaking skills. According to Creswell and Creswell (2018), document analysis is an important complementary method in qualitative research as it helps validate and enrich the data obtained from participants.

The data collected from interviews and document analysis are analyzed using thematic analysis. This method involves identifying, organizing, and interpreting patterns or themes within the data. Braun and Clarke (2019) explain that thematic analysis provides a flexible yet systematic approach to analyzing qualitative data.

The analysis process begins with transcribing the interview data and reviewing the collected documents. The researcher then generates initial codes to identify important information related to students' challenges. These codes are subsequently grouped into broader themes, such as linguistic challenges, psychological barriers, and technical difficulties. Finally, the themes are interpreted to understand how these challenges influence students' speaking development in video-based learning contexts.

## RESULT AND DISCUSSION

### 1. Result

Three main categories of difficulties students have when utilizing video-based learning to enhance their speaking abilities are shown by the thematic analysis of the interview and The results of this study show that when students participate in video-based learning for speaking exercises, they encounter a variety of difficulties. These difficulties fall into three primary categories: technological difficulties, psychological difficulties, and language difficulties. The information gathered from the students' answers shows that these difficulties are related to one another and have a big impact on how well they speak.

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Students' inability to mimic native or proficient speakers is another significant discovery. Some pupils said that they have trouble precisely reproducing the pronunciation even when they can hear it. This implies that without guided practice, watching videos on their own is insufficient. As a result, rather of actively participating in speaking exercises, students typically stay passive observers.

Additionally, it was discovered that one of the main elements influencing students' engagement was psychological difficulties. When asked to speak, many students reported feeling nervous, afraid, and unconfident, especially when they had to make their own films. One pupil said,"I am afraid of making mistakes when recording my voice, so I feel nervous." This indicates that the presence of recording tasks may increase students' self-awareness and fear of negative evaluation.

Furthermore, some kids said that when their peers watch their recordings, they feel ashamed. They are less inclined to actively engage in speaking activities as a result of this social pressure. These results demonstrate that students' learning experiences are significantly shaped by emotional elements. Despite the fact that video-based learning offers practice chances, internal obstacles prevent some students from utilizing these opportunities.

In this investigation, technical difficulties also surfaced as a major problem. A number of students brought up issues with device access and internet connectivity. One participant said, for example, "Sometimes the internet connection is bad, so I cannot watch the video properly." This condition hinders pupils' capacity to completely engage with the subject and interferes with the learning process. Technical limitations occasionally prevented students from finishing assignments on time.

Additionally, pupils' difficulties are exacerbated by a lack of computer literacy. Some students are confused and frustrated because they don't know how to use video-based platforms efficiently. This suggests that a key component of the effective use of video-based learning is technological preparedness.

Overall, the results indicate that although video-based instruction can improve students' speaking abilities, a number of variables affect how effective it is. Students' learning experiences are shaped by a combination of linguistic constraints, psychological obstacles, and technical difficulties. In order to ensure that video-based learning can be successfully adopted in the classroom, these issues must be resolved.

| No | Question | S1 | S2 | S3 | S4 | S5 | S6 |
|---|---|---|---|---|---|---|---|
| 1. | Can you describe your experience learning English speaking through video in your classroom? | “I learn speaking from video in class. It is fun but sometimes difficult. I can listen how people speak English, but sometimes I don’t understand all the words and I feel confused.” | “The video helps me listen English, but I still confuse. Sometimes I understand the idea, but I don’t understand all the sentences. ” | “I like learning with video because it is interesting and not boring. I can hear real English, but sometimes it is hard for me to follow.” | “Video is interesting for me, but sometimes it is difficult. I need more explanation from the teacher to understand the video.” | “I enjoy video because it is not boring like reading book. But sometimes I don’t understand what they say in the video.” | “It is good for learning, but I don’t understand all. Sometimes I only understand a little part of the video.” |
| 2. | How often does your teacher use videos during speaking lessons? | “My teacher use video sometimes, not every meeting. Usually only when learning conversation.” | “Not often, only sometimes. Maybe once or two times in some meetings.” | “My teacher use video sometimes, not every meeting. We don’t always use video in class.” | “We watch video maybe one or two times in a week, but not always.” | “Sometimes in class, but not every lesson. It depends on the topic.” | “Not always, only some lessons. Sometimes teacher just explain without video.” |
| 3. | What kinds of videos are usually | “Usually conversation video about daily life, like | “Daily conversation video, like in school or | “Short dialogue video between two | “Video about daily life, like asking something | “We watch conversation video and | “The video about daily conversati |

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| | used in your English class? | greeting and introduction.” | at home situation.” | people, simple conversation.” | or giving information.” | sometimes YouTube. The video is about daily speaking.” | on and sometimes story, so we can understand situation.” |
| 4. | How do you feel when the teacher uses videos to teach speaking? | “I feel happy because learning is more fun and not boring.” | “I feel happy because video is not boring. It is more interesting than book.” | “I like it because I can see and listen at the same time.” | “I like video, but sometimes I don’t understand, so I feel confused.” | “It is fun and interesting, I enjoy learning with video.” | “Sometimes I feel happy, but sometimes confused when I don’t understand the video.” |
| 5. | Do videos help you understand how English is spoken in real situations? Why or why not? | “Yes, because I can hear how people speak. It helps me know pronunciation and expression.” | “Yes, I can learn pronunciation and how people speak in real life.” | “Video show real speaking, so I can learn pronunciation and how to speak correctly.” | “Yes, but sometimes difficult to understand all the words in the video.” | “Yes, but I don’t understand all because some words are new for me.” | “Sometimes I still don’t understand because too fast, but video still helps me.” |
| 6. | What difficulties do you usually face when learning speaking through videos? | “I feel difficult to understand the video, especially when they speak fast.” | “I don’t understand some words in the video, so I feel confused.” | “Vocabulary problem, I don’t know many words so I cannot understand.” | “Sometimes confused because I don’t understand the meaning.” | “The speaker talk fast, so I cannot follow and I miss many words.” | “It is hard to understand because there are many new words.” |
| 7. | Do you sometimes find it difficult to understand what the speakers in the video are | “Yes, because too fast and I cannot catch the words clearly.” | “Yes, I don’t know many words, so I don’t understand the sentence.” | “Yes, difficult because pronunciation is not clear for me.” | “Yes, I cannot catch words because they speak quickly.” | “Yes, I don’t understand meaning of some sentences.” | “Sometimes I don’t know the meaning of words, so I feel confused.” |

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| | saying? Why? | | | | | | |
| 8. | Is the speed of the speakers in the video difficult for you to follow? Please explain. | "Yes, too fast. I need repeat many times to understand the video." | "Yes, very fast, I cannot follow the sentence clearly." | "Yes, it is difficult because they speak like native speaker." | "I cannot catch the words because they speak quickly." | "Too fast, so I miss many important words." | "Yes, very fast speaking, so I feel confused and cannot follow." |
| 9. | Do you feel confident when you are asked to speak after watching a video? Why or why not? | "No, I am not confident because I am afraid to make mistake." | "I feel nervous when teacher ask me speak because I am not sure." | "No, I am shy to speak in front of my friends." | "Not confident because my English is not good." | "I am not confident to speak because I am afraid wrong." | "No, I feel shy and nervous when I speak English." |
| 10. | Are there any problems related to vocabulary or pronunciation when you try to imitate the video? | "Yes, vocabulary problem. I don't know how to say some words." | "I don't know many words, so I cannot speak well." | "I don't know many vocabulary, so difficult to speak." | "Pronunciation difficult, I cannot say like the video." | "Hard to say words like in video because pronunciation is different. | "Pronunciation is hard for me to follow, I cannot say it correctly. " |
| 11. | Do you feel shy or nervous when practicing speaking after watching the | "Yes, I feel shy because my English is not good." | "Yes, nervous because I am afraid wrong." | "Yes, because I am afraid my friends laugh at me." | "I am nervous because my friends listen to me when I speak." | "Yes, I feel shy when speaking in front of class." | "Yes, I am shy and not confident to speak English." |

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| | video? Why? | | | | | | |
| 12. | What do you think causes these difficulties when learning speaking through video? | "My English is not good, so I cannot understand the video well." | "Because my English is not good, I don't understand video." | "I don't know many vocabulary, so it is difficult." | "The video is difficult and I don't understand the meaning." | "I don't know many words, so I feel confused." | "My English still low, so I cannot follow the video." |
| 13. | Does the level of the video (easy or difficult) affect your understanding? How? | "Yes, easy video I understand, but difficult video I don't understand." | "If difficult, I don't understand the meaning." | "If video is easy, I can understand. If difficult, I cannot." | "Difficult video make me confused and I don't understand." | "Easy video better for me to learn speaking." | "Some video too hard for me, so I cannot follow." |
| 14. | Does the teacher give enough explanation or guidance when using videos? Please explain. | "Teacher explain little, so I still confuse." | "Sometimes teacher explain, but not always enough." | "Not always, sometimes I still don't understand." | "Sometimes teacher help, but not always." | "I think teacher need to explain more before video." | "Teacher explain but I still feel difficult." |
| 15. | Do technical problems (such as sound quality, internet, or video clarity) affect your learning? | "Yes, sometimes sound is not clear, so I cannot hear well." | "Internet problem make video stop, so I cannot focus." | "Sound not clear sometimes, so I don't understand." | "Sometimes video not clear, so I feel confused." | "Sometimes sound is not clear and make it difficult." | "Internet problem sometimes make learning difficult." |
| 16. | Do you usually practice speaking after watching | "Sometimes I practice, but not always because I | "Not always, because I am not confident." | "I don't practice because I am shy to speak." | "Sometimes practice, but not often." | "Rarely practice because I don't know how to speak." | "Sometimes I practice, but not always." |

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| | the video? Why or why not? | feel shy." | | | | | |
| 17. | How do these challenges affect your motivation to learn speaking English? | "I feel less motivated because I don't understand." | "I feel less motivated when I don't understand the video." | "Sometimes I don't want to learn because it is difficult." | "If video too difficult, I don't like it." | "I feel lazy to learn speaking." | "Less motivation because it is hard." |
| 18. | Do these difficulties make it harder for you to improve your speaking skills? In what way? | "Yes, difficult because I cannot speak well." | "Yes, hard to speak because I don't know many words." | "I cannot speak well because I don't understand." | "Difficult to improve speaking skill." | "I want to speak, but I don't know how." | "Yes, difficult for me to improve." |
| 19. | What do you usually do when you cannot understand the video or the speaking activity? | "I ask my friend to help me understand." | "Sometimes I just stay quiet because I don't understand." | "I ask my friend or teacher." | "I ask teacher when I don't understand." | "I repeat video again to understand." | "I replay the video again and try to listen again." |
| 20. | What suggestions do you have for teachers to make video-based speaking activities easier and more helpful for students? | "Teacher explain more before video, so I can understand better." | "Use easy video for students." | "Give subtitle so we can understand." | "Teacher should use easy video and explain clearly." | "Give subtitle so we understand and help vocabulary." | "Explain more and use simple video." |

**2. Discussion**

The results of this study demonstrate that students confront a variety of difficulties when learning through videos, including linguistic, psychological, and technical ones.Regarding language difficulties, the findings corroborate those of Nguyen (2024), who discovered that pupils frequently had trouble with rapid speech and unusual terminology in video materials. This supports the claim made by Hadijah and Shalawati (2021) that while videos offer real-world feedback, learners with low competency may find it challenging. Additionally, Nation (2013) highlights that a lack of vocabulary greatly impedes the development of speech and comprehension, which explains why children in this study struggled to respond to video content.

In terms of psychological difficulties, the results support earlier research demonstrating that worry and low self-esteem are significant obstacles to speaking activities. According to Lestari (2019), students frequently experience anxiety when speaking up, particularly in front of others. This is in line with the theory of foreign language anxiety put forth by Horwitz et al. (1986), who claimed that students' willingness to communicate may be diminished by their fear of receiving a poor grade. In a similar vein, Dörnyei (2005) emphasizes the importance of drive and self-assurance in learning a second language. According to this study, students' nervousness during video recording shows that affective barriers cannot be removed by technology alone.

Furthermore, the results are consistent with Menggo et al. (2022), who contend that speaking fluency is impacted by a lack of exposure to authentic conversation. Students still require supervised practice to internalize language use even if video-based learning aims to replicate real-life communication. This implies that teacher support is still crucial for promoting successful learning.

The findings support Ibrahim's (2025) assertion that insufficient technology infrastructure can impede the effectiveness of digital learning. Students' challenges with devices and internet connection show that both pedagogy and technology preparedness are necessary for video-based learning to be effective. Furthermore, Gilakjani (2017) contends that digital literacy is a crucial component of technology-enhanced language learning, suggesting that students require appropriate instruction to make the most of video resources.

Overall, the results corroborate Ouyang's (2024) assertion these results imply that students' preparedness and emotional elements, in addition to the availability of technology, influence how effective video-based learning is. This lends credence to Krashen's (1982) theory of the affective filter, which holds that emotional obstacles like fear can hinder language learning.

The results further emphasize the significance of scaffolding in language acquisition. Students may find it difficult to comprehend video content and not get anything from it if they are not properly guided. As a result, teachers are essential in helping students learn by offering resources like guided practice, vocabulary explanations, and subtitles.

Additionally, the incorporation of video-based learning should take into account the unique characteristics of each student, such as their language skills and learning preferences. Teachers must modify their teaching methods to accommodate the demands of a diverse student body because not all students react to video materials in the same manner.

These findings also suggest that lowering students' fear and boosting their readiness to communicate require a supportive classroom setting. Students can feel more at ease when practicing speaking through video-based exercises if peer support is

encouraged and a nonjudgmental environment is created. That although video-based training provides interactive and captivating learning opportunities, its effectiveness is contingent upon its implementation and support. The entire potential of video-based learning cannot be realized without overcoming linguistic constraints, psychological obstacles, and technical problems.

The results of this study demonstrate that the difficulties students encounter in video-based learning are not discrete problems but rather interrelated elements that affect the overall efficacy of speaking development. For example, linguistic constraints have an impact on students' understanding of video content as well as psychological obstacles like worry and insecurity. Students often become disheartened when they are unable to comprehend the vocabulary or speech rate in videos, which gradually lowers their enthusiasm to engage in speaking exercises. This suggests a close relationship between emotional preparedness and language proficiency during the learning process.

Additionally, the findings imply that active language output may not always occur from video-based learning, despite its abundance of real-world information. Instead of speaking up, a lot of students continue to be quiet observers. This lends credence to the notion that, in the absence of meaningful connection and supervised practice, exposure alone is insufficient. In order to assimilate input, practice output, and get feedback, students require organized opportunities. Without these components, video-based instruction runs the risk of becoming less engaging and more one-way.

The findings also highlight the teacher's function as a facilitator. According to the research, students frequently need further explanation, particularly before and after watching films. This illustrates the significance of scaffolding techniques like giving guiding questions, pre-teaching vocabulary, and post-viewing speaking assignments. In order to enable students to actively use the language they are exposed to, effective teacher intervention can assist close the gap between comprehension and speaking.

In addition, technological challenges reveal an inequality in learning access. Students who experience poor internet connection or limited device availability are at a disadvantage compared to those with better resources. This suggests that the success of video-based learning is also dependent on external factors beyond pedagogy. Therefore, teachers and institutions should consider providing alternative solutions, such as offline videos or simpler platforms, to ensure inclusive learning.

Moreover, students’ suggestions, such as using subtitles and simpler videos, emphasize the need for level-appropriate materials. Videos that are too difficult may increase frustration rather than support learning. This highlights the importance of selecting materials that match students’ proficiency levels while still providing a moderate level of challenge.

Overall, this study reinforces the idea that video-based learning can be an effective tool for improving speaking skills only when supported by appropriate instructional design, emotional support, and technological readiness. Without these elements, the potential benefits of video-based learning may not be fully achieved.

## CONCLUSION

According to the study's findings, junior high school students encounter considerable difficulties while attempting to use video-based instruction to enhance their speaking abilities. These difficulties fall into three primary categories: technical, psychological, and linguistic.

Linguistically, pupils' low vocabulary and rapid speech make it difficult for them to comprehend video content. Psychologically, their engagement in speaking activities is hampered by worry, a lack of confidence, and a fear of making mistakes. Technically speaking,

problems like a bad internet connection and restricted device access further diminish the efficacy of video-based learning.

Despite these difficulties, when used correctly, video-based learning is still a useful tool for improving speaking abilities. As a result, it is advised that educators offer scaffolding techniques, including guided speaking exercises, subtitles, and vocabulary support. Additionally, fostering a supportive teaching climate can boost kids' confidence and lessen their nervousness. To guarantee that students can fully benefit from video-based learning, it is also crucial to improve digital literacy and technological access.

It is recommended that future studies look into ways to overcome these obstacles and examine how well certain video-based methods work in various learning environments.Nevertheless, there are certain drawbacks to this study. Due to the small sample size and restriction to a single school setting, the experiences of all students may not be fully represented.

However, this study has some limitations. The number of participants is relatively small and limited to one educational context, which may not represent all students' experiences. In addition, the study focuses only on students' perspectives without including teachers' viewpoints. Therefore, future research is recommended to involve a larger sample and explore multiple perspectives to gain a more comprehensive understanding.

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