

Systematic Literature Review (SLR) on the Influence of Educational Policies on Learning Outcomes and Pedagogical Practices

Wang Hoaw Chan^{1,a,*}

¹*University College London, London, WC1E 7HB, UK*

a. ndwchan@gmail.com

**corresponding author*

Abstract: This systematic review critically navigates the complex landscapes of educational policies and their pervasive influence on pedagogical practices and learning outcomes. Through a careful examination of global educational courses, the analysis uncovers comprehensive interplays between historical, socio-political, and economic dimensions, reflecting transformative shifts from state-centric paradigms towards neoliberal influences and global networks. The analytical study uncovers a convergence towards universal educational goals, alongside evident divergences marked by regional, contextual, and cultural variances, substantially influencing policy enactments and interpretations. Pedagogical dimensions resonate with the impacts of policy imprints, manifesting in instructional practices, curricular designs, and evaluative frameworks. Meanwhile, policies emerge as potent architects, influencing educational experiences, trajectories, and competencies. At the same time, the complex interplay between educators and policies unveils spheres of negotiations and enactments, positioning educators as critical conduits of policy transmission and enactment. Summarily, this analysis advocates for dynamic, responsive, and collaborative policy environments, enriched by contextual relevance, educator agency, and continuous evaluative reflexivities.

Keywords: Educational Policy Analysis, Pedagogical Practices, Learning Outcomes, Systematic Literature Review, Global Educational Trends

1. Introduction

1.1. Background of the Study

Education stands as a dynamic example of societal desires, guided and fashioned by a shifting array of policies and directives. Central to the discourse of educational evolution is the prevalent influence of educational policies on pedagogical practices and learning outcomes [1]. Many scholars have attempted to navigate this complex landscape, examining the diverse means by which policy frameworks interact with the domains of teaching and learning. Specifically, the ever-shifting educational landscapes are characterised by policies emerging as both navigators and influencers. These policies are reflective of socio-political aspirations and ideologies, simultaneously influencing the structures and practices of educational ecosystems [2]. Existing literature provides a wealth of

insights into the historical and conceptual evolutions of educational policies, highlighting the shifts, trends, and foundational philosophies that have distinguished their advancement over time [1]. In particular, a substantial volume of scholarly works has delved into the examination of policy influences, shedding light on the transformative implications of policies over pedagogical methodologies and classroom performances. Still, despite a substantial body of existing literature, there is still a persistent need to critically synthesise and investigate the different demonstrations of policy influences on education.

1.2. Rationale for the Research

In this complex domain of educational discourse, policies have become crucial in integrating the structural and operational modalities of educational landscapes. Ideally, they characterise the institutional intentions, socio-political ideologies, and cultural aspirations that influence educational landscapes. Besides, their pervasive influence resonates through the multi-dimensional domains of education, specifically influencing upon pedagogical paradigms and the resultant learning outcomes. Thus, this study is propelled by the recognition of the critical importance held by educational policies to influence, direct, and modulate the dynamics of teaching and learning processes.

Accordingly, a comprehensive understanding of this essence necessitates an exploration of the theoretical and historical courses that have characterised the evolution of educational policies. Essentially, education is not merely an isolated undertaking of knowledge dissemination. Instead, it implies a socio-cultural crucible where diverse elements of society, culture, and policy amalgamate. Policies, in this crucible, function as directive forces, orchestrating the rhythms of educational philosophies, curricular designs, pedagogical strategies, and evaluative mechanisms. They embody the governance frameworks that steer educational objectives, methodologies, and assessments towards aligned pathways [1].

Exploring the policy-education nexus illuminates the realms of intentionality and strategy embedded within educational architectures. Policies manifest as reflections of societal aspirations, governmental strategies, and economic considerations, each contributing to the delineation of educational priorities and approaches. They unfold as both prescriptive and proscriptive directives, defining the boundaries of educational possibilities and shaping the contours of pedagogical engagements. These policy-driven configurations, in turn, permeate the classrooms, influencing the relational dynamics, instructional methodologies, and learning environments.

In navigating the multifaceted influences of policies, it becomes imperative to engage with their transformative impacts on pedagogical practices. Pedagogy, as the art and science of teaching, resonates as a dynamic interplay of theories, practices, and experiences. Policies navigate these pedagogical terrains, introducing directives, standards, and expectations that influence teachers' professional practices, strategies, and roles. This research seeks to unravel these intricate interweavings, exploring how policies navigate the practical realms of teaching methodologies, curriculum enactments, and learner engagements.

Consideration of the resultant learning outcomes further amplifies the rationale for this research. Learning outcomes encapsulate the educational attainments, skills, and competencies garnered by learners through their educational engagements. They stand as indicators of educational effectiveness, quality, and relevance, echoing the attained resonances of educational objectives and methodologies [2]. Policies, through their pedagogical influences, echo in the realms of learning outcomes, modulating the standards, expectations, and assessments that define educational successes and achievements.

A critical lens is pivotal in navigating the explorations of policy impacts. It necessitates a discerning engagement with the diversity of policies, analysing their underlying philosophies, intentions, and ramifications. This critical scrutiny fosters a deeper understanding of the policy

implications, uncovering the synergies, disparities, and tensions that characterise their interactions with pedagogical and learning realms. It invites reflective considerations of the adaptive, transformative, and responsive dimensions of pedagogical practices in the face of policy directives and changes.

The rationale for this research culminates in its intent to contribute a nuanced, integrated, and insightful exploration of the policy-pedagogy interplay. It seeks to augment the scholarly dialogues with synthesized perspectives, empirical explorations, and critical analyses, fostering a holistic understanding of the dynamic influences of educational policies. Thus, the research unfolds as a significant endeavour aimed at unveiling, scrutinising, and elucidating the multifarious ways in which educational policies resonate through the realms of pedagogical practices and learning outcomes.

1.3. Research Questions

Amidst the richness of existing scholarly dialogues, there persists an identifiable gap in the holistic understanding of policy impacts. There is a nuanced complexity in the ways educational policies navigate through the practical realms of pedagogical implementation and influence learning outcomes. This presents a landscape laden with multifaceted influences, intersections, and interplays that demand a more integrated exploration.

Against this backdrop, the study unfolds around core research questions:

- How do educational policies, in their varied forms and manifestations, impinge upon contemporary pedagogical practices?
- What are the discernible impacts of these policies on actual learning outcomes within educational settings?

Through these guiding questions, the study seeks to unveil the layers of policy influence, offering a systematic and comprehensive synthesis of its reach and ramifications within educational contexts.

1.4. Aim and Objectives

The pivotal aim of this Systematic Literature Review (SLR) is to critically scrutinise the multifaceted influences exerted by educational policies on pedagogical practices and the subsequent learning outcomes. Rooted in a commitment to academic rigour and comprehensive analysis, this research strives to traverse the dynamic intersections of policy directives with the realms of pedagogical implementation and educational attainments. Such a scholarly journey is illuminated with objectives that guide the research pathways, ensuring clarity, depth, and coherence in the exploration and synthesis of the pertinent literature.

Central to this objectives is the quest to unravel the historical and conceptual evolution of educational policies. A diachronic analysis allows for a profound understanding of the trajectories that have shaped policy formulations, adaptations, and transformations over time. This temporal exploration seeks to unveil the thematic continuities and shifts, the emergence of new paradigms, and the obsolescence of others, thereby offering a rich tapestry of historical insights and developmental nuances in the policy landscapes [1].

Further, the research aims to conduct a comparative analysis, aiming to illuminate the global diversities and commonalities in educational policies. Such a global perspective enhances the depth and breadth of our understanding, facilitating a nuanced appreciation of the varied policy architectures, strategic priorities, and contextual influences that characterise different educational settings worldwide. This objective underscores a commitment to diversity and inclusivity, ensuring that the research resonances are enriched with a multiplicity of global voices, experiences, and perspectives [3].

In alignment with the research's critical orientation, an objective of paramount significance is the analysis of the pedagogical implications of educational policies. This objective nurtures an exploration that delves into the practical realms of educational engagements, scrutinising how policy directives reverberate through the methodologies, strategies, and innovations that characterise pedagogical practices. It invokes a focus on the lived realities of educational environments, contemplating the transformative impacts, challenges, and opportunities that policies introduce within the pedagogical spheres [2].

A concurrent focus on learning outcomes propels the research towards a holistic consideration of the policy impacts. The objectives encapsulate an analysis aimed at discerning the direct and indirect influences of policies on the spectrum of educational attainments, encompassing knowledge, skills, and competencies. Such a focus augments the research with evaluative dimensions, fostering a critical appreciation of the effectiveness, relevance, and quality resonances of educational policies in the context of learner achievements and successes [4].

Moreover, an integral objective is the exploration of the relationships between educators and the policy landscapes. This facet allows for a comprehensive understanding of the professional, experiential, and adaptive dimensions of educators' engagements with policy directives. It seeks to unveil the synergies, tensions, and negotiations that characterise the educators' navigations of policy landscapes, thereby offering insightful perspectives on the human, relational, and professional aspects of policy interactions [5].

Embarking upon these objectives, the research aspires to synthesise the findings into a coherent and insightful discussion. This objective nurtures a reflective space for engaging with the implications, patterns, and insights that emerge from the literature. It fosters a critical dialogue that contemplates the interrelations, convergences, and divergences that characterise the policy-pedagogy-learning nexus, thereby contributing depth, reflexivity, and criticality to the scholarly explorations.

1.5. Layout of the Research

Navigating through a systematic literature review (SLR), this research endeavours to engage critically with a spectrum of academic contributions, ranging from foundational texts to contemporary analyses. The SLR methodology, outlined in detailed subsequence, becomes instrumental in guiding a structured and rigorous exploration of the selected academic works. The study unfolds through progressive sections, each delineated with specific foci and analytical lenses. Following the methodology, a findings section emerges, grounded in the analytical synthesis of selected literature. It aims to categorise and present the harvested knowledge, structured around themes such as the historical evolution of educational policies, global comparative analyses, pedagogical implications, impacts on learning outcomes, and the interplay between educators and policy landscapes. Subsequently, a discussion section weaves together the unearthed insights, engaging in a critical synthesis aimed at constructing a coherent narrative of policy influences. The study culminates in a conclusion and recommendations section, where the synthesised knowledge converges towards actionable insights and forward-looking perspectives.

2. Methodology

2.1. Database and Source Selection

The discerning selection of databases denotes a foundation upon which the robustness of this review's foundation firmly rests. In a deliberate effort to harness rich, diverse, and rigorous academic contributions, the database selection will be anchored in the esteemed realms of JSTOR, ERIC, Google Scholar, and Scopus.

First, JSTOR emerges as an essential reservoir of historical and empirical richness, granting access to a considerable expanse of scholarly journals, books, and primary sources. In essence, this enhances the historical depth and contextual relevance of the explored literatures [6]. Its archives resonate with a multitude of disciplines, presenting a multidisciplinary canvas on which a myriad of educational paradigms, philosophies, and policies are vividly portrayed and critically discussed. Meanwhile, ERIC (Educational Resources Information Centre), as a specialised educational database, profoundly contributes to the thematic precision and pedagogical relevance of the selected sources. Its expansive, specialised collection of journals and non-journal sources meticulously curates a wide spectrum of educational literatures, facilitating access to both breadth and depth in research contributions focused on educational policies, practices, and outcomes.

At the same time, Google Scholar enhances the review's accessibility to a broader array of scholarly contributions, encompassing various formats, disciplines, and publication statuses. Its inclusive, extensive, and up-to-date database facilitates a wider scanning of the academic landscapes, ensuring that emergent, innovative, and interdisciplinary perspectives are integrally included in the review's analytical scope. Finally, Scopus, with its formidable reputation for comprehensive citation databases, enriches the review's methodological rigor. It augments the research process with extensive interlinkages between sourced articles, authors, and citation networks, fostering a holistic, interconnected, and nuanced exploration and analysis of the scholarly domains under investigation.

An emphasis on peer-reviewed articles suggests a key strategic decision intended to improve the academic rigor, credibility, and quality of the sourced literatures. Ideally, peer-reviewed articles signify a scholarly consensus, an endorsement of methodological integrity, conceptual clarity, and analytical depth [7]. Thus, they ground the review's findings and discussions in the realms of academic validity and reliability.

2.2. Search Strategy

A methodical and strategic search forms the essence of this systematic review, ascertaining that the sourced literatures resonate with relevance, comprehensiveness, and analytical precision. Keywords and search strings are crafted and utilised to resonate with thoughtful considerations of their logical alignments with the review's focused themes and objectives. In particular, keywords have been selected to encapsulate the core thematic aspects of educational policies, pedagogical practices, and learning outcomes. The logic underlying their selection stems from a commitment to ascertain that the search process is reflective, inclusive, and accurate in harnessing literatures that portray, discuss, and analyse the intersections between policy directives and educational practices and outcomes. Accordingly, Boolean search techniques, such as the utilisation of AND, OR, and NOT, have been employed to finesse the search process [8]. Such techniques improve the specificity, precision, and relevance of the search results. They also ensure that the collected articles resonate with focused relevance, thematic richness, and ensure analytical alignment with the review's objectives and research questions.

2.3. Inclusion and Exclusion Criteria

The criteria for inclusion and exclusion exert strategic significance in ensuring that the reviewed literatures resonate with relevance, focus, and analytical contribution to the study's core aims and questions. Inclusion criteria are defined to include articles that hold direct relevance to the examination of the impacts of educational policies on teaching and learning paradigms and outcomes. Non-English articles, as well as those stemming from non-academic sources, have been excluded from the review. Such exclusion criteria are reflective of strategic considerations aimed at improving the review's linguistic coherence, academic rigor, and thematic precision. Besides, the exclusion of

non-English articles resonates with practical considerations related to linguistic proficiency and the consistency of analytical engagements.

3. Findings from the SLR

3.1. Historical and Conceptual Evolution of Educational Policies

The systemic exploration of the historical trajectory highlights a continual transformation of educational policies, exemplifying shifting paradigms, ideologies, and global influences. Ball's seminal work outlines the intersections of policy networks and the neoliberal imaginary, underscoring a transformative landscape marked by marketisation and competitive accountabilities. In addition, these evolutions signal a departure from traditional, state-centric models towards the global convergence of policy discourses, which amplify the role of transnational agencies and networks in policy formulation and dissemination [9]. Meanwhile, the scholarly works uncovered illustrate the confluence of historical contingencies, societal changes, and international influences as pervasive architects of policy landscapes, defining educational objectives, curricular frameworks, and evaluative mechanisms. The comprehensive historical mappings uncover the alternations between autonomy and standardisation, local innovations, and global benchmarks, painting a complex canvas of policy evolutions and educational transformations.

3.2. Comparative Analysis of Global Educational Policies

A juxtaposition of global educational policies unveils intricate connections of commonalities and divergences. For instance, Rizvi et al. anchor the discussions within the areas of globalisation, foregrounding the influences of global networks, norms, and mobility in shaping educational directions and priorities [3]. Similarly, scholars such as Verger, Fontdevila, and Zancajo ascertain that this global perspective elucidates overarching themes such as equity, inclusivity, and quality, heralding them as universal aspirations echoed across various policy landscapes. In addition, regional attributes surface as pivotal considerations, reflecting contextual peculiarities, societal values, and historical legacies [10]. According to Steiner-Khamsi, policy analyses unveil how localised priorities, challenges, and aspirations infuse policies with distinctive characterisations. Such considerations engender adaptations and resistances to global policy trends and prescription [11].

3.3. Pedagogical Implications

Pedagogical realms echo with the impacts of policy standards, embodying shifts, alignments, and adaptations to changing policy paradigms. Biesta's insightful explorations examine the purposes of education [2]. The author critically appraises the policy influences that shape educational practices and visions. In particular, intrinsic connections emerge between policy directives and classroom realities, affirming how curricular designs, teaching methodologies, and evaluative mechanisms resonate with policy objectives and imperatives. These findings are in tandem with other scholarly contributions enhancing the analytical depth. For instance, Priestley, Biesta, and Robinson uncover the transformative and constraining facets of policy influences [12]. They explore their imprints on teacher autonomies, pedagogical innovations, and educational values.

3.4. Impact on Learning Outcomes

The examination of policy impacts distinguishes tangible imprints on learning outcomes. It also helps in unraveling the complex pathways through which policies prompt improvements and challenges in learning experiences and achievements. According to Gleeson, a thorough investigation of the interplays between policy, curriculum, and learning landscapes can help to explain the influences that

shape educational cultures, learner experiences, and curricular enactments [4]. Meanwhile, other studies like Piattoeva and Saari's research divulge how policies frame learning objectives, inform evaluative criteria, and foster or impede diverse learning pathways [13]. Such studies can help to enable a critical assessment of policy efficacies, relevancies, and transformative potentials.

3.5. Educators and the Policy Landscape

Educators emerge as central protagonists within the policy landscapes, embodying roles as interpreters, implementers, and critics of policy designs and directives. Day illuminates the complexities and dynamics that pervade teachers' professional realms [5]. The author analyses their navigations, engagements, and contentions with policy environments. Meanwhile, other scholars such as Mockler) maintain that the synthesis of insights from a spectrum of research unveils the associations and tensions between teachers and policies [14]. Such viewpoints offer profound reflections on teacher agencies, professional identities, and pedagogical discretions within the orchestrated rhythms of policy landscapes.

4. Discussion

4.1. Synthesising the Findings: Implications and Emerging Patterns

4.1.1. Historical and Conceptual Evolution

The historical trajectory of educational policies, as explored in the findings, signifies elaborate networks of evolution, marked by ideological fluctuations and structural changes. Ball foregrounds the neoliberal currents that navigated the policy architectures, instilling market mechanisms and competitive imperatives within the educational landscapes. Such ideological advances have influenced policy changes, filled with standardisation, accountability, and performance metrics [1, 15]. Moreover, the emerging patterns highlight a decentralisation discourse, engendering the proliferation of localised policy interpretations and enactments. The devolution of policy decision-making channels intensifies the diversities of policy enactments and their divergent pedagogical manifestations, championing a spectrum of educational experiences and trajectories.

4.1.2. Comparative Global Dissections

In engaging with global educational policies, Rizvi et al. evoke considerations of commonalities, reflecting universal objectives and globalised influences [3]. Concomitant with these universal aspirations are the contextualised policy enactments, reverberating with cultural, societal, and historical nuances [16, 17]. The comparative analysis underscores the negotiation between global imperatives and regional adaptations, promoting a dynamic interplay of policy influences and educational transformations.

4.1.3. Pedagogical Imprints: Policies as Architects of Practice

Within the pedagogical arenas, policies resonate as powerful architects, shaping curricula, methodologies, and teacher agency [2, 18]. For instance, the expression of standardised assessments stems as a compelling directive, channelling teaching practices towards aligned outcomes and evaluative metrics. At the same time, López and Santibañez assert that the emergence of inclusive and bilingual policies narrates transformative potentials, inviting diversified instructional practices and enriched educational engagements [19].

4.1.4. Impact Trajectories: Learning Outcomes under the Policy Gaze

Learning outcomes materialise as central themes within policy discourses, echoing the aims, objectives, and evaluative criteria entrenched within educational designs. Gleeson and Ngema highlight the varied imprints of policies on learning trajectories, including improvement, disruption, and divergence [4, 20]. The policy impacts cascade through curricular frameworks, instructional methodologies, and evaluative mechanisms. Thus, they shape educational experiences and achievements.

4.1.5. Educators in the Policy Landscape

Educators emerge as intrinsic stakeholders within the policy ecosystems, navigating roles as interpreters, facilitators, and critics of policy discourses [21]. Their engagements with policies uncover dimensions of agency, autonomy, and professionalism. Such aspects also reflect the complexities and contradictions inherent in policy enactments and pedagogical implementations.

4.2. Critical Analysis

Engaging critically with the intersecting realms of policy designs, pedagogical shifts, and learning outcomes presents a dynamic sphere of influences, interplays, and impacts. Specifically, the designs of educational policies stem from ideological paradigms, global influences, and societal aspirations. Thus, they channel strategic directions and imperatives within educational systems. Meanwhile, pedagogical shifts, as illuminated by Biesta, resonate with the adaptabilities and resistances of educational practitioners, embodying the translations of policy directives into lived educational realities [2]. Such pedagogical navigations negotiate aspects such as innovation, standardisation, and diversification. They reflect the transformative and constrain potentials of policy architectures. In deducing the impacts on learning outcomes, a comprehensive assessment ascertains that there is a complex influence involving policies, reverberating through learner experiences, achievements, and pathways [4, 20]. Thus, the interrelations of policy, pedagogy, and outcomes materialise as intricate influences and effects, harbouring profound implications for the envisioning and enactment of educational journeys.

5. Conclusion and Recommendations

5.1. Key Findings and Their Implications

The exhaustive exploration undertaken in this systematic literature review has unveiled an intricate interrelationships and influences that educational policies exert across the multidimensional landscapes of pedagogical practices and learning outcomes. The historical analysis delineated a transformative trajectory of policies, marking shifts from state-centric paradigms to an increased intertwining of global networks and neoliberal market influences [1]. Such transitions unveil a metamorphosis of educational directives, driving systems towards marketised competitiveness, enhanced accountability, and standardisation [15]. The implications of these transformations reverberate through the realms of curricular designs, teaching methodologies, and evaluative mechanisms, manifesting as the architects of educational engagements and learning trajectories.

A comprehensive analysis of global educational policies revealed a multiplicity of influences and enactments. Within the global arena, the analysis discerned traces of convergence towards universal educational aspirations such as equity, inclusivity, and quality [3]. However, divergences were also evident, manifesting in the form of regional, contextual, and cultural variances that deeply influenced policy interpretations and implementations. This multi-layered global landscape underscores a

dynamic interplay of universal policy objectives and their contextualised enactments, cultivating a diversified ecology of educational practices and outcomes. Meanwhile, pedagogical realms resonated with policy influences that have infused instructional practices, curriculum designs, and evaluative frameworks. Policies were unveiled as potent architects, fashioning educational practices through directives, norms, and evaluative criteria [2]. Notably, the echoes of standardisation and performance metrics reverberated through the pedagogical environments, casting shadows of alignment, accountability, and homogenisation over educational engagements [18].

Furthermore, the research uncovered pathways through which policies imprint upon learning outcomes. In particular, it ascertained that the policy landscapes as crucial for accomplishing learning objectives, assessment criteria, and educational aspirations [4]. Thus, policies can be considered critical for educational trajectories, as they can shape learning experiences, achievements, and competencies. At the same time, the interplay between educators and policies unveiled realms of navigations, negotiations, and enactments. Educators emerged as crucial conduits of policy transmission, embodying roles as interpreters and implementers of educational directives [5]. Their professional landscapes resonated with echoes of agency, autonomy, and critical engagement with policy landscapes.

5.2. Recommendations

In light of the insights garnered, several recommendations can enhance the synergies between policy landscapes and pedagogical realities. First, there is a need to enhance contextual relevance and flexibility. In particular, policies should be instilled with improved flexibility and adaptability to allow for contextualised enactments that resonate with the unique cultural, societal, and educational landscapes [22]. A nurturing of context-sensitive policy frameworks can promote enriched and diverse educational pathways, responsive to local needs, aspirations, and challenges. Secondly, there is a need to promote educator agency and voice. In other words, policies should be formulated and implemented with an increased recognition of educator agency, professionalism, and experiential wisdom [23]. Encouraging active educator participation in policy discourses can advance a co-creative policy environment where policies are enriched by the practical insights, expertise, and understandings of educational practitioners. Meanwhile, it is also necessary to foster collaborative and participatory policy environments. Ideally, the policy formulation and adaptation processes should be cultivated as collaborative and participatory realms to encourage the intermingling of multiple voices, perspectives, and stakeholders [3]. Such a policy environment can signal a diversity of insights and encourage holistic, complex, and inclusive educational directives. At the same time, it is crucial to encourage research and evidence-based policymaking. Policies should be rooted in rigorous research, empirical evidences, and informed by scholarly discourses and findings. Such considerations can encourage an evidence-based policy ecology that is reflective, responsive, and grounded in scholarly rigour and practical relevance [24]. Finally, fostering continuous policy evaluation and reflexivity is beneficial. Specifically, an ethos of continuous policy evaluation, reflection, and adaptive improvement should be instilled within the policy landscapes. It can nurture a living policy environment that evolves, adapts, and rejuvenates in response to emergent learnings, insights, and changing educational landscapes [25].

In summary, this investigation offers a richly intertwined narrative of the diverse influences and enactments of educational policies within the pedagogical and learning ecosystems. It underscores the need to nurture dynamic, responsive, and collaborative policy environments to promote enriched, adaptable, and vibrant educational landscapes. Putting together scholarship, practice, and policy discussed in this analysis can help ascertain education that is richly textured and reflective of multifaceted excellences and diversities.

Authors' Contributions

The author conceived and designed this study with the intent of presenting considerable contributions to the educational policy domain. The author undertook a rigorous literature search and utilised a comprehensive data analysis approach, subsequently formulating a vigorous research methodology. The writing of the manuscript was an iterative process, entailing conscientious drafting and revision to ascertain precision and clarity. Besides, the author independently carried out the critical revisions, embedding intellectual depth into the investigation. Furthermore, the author provided technical and statistical expertise, highlighting the study's integrity. The author stands accountable for the content and endorses the final manuscript for publication.

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