Educate to Elevate: The Positive Effects of Inspiration on University Students

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Abstract

The purpose of this study is to analyse various positive effects that students experience when they feel inspired while studying at university. The data were collected using structured questionnaires through Google Forms from 206 diploma students at one of the public universities in Malaysia. The data were analysed using descriptive statistics such as frequency, percentage, mean scores, standard deviation, and inferential statistics, namely the Kruskal-Wallis test. This study found that the top three positive effects felt by the students were transformation into a better individual, motivation to do the best in learning, and facilitation of learning at the university. There are two categories of positive effects: Category 1 contributes to students' personal growth, and Category 2 contributes to students' academic growth. This study offers useful insights for educators and universities to comprehend the advantages that a stimulating learning environment can foster.

Keywords: Inspiration, Positive effects, University students

1. Introduction

The process of being intellectually inspired to do or feel something, especially something creative or significant, is referred to as inspiration (Thrash & Elliot, 2003). This process is characterised by a profound influence that stimulates feelings of motivation, passion, or a sense of purpose. Inspiration may manifest in the form of ideas, emotions, or actions, and it often results in a positive and transformational impact on individuals (Thrash & Elliot, 2004). The manifestation of inspiration has been observed to occur at any stages throughout an individual's lifespan (Thrash *et al*., 2010; Thrash *et al*., 2014).

In the context of higher education, inspiration acts as a catalyst, influencing students' attitudes, motivations, and cognitive processes in order to have a significant impact on their academic journey (Nabi *et al*., 2016). Intrinsic motivation, which pushes students to learn for their own benefit, requires inspiration. According to Gorny-Wegrzyn (2021), inspiration encourages exploration and inquiry and nurtures curiosity. Inspiration further strengthens students' ability to overcome adversity. This perseverance assists students in overcoming obstacles as they acquire a deeper understanding of the subject matter (Jacobs, 2023).

Students are motivated to learn when they are able to realise how their studies are applicable to the real world, which is another benefit of inspiration (Yukhymenko–Lescroart & Sharma 2020). Furthermore, inspiration encourages autonomy among students. Encourage students to take ownership of their education by helping them determine goals that correspond with their interests and aspirations (Bryson & Hand, 2007). Lastly, inspiration promotes lifelong learning (Endres *et al.*, 2021). Inspired students have a positive outlook on learning beyond the confines of the classroom. This desire for learning becomes a lifetime's effort as students pursue knowledge and intellectual growth.

Given the significance of inspiration in facilitating students' acquisition of a more meaningful and enjoyable learning experience, it becomes imperative to understand the diverse impacts that inspiration exerts on students. This understanding is crucial for all parties, namely the universities and educators, to effectively establish inspiring and conducive environments that foster the holistic growth of students.

Although there is a growing body of scholarly research dedicated to elucidating the positive effects of inspiration (Ewijk *et al*., 2021; Jensen *et al*., 2014; Wang *et al*., 2022; Wrench *et al*., 2013), there remains a nuanced and evolving understanding of the diverse and ever-changing positive effects that inspiration can have on students studying at a university. The study is expected to further enrich the understanding of all those involved, namely the universities and the educators, in providing a more inspiring learning environment about the various positive effects that students feel when they feel inspired while studying at university.

At the end of this study, the positive effects that students experienced will be categorised into two categories: Category 1 refers to positive effects that have the potential to enhance the student's growth as an individual, and Category 2 refers to positive effects that contribute to a meaningful learning experience for the student. When students are exposed to both categories of positive effects, it has the potential to significantly contribute to their overall personal and academic growth.

2. Literature review

2.1 The role of inspiration in higher education learning

In general, inspiration is the cognitive stimulation that prompts one to think or experience certain emotions. Inspiration is a complex and versatile phenomenon that is essential for human creativity, motivation, and personal development (Thrash & Elliot, 2003). It is a compelling force that drives individuals to engage in exploration, innovation, and making valuable contributions to the breadth and depth of the human experience (Feng *et al*., 2015). Inspiration can be derived from diverse sources, including personal experiences, observations, the environment, human emotions, the creative output of others, and even spontaneous thoughts (Klein & O'Brien, 2017; Oleynick *et al*., 2014; Oliver & Raney, 2011).

In the dynamic realm of higher education, where the pursuit of knowledge intersects with personal and professional growth, the concept of inspiration emerges as a powerful catalyst for academic success and holistic development (Martínez *et al*., 2019). Inspiration describe the process of being motivated, stimulated, or influenced by a variety of causes in order to engage in learning, research, and personal growth (Ishiguro & Okada, 2022). Inspiration frequently means cultivating a lifelong enthusiasm for learning (DeRobertis, 2017). The goal is to instil in students a sense of curiosity, enthusiasm, and motivation to explore and comprehend the topics that they are currently studying. According to Bryson and Hand (2007), students who are inspired are more likely to be

motivated and involved in their academic endeavour with fellow students. When students discover that the content they are studying is inspiring to them, they are more likely to participate actively in class, complete their assigned tasks, and seek out extra knowledge (Saeed & Zyngier, 2012).

Inspiration connects learning to personal relevance and meaning. Slavich and Zimbardo (2012) suggested when students experience inspiration, they develop a heightened perception of the intrinsic worth and significance associated with the knowledge and skills they are acquiring. Prior study by Stein et al. (2004) and Christmas (2014) found that the integration of real-life applications and alignment with personal goals enhances the meaningfulness and impact of the learning experience. Inspiration cultivates an adaptable attitude that empowers students to flourish in ever-changing and progressive educational environments (Ng, 2023). These inspired students demonstrate a remarkable capacity to effectively manage and adapt to diverse problems and uncertainties that emerge within the context of change (Rahiem, 2021). Students with these characteristics show a tendency to seek out new experiences, have a readiness to face and conquer problems, and reveal an ability to adapt to different educational environments.

Inspiration enhances students' self-assurance and fosters their conviction in their capabilities (Akbari & Sahibzada, 2020). When students experience inspiration, there is a significant impact on their self-perception, leading to a more positive mindset (Cui *et al*., 2021). An increased sense of confidence in their own capacity to learn new things and achieve their goals goes hand in hand with this elevated positivity. The presence of confidence in students fosters the tendency to embrace challenges and engage in risk-taking behaviours as they strive to acquire knowledge.

2.2 Factors influencing inspiration in higher education learning

The occurrence of inspiration within the context of higher education is influenced by various factors. It can be derived from numerous kinds of sources, encompassing educators, peers, and the surrounding learning environment. Rowcliffe (2022) emphasised that the process of obtaining inspiration during the course of the study will have a significant impact on the attitudes, motivations, and aspirations of the students.

Fundamentally, the quality of teaching stands as a cornerstone of inspiration (Derounian, 2017). The passion and enthusiasm exhibited by educators have a profound impact on students (Robson, 2020). They play a crucial role in instilling a lifelong love for learning in their students, setting the stage for a fulfilling and continuous pursuit of knowledge. They can become the architects of students' intellectual curiosity by creating a setting within classes or educational spaces that goes beyond the mere dissemination of knowledge, instead fostering a culture where curiosity is not just welcomed but actively nurtured and celebrated (Grigoropoulos & Gialamas, 2018). By carefully structuring lessons, incorporating engaging teaching methods, and infusing enthusiasm into their delivery, educators can lay the foundation for a vibrant intellectual atmosphere (Pecheone & Whittaker, 2016). When they successfully create an atmosphere that values and encourages this curiosity, they empower students to take an active role in their own academic journey.

Besides that, effective communication, which is considered an integral component of teaching quality, plays a crucial role in ensuring that intricate concepts are not only easily understandable but also relatable (Shan *et al*., 2014). By establishing a communicative approach that prioritises clarity, engagement, and relatability, educators can create an environment conducive to the thriving and flourishing of inspiration. According to King, *et al*., (2008), when students can relate intricate concepts to real-world scenarios, everyday experiences, or the interests of their students, they bridge the gap between the abstract and the concrete. This relatability not only enhances understanding but also cultivates a sense of relevance, showing students how the knowledge being imparted is directly applicable to their lives. When students can easily grasp and

connect with the material presented, they are more likely to become motivated and inspired to delve deeper into the subject matter.

The profound impact of innovation in teaching methods on fostering inspiration in learning cannot be overstated, as it represents a paradigm shift in how students engage with and absorb knowledge. Technological tools, such as interactive multimedia presentations, online platforms, virtual simulations, and collaborative learning software, offer educators dynamic ways to present knowledge and engage students (Bond *et al*., 2020). The interactive nature of these methods encourages students to actively participate in the learning process, shifting them from passive recipients of information to active contributors to their own education (Bond & Bedenlier, 2019). Students are naturally inclined towards exploring subjects further, asking questions, and delving deeper into the acquisition of both knowledge and practical skills.

In addition, the curriculum emerges as a pivotal factor in inspiring students when it is thoughtfully designed and goes beyond the traditional confines of theoretical frameworks (Nabi *et al*., 2016). The significance of the curriculum takes on a broader dimension when it emphasises practical, real-world applications and integrates diverse perspectives from various disciplines (Fung, 2017). By incorporating practical elements, such as case studies, hands-on projects, and experiential learning opportunities, students are not merely learning abstract theories; they are actively engaging with knowledge in a way that mirrors its application in professional settings. This hands-on approach allows students to see the direct impact and practical implications of their academics, sparking a deeper sense of interest and motivation (Karagiannis & Magkos, 2020). Students equipped with a curriculum that emphasises practical applications and diverse perspectives are better prepared to navigate the complexities of the real world. They develop a keen awareness of how their academics align with and contribute to addressing real-world challenges, fuelling a sense of purpose and inspiration (Yukhymenko–Lescroart & Sharma 2020).

A supportive learning environment characterised by inclusiveness and cooperative efforts serves as fertile ground for cultivating inspiration (Jensen *et al*., 2014). Within this environment, students experience a profound sense of acknowledgment and connection within a diverse community. Goodman and Bowman (2014) highlighted that when students perceive themselves as valued members of a diverse community, they are more likely to feel inspired to share their ideas and perspectives about the collective learning experience. Students learn to appreciate the strengths of others, develop interpersonal skills, and cultivate a sense of collective responsibility. This collaborative mindset fosters an environment where inspiration can flourish, as students draw inspiration not only from their own achievements but also from the shared successes of the entire learning community (Brouwer & Jansen, 2018).

The establishment of an authentic personal connection between educators and their students is a crucial element that has the potential to nurture inspiration. This connection extends beyond ordinary interaction between educators and students and serves as the foundation for effective mentorship, a relationship that has the potential to have a significant impact on the academic and personal growth of students (Cotterill, 2015a). When educators open up about their own academic and professional journeys, they provide students with concrete examples of what success looks like in the real world. The provision of transparency in learning environments enables students to gain insight into the fact that achieving success is frequently accompanied by various challenges and setbacks (Feigenbaum, 2021). At times of academic stress or when students are confronted with ambiguity regarding their future paths, this understanding can have a particularly significant influence.

2.3 Positive effects of feeling inspired in higher education

Within the context of higher education, it is widely acknowledged that the profound influence of inspiration possesses a remarkable capacity to surpass conventional academic confines. The transformative influence of experiencing inspiration extends well beyond the mere acquisition of knowledge; it essentially shapes the very essence of the students' academic journey.

Thrash and Elliot (2004) suggest that inspiration has the transformative power to elevate students into better individuals by influencing various aspects of their personal and academic development. Inspired students often develop intrinsic motivation, a deep-seated drive that comes from within rather than external factors (Schoute *et al*., 2024). This motivation propels them to excel not just academically but in various aspects of life. As they pursue their passions, set ambitious goals, and engage in meaningful activities, they become more self-directed and motivated to achieve personal excellence.

Inspired students often see the relevance and connection between the subject matter and their own lives. Ives and Castillo-Montoya (2020) pointed out that when students understand how the material relates to their interests, goals, or experiences, they are more motivated to engage fully in the learning process. The enthusiasm and passion derived from inspiration drive them to contribute, share their perspectives, and collaborate with peers. This active participation not only enhances their own understanding but also enriches the learning environment for everyone (Qureshi, *et al*., 2023).

Inspiration can play a pivotal role in facilitating learning at the university level, creating an environment that nurtures intellectual growth, academic achievement, and personal development (Tsimane and Downing, 2020). As a result, students who feel inspired are better equipped to navigate any challenges and derive greater satisfaction from their academic journeys.

Inspiration sparks curiosity and a natural eagerness to explore. Students who feel inspired are more likely to approach new knowledge with an inquisitive mindset, actively seeking to understand and uncover the intricacies of a subject (Von Stumm *et al*., 2011). As an outcome, they are more likely to be open to learning from a variety of sources and points of view, which increases the likelihood that they will embrace varied ideas and perspectives (Kashdan *et al*., 2004).

Inspiration can significantly contribute to improved academic performance in several ways. Inspired students often set ambitious academic goals, such as achieving high grades or mastering challenging concepts (Okun *et al*., 2006). They experience a positive emotional connection to the learning process. When learning is enjoyable, it becomes a fulfilling and rewarding experience, motivating students to invest more time and effort in their studies.

Inspiration can play a significant role in boosting students' self-confidence by instilling a sense of purpose, encouraging positive self-perception, and fostering a belief in their abilities. Rege *et al*. (2021) discussed inspiration often fosters a growth mindset, encouraging students to view challenges as opportunities for learning and growth. Embracing challenges with a positive mindset enhances self-confidence by reinforcing the belief that they can overcome obstacles through effort and resilience.

Inspiration serves as a catalyst for students to become more independent and autonomous in their learning (Cotterill, 2015b). Inspiration often leads to a proactive approach to learning. Students who feel inspired take ownership of their learning process, seeking out resources, exploring topics of interest, and actively engaging with the material rather than passively waiting for instruction (Brookhart *et al*., 2009). Inspiration empowers students to take control of their learning journey and become lifelong, independent learners.

3. Methodology

3.1 Survey instruments

This survey utilised a structured questionnaire form made available through Google Forms. Part A is about students' profiles and Part B is about the positive effects of feeling inspired. Questions in Part A are in the form of multiple choice, whereas in Part B, they are Likert five points, where 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; and 5 = strongly agree. Cronbach's alpha values were obtained to assess the reliability of the questionnaire's Likert scale questions. The obtained alpha value is 0.95, which is very good (George & Mallery, 2016). This suggests that the questions presented consistently measure the positive effects of feeling inspired.

3.2 Data collection

The data were gathered via an online survey. Students have been invited to respond to this inquiry via email and WhatsApp. The students have been notified about the study objectives, the disclosure of the intended use of the information provided in the questionnaire, and the estimated time required to complete the questionnaire. The students were given seven days to complete the questionnaires. The survey was performed anonymously to increase students' confidence in providing honest responses to all questions.

3.3 Samples

Even though only 281 samples were needed for this study, the questionnaires were given to all 1040 diploma students at one public university in Malaysia to ensure a high response rate could be achieved. A total of 206 students responded, with a 73.3% response rate. The students who participated in the study consisted of students from Year 1 to Year 3. As a token of appreciation for participating in this survey, 30 randomly selected students have received a meal voucher worth RM10 each. The vouchers were in digital form and have been e-mailed to the students.

3.4 Data analysis

The data were analysed using version 27 of IBM SPSS Statistics. This study utilised descriptive statistics, namely frequency and percentage, and inferential statistics, namely the Kruskal-Wallis Test.

4. Results and discussion

4.1 Student's profiles

Of the 206 students involved in the study, 112 (54.4%) were males and 94 (45.6%) were females. A total of 136 (66.0%) students were from non-engineering programmes, and 70 (34.0%) were from engineering programmes. A total of 86 (41.7%) students were in Year 1, 70 (34.0%) students in Year 3, and 50 (24.3%) students in Year 2. A total of 86 (41.7%) students still do not have the cumulative grade point average (CGPA) as they are in the first semester of Year 1. 67 (32.5%) students earn CGPAs between 3.51 and 4.00, 37 (18.0%) students get CGPAs between 3.01 and 3.50, and 16 (7.8%) students receive CGPAs between 2.51 and 3.00. Out of 206 students, 149 (72.3%) acknowledged that they felt inspired during their studies at the university, and 57 (27.7%) admitted that they had not yet felt inspired at the moment (Table 1). Overall, there were a variety of backgrounds and academic characteristics among the university students in the survey.

Table 1: Students' profiles

Variables	***f***	***%***
Gender		
Male	112	54.4
Female	94	45.6
Program of study		
Engineering	70	34.0
Non-engineering	136	66.0
Year of study		
Year 1	86	41.7
Year 2	50	24.3
Year 3	70	34.0
Latest CGPA		
None (Year 1)	86	41.7
Below 2.00	-	0.0
2.01 – 2.50	-	0.0
2.51 – 3.00	16	7.8
3.01 – 3.50	37	18.0
3.51 – 4.00	67	32.5
Feeling inspired in university		
Yes	149	72.3
Not yet	57	27.7

n = 206

4.2 The positive effects of feeling inspired

Students were surveyed about their agreement with the positive effects they have had and will feel when inspired while studying at the university. The top five positive effects that students have experienced and will experience as a result of feeling inspired are as follows: the transformation into a better individual, with a mean score of 4.54; the motivation to do the best in learning, with a mean score of 4.52; the facilitation of learning at the university, with mean scores of 4.47; the openness to learning new knowledge, with mean scores of 4.47; and the improvement of academic performance, with a mean score of 4.45 (Table 2).

Table 2 showed that most students agree and strongly agree (positive responses) when asked if they have experienced or will experience the mentioned positive effects when feeling inspired. First, transformation into a better individual received 191 positive responses (92.7%); second, motivation to do the best in learning received 189 positive responses (91.8%); third, facilitation of learning at the university received 188 positive responses (91.3%); fourth, openness to learning new knowledge received 188 positive responses (91.3%); fifth, improvement of academic performance received 185 positive responses (89.8%); sixth, increased self-awareness about the importance of the programme studied received 184 positive responses (89.3%); seventh, increased self-confidence as a university student received 182 positive responses (88.3%); and eight, changing perspectives on life received 186 positive responses (91.3%). There were just five positive effects that had negative responses from students (disagree or strongly disagree).

Table 2: The positive effects of feeling inspired

The positive effects	*f* (%)					Mean scores (SD)
	SD	D	N	A	SA	
Transformation into a better individual	0 (0.0)	0 (0.0)	15 (7.3)	65 (31.6)	126 (61.2)	4.54 (.629)
Motivation to do the best in learning	0 (0.0)	1 (0.5)	16 (7.8)	63 (30.6)	126 (61.2)	4.52 (.660)
Facilitation of learning at the university	0 (0.0)	1 (0.5)	17 (8.3)	72 (35.0)	116 (56.3)	4.47 (.667)
Openness to learning new knowledge	0 (0.0)	0 (0.0)	18 (8.7)	73 (35.4)	115 (55.8)	4.47 (.653)
Improvement of academic performance	0 (0.0)	0 (0.0)	21 (10.2)	71 (34.5)	114 (55.3)	4.45 (.674)
Increase self-awareness about the importance of the program studied	0 (0.0)	1 (0.5)	21 (10.2)	69 (33.5)	115 (55.8)	4.45 (.695)
Increase self-confidence as a university student	0 (0.0)	0 (0.0)	24 (11.7)	66 (32.0)	116 (56.3)	4.43 (.754)
Changing perspectives on life	2 (1.0)	0 (0.0)	18 (8.7)	74 (35.9)	112 (54.4)	4.43 (.734)
Become more independent and autonomous in learning	0 (0.0)	0 (0.0)	25 (12.1)	77 (37.4)	104 (50.5)	4.38 (.694)
Increase involvement in class and university activity	0 (0.0)	1 (0.5)	27 (13.1)	71 (34.5)	107 (51.9)	4.38 (.727)

n = 206
SD = Strongly disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly agree

All the findings in this study corroborate the ideas and conclusions in previous studies where different positive effects of inspiration can be observed, contingent upon the specific context in which the study was conducted. The extent to which each student acknowledges and embraces the positive impact of inspiration is based on their backgrounds and levels of inspiration (Brookhart *et al.*, 2009; Cotterill, 2015b; Ives & Castillo-Montoya, 2020; Kashdan *et al.*, 2004; Okun *et al.*, 2006; Schoute *et al.*, 2024; Thrash & Elliot, 2004; Tsimane & Downing, 2020; Qureshi *et al.*, 2023; Rege *et al.*, 2021; Von Stumm *et al.*, 2011).

4.3 Significant differences in the positive effects of feeling inspired according to the year of study

The results of the Kruskal-Wallis Test showed there were no significant differences in the positive effects of feeling inspired according to the year of study (Table 3). Regardless of whether students are in the beginning or advanced stages of their studies, the positive effects they have had or will experience when they are inspired during their studies are the same. It demonstrates that the positive effects that students have experienced and will experience in the future when they feel inspired can

occur at any point in time during their studies. The findings of this study were supported by Thrash and Elliot's (2004) study, where they revealed that everyone experiences inspiration occasionally and at their own pace, whether it originates spontaneously from inside or is regulated and requires outside stimuli to occur. Inspiration can have a positive impact on an individual's well-being, motivation, and personal growth at any time in their life, regardless of their age or stage of life (Thrash *et al*., 2010; Thrash *et al*., 2014).

Table 3: Significant differences in the positive effects of feeling inspired according to the year of study

The positive effects of feeling inspired	**n**	**Mean rank**	**Chi-square**		***p***
Transformation into a better individual					
Year 1	86	98.87	1.584	2	.453
Year 2	50	110.23			
Year 3	70	104.38			
Motivation to do the best in learning					
Year 1	86	101.37	1.693	2	.429
Year 2	50	111.68			
Year 3	70	100.28			
Facilitation of learning at the university					
Year 1	86	100.76	2.024	2	.364
Year 2	50	112.70			
Year 3	70	100.30			
Openness to learning new knowledge					
Year 1	86	104.85	0.260	2	.878
Year 2	50	100.24			
Year 3	70	104.16			
Improvement of academic performance					
Year 1	86	102.20	0.951	2	.621
Year 2	50	109.74			
Year 3	70	100.64			
Increase self-awareness about the importance of the program studied					
Year 1	86	102.55	0.418	2	.811
Year 2	50	107.66			
Year 3	70	101.70			
Increase self-confidence as a university student					
Year 1	86	101.00	1.134	2	.567
Year 2	50	100.17			
Year 3	70	108.95			
Changing perspectives on life					
Year 1	86	102.99			

The positive effects of feeling inspired	n	Mean rank	Chi-square		*p*
Year 2	50	99.92	0.488	2	.784
Year 3	70	106.69			
Become more independent and autonomous in learning					
Year 1	86	106.34	0.434	2	.805
Year 2	50	102.34			
Year 3	70	100.84			
Increase involvement in class and university activity					
Year 1	86	104.30	0.034	2	.983
Year 2	50	103.14			
Year 3	70	102.77			

n = 206

5. Conclusion

Based on the findings of this study, the positive effects that students experienced when they were inspired while studying at the university can be categorised into two categories. The first category refers to positive effects that have the potential to enhance the student's growth as an individual. The second category encompasses positive effects that contribute to a rewarding and meaningful learning experience for the student (Figure 1).

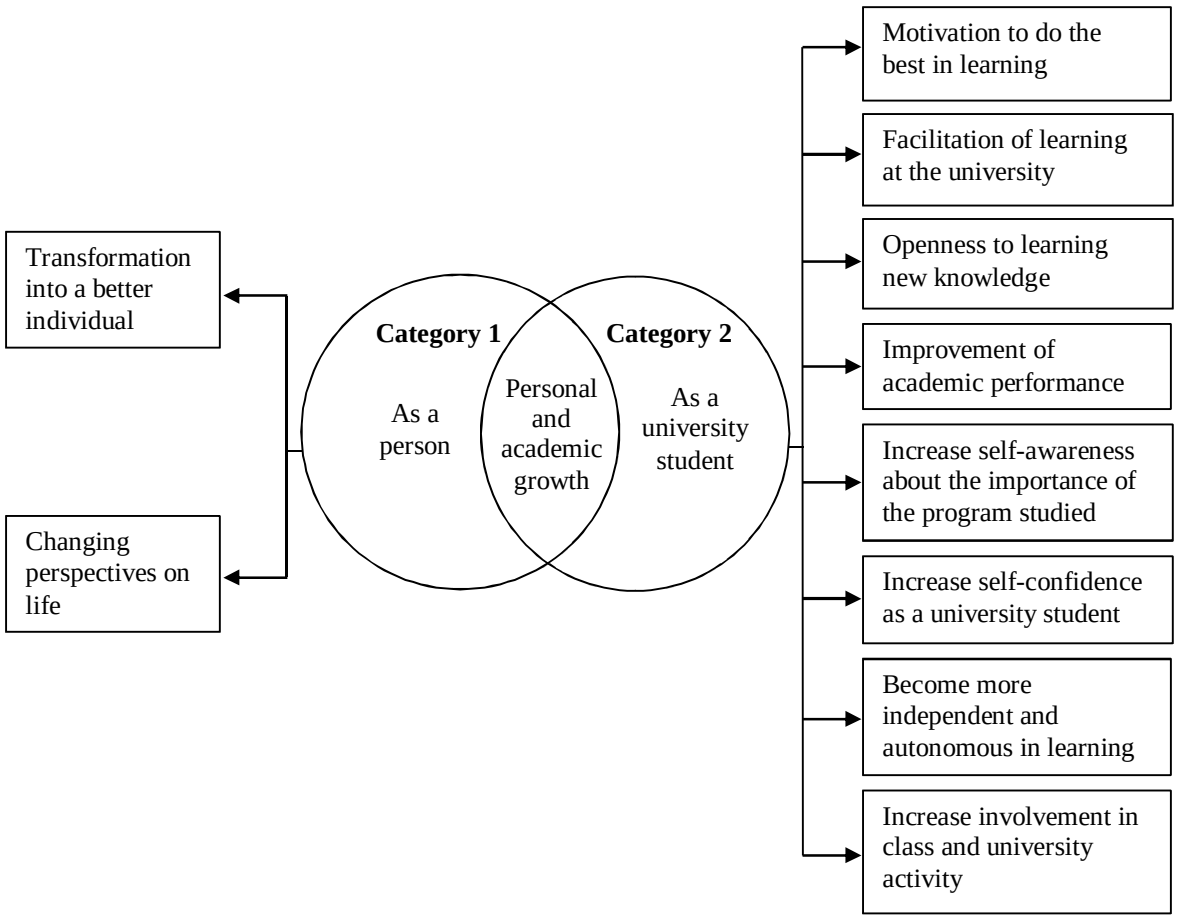

Figure 1: Two categories of positive effects experienced by students when feeling inspired at the university

Students who are inspired have declared that they had greater motivation, enthusiasm, and a genuine passion for learning while they were in university. They develop a greater willingness to explore new ideas, engage in their learning, and seek knowledge that goes beyond the confines of the curriculum as a result of this inspiration, which acts as a catalyst for academic performance. In addition to this, students develop a greater sense of independence and autonomy in their own learning. Not only does this improve their academic achievement, but it also offers them the opportunity to acquire the skills that are essential for achieving success in this rapidly evolving, dynamic world.

Essentially, when students experience inspiration, the university becomes a hub of intellectual curiosity, innovation, and personal growth. These positive effects have a broader impact beyond the campus, shaping students who possess not only excellent academic abilities but also the necessary skills, positive mindset, and passion to make significant contributions to society. Therefore, inspiring learning environments in universities are not only beneficial for students but also crucial for developing a new generation of engaged citizens and lifelong learners.

The present study is subject to two limitations. The first limitation of this study pertains to its sample selection, as it solely encompasses students from one public university in Malaysia. In order to enhance the scope of this study, future researchers may consider expanding the contextual

setting to include other public and private universities and conducting similar studies across universities in different parts of the world, which would contribute to a more comprehensive understanding of the topic. The second limitation of this study is its exclusive reliance on a quantitative research approach, specifically the utilisation of surveys as the primary data collection method. In order to gain a comprehensive understanding of the positive effects experienced by students when they feel inspired at the university, future researchers may employ a mixed-method approach, combining both survey and interview. By utilising surveys, researchers can collect data from a larger sample size, while interviews provide an opportunity to delve deeper into the subjective experiences and perspectives of individual students, offering rich and contextual insights.

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