

Determinants of Students' Communication Confidence: Testing the Dewesia Conceptual Model in the Philippine Context

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ABSTRACT : Communication confidence is an essential competency that enables students to express ideas effectively in academic and social settings. This study examined the relationship between the DEWESIA Conceptual Model and students' communication confidence among 294 students in Northern Mindanao, Philippines. Specifically, it assessed the effectiveness of the DEWESIA Conceptual Model, determined students' communication confidence, examined the relationship between these variables, identified the model's significant predictors of communication confidence, and tested differences according to educational level and English language proficiency. A descriptive-correlational research design with stratified random sampling was employed. Data were collected using the DEWESIA Conceptual Model Questionnaire and McCroskey's Communication Confidence Scale and analyzed using descriptive statistics, Spearman's rank-order correlation, one-way ANOVA, and multiple linear regression. Results revealed that students demonstrated high communication confidence and perceived the DEWESIA Conceptual Model as highly effective. Significant positive relationships were found between the model and all communication confidence domains. Regression analysis showed that the DEWESIA Conceptual Model significantly predicted communication confidence, explaining 24.2% of its variance, with the Example dimension emerging as the only significant predictor. Communication confidence also significantly differed according to educational level and English language proficiency. The findings support the DEWESIA Conceptual Model as an effective framework for enhancing students' communication confidence and provide evidence for its integration into communication and instructional practices.

Keywords: DEWESIA Conceptual Model, communication confidence, communication competence, descriptive-correlational research, higher education

I. INTRODUCTION

Communication confidence is widely recognized as one of the essential competencies in the twenty-first century because it enables learners to express ideas clearly, participate actively in discussions, and succeed in both academic and professional environments. In today's knowledge-driven society, communication is not only a means of exchanging information but also a fundamental skill associated with critical thinking, collaboration, and problem-solving. Effective communication requires not only knowledge of language but also the confidence to communicate ideas appropriately in various situations. However, despite its importance, many students continue to experience communication anxiety, hesitation, mental blocking, and difficulty organizing their thoughts during oral communication activities. These challenges often limit students' participation and reduce their ability to communicate effectively. Research has shown that communication confidence is closely associated with self-efficacy, in which individuals' beliefs about their capabilities influence their communication performance.

In educational settings, communication confidence has become increasingly important because contemporary teaching approaches encourage learner-centered instruction, collaborative learning, presentations, and reflective classroom discussions. Students are expected to explain ideas clearly, justify their answers, organize their thoughts logically, and communicate effectively in different learning situations. Nevertheless, many learners continue to struggle with

these expectations because of fear of making mistakes, lack of confidence, and difficulty organizing ideas during spontaneous speaking activities. These communication barriers highlight the need for structured instructional approaches that can assist students in developing greater confidence and more organized communication skills.

Within the Philippine educational context, similar communication challenges are frequently observed among students who participate in oral recitations, classroom reporting, discussions, and presentations. Many learners hesitate to express their ideas because of fear of committing errors, limited confidence, or difficulty structuring their responses. Such challenges may restrict students' opportunities to participate actively in classroom learning and develop effective communication skills. Consequently, there is a continuing need for structured communication frameworks that can systematically guide students in organizing ideas and expressing themselves more confidently.

To address these communication challenges, the DEWESIA Conceptual Model was developed as a structured communication and reflective thinking framework. The model consists of seven sequential stages: Define, Explain, Why, Example, Summarize, Insight, and Action. Each stage guides learners through a systematic process of defining concepts, explaining ideas, providing reasons, illustrating concepts through examples, summarizing learning, reflecting on insights, and applying knowledge in practical situations. Through these structured stages, the model aims to promote clearer thinking, organized communication, reflective learning, and greater communication confidence.

Despite the recognized importance of communication confidence, limited empirical evidence exists regarding structured communication frameworks that integrate cognitive organization, reflection, and communication confidence within a single instructional model. Most existing studies examine communication anxiety, speaking competence, or language proficiency separately without integrating these components into a comprehensive communication framework. This gap highlights the need to examine the relationship between the DEWESIA Conceptual Model and students' communication confidence.

Accordingly, this study seeks to determine the relationship between the DEWESIA Conceptual Model and students' communication confidence. Specifically, it examines the predictive influence of the seven dimensions of the DEWESIA Conceptual Model on students' communication confidence and determines whether communication confidence significantly differs according to educational level and English language proficiency. The findings are expected to contribute to communication pedagogy by providing empirical evidence regarding the use of a structured communication framework in developing students' communication confidence and organized thinking.

II. REVIEW OF RELATED LITERATURE

Communication confidence is a fundamental component of effective learning and interpersonal interaction. Students with higher communication confidence are more likely to participate in classroom discussions, collaborate with peers, and perform successfully in public speaking and academic presentations. Conversely, communication apprehension often limits students' willingness to express ideas, resulting in reduced classroom engagement and poorer communication performance (McCroskey et al., 1977; McCroskey & McCroskey, 1988). Research has consistently shown that communication confidence is associated with self-efficacy, suggesting that students who believe in their communication abilities are more likely to engage actively in various communication situations (Bandura, 1977).

Structured instructional approaches have been identified as effective strategies for improving students' communication skills and confidence. Learning frameworks that guide students in organizing ideas, explaining concepts, and reflecting on their understanding promote deeper learning and more effective communication. Constructivist perspectives emphasize that meaningful learning occurs when students actively construct knowledge through guided experiences, reflection, and authentic application (Vygotsky, 1978). Similarly, Bandura's Social Learning Theory explains that repeated guided practice and successful communication experiences strengthen self-efficacy, ultimately enhancing communication confidence (Bandura, 1977).

The DEWESIA Conceptual Model was developed as a structured communication framework consisting of seven sequential stages: Define, Explain, Why, Example, Summarize, Insight, and Action. Unlike traditional communication strategies that primarily focus on language proficiency or presentation skills, the DEWESIA Conceptual Model integrates cognitive organization, reflective thinking, and practical application into a systematic communication process. Through its structured sequence, the model is intended to help students organize ideas logically, explain concepts clearly, generate meaningful insights, and apply learning in authentic contexts.

Despite growing interest in communication confidence and structured learning strategies, limited empirical evidence has examined instructional frameworks that simultaneously integrate cognitive organization, reflection, and communication confidence. Most previous studies have focused on communication apprehension, speaking competence, or self-efficacy independently rather than investigating comprehensive communication models. This gap highlights the need to examine whether the DEWESIA Conceptual Model contributes to students' communication confidence. Accordingly, the present study investigates the relationship between the DEWESIA Conceptual Model and communication confidence and identifies which dimensions of the model significantly predict students' communication confidence.

III. METHODS

Research Design

This study employed a descriptive-correlational research design to examine the relationship between the DEWESIA Conceptual Model and students' communication confidence in Northern Mindanao, Philippines. Specifically, it determined the level of the DEWESIA Conceptual Model and students' communication confidence, examined the relationship between these variables, determined the predictive influence of the dimensions of the DEWESIA Conceptual Model on students' communication confidence, and assessed whether communication confidence significantly differs according to educational level and English language proficiency. Data were collected at a single point in time without manipulating the study variables, making the descriptive-correlational design appropriate for addressing the objectives of the study.

Research Locale

The study was conducted in Region X (Northern Mindanao), Philippines, involving students from selected higher education institutions across the region. Northern Mindanao was chosen because it comprises diverse student populations with varying educational backgrounds and levels of English language proficiency, making it an appropriate setting for examining students' communication confidence and their perceptions of the DEWESIA Conceptual Model. Data were collected through face-to-face administration of survey questionnaires within the participating institutions during the study period. The selected setting provided a suitable context for investigating the relationship between the DEWESIA Conceptual Model and communication confidence among Filipino students.

Participants and Sampling

The study involved 294 Filipino students aged 18 to 25 years from Region X (Northern Mindanao), Philippines. Participants were selected using proportional stratified random sampling to ensure adequate representation of the target population. The respondents were first grouped according to their respective schools, which served as the sampling strata, and participants were then randomly selected from each stratum in proportion to its population size. This sampling procedure ensured that each subgroup was adequately represented, thereby enhancing the representativeness of the sample and minimizing sampling bias. The selected participants served as the respondents in evaluating the DEWESIA Conceptual Model and assessing their communication confidence across the domains of group discussion, meetings, interpersonal communication, and public speaking.

Research Instrument

Data were collected using a structured questionnaire consisting of three sections. The first section elicited the respondents' demographic information, specifically educational level and English language proficiency. The second section was the DEWESIA Conceptual Model Questionnaire, which measured respondents' perceptions of the seven dimensions of the model: Define, Explain, Why, Example, Summarize, Insight, and Action. The third section utilized McCroskey's Communication Confidence Scale, which assessed students' communication confidence across four communication contexts: group discussion, meetings, interpersonal communication, and public speaking. Responses to both instruments were measured using a five-point Likert scale.

Validity and Reliability

The DEWESIA Conceptual Model Questionnaire was subjected to content validation by experts in education, communication, and research to establish its relevance, clarity, and alignment with the objectives of the study. Necessary revisions were made based on the recommendations of the validators before the instrument was administered. The communication confidence instrument was adapted from the established McCroskey Communication Confidence Scale, which has been widely used and reported to possess acceptable psychometric properties. The internal consistency of the instruments was assessed using Cronbach's alpha, with coefficients of at least 0.70 considered acceptable for research purposes.

Data Gathering Procedure

Data were gathered through face-to-face administration of a survey questionnaire among the selected respondents. Before the data collection, the researchers explained the purpose of the study and provided instructions on how to answer the questionnaire. The instrument consisted of two parts: the first part gathered the respondents' demographic information, including educational level and English language proficiency, while the second part consisted of the DEWESIA Conceptual Model questionnaire and the McCroskey Communication Confidence Scale to measure students' communication confidence in terms of group discussion, meetings, interpersonal communication, and public speaking. After the respondents completed the survey, the questionnaires were retrieved and prepared for data processing and analysis.

Scoring Procedure

The responses gathered from the respondents were scored using a five-point Likert scale to determine the level of effectiveness of the DEWESIA Conceptual Model and the level of students' communication confidence. Each item was assigned a numerical value ranging from 1 to 5, wherein a higher score indicated a higher level of agreement, effectiveness, or confidence among the respondents.

The weighted mean scores were interpreted using the following scale:

Scale	Mean Range	Verbal Interpretation
5	4.20–5.00	Very High
4	3.40–4.19	High
3	2.60–3.39	Moderately High
2	1.80–2.59	Low
1	1.00–1.79	Very Low

Data Analysis

The collected data were organized, tabulated, analyzed, and interpreted using appropriate statistical techniques. Frequency and percentage were used to describe the respondents' demographic profile in terms of educational level and English language proficiency. Mean and standard deviation were utilized to determine the level of effectiveness of the DEWESIA Conceptual Model and the level of students' communication confidence. One-Way Analysis of Variance (ANOVA) was employed to identify whether significant differences existed in communication confidence when respondents were grouped according to educational level and English language proficiency. Spearman's rank-order correlation (Spearman's rho) was used to examine the significant relationship between the DEWESIA Conceptual Model and communication confidence. Lastly, multiple linear regression analysis was conducted to determine which dimensions of the DEWESIA Conceptual Model significantly predicted students' communication confidence.

Ethical Considerations

The study observed ethical principles throughout the research process. Participation was voluntary, and respondents were provided with informed consent before answering the questionnaire. They were informed about the purpose of the study, the procedures involved, and their right to withdraw from participation at any time without penalty.

Confidentiality and anonymity were maintained by ensuring that no personally identifiable information was collected from the respondents. The gathered data were used solely for academic purposes and were securely handled by the researchers. Furthermore, the researchers ensured that all information obtained from the participants was treated with respect and in accordance with ethical standards in conducting research.

IV. RESULTS

Respondents' Profile

The demographic characteristics of the respondents were described in terms of educational level and English language proficiency. A total of 294 respondents participated in the study. Table 1 presents the distribution of respondents according to educational level.

Table 1*Distribution of Respondents According to Educational Level*

Educational Level	Frequency	Percentage
Undergraduate	260	88.44%
College Graduate	25	8.50%
Master's Degree	8	2.72%
Doctorate Degree	1	0.34%
Total	294	100%

As shown in Table 1, the majority of respondents were undergraduate students (260; 88.44%), while doctorate degree holders comprised the smallest group (1; 0.34%).

Table 2*Distribution of Respondents According to English Language Proficiency*

English Language Proficiency	Frequency	Percentage
Beginner	22	7.48%
Intermediate	141	47.96%
Advanced	103	35.03%
Proficient	28	9.52%
Total	294	100%

Table 2 indicates that most respondents were classified as intermediate in English language proficiency (141; 47.96%), followed by advanced (103; 35.03%).

Level of Communication Confidence

Table 3*Level of Communication Confidence in Group Discussion*

Dimension	Mean	SD	Interpretation
Group Discussion	3.34	0.523	Moderately High

Table 4*Level of Communication Confidence in Meetings*

Dimension	Mean	SD	Interpretation
Meetings	3.11	0.508	Moderately High

Table 5*Level of Communication Confidence in Interpersonal Communication*

Dimension	Mean	SD	Interpretation
Interpersonal Communication	3.15	0.460	Moderately High

Table 6*Level of Communication Confidence in Public Speaking*

Dimension	Mean	SD	Interpretation
Public Speaking	3.16	0.484	Moderately High

Overall, respondents demonstrated a moderately high level of communication confidence across all domains. Group discussion obtained the highest mean score ($M = 3.34$), followed by meetings ($M = 3.11$), interpersonal communication ($M = 3.15$), and public speaking ($M = 3.16$).

Effectiveness of the DEWESIA Conceptual Model

The effectiveness of the DEWESIA Conceptual Model was assessed through seven dimensions: Define, Explain, Why, Example, Summarize, Insight, and Action.

Table 7

Effectiveness of the DEWESIA Conceptual Model Dimensions

Dimension	Mean	SD	Interpretation
Define	3.39	0.757	Moderately High
Explain	3.29	0.826	Moderately High
Why	3.48	0.739	High
Example	3.78	0.817	High
Summarize	3.45	0.782	High
Insight	4.02	0.832	High
Action	3.89	0.853	High

The results showed that the DEWESIA Conceptual Model was perceived as effective by the respondents. Among the dimensions, **Insight obtained the highest mean score (M = 4.02, SD = 0.832)**, while Explain obtained the lowest score (M = 3.29, SD = 0.826).

Overall Communication Confidence**Table 8**

Overall Level of Communication Confidence Among Students

Indicator	Mean	SD	Interpretation
Confidence in Speaking	3.48	0.781	High
Ability to Explain Ideas Clearly	3.56	0.764	High
Organization of Thoughts	3.42	0.738	High
Reduction of Mental Freezing	3.31	0.826	Moderately High
Oral Presentation Confidence	3.60	0.752	High
Overall Communication Confidence	3.47	0.691	High

The overall communication confidence of respondents was high (M = 3.47, SD = 0.691). Oral presentation confidence obtained the highest mean score (M = 3.60), while reduction of mental freezing obtained the lowest rating (M = 3.31).

Difference, Relationship, and Predictive Influence**Table 9**

Difference in Communication Confidence According to Educational Level and English Language Proficiency

Variable	F-value	p-value	Interpretation
Educational Level	3.482	.017	Significant
English Language Proficiency	8.764	<.001	Significant

One-way ANOVA revealed significant differences in communication confidence according to educational level and English language proficiency.

Table 10

Relationship Between DEWESIA Conceptual Model and Communication Confidence

Communication Domain	Spearman's rho	p-value	Interpretation
Group Discussion	.246**	.001	Significant
Meetings	.182*	.019	Significant
Interpersonal Communication	.263**	<.001	Significant
Public Speaking	.318**	<.001	Significant

The DEWESIA Conceptual Model showed significant positive relationships with all communication confidence domains, with the strongest relationship observed in public speaking.

Table 11*Multiple Linear Regression of DEWESIA Conceptual Model Dimensions Predicting Communication Confidence*

Predictor	β	p-value	Interpretation
Define	.172	.113	Not Significant
Explain	.084	.453	Not Significant
Why	.074	.500	Not Significant
Example	.218	.046	Significant
Summarize	-.055	.619	Not Significant
Insight	-.039	.779	Not Significant
Action	.129	.347	Not Significant

The regression model explained 24.2% of the variance in communication confidence ($R^2 = .242$). Among the DEWESIA dimensions, only Example significantly predicted communication confidence ($\beta = .218$, $p = .046$). \

V. DISCUSSION

The findings of the study revealed that respondents generally demonstrated a moderately high level of communication confidence across group discussion, meetings, interpersonal communication, and public speaking. Among these domains, group discussion obtained the highest rating, suggesting that students were more comfortable expressing ideas and participating in collaborative communication settings. However, the moderately high ratings in other domains indicate that while students possess confidence in communicating, there may still be areas where further development is needed, particularly in formal communication situations that require greater preparation and self-assurance.

The results further showed that students perceived the DEWESIA Conceptual Model as effective, with most dimensions obtaining high ratings. The highest-rated dimension was Insight, followed by Action and Example, indicating that students valued opportunities to develop understanding, connect concepts, and apply learned ideas in practical situations. This suggests that a structured approach that encourages explanation, reflection, and application may support students' ability to organize and communicate their thoughts effectively. The findings highlight the importance of meaningful learning processes where students are encouraged not only to acquire information but also to interpret and apply knowledge.

The study also found that respondents had a high overall level of communication confidence, particularly in oral presentation confidence and the ability to explain ideas clearly. This suggests that students were generally capable of expressing their thoughts and delivering information effectively. However, reduction of mental freezing obtained the lowest rating among the indicators, implying that some students may still experience hesitation, anxiety, or difficulty maintaining confidence during spontaneous communication situations. This finding emphasizes the need for learning activities that provide repeated opportunities for practice, feedback, and confidence-building.

Significant differences were observed in communication confidence when respondents were grouped according to educational level and English language proficiency. Students with different educational backgrounds and levels of English proficiency demonstrated varying levels of communication confidence. This finding suggests that language competence and academic experience may contribute to students' confidence in expressing ideas, participating in discussions, and performing communication tasks. Greater exposure to academic activities requiring communication may help students develop stronger confidence over time.

Furthermore, the results indicated a significant positive relationship between the DEWESIA Conceptual Model and communication confidence across all communication domains. Although the relationships were weak to moderate, the findings suggest that higher perceived effectiveness of the DEWESIA Conceptual Model is associated with increased communication confidence. The strongest relationship was observed in public speaking, indicating that structured learning processes involving explanation, examples, reflection, and application may be particularly helpful in preparing students for formal speaking tasks.

The regression analysis revealed that among the seven dimensions of the DEWESIA Conceptual Model, only Example significantly predicted communication confidence. This suggests that the use of examples may play an important role in helping students understand concepts, organize their thoughts, and communicate ideas more clearly. Providing concrete examples may reduce uncertainty and allow learners to connect abstract concepts with practical experiences, thereby strengthening their confidence in expressing their ideas.

Overall, the findings demonstrate that the DEWESIA Conceptual Model contributes to students' communication confidence, particularly through the use of examples and meaningful application of knowledge. While the model explained 24.2% of the variance in communication confidence, other factors beyond the model may also influence students' confidence, such as individual experiences, language ability, academic exposure, and communication practice. These findings highlight the potential of structured conceptual learning models in enhancing students' communication skills and suggest the importance of incorporating interactive and application-based strategies in educational settings.

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