THE 2018 GENERAL EDUCATION ENGLISH CURRICULUM IMPLEMENTATION AND PRIMARY ENGLISH TEACHERS' PERCEIVED OPPORTUNITIES

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Abstract: This qualitative study explores the perceived opportunities of the 2018 GEEC implementation for primary English education in mountainous areas of central Vietnam. Data were collected from semi-structured interviews with seven experienced teachers and then analyzed using reflexive thematic analysis (Braun & Clarke, 2021). It is found that the new curriculum implementation leads to formal and informal professional development opportunities. It also creates favorable conditions to enhance students' learning. This study contributes to the limited literature on curriculum implementation in disadvantaged areas, offering insights for policymakers and educators to support English teaching and learning in similar contexts. It underscores the critical role of local teachers in enhancing English education while reinforcing cultural pride among ethnic minority students.

Keywords: 2018; English Curriculum; primary English teachers; opportunities; mountainous areas

TRIỂN KHAI CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG 2018 MÔN TIẾNG ANH: NHẬN THỨC VỀ CÁC CƠ HỘI CỦA GIÁO VIÊN TIỂU HỌC MIỀN NÚI

Tóm tắt: Nghiên cứu định tính này tìm hiểu về những cơ hội trong việc dạy học tiếng Anh ở các trường tiểu học miền núi thông qua việc triển khai Chương trình Giáo dục phổ thông 2018 môn Tiếng Anh. Dữ liệu được thu thập từ các cuộc phỏng vấn bán cấu trúc với bảy giáo viên có kinh nghiệm và sau đó được phân tích bằng phương pháp phân tích chủ đề phản tư (Braun & Clarke, 2021). Kết quả nghiên cứu cho thấy việc triển khai chương trình mới thúc đẩy sự phát triển chuyên môn của giáo viên thông qua các cơ hội phát triển nghề nghiệp chính thức và không chính thức. Đồng thời, nó giúp tạo ra các điều kiện thuận lợi cho việc học tập của học sinh. Nghiên cứu này góp phần bổ sung vào số lượng nghiên cứu còn hạn chế về việc triển khai chương trình ở các khu vực khó khăn, cung cấp những hiểu biết sâu sắc cho các nhà hoạch định chính sách và nhà giáo dục nhằm hỗ trợ việc dạy và học Tiếng Anh trong những bối cảnh tương tự. Nghiên cứu nhấn mạnh vai trò quan trọng của giáo viên địa phương trong việc nâng cao chất lượng giáo dục Tiếng Anh, đồng thời củng cố niềm tự hào văn hóa trong học sinh dân tộc thiểu số.

Từ khóa: 2018; Chương trình Tiếng Anh; giáo viên Tiếng Anh bậc tiểu học; cơ hội; khu vực miền núi

1. Introduction

Curriculum reforms are pivotal in enhancing educational quality by aligning teaching and learning with societal needs and global demands (Fullan, 2016). In Vietnam, the shift from the 2006 to the 2018 Curriculum reflects a commitment to fostering competency-based education, emphasizing not only academic knowledge but also critical skills like communication, problem-solving, and creativity (MOET, 2018). With respect to English education, the 2018 General Education English Curriculum (GEEC) was enacted by Vietnam's Ministry of Education and Training (MOET) on December 26, 2018, via Circular No. 32/2018/TT-BGDĐT. It introduces mandatory English education from grades 3 to 12 and optional implementation for grades 1 and 2. Compared to the previous curriculum, the 2018 GEEC aims to develop students' English communicative competence and foster core qualities (e.g., patriotism, empathy, diligence, honesty, responsibility) and competencies (e.g., self-directed learning, collaboration, problem-solving, creativity) to prepare them for life, work, and global citizenship. By the end of the primary level, students are expected to reach Level 1 of Vietnam's six-level Foreign Language Competency Framework (MOET, 2018).

Since its introduction, the 2018 GEEC has received considerable attention from the public, as can be seen in the frequency of the topic on mass media and social media. However, research on the 2018 GEEC implementation, especially in primary schools in mountainous areas, is limited. Only a few studies have explored teachers' perspectives in these regions (e.g. Do et al., 2022), despite national policies prioritizing educational equity for disadvantaged areas (Vietnam National Assembly, 2019). Meanwhile, understanding the perceived opportunities for teachers in such contexts is critical for optimizing curriculum implementation and supporting educational equity. Accordingly, this study addresses the research question: "What opportunities does the implementation of the 2018 GEEC create for primary English education in mountainous areas?" The authors also aim to clarify the choice of "opportunities" instead of "benefits", as used by previous researchers such as Nguyen et al. (2023), because opportunities encompass both realized and potential positive outcomes for both teachers and students, providing a more comprehensive analytical framework.

2. Literature review

2.1 Global context of English curriculum reforms

The implementation of curriculum reforms is likely accompanied by "complexities and changes" (Zhang et al., 2023, p. 2). As English has gained a significant role in the current globalised time, countries worldwide have undertaken substantial reforms to align their English language curricula with international standards and communicative competencies, especially in Asian countries (Sun & Rong, 2021). However, Ricento (2018) states that English plays a dual role as it can be perceived as either "a form of linguistic imperialism" or "a vehicle for social and economic mobility" (p. 221). Accordingly, English curriculum reforms in each country may not only provide resources but may also lead to inequalities and marginalisation of certain groups of stakeholders (Sun & Rong, 2021). Meanwhile, Fullan (2016) argues that effective theories of educational change must simultaneously focus on individual adaptation and the culture and context in which they work. For a curriculum reform to be implemented successfully, there are three key determinants of success: the characteristics of the change itself, the local context of

change, and external factors that influence implementation within broader society (Fullan, 2016, p. 69). This makes English curriculum reform particularly complex as it requires transformation at multiple levels of the educational system.

Studies have been conducted in different countries to reflect the situation of English curriculum reforms and their implementation. A number of studies have focused on the context of China. For example, Yan (2012) investigated English secondary teachers' perceptions of and implementation of the 2011 English curriculum reform in China. The author reported an implementation gap between the policy and teachers' classroom practices due to several reasons: the considerable professional and psychological challenges to teachers, students' resistance, the lack of support from school administrators and most importantly, the backwash effect of the prevalent examination culture. Zhang et al. (2023) listed several challenges of curriculum reform implementation in less-developed areas of China, including new teaching concepts, unclear guidance for reform implementation, students' low English abilities, and insufficient resources. More recently, China introduced the 2022 English Curriculum Standards, informed by evidence-based pedagogical approaches and emphasizing core competences in language ability, cultural awareness, thinking capacity and learning autonomy (Ministry of Education, 2022). Based on this curriculum, Chen and Murray (2025) examined factors influencing initial teacher education programme effectiveness in the 2022 curriculum reform implementation. They reported that knowledge of initial teacher education is an active mediator of curriculum change, implying that "reform design should address transformative processes within teacher education through updated materials and implementation frameworks" (p. 13). In the Philippines, Barrot (2019) analysed the English curriculum reform from a 21st-century learning perspective and pointed out that teachers may encounter various challenges in implementing the curriculum. There might be a mismatch between the principled teaching listed in the curriculum and teachers' classroom practices due to the lack of specificity and clarity in the curriculum. The lack of pre-service and in-service training might also lead to teachers' resistance to changing their views on teaching methods and the teaching-learning process. In Thailand, the English language teaching reform policy in 2014 was a combination of CEFR as a framework and CLT as a teaching method. However, the policy was mainly perceived by teachers as a CEFR test, which the majority of teachers had failed and accordingly lost their professional face (Franz & Teo, 2017).

The global landscape of English curriculum reforms highlights both the opportunities and challenges inherent in aligning educational systems with the demands of a globalized world. As evidenced by previous studies, curriculum reforms often aim to foster communicative competence and 21st-century skills, yet their implementation is frequently met with complexities. These include mismatches between policy intentions and classroom practices, insufficient teacher training, resource constraints, and cultural or contextual resistance. These insights provide a critical foundation for understanding the unique challenges and opportunities of English curriculum reform in Vietnam, particularly in the context of the 2018 GEEC.

2.2 The implementation of the 2018 GEEC in Vietnam

Existing research on the 2018 GEEC implementation can be categorized into different main themes. Firstly, a few studies have looked at the benefits and challenges of the implementation process. For example, Nguyen et al. (2023) surveyed 376 teachers and analyzed 90 reflective essays from primary, lower secondary, and upper secondary teachers in a northern province of Vietnam.

Their findings identified four key benefits: (1) support from schools and education authorities, (2) teacher motivation, (3) well-designed curriculum and textbooks, and (4) parental engagement. However, teachers faced challenges including heavy workloads, frequent textbook changes, adapting to new curriculum elements, meeting teaching competency demands, difficulties in community engagement, discrepancies between teaching and assessment, and pressure to achieve universal education goals. As a quantitative study, it lacked in-depth exploration of context-specific experiences. Meanwhile, Do et al. (2022) focused on primary schools in the northwest mountainous region, identifying challenges such as slow implementation, curriculum disparities, limited teaching resources, unsuitable teaching methods, and assessment issues. Teacher shortages and inadequate training further exacerbated these problems. Notably, this study overlooked the potential opportunities of the curriculum in these areas.

Teacher agency in curriculum implementation has also been a key focus. Dao et al. (2025) examined upper secondary teachers' agency in textbook implementation, finding enactment through acceptance, adaptation, and resistance, influenced by iterational (past experiences), practical-evaluative (current conditions), and projective (future goals) dimensions (Priestley et al., 2015). In primary contexts, Tran (2023) explored Grade 1-2 teachers' agency, revealing resistance to mandated methods in favor of traditional approaches due to contextual constraints, but also opportunities for adaptation that boosted student engagement. Similarly, Le et al. (2020) documented how primary teachers in disadvantaged areas adapted policies to suit the needs of ethnic minority students, thereby fostering agency through cultural integration. These findings suggest that the 2018 GEEC's flexibility, including the "one curriculum, multiple textbooks" policy, offers opportunities for teachers to innovate, particularly in remote settings (Nguyen & Dang, 2024).

While existing studies have illuminated challenges such as resource shortages, heavy workloads, and adaptation difficulties (e.g., Do et al., 2022; Nguyen et al., 2023), they often prioritize barriers over benefits or opportunities, with limited qualitative exploration of teachers' positive experiences in disadvantaged contexts. Research on teacher agency highlights adaptive potential (e.g., Le et al., 2020; Tran, 2023), but few investigations focus specifically on English education at the primary level in remote, ethnic minority regions, where cultural integration could amplify opportunities for both teachers and students. This study, accordingly, addresses this gap by qualitatively examining the voices of primary English teachers in these settings, uncovering opportunities from their perspective to inform more equitable curriculum reforms.

3. Methodology

This paper presents part of a larger case study project examining primary English teacher agency in implementing the 2018 GEEC at mountainous primary schools in central Vietnam. The lead researcher contacted primary English teachers through an existing professional development group on Zalo (a Vietnamese messaging platform), and invited them to participate voluntarily. Then, individual teachers contacted the lead researcher, and after a month of information exchange, seven female English teachers joined the study. The districts where the participants work are primarily populated by ethnic minority groups (*Co Tu*, *Xo Dang*, *Gie Trieng*, and *Cor*) and are still rated as underdeveloped compared to other urban and rural regions. Most of the inhabitants are farmers with low incomes, and most students live in boarding schools from

Monday to Friday. They come home on Saturday mornings and return to school on Sunday afternoons. Outside of schools, students do not usually have any other access to English learning. It is also this particular setting that underlines the significance of this study.

All participants received pseudonyms reflecting their ethnic group identity for ethical reasons. They had taught English for more than seven years by the time of data collection and, hence, could be considered experienced teachers. Only two of the seven participants (Bling and Rơ rác) were trained as English teachers for young learners in their bachelor's degree. Five participants, except for Minh and Pham, were from ethnic minority groups, such as *Co Tu*, *Gie Trieng*, and *Ca Dong*. All the participants had to take the VSTEP exam as an exit requirement for their university major (Table 1), but they had not retaken any other proficiency exam since graduation. Their English level of proficiency, therefore, may not be the same as when they graduated. A summary of the participant information is presented in Table 1 below.

Table 1

A Summary of the Participant Information

No.	Teacher	Age	Years of experience	Education/ Qualification	English proficiency (VSTEP)
1	Kaphu	33	10	BA in English Language Teaching	Level 5
2	Bling	33	9	BA in Teaching English for Young Learners	Level 4
3	Dinh	29	7	BA in English Language Teaching	Level 4
4	Zoram	32	9	BA in English Language Teaching	Level 5
5	Rơ rác	32	8	BA in English Language Teaching	Level 5
6	Minh	35	11	BA in English Language Teaching	Level 5
7	Pham	37	13	BA in English Language & Linguistics	Level 5

The larger project collected data through semi-structured interviews, classroom observation, document analysis (lesson plans, textbooks, guidelines), and research notes. This paper focuses specifically on data from semi-structured interviews. Seven semi-structured interviews, ranging from 55 to 90 minutes, were conducted via Zoom and Zalo video calls in Vietnamese to ensure that both participants and the interviewer could express themselves comfortably and understand each other. It should be noted that questions in the interviews cover different aspects of the broader project such as challenges and opportunities of the 2018 GEEC, teachers' previous learning and teaching experiences, teachers' reported practices in their classrooms, or their future plans, but only those related to the focus of the current paper are presented herein. Data was then transcribed using Turboscribe AI and re-checked manually by the researchers. To manage translation from Vietnamese to English, transcripts were initially produced in Vietnamese. Relevant extracts for the findings were translated into English by the bilingual lead researcher, with a focus on preserving cultural nuances and idiomatic expressions (e.g., metaphors like "ducks listening to thunder"). Accuracy was ensured through back-translation (re-translating English versions back to Vietnamese) and verification by the second bilingual researcher. This process minimized bias and maintained the integrity of participants' voices.

Transcripts were then coded and re-coded into themes and sub-themes, following the reflexive thematic analysis process suggested by Braun and Clarke (2021). This process included (1) dataset familiarisation, 2) data coding, 3) initial theme generation, 4) theme development and

review, 5) theme refining, defining, and naming, and 6) writing up. Trustworthiness was guaranteed during the process via several measures (Lincoln & Guba, 1985). Credibility was achieved through prolonged engagement with the data (multiple re-readings and manual verification of transcripts) and member checking, where preliminary themes were shared with the participants for feedback and validation. Meanwhile, inter-coder discussions and reflexivity notes were employed to support dependability and confirmability. Thick descriptions of the mountainous context and participant demographics, allowing readers to assess applicability to similar settings, facilitated the transferability of the current study.

4. Findings and discussions

The reflexive thematic analysis of semi-structured interviews with seven participants revealed two key themes regarding their perceived opportunities when the 2018 GEEC was implemented at their local schools. These themes involve both teachers and students and are presented in detail below, accompanied by a discussion of the findings in relation to the current literature.

4.1 The 2018 GEEC provides opportunities for teachers' professional growth

The implementation of the 2018 GEEC provided significant opportunities for teachers' professional growth via both formal and informal professional development initiatives. On the one hand, the provincial and district Department of Education and Training, respectively, organized several training workshops to inform their teachers of the new curriculum, especially the teaching and assessment methods. Besides, different textbook publishers held annual seminars to introduce their textbooks and available teaching resources to the teachers. These were also considered networking opportunities for the participants. Although not all the training sessions were practical and directly addressed their context-specific needs, seven participants highly valued these formal professional development opportunities, as illustrated in Extract 1 (Teacher Rơ rác) and Extract 2 (Teacher Bling).

Extract 1

> You know what, I learned a lot in the training session last summer. I took a lot of notes during the training and also took photos and recorded videos of the interesting activities of the trainer and other colleagues. Then, when I came back to my school, I reviewed my notes, tried to recall the activities, and then organized them. I became more familiar with the procedure and gained more confidence (Teacher Rơ rác).

Extract 2

> We learned about creating an English learning environment for our students from the trainer. It may not be new to other trainees in the city, but for us, it was totally new. I think we are like a blank sheet of paper. We know nothing. We have not trained appropriately, and when we teach, we tend to copy from different sources to use in our class. So, before that training, we told ourselves that we should try to clarify any methodological queries. We should make use of the training and ask all the questions we had (Teacher Bling).

On the other hand, the participants were aware of their own roles in taking the initiative to grow professionally. This is because "the 2018 GEEC requires English teachers to keep themselves updated with the new teaching methods and everyone needs to learn and try to catch up with the

general trends" (Teacher Rơ rác). Informal learning, self-initiated directives for professional development, was mentioned in the seven interviews. These include collaborative platforms such as Zalo groups, online webinars, and Facebook pages for teachers. For example, Teacher Pham appreciated her colleagues' support and sharing in a Zalo group while Teacher Kaphu learned useful teaching tips from a learning group organised for English teachers in her district.

Extract 3

> There is a big Zalo group for all the teachers in the district, but that doesn't really work. I guess people are shy. But within that big group, there are a few smaller groups. Like my group, about five members. Whenever we have something interesting in our teaching, we will send a message to the group and share it with other members. Just interact like that to develop our teaching. We don't hide teaching tips from each other. We share and learn (Teacher Pham).

Extract 4

> Once a month, we have a professional meeting in a school. We share teaching methodologies, like how to teach one lesson effectively. We talk about our students, how they learn and what we do to encourage students. I used to be very lonely in the past because I was the only English teacher at my school. I knew nothing and didn't have anyone to share my teaching concerns. It is better now. I really like attending those professional meetings (Teacher Kaphu).

While previous studies in different contexts have mentioned the challenge of inadequate training (Do et al., 2022; Zhang et al., 2023), the current study highlights the positive impact of both formal and informal professional development in fostering teacher agency and confidence in the implementation of the new curriculum. It aligns with the study by Nguyen et al. (2023), identifying how formal training empowered teachers in remote areas to adopt new pedagogical strategies. The participants' "quest" for knowledge and advice underscores the importance of inquiry and mastery in teachers' professional growth, mentioned by Nguyen and Bui (2016) as a "constant hunger for and dedication to effective and responsible teacher training" (p. 96). The emphasis on collaborative platforms such as Zalo/ Facebook groups and professional meetings also complements Tran's (2023) and Ngo & Nguyen's (2023) findings on teacher agency in taking initiatives for their professional learning. By actively embracing these opportunities, teachers not only enhance their professional skills but also contribute to the broader goal of educational equity in disadvantaged regions.

4.2 The 2018 GEEC creates favorable conditions to enhance students' learning

The implementation of the 2018 GEEC was positively perceived as a significant opportunity to create more favorable teaching conditions to enhance student engagement and motivation to learn English. First, some teachers noted that there was more investment in infrastructure from the district and the school administrators. Previously, there were limited teaching aids and resources. For example, Teacher Kaphu mentioned the lack of devices in her pre-2018 curriculum classroom, as "*there was nothing in the class but just a cassette player*", and students listened to English like "*ducks listening to thunder".* With the implementation of the new curriculum, her school had a specific room for English learning, equipped with a smart TV and other visual aids such as posters and a whiteboard. Kaphu herself also felt encouraged to invest more time and money in making teaching materials, and all of these led to an improvement in students' engagement in English learning. She recognized that her students had changed: from

passive, unmotivated learners who were unable to connect with the lesson content to those who started developing a love for the language lesson. Similarly, Teacher Rơ Rác stated that her school had allocated an English classroom, giving her more advantages in organizing games or songs, which was also useful in enhancing students' engagement and motivation.

Extract 5

> In the past, when we didn't have a specific room for English, I went to different classrooms. I organized different activities so that my students could become active and confident. But it would affect the classrooms nearby. For example, I just simply asked, "Are you ready?", and my students replied, "Yes", but that created enough noise for other teachers to complain. But now, we have a room for English learning. We can organize these activities without worrying too much about the noise. And students feel very satisfied with that (Teacher Rơ rác).

Not all the teachers enjoyed the same teaching conditions of having a specific room for English teaching at their schools, but they all were very optimistic and considered the 2018 GEEC implementation a landmark to bring about positive changes in students' English learning. These teachers noted that with opportunities for professional development (as mentioned in 4.1), they were equipped with more knowledge and skills to employ interactive activities such as games, chants, role-plays, or storytelling, hence they could increase students' engagement compared to the rote learning approaches of the previous curriculum. For example, Teacher Zoram expressed her excitement when her students were very engaged during storytelling sessions, while Teacher Dinh mentioned the effectiveness of chants in engaging her young learners (Extract 6). Additionally, integrating technology in English lessons was strongly emphasized by four participants as a significant change brought about by the 2018 GEEC (Extract 7).

Extract 6

> I didn't expect that my Grade-Three students would be so good at chanting. I just wanted to try. I divided the class into three groups, each picking up a hobby. Then, they would chant aloud about their hobbies. They surprised me. They could do it. For Grade Four, I chose the topic of "When's your birthday?" for chanting. My students loved it (Teacher Dinh).

Extract 7

> In the past, the teaching methods were very simple. We just taught students following the textbook, simple and traditional. But now, we have changed a lot. I especially like technology. I am learning to use AI, to create storybook on Canva. Or we didn't have any warm-up activities before, but now, we can sing, we can role play, we can set the scene, we can have games, a lot of things for warm-up stage (Teacher Pham).

In addition, the five participants—Teachers Bling, Zoram, Dinh, Rơ rác, and Kaphu, all of whom shared ethnic minority identities—consistently reported that the 2018 GEEC's flexibility allowed them to incorporate local cultural elements into their teaching, making English lessons more relevant and meaningful for ethnic minority students. For example, in Extract 8, Teacher Rơ rác exemplified this approach by adapting the game "Simon Says" to include a culturally significant term – "*già làng*", a Vietnamese word referring to the head of the village.

Extract 8

> When teaching about cultures, I try to ask students to think about the cultural beauty of Co Tu people and relate what they learn in English to their daily lives [..] For example, sometimes I let

> students play "Simon says" to review old vocabulary, but instead of "Simon says", I change it to "*Già làng* says". This makes students feel connected to the game and engaged more in the activity (Teacher Rơ rác).

By replacing "Simon" with "*Già làng*" (village elder), a respected figure in Co Tu culture, Teacher Rơ Rác bridged English learning with local traditions, fostering a sense of cultural pride while reinforcing vocabulary acquisition. This aligns with the emphasis of the 2018 GEEC on the development of students' understanding of English-speaking cultures and global perspectives while fostering pride in their home language and culture (MOET, 2018). It should be noted that teachers' shared ethnic identities with their students played a critical role in this process, enabling authentic connections to local traditions. Their deep cultural knowledge allowed the teachers to design lessons that resonated with students' lived experiences, reinforcing their sense of belonging and pride in their ethnic minority identity. This is also known as culturally responsive teaching (Gay, 2018). These efforts of the teacher participants align with the findings from the previous study by Nguyen and Bui (2016), illustrating how EFL teachers in northwest Vietnam's mountainous areas incorporated minority students' linguistic and cultural heritages—such as translating English words into native languages (e.g., Thai or H'mong) and comparing structures across languages—to enhance understanding and preserve traditions. By embedding local contexts into English lessons, these teachers not only advanced educational equity but also aligned with national policies prioritizing cultural preservation and inclusion (Vietnam National Assembly, 2019), offering valuable insights for curriculum implementation in similar contexts.

5. Conclusion and implications

This qualitative study explored the perceived opportunities of the 2018 GEEC implementation for primary English teachers in the mountainous areas of central Vietnam. Through semi-structured interviews with seven experienced female teachers, analyzed via reflexive thematic analysis (Braun & Clarke, 2021), two key opportunities emerged. First, the 2018 GEEC provided professional development opportunities for the teachers. Second, it created favorable conditions to enhance students' learning, such as improved infrastructure, new teaching activities, and more culturally responsive teaching practices. Accordingly, the findings extend the literature by offering a balanced perspective on the 2018 GEEC's implementation, contrasting with studies that focus primarily on challenges (e.g., Do et al., 2022).

The study's findings offer several implications for educators, policymakers, and teacher trainers. First, professional development programs should be tailored to the specific needs of teachers in remote regions, incorporating practical, context-sensitive strategies rather than generic training. Collaborative platforms, such as Zalo groups and district meetings, should be formalized and supported to foster teacher agency and reduce professional isolation. Second, educational authorities should prioritize sustained investment in infrastructure and teaching resources in mountainous areas to support the 2018 GEEC's implementation, as improved facilities may contribute to student learning. Third, policymakers should promote the curriculum's flexibility, encouraging teachers to integrate local cultural elements to make English learning more culturally relevant and engaging for ethnic minority students.

Despite its contributions, this study has a few limitations. First, the small sample size of seven female teachers from specific mountainous districts limits the generalizability of the

findings to other regions or to male teachers, who may perceive different opportunities. Second, the study relies solely on teachers' perceptions, lacking direct input from students or other stakeholders (e.g., parents, school administrators), which could provide a more comprehensive view of the curriculum's impact. Future research could address these limitations by including a larger, more diverse sample, incorporating student and stakeholder perspectives, and conducting longitudinal studies to evaluate sustained impacts.

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