

SWOT Analysis of Secondary School Education of Bangladesh: Intern Teachers' Insights from the Government High Schools in Chattogram

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ABSTRACT

The study explored intern teachers' perceptions of the existing scenario of government secondary schools. A qualitative SWOT analysis was conducted in five key areas of the school environment. The sample consisted of 30 intern teachers selected from rural and urban areas of Chattogram district, Bangladesh. The data were collected through a semi-structured interview schedule with participants who recently completed a three-month internship and were analyzed following the themes. The findings indicate that some strengths of government secondary schools, as opined by the intern teachers, include supportive SMCs, dedicated leadership, active alumni participation, and well-equipped facilities. On the other hand, regarding the weaknesses of government schools, the study uncovered several aspects: a shortage of teachers, inadequate administrative staff, low community participation, outdated infrastructure, a lack of modern technology, and overcrowded classrooms. Additionally, the study identified opportunities in both the management system and the teaching-learning environment. The threats to the schools included the lottery-based admission process, political interference, and funding shortage. It is expected that the findings of the study will provide implications for policymakers, educators, educational administrators, and secondary school teachers in addressing the current situation to ensure quality education.

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1. Introduction

Secondary education forms the foundation for social and national growth by providing young learners with the core values, knowledge, and skills required for future academic and professional success. Secondary education in Bangladesh begins after completing primary education for five years. The level aims to empower students to reach their full potential, developing their internal abilities and capabilities to become effective learners capable of entering the labour market (Ministry of Education, 2010). Schools are facing many challenges in conducting educational

activities to create productive, happy, and patriotic citizens. Various studies have shown that there are many challenges, such as overcrowded large classrooms, lack of adequate facilities, high workload of teachers, and lack of professional development (Akanda & Haque, 2025; Chakraborty et al., 2025; Islam & Bushra-E-Jannat, 2025). Moreover, the government must diagnose the problems in education in order to formulate and implement plans in line with SDG-4 (UNESCO, 2025). There are approximately 20,000 secondary schools in Bangladesh, of which less than 1,000 are government-run (BANBISE, 2023). People are primarily interested in government schools because there are fewer government secondary schools (GSSs) available in the country compared to non-government schools, and GSSs often hold top places in national board examination results. Additionally, the GSSs cover about twice as many students as non-government schools, operate two shifts, and are nearly completely occupied. So, the GSSs play a crucial role in expanding educational opportunities and ensuring equity for students from diverse socio-economic backgrounds by enrolling students through a systematic lottery system from 2021 (MoE, 2024; Rahman et al., 2018).

The GSSs allow intern teachers from local universities and colleges, as a part of institutional collaboration, particularly B.Ed. and M.Ed. students, to support academic responsibilities due to the large number of students enrolled in two shifts. The intern teachers engage them directly in school environments, expose them to classroom situations, practice teaching strategies, and reflect on real pedagogical problems as part of their practical work, especially in the final semester of B.Ed (Honours). Hence, their experiences are particularly significant as they reflect the direct transfer of teacher education to classroom teaching (Miniurova & Belousova, 2020; Tuasikal et al., 2020). While other stakeholders, such as full-time school teachers, guardians, and students, may have valuable insights to contribute to developing school improvement, this study explores intern teachers' views (Bobrytska et al., 2023).

Additionally, intern teachers' perceptions provide prompt, unbiased feedback on institutional performance, as they enjoy both an insider's perspective and an outsider's analytical eye. In order to support evidence-based school improvement strategies in Bangladesh, this study explores intern teachers' perceptions of institutional strengths, weaknesses, opportunities, and threats in three government high schools situated in both rural and urban areas of Chattogram division.

2. Literature Review

Secondary education is an essential element of formal education that works as a bridge between primary and higher education. Besides, formal education is a valuable ingredient of sustainable development, and secondary level focuses on students' intellectual and physical development (Zakharova et al., 2020). Education creates opportunities for the nation to compete not only in the global economy but also in personal and social development. In a world where information and power are intimately related, education is essential for developing fundamental intellectual skills and expanding chances for higher education (Rahman et al., 2010). As a result, it is widely accepted that investing in education can supply the essential human capital necessary for a nation's continuous economic, social, and technological development (Mandina, 2012). For a long time, it has been understood that education fosters both social progress and the growth of human potential (Dewey, 1899). Under the National Education Policy (NEP) 2010, which emphasizes equitable and inclusive education for all students (Ministry of Education, 2010), the government has increased access to education through curriculum changes, stipends, and policy reforms. Still, the teaching-learning process of secondary level remains unchanged (Pal, 2019).

Moreover, secondary education is becoming the main focus of policy, particularly in developing nations that have made significant progress in universalizing elementary education and in nations with disproportionately high numbers of adolescents (Holsinger & Cowell, 2000). The SDG-4 also prioritizes giving everyone access to comprehensive, high-quality education, as well as opportunities for lifelong learning (UNDP, 2015). The target of achieving quality education is almost impossible without falling behind in ensuring adequate development of government secondary high schools. According to earlier research, 40% of participants indicate indifference or unhappiness with the educational services offered by GSSs (Mamun-ur-Rashid, 2023).

Previous literature suggested that SWOT analysis helps to increase competitiveness, ensuring quality education and reevaluation of the organization's ins and outs (Mardiyana et al., 2022). A review of the related literature found that

multiple SWOT analyses have been conducted in different public and private secondary schools from the perspectives of full-time teachers. But the perceptions of intern teachers in the existing literature are limited (Qiu, 2017; Satria & Shahbana, 2020). While various studies have been conducted on private educational institutions focusing on quality management, infrastructural problems, the integration of technology, and political interference (Maharani, 2025; Adepoju & Famade, 2010; Fahriana & Huda, 2019), studies on government educational institutions remain comparatively scarce. This study has been conducted using the opinions of intern teachers to explore the real scenario in government high schools in Bangladesh. When there is a possibility of unintentional bias in the information provided by full-time teachers, it is comparatively less likely in the case of intern teachers.

There is a significant gap in the current literature, as this study demonstrates. Therefore, it's critical to use SWOT analysis to assess the instructional environment in Bangladeshi secondary schools, with particular emphasis on the perspectives of intern teachers from Government High Schools. Hence, this study intentionally involved intern teachers as the sample, who have a strong command of pedagogical ideas and concepts, having completed four years of education studies. Consequently, it may be argued that this experience provides students with a better grasp of the professional standards and skills required in their chosen professions (Rahman et al., 2018). The internship assists the students to understand the linkage between theory and practice. It also plays a role in building a professional workforce across sectors and in fulfilling the need for different professional institutes. It improves their comprehension of the intended profession and the future working environment related to that career, as well as their knowledge of their ability to accomplish the goals set for various professions (Praveen & Mirza, 2012).

Moreover, a situation analysis of the education sector serves as a foundation for developing educational policies and creating plans to enhance the quality of education (Wanjara & Ogembo, 2024; Okonkwo, 2025). Current global studies focus on topics such as school management, the learning environment, teacher quality, and the integration of new educational tools and techniques (Cheng, 2022; Regidor et al., 2023; Karim & Kabir, 2025; Khaldi, 2024). While a general analysis of the school situation provides a basic overview of institutions, a SWOT analysis offers a more comprehensive perspective by assessing an institution's strengths, weaknesses, opportunities, and threats (Keban et al., 2019). This study, therefore, aims to explore the current state of government schools through a SWOT analysis.

3. Research Objectives

To understand the current state of any organization, SWOT analysis is one of the primary methods for evaluating situations and identifying pathways for future improvement. Institutions use a SWOT analysis to identify their present opportunities, threats, weaknesses, and strengths before determining their future pathways and long-term objectives. This framework is advantageous for concentrating on strengths, reducing risks, and identifying suitable prospects (Polat et al., 2019). For this reason, the following specific objectives of the study are to:

- i. Explore existing strengths of government secondary schools.
- ii. Identify the weaknesses of the target institutions.
- iii. Examine the opportunities of the schools.
- iv. Explore the threats to the government secondary schools of Bangladesh.

4. Conceptual Framework

The research aims to identify the strengths, weaknesses, opportunities, and threats (SWOT) of government secondary schools in Bangladesh. The National Education Policy 2010 and the SDGs are considered primary and legal bases for promoting quality education at this level. From among various government secondary schools, two renowned schools from the Chattogram urban area and one school from the rural area have been chosen, and an attempt is made to explore the research objectives based on the respondents' experiences. Besides, Bangladesh's education policy is closely linked to the SDGs. Both have a common purpose to provide better education at the primary, secondary, and higher education levels. Thus, secondary education, provided by government and non-government institutions, is seen as an essential level of the educational system because it serves as a link between

primary and higher secondary education. As the literature suggests, this study is conceptually guided by the SWOT analysis process, focusing on school management, infrastructure, pedagogical aspects, evaluation and assessment systems, and co-curricular activities. The conceptual frame of the study is given below;

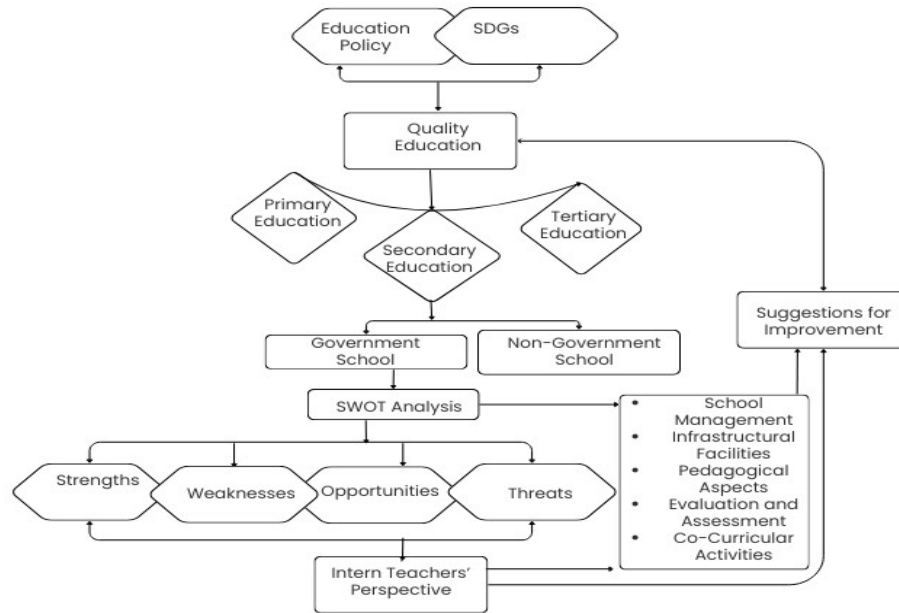


Figure 1. Flow Chart of the Conceptual Frame

5. Methodology

This qualitative study applied a SWOT analysis framework to explore the overall condition of government secondary schools in Chattogram district through the experiences of intern teachers. Because the qualitative technique allows for a thorough understanding of participants' perspectives, it was determined to be suitable. A simple qualitative study approach was used to offer a thorough overview of the current situation, practices, and difficulties within the chosen institutions. The study was conducted in three purposively selected secondary schools located in various areas of Chattogram district. Here, three government secondary schools were selected: two within the Chattogram city corporation area and one outside it. Among the two city corporation schools, one is for boys, and the other is for girls. Outside the city corporation limits, there is a co-ed government high school.

Deliberate sampling was selected to ensure the inclusion of variations that are rich in data and have the potential to offer an insightful analysis of the study issue. The target population comprised intern teachers from the selected secondary schools, drawn from different teachers' training colleges and universities. The sample of this study was 30 intern teachers who had come for three months (23 July to 24 October, 2025) as a part of a four-year B.Ed. (Honours) program from the Institute of Education and Research (IER) at the University of Chittagong. Data were gathered through semi-structured interviews. Each interview was conducted face-to-face, lasted approximately 30–40 minutes, and was audio-recorded with the interns' prior consent. The study's goals and character were fully explained to the participants, and they provided informed consent before taking part. Participants were guaranteed that their participation was voluntary and that they could withdraw at any moment without fear of repercussions, while anonymity and confidentiality were strictly upheld.

After transcribing the collected data, it has been coded and analyzed by following thematic analysis (Braun & Clarke, 2006). Furthermore, the responses were systematically coded, categorized, and organized into themes based on

literature reviews that captured key trends and insights across school management, infrastructure, pedagogical activities, extracurricular activities, evaluation, and assessment. To ensure the rigor and reliability of the study, the researchers followed several strategies, including member checking, prolonged engagement, reflexivity, peer debriefing, and data abstraction.

6. Findings and Analysis

Analyzing data from the semi-structured interview schedule revealed several key areas of interest for the researchers. The literature supported these thematic areas, which were developed from the interview criteria to gain a comprehensive understanding of the educational context. Thus, the analysis was informed by five critical dimensions of the SWOT framework:

- i. School Management
- ii. Infrastructural Facilities
- iii. Pedagogical Aspects
- iv. Evaluation and Assessment
- v. Co-curricular Activities

These dimensions enabled the researchers to systematically explore the strengths, weaknesses, opportunities, and threats perceived by the intern teachers during their school experiences. For clarity and in-depth understanding, the results and related analysis are shown in the following tables.

i. Strengths

The internal environment that helps the institution perform better in academic and other areas. As the selected schools are among the top high schools, they have several positive aspects. The strengths of the GSSs are presented below;

Table 1

Five focused areas of educational institutions and their strengths in the government schools

Major Area	Strengths
School Management	Good reputation of the schools Supportive school management committee Involvement of school alumni and parents Dedicated leadership and supervision Record of academic success
Infrastructural Facilities	Well-equipped classrooms and labs Auditorium, meeting room, office, and teachers' common room facilities Library and playground facilities Sanitation and drinking water facilities
Pedagogical Aspects	Existing competent teachers Access to intern teachers from different institutes Teachers' professionalism and dutifulness Student-centered teaching methods

Evaluation and Assessment	Subject-wise Assessment School-based Assessment Formative assessment
Co-curricular Activities	Greatly emphasizes co-curricular activities Regular morning assembly with religious inclusivity Strong sports program with diverse events and competition

The findings revealed several key strengths, particularly in the significant areas that contributed to the improvement of the target schools. The schools showed a strong management system as they have a supportive SMC, dedicated leadership, and active participation of alumni. As the table mentions, the schools have well-equipped facilities that encourage experiential learning and academic performance. An intern teacher described her experiences with academic activities of the school as follows:

Throughout my internship, I observed how the school maintained a high standard of instruction by employing qualified and experienced teachers. They conduct various assessment activities and provide feedback. The school authority also emphasizes the importance of extracurricular activities. The school organizes sports and cultural competition programs regularly.

Another participant from the rural govt school also stated school strengths as

The participation of former students in school events and their active role in school management is noticeable. The teachers try to work sincerely. Moreover, the school is gradually installing new modern equipment and computer labs. This school regularly holds good positions at the upazila level in co-curricular activities.

ii. Weaknesses

The weaknesses are also considered an internal environment that involves disadvantages and plays a negative role in the overall performance of the institutions. The findings of the study related to the school's weaknesses are given below;

Table 2

Five central areas of educational institutions and their weaknesses in the government schools

Major Area	Weaknesses
School Management	Traditional attendance systems Shortage of trained administrative staff Low stakeholder and community engagement Poor student discipline management High student-teacher ratio
Infrastructural Facilities	Poor infrastructural maintenance Lack of modern ICT lab, digital tools, and insufficient library facilities Insufficient classroom and washroom facilities
Pedagogical Aspects	Short and ineffective class duration Lack of support for special-needs students Lack of pedagogical content knowledge and professional development programs

	Unavailability of teaching aids and instructional materials Using local language in content delivery
Evaluation and assessment	Teacher-centered assessment practices Poor feedback system Neglecting cocurricular and practical skills
Co-curricular Activities	Shortage of trained teachers/coaches Low student participation and gender inequality in participation Insufficient leadership and life skill development

Although the schools have various strengths, the above table indicates that government schools often face numerous management-related challenges, including teacher shortages, inadequate administrative staff, and low community participation. Congested classrooms, outdated facilities, and a lack of contemporary technology further hamper effective teaching and learning. A participant from the urban govt high school expressed her perception, saying-

The school frequently faces challenges related to antiquated teaching methods, inadequate professional development, and a dearth of student-centered learning strategies. I have also noticed that insufficient teaching aids, poor assessment systems, and minimal focus on cocurricular and life skill development hinder students' overall growth and engagement.

In addition, Government schools gain a set curriculum of materials from the Ministry of Education and free or low-cost education. These features serve to promote broad access, particularly for low-income and rural students. This structural base is underpinned by a constitutional right to education and ongoing policy commitments.

iii. Opportunities

Opportunities involve external factors; by utilising these factors, the school can perform better than it has previously. The sampled GSSs have the opportunity to mitigate their weaknesses by leveraging them. The opportunities the respondent observed are presented below across five major areas.

Table 3

Five central areas of educational institutions and their opportunities in the government school

Major Area	Opportunities
School Management	Use of a management information system (MIS) Appoint adequate teachers to improve the teacher–student ratio Streamline the administrative process Public-private and NGO collaboration Scope for a professional learning community
Infrastructural Facilities	Planned and systematic infrastructure enhancement Staff facilities improvement Community engagement for improving facilities School safety and student welfare
Pedagogical Aspects	Increasing modern teaching- learning resources Strengthen the feedback and support system for all students Maintaining a proper timetable

	Advanced training programs, workshops, and seminars
Evaluation and Assessment	Emphasized on continuous assessment Parental and community engagement Integrate blended learning with online/digital assessment tools
Co-curricular Activities	Expand co-curricular activities, including social and cultural programs. Mentorship program Collaboration with local industries
Others	Support from local institutions Government grants and alumni support Student-centered campus

According to the experiences of teachers, the table above indicates that various external factors offer opportunities for the school's improvement both now and in the future. There are several opportunities for the schools to improve their performance through the use of MIS, hiring skilled teachers, and working with other NGOs. Establishing professional learning communities, maintaining infrastructure, connecting with the community, and making sure that both staffs and children are safe at school are further ways that they can improve. Teachers have told the intern teachers that they believe their school can raise the standard of instruction by making sure students have access to digital resources, putting in place accurate assessments, and offering modern training programs. The schools provide the possibility to become activists and leaders, says a senior assistant teacher who views the role of the school, along with opportunities in it, as a critical issue. However, initiatives on the part of the Government, such as free textbook distribution, student stipends, and infrastructure development, have played a significant role in enhancing access to education, particularly in rural areas. Such endeavors, combined with teacher professional development courses, are improving the quality of education and creating more opportunities to students, hence strengthening the social and economic conditions of our country.

Some of the intern teachers said that the infrastructure and resource deficiencies are another principal constraint. In fact, they too suffer in many cases in applying updated methodologies of teaching because of non-modern labs, libraries, ICT facilities, and even comfort classrooms. Also, class size is large, and the teacher's attitude is not very positive. These are internal constraints that make good teaching more difficult.

iv. Threats

Threats are external factors that could have a detrimental impact on a school's performance or future expansion. In the study, Shvardak (2021) explained threats as external circumstances that may adversely affect institutional stability or limit opportunities. Threats found in GSSs are shown in the table below;

Table 4

Five central areas of educational institutions and threats to these areas

Major Area	Threats
School Management	Political interference Lottery system admission process Lack of nutritious foods Facing difficulties in proper monitoring and supervision Facing challenges in monitoring and supervising Big teacher-student ratio Irregularities in rules and budget management

Infrastructural Facilities	Buildings built in low-lying areas Insufficient facilities for female students Loadshedding Health risk in a hazardous environment
Pedagogical Aspects	Imbalance of the teacher-student ratio Traditional teacher-centered methods and strategies Poor teacher motivation and high competition Excessive academic pressure on students Managing digital tools
Evaluation and Assessment	Limited continuous assessment Avoiding soft skills and cocurricular activities Manual class assessment system Unreliable Assessment
Co-curricular Activities	Recruit experienced and experts teachers Shortage of experienced instructors or coaches Irregular and unstructured programs Time constraints and lack of funds
Others	Urban pressure and pollution Lack of coeducation

From the five major perspectives, the above table also shows threats to the government schools of Chattogram. The lottery system admission process is considered one of the significant threats in the current time, as it has the potential to enroll students from outside the catchment area and those with lower cognitive skills. Another threat observed by the intern teachers is political interference. Some major threats were also identified by the intern teachers, such as the imbalance of the teacher-student ratio, reliance on traditional methods, limited continuous assessment, and funding shortages. An assistant teacher expressed his opinion to the intern teachers by stating that “Political influence in school administration frequently results in complications, even in the lottery system for admissions. This diverts attention from the students' needs and may diminish the quality of education.”

Another inter teacher from urban govt high schools said that-

Some school buildings are situated in low-lying areas, and the school management is not maintained well. The frequent power outages also pose a health hazard, and further complicate the efforts of students, as well as teachers, to work in safety.

7. Discussion

This section focuses on a critical discussion of the main findings. The findings indicate that government secondary schools in Chattogram are in a complicated situation. Existing literature of this study discussed the general management approach and teaching-learning environment of secondary schools (Muktha & Wahiduzzaman, 2024). Besides, Nadira et al. (2020) stated that SWOT analysis provides a clear conceptual and design framework for the secondary education system. Therefore, the current study explored that the involvement of alumni, as well as the strong leadership of the school's headmaster, is helping to raise the profile of government secondary schools. They have made the school management more disciplined and effective. It can be argued that the institutions have made a more favorable learning environment with student-friendly classrooms, multimedia facilities, and better

infrastructure. Simultaneously, teachers' sense of accountability and learner-centered approach are now making the teaching-learning process more productive. Additionally, strengths such as a good reputation, dedicated leadership and supervision, involvement of school alumni and parents, strong academic records, diverse sports and cultural programs, and comparatively strong academic performance indicate that government schools sought to provide equitable quality education for diverse learners.

However, the study's findings also suggest some barriers that hinder the provision of quality education in government secondary schools. Previous studies identified weaknesses in secondary schools, including a scarcity of skilled and trained teachers, insufficient technological integration, poor management, and an unfriendly student environment (Mamun-ur-Rashid, 2023; Masoom, 2021; Tezci, 2011). Although significant strengths have been identified through this study, it also revealed weaknesses and emerging threats in the overall picture, according to the study's results. Similarly, Mamun-ur-Rashid (2023) found a significant gap between expectations and concepts about GSSs. Therefore, this study strongly urges addressing weaknesses associated with GSSs, such as common room facilities and the availability of sports apparatus. Mamun-ur-Rashid (2023) also stated that all head teachers affirmed the existence of libraries; however, the absence of adequately trained librarians and support personnel precludes the provision of efficient library services. The researchers can argue that the Sustainable Development Goals' objective of quality education remains unattainable unless the weaknesses of the GSSs are addressed.

The existing literature indicates that the opportunities offered by different educational institutions include parents' participation, financial support, government policy, personnel cooperation, and ICT integration at the secondary level (Ammermüller, 2005; Dawo & Simatwa, 2010; Amuko et al., 2015). This study investigated opportunities in government high schools, and the findings suggested that using a management information system (MIS), maintaining a proper student-teacher ratio, integrating technology, collaborating with NGOs, adopting a well-designed timetable, and leveraging government grants and alumni support are significant opportunities. Therefore, it can be urged that if these opportunities are utilized properly, the quality of education will significantly improve.

Furthermore, the threats and most complex internal matters identified by intern teachers include overloaded classrooms, teacher shortages, traditional teaching-learning methods and techniques, and technology integration. Participation of learners reduces because of this problem and limits the opportunity for differential learning. Besides, the dependency on exam-based evaluation hinders the learner's creativity, higher thinking ability, and continuous progress. Schools face external pressures from changing society and politics, problems with their buildings and facilities, and competition from private schools. Politics often gets in the way of how schools are run professionally and messes up hiring teachers based on what they can do. Similarly, Liyanage (2014) examined the strengths and weaknesses of Sri Lanka's education system and found a lack of teacher training, limited job opportunities, and inefficiencies in major systems. Current global research also focuses on conducting situation analyses and SWOT analyses to diagnose existing situations and plan for the improvement of the educational institutions. In Indonesia, Chusniyah et al. (2023) conducted a study using a SWOT analysis to improve educational quality. They found that schools must focus on an ideal learning environment, teacher training, and regular assessment to support strategic planning for school improvement. On the other hand, Turkey, Spain, and Pakistan also conducted studies to explore the situation of quality education, leadership status of educational institutions using SWOT analysis (Longkumer & Rao, 2025; Hussain, 2025; Altinkalp, 2025). Similarly, this study explored SWOT perspectives of governmental schools in Bangladesh.

Overall, through the SWOT lens, Bangladesh government schools have strong foundations in access and policy support, but ongoing challenges in quality, resources, and external contextual risks. Similar findings regarding the management of secondary schools were also reported by Nadira et al. (2020) in their SWOT analysis studies. Challenges come with technology and learning systems, but threats from cultural and institutional forces are serious as well. Therefore, this study strongly urges the development of the community and parental involvement, adequate teacher training, the appointment of skilled teachers, and the integration of digital tools to ensure high-quality secondary education.

8. Limitations of the Study

There are approximately 1,000 government secondary schools in Bangladesh; this qualitative research was conducted using data from 3 government schools in the Chittagong Division. While the SWOT analysis of the schools has been done in the light of the analysis of the experience of intern teachers, other stakeholders such as regular teachers and enlisted staff of the schools are not included directly in the scope of this research. The teachers who participated in the study provided information focused on 3 months of experience, which may not be adequately representative of the long-term management and teaching and learning practices of the schools. Nevertheless, the conducted research can present an analytical picture of existing government schools, as the participants in the study provided information based on a critical mind and the academic and external worlds of the school.

9. Conclusion

Based on the views of intern teachers, this study presents a multifaceted scenario of government secondary schools in Chattogram. Along with effective leadership, experienced teachers, supportive governing bodies, active alumni, and regular curricular activities, prevailing challenges regarding teacher shortages, huge class sizes, traditional pedagogy, limited use of ICT, and a summative evaluation system continue to impede quality education. Political interference, lottery-based admission, and inadequate financial resources add further dimensions of complexity to the schools' academic programs. In spite of such constraints, emerging ICT integration, professional development opportunities, community and NGO involvement, and managed practices hint at a ray of hope in positive improvement. Nevertheless, the study's findings suggest implications for policymakers, educators, educational administrators, and secondary school teachers in addressing the current situation to achieve sustainable quality education in the secondary school sector of Bangladesh.

Declarations

I hereby declare that this article is my original work and has not been published or submitted elsewhere for publication. All sources of information have been properly acknowledged.

Competing Interests

The authors declare that they have no competing interests related to this study.

Ethical Approval

The current study obtained approval from the Sampled Secondary Schools. The researchers ensured the confidentiality of the study by not disclosing the real names of respondents or their schools. Additionally, the researchers provided consent forms to all respondents to confirm their participation.

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