

# EMPOWERING SELF-CONCEPT AMONG FELDA STUDENTS: A NOMINAL GROUP TECHNIQUE APPROACH USING RATIONAL EMOTIVE BEHAVIOR THERAPY (REBT)

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**Abstract:** *This study explores expert recommendations for addressing low self-concept among FELDA students using Rational Emotive Behaviour Therapy (REBT). The research aims to identify effective interventions and strategies, grounded in REBT, which can enhance the self-concept of students from marginalised rural communities. A Nominal Group Technique (NGT) was employed to gather expert opinions on potential interventions, involving a diverse group of seven professionals from counselling, education, and psychology. The study found broad consensus among the experts on a set of ten interventions, including cognitive restructuring, self-acceptance promotion, behavioural activation, and mindfulness practices. These interventions were viewed as essential for challenging irrational beliefs, fostering emotional regulation, and providing social support to students. The findings indicate that a holistic approach, combining mental and social support, is crucial for improving FELDA students' self-concept and overall development. Furthermore, the study recommends future research to evaluate the long-term impact of these strategies, explore other factors influencing self-concept, such as family and cultural backgrounds, develop culturally appropriate psychological assessment tools for FELDA students, and investigate the use of technology, such as online counselling, to better support rural students. In conclusion, this study highlights the potential of the REBT approach in boosting the confidence and potential of FELDA students, helping them overcome social and educational challenges while achieving personal growth and success.*

**Keywords:** *FELDA Students, Self-Concept Enhancement, Rational Emotive Behaviour Therapy (REBT), Nominal Group Technique (NGT), Psychological Interventions in Education*

## Introduction

Self-concept is defined as individuals cognitive and evaluative perceptions about themselves. This perception encompassing their beliefs, feelings, and thoughts regarding their identity and abilities. Self-concept plays a crucial role toward adolescence because during this development stage, they will experience a significant physical, emotional, and social changes. For example, adolescents' self-concept can be shaped based on how they actively engage in making self-evaluation and social comparison with other peers (Ferro & Boyle, 2013; Crone et al., 2022). A lot of studies have shown that adolescent whom possessed a positive self-concept is associated with improved mental health, lower levels of anxiety and depression, and better social functioning (Levey et al., 2019; Ybrandt, 2007). Conversely, a negative self-concept can lead to maladaptive behaviours, such as delinquency and social withdrawal (Levey et al., 2019; Hastuti et al., 2021). Research indicates that other factors such as perceived social support, peer relationships, and parental communication can also influence the development of adolescent self-concept (Yu, 2023; Dudovitz & Wong, 2016; Dijk et al., 2013). Therefore, fostering a positive self-concept in adolescents is essential for promoting their overall well-being and resilience against psychological challenges (Đuricová & Frgelcová, 2020; Ke et al., 2020).

The self-concept of students residing in rural areas globally, including those in FELDA (Federal Land Development Authority) settlements in Malaysia, poses distinct challenges that can considerably affect their educational outcomes and overall well-being. Studies show that students in rural regions frequently exhibit lower self-efficacy and self-esteem than those in urban areas, largely attributable to restricted access to educational resources, social amenities, and opportunities for social interaction (Ntaila, 2023). Students in rural environments often encounter feelings of isolation and inadequacy, which can be intensified by the occurrence of bullying and adverse peer interactions, thereby undermining their self-concept (Galán-Arroyo et al., 2023). The socio-economic conditions in rural areas, including financial instability and limited parental support, can impede the development of a positive self-concept in adolescents (Nasir, 2023). These factors contribute to a cycle of low academic achievement and reduced aspirations, as students may internalize negative perceptions regarding their abilities and potential (Ntaila, 2023).

In the context of FELDA settlements in Malaysia, challenges associated with self-concept are notably significant. Research indicates that students in these settlements frequently face challenges related to their socio-economic background, which can influence their self-perception and academic performance (Justine et al., 2020). The distinct cultural dynamics and family structures within FELDA communities may influence communication patterns, thereby affecting the development of self-concept among adolescents (Nasir, 2023). Some rural students may experience advantages from a supportive family environment, whereas others may encounter difficulties such as parental neglect or insufficient educational support, resulting in a detrimental self-concept (Nasir, 2023). The educational disparities between rural and urban areas in Malaysia underscore the necessity for targeted interventions to improve self-concept among students in FELDA settlements. This may include the implementation of programs that promote positive peer relationships, enhance access to educational resources, and stimulate parental involvement in children's education (Justine et al., 2020). Addressing these issues is essential for enhancing self-concept and improving educational outcomes for students in rural areas.

Rational Emotive Behaviour Therapy (REBT), created by Albert Ellis, implies on identifying and disputing irrational beliefs that can lead to negative emotions and self-perceptions

(Rochanah & Silakhuddin, 2022). In the context of FELDA students who may face socio-economic challenges and restricted access to educational resources, REBT may benefit them by helping them to identify and challenge their irrational beliefs that can contribute to feelings of inadequacy and low self-esteem (Aliyah et al., 2023). For instance, research by Anggreini et al., (2019), found out that group counselling sessions which employed REBT techniques can create a supportive environment where students are able to express their thoughts and feelings. This eventually may help with reducing their anxiety and enhancing their self-worth. Additionally, the use of cognitive disputation techniques also enables students to substitute negative self-talk with rational and constructive beliefs, thereby enhancing their motivation and academic performance (King, 2024). Recent studies have shown that REBT interventions effectively diminish emotional disturbances and enhance healthier self-concepts toward adolescents (Ede et al., 2021). This indicates that such approaches could be beneficial for Malaysian students in FELDA settlements contexts. Thus, implementing REBT strategies in schools may function as an essential intervention to empower students' self-concept and better coping mechanisms for various challenges that they face.

Proposing strategies based on Rational Emotive Behaviour Therapy (REBT) as a solution for self-concept issues among students in Malaysian FELDA settlements is essential due to the unique socio-economic challenges these students face. REBT is particularly effective in addressing irrational beliefs that contribute to negative self-perceptions, which are prevalent in students from low-resource backgrounds Rochanah & Silakhuddin (2022). By employing REBT techniques, educators and counsellors can help students identify and dispute irrational thoughts related to their academic abilities and self-worth, fostering a more positive self-concept (Chrysidis et al., 2020). This therapeutic approach not only enhances self-efficacy and motivation but also equips students with coping strategies to manage stress and anxiety, which are often exacerbated by their socio-economic circumstances (Davis & Turner, 2020). Furthermore, the application of REBT can promote resilience, encouraging students to view challenges as opportunities for growth rather than insurmountable obstacles (Ede et al., 2023). Given the limited access to mental health resources in rural areas, integrating REBT into school curricula can provide a structured framework for emotional and psychological support, ultimately leading to improved educational outcomes and personal development for these students (Anyagbunam, 2024).

Despite the promising potential of REBT in enhancing self-concept among students in FELDA settlements, there are notable gaps in the literature that warrant further exploration. While existing studies have demonstrated the effectiveness of REBT in various contexts, including sports and general education, there is a scarcity of research specifically focusing on its application within rural Malaysian settings (Outar et al., 2018). Additionally, most studies have concentrated on the immediate effects of REBT interventions, leaving a gap in understanding the long-term impacts on self-concept and academic performance among adolescents in these communities (Ahmadabadi, 2024). Furthermore, the cultural nuances and specific socio-economic factors influencing the self-concept of FELDA students have not been adequately addressed in the literature, indicating a need for culturally tailored REBT interventions that consider the unique challenges faced by these students. Addressing these gaps will not only enhance the applicability of REBT in this context but also contribute to a more comprehensive understanding of the interplay between socio-economic factors and self-concept development in rural Malaysian adolescents.

## Literature Review

### Self-Concept Challenges in Rural and FELDA Communities

The challenges faced by rural students, particularly those living in areas like FELDA in Malaysia, significantly contribute to lower academic self-concept and reduced educational aspirations. These challenges can be broadly categorized into limited access to educational resources, socio-economic constraints, and geographical isolation, each of which plays a critical role in shaping students' perceptions of their academic abilities and future opportunities.

Firstly, limited access to educational resources is a prominent issue in rural areas. Students often encounter inadequate facilities, insufficient learning materials, and a lack of extracurricular opportunities that are more readily available in urban settings. This scarcity can lead to a diminished academic self-concept, as students may perceive their educational environment as less supportive and less conducive to learning (Okigbo, 2023). Research indicates that students with lower academic self-concept tend to exhibit reduced motivation and engagement in academic activities, which can further hinder their academic performance and aspirations (Wang & Yu, 2023; Jaiswal & Choudhuri, 2017). For instance, the relationship between academic self-concept and academic achievement is well-documented, with higher self-concept correlating with better performance in school (Onoshakpokaiye, 2024; Möller et al., 2020). Thus, when students lack access to essential educational resources, their self-perception as capable learners are likely to suffer.

Secondly, socio-economic constraints significantly impact the educational aspirations of rural students. Many families in rural settings, including FELDA, belong to lower-income brackets, which can limit their educational opportunities and aspirations (Meece et al., 2014; Meece et al., 2013). Studies have shown that students from economically disadvantaged backgrounds often align their educational goals with the limited job opportunities available in their communities, leading to lower aspirations for higher education (Meece et al., 2014; Meece et al., 2013). This phenomenon is compounded by the fact that students with strong familial support tend to have higher educational aspirations, while those from less supportive backgrounds may lower their goals to match local opportunities (Meece et al., 2014). Consequently, socio-economic factors can create a cycle where low aspirations lead to lower academic self-concept, further perpetuating educational inequities.

Geographical isolation is another critical factor influencing the academic self-concept and aspirations of rural students. The physical distance from urban centres often means limited exposure to diverse educational experiences and role models who can inspire higher aspirations (Meece et al., 2013). Rural students may feel disconnected from the broader educational landscape, which can lead to a sense of hopelessness regarding their future prospects (Meece et al., 2014). This isolation can exacerbate feelings of inadequacy and contribute to a lower academic self-concept, as students may struggle to envision themselves succeeding in higher education or competitive job markets (Paechter et al., 2022). The lack of interaction with peers who have higher educational aspirations can also diminish motivation and reinforce negative self-perceptions (Wang & Yu, 2023; Paechter et al., 2022). In conclusion, the interplay of limited access to educational resources, socio-economic constraints, and geographical isolation creates a challenging environment for rural students, leading to lower academic self-concept and reduced educational aspirations. Addressing these challenges requires targeted interventions that enhance educational resources, provide socio-economic support, and foster connections between rural students and broader educational opportunities.

### **REBT as an Intervention Approach**

Rational Emotive Behaviour Therapy (REBT) provides a structured framework for addressing challenges related to low self-concept by focusing on the identification and modification of irrational beliefs. The foundational premise of REBT is that irrational beliefs lead to emotional disturbances, which can negatively impact an individual's self-concept and overall mental health. This therapeutic approach emphasizes the cognitive, emotive, and behavioural aspects of human functioning, positing that individuals possess the inherent capacity to think rationally and adaptively, as well as irrationally and maladaptively (Rochanah & Silakhuddin, 2022; Sejati & Isnaini, 2022). Research indicates that irrational beliefs, such as demandingness, catastrophizing, and low frustration tolerance, are often exacerbated by adverse life events, including trauma and stress (Djamaluddin & Hi.Umar, 2021; Eseadi et al., 2019). For instance, studies have shown that individuals who experience trauma may develop specific irrational beliefs that contribute to symptoms of post-traumatic stress disorder (PTSD), thereby affecting their self-concept and emotional well-being (Eseadi et al., 2019). In this context, REBT can serve as an effective intervention by targeting these dysfunctional beliefs, helping individuals to reconstruct their cognitive frameworks and develop healthier emotional responses (Djamaluddin & Hi.Umar, 2021; Eseadi et al., 2019; King, 2024).

Moreover, the efficacy of REBT in modifying irrational beliefs has been well-documented across various populations, including students and individuals recovering from trauma (King, 2024; Chiş, 2024). For example, interventions based on the REBT model have demonstrated significant reductions in irrational beliefs and improvements in mental health outcomes, such as reduced anxiety and depression (King, 2024; Jo et al., 2019). This is particularly relevant for individuals with low self-concept, as irrational beliefs often manifest as negative self-perceptions and self-criticism, which can hinder personal growth and motivation (Rochanah & Silakhuddin, 2022; Wood et al., 2017). By fostering rational beliefs, REBT not only alleviates emotional distress but also enhances self-esteem and self-efficacy (Rochanah & Silakhuddin, 2022; Chiş, 2024). In summary, REBT offers a comprehensive approach to addressing the challenges associated with low self-concept by focusing on the identification and modification of irrational beliefs. Through evidence-based strategies, REBT empowers individuals to challenge their cognitive distortions, leading to improved emotional health and a more positive self-concept.

### **Methodology**

This study uses the Nominal Group Technique (NGT) as the primary method of the study. The study involved 7 experts related to the guidance and counselling of students. Since it is currently not feasible to gather the experts at a time face to face, the researchers gather all experts in a 2-hour NGT session online using Google Meet. During this 2-hour brainstorming session, researchers collected ideas and solutions based on expert opinion. At the end of the session, the researcher made a specific calculation using the NGT method in obtaining results to answer the objectives of this study.

### **NGT Techniques Step**

Using a methodology called NGT, we may find out what people in a group think about a certain topic. The term "social planning situations" was first used to describe the steps involved in the process, which include doing exploratory research, involving citizens, using specialists from other fields, and reviewing proposals (Delbecq, Van de Ven, and Gustafson 1975, 108). Empirical studies in the social sciences are among the many subsequent uses of the method in group settings. O'Neil and Jackson (1983), Lomax and McLeman (1984), Lloyd-Jones, Fowell,

and Bligh (1999), and MacPhail (2001) are among the education researchers that have utilized it, although it seems to be more widely employed in health studies when it comes to social science research.

There are four separate steps to the highly organized procedure using NGT:

- a) Coming up with ideas on one's own in reaction to a query that serves as a trigger.
- b) Silently noting and passing around these ideas.
- c) Clarifying each concept and combining related ones.
- d) Voting on which ideas are most important.

According to Delbecq, Van de Ven, and Gustafson (1975); O'Neil and Jackson (1983), an NGT session usually involved a group of five to ten expert which usually lasts anywhere from 1.5 to 2 hours (Gibson and Soanes, 2000). Many research methodologies impose the researcher's preconceptions via question framing and answer coding, which Lomax and McLeman (1984) call the "omniscience of the researcher". Therefore, during this session, the lead researcher will take on the roles of administrator and facilitator to reduce their impact on the results (Lloyd-Jones, Fowell, and Bligh 1999). Since participants are responsible for organizing, categorizing, and prioritizing replies in NGT, this is kept to a minimum. However, the lead researcher must have a clear idea of what they want to discover from the procedure in order to compose the stimulus question correctly; this is critical to the effectiveness of the approach.

The session begins with a focused preparation phase. The lead researcher, acting as facilitator, shares a Google Docs link and clearly articulates the primary research question: "How can we use REBT strategies to improve self-concept among FELDA students?" Participants are instructed to generate their ideas individually without any verbal interaction or cross-consultation for 15-20 minutes. During the round-robin sharing phase, all of the expert takes turns in presenting their idea. A shared Google Slides presentation captures these contributions, ensuring every suggestion receives equal attention. The facilitator meticulously records each proposal, ranging from cognitive restructuring workshops to peer support group designs, without allowing interruptions or immediate discussions.

The next step follows are the group discussion segment which allowing participants to ask questions and delve further into the potential of each proposed strategy. Each expert can provide their professional insights, on how different approaches might practically address FELDA students' self-concept challenges. This gathered opinions function to refine and understand the collected ideas more comprehensively. The final prioritization is determined through an anonymous online voting process using Google Forms. Participants independently rate each strategy's practicability, possible effect, and alignment with REBT theory. By aggregating expert opinion, the facilitator gathers these scores and reveals the most promising strategies for enhancing FELDA students' self-concept through REBT-informed interventions.

### Sampling

Scholars, practitioners, and other professionals in a field is someone who have earned their credentials via years of hard work and commitment (Booker & Mc Namara, 2004; Nikolopoulos, 2004; Perera et al., 2012; Mullen 2003). According to what Mullen (2003) found, a specialist is someone who knows a lot about a certain area of competence. One of the most important aspects of the NGT method is the selection of specialists. Questions about the study's credibility, validity, and reliability may emerge if the experts were chosen in an insufficient manner and based on predetermined criteria (Mustapha & Darussalam, 2017).

According to what Kaynak and Macauley (1984) found, it is essential that the researchers have some level of background knowledge or experience in the field. Therefore, several experts in their respective domains with a minimum of five years of experience are hand-picked by the researcher. A stringent set of criteria, both demanding and pertinent to the research, is used to identify these specialists. The following individuals are involved: one associate professor in counselling, two university lecturers from public institutions, a registered counsellor expert, and three government secondary school teacher specialized in counselling. Participation in the NGT session and the selection of experts for the research were both done voluntarily. In the event of a dispute between the expert and the researcher, the latter will seek for a different expert. For the Nominal Group Technique (NGT) session to go well, it is essential that participants be prepared. It is regarded as an essential need in the NGT procedure.

## Participant profile

**Table 1: Participant Profile**

Expert	No. of expert	Field of expertise	Institution
Lecturer	3	Guidance and Counselling	Public University
Registered Counsellor	1	Guidance and Counselling	Private Sector
Teacher	3	Guidance and Counselling	Government Secondary School

## Findings

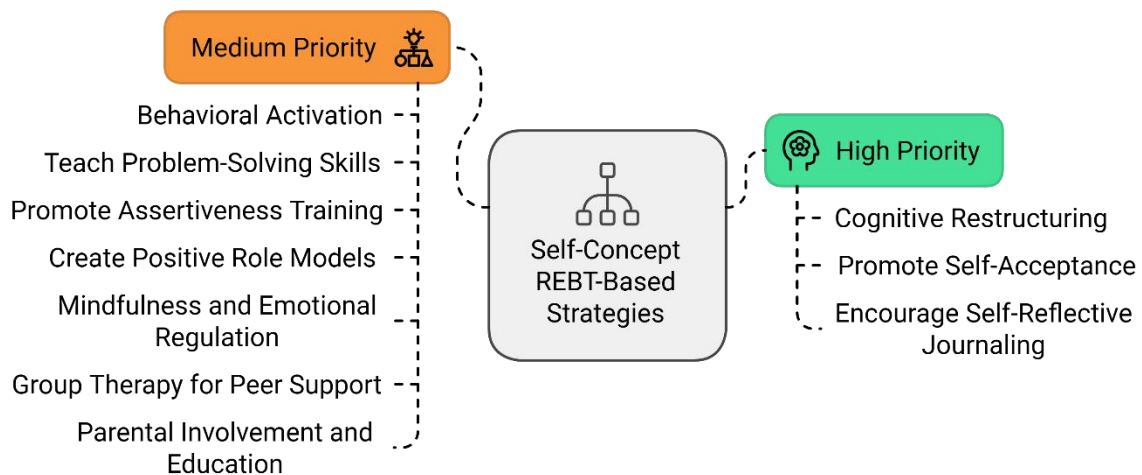
**Table 2: Self-Concept REBT-Based Strategies**

No	Items / Elements	Total Item Score	Percentage	Rank Priority	Voter Consensus
1	Cognitive Restructuring	21	100	1	Suitable
2	Promote Self-Acceptance	21	100	1	Suitable
3	Behavioural Activation	20	95.24	2	Suitable
4	Teach Problem-Solving Skills	20	95.24	2	Suitable
5	Encourage Self-Reflective Journaling	21	100	1	Suitable
6	Promote Assertiveness Training	20	95.24	2	Suitable
7	Create Positive Role Models	20	95.24	2	Suitable
8	Mindfulness and Emotional Regulation	20	95.24	2	Suitable
9	Group Therapy for Peer Support	20	95.24	2	Suitable
10	Parental Involvement and Education	20	95.24	2	Suitable

The Nominal Group Technique (NGT) session with seven experts yielded ten key REBT-based strategies for addressing self-concept challenges among FELDA students. The analysis resulting in three core strategies achieving 100% consensus (Cognitive Restructuring, Promote Self-Acceptance, and Encourage Self-Reflective Journaling) and seven supporting strategies obtaining 95.24% consensus (including Behavioural Activation, Problem-Solving Skills, Assertiveness Training, Positive Role Models, Mindfulness and Emotional Regulation, Group Therapy, and Parental Involvement). The consistently high consensus rates (ranging from 95-100%) demonstrate a strong professional agreement on the proposed interventions, indicating that these strategies are considered highly suitable and potentially effective for addressing low self-concept among FELDA students. As previously mandated by research, the percentage value who surpassed 70% are deemed suitable (Deslandes, Mendes, Pires & Campos 2010; Dobbie et al., 2004). The nuanced voting pattern, where most strategies received maximum

points from 6-7 voters, suggests a robust and well-considered approach to psychological intervention, highlighting the comprehensive nature of the proposed solutions and the experts' confidence in their potential to support student psychological development.

## Discussion



**Figure 1: REBT-Based Strategies to Empower Self-Concept**

The findings from the Nominal Group Technique (NGT) session reveal a comprehensive framework of REBT-based interventions specifically tailored to address self-concept challenges among FELDA students. The high consensus rates achieved across all proposed strategies (95-100%) not only validate their potential effectiveness but also demonstrate a strong professional agreement on the approach to addressing rural students' psychological needs. This discussion examines these findings in relation to existing literature and theoretical frameworks, particularly focusing on how these interventions address the unique challenges faced by rural FELDA students. The emergence of three core strategies with 100% consensus - Cognitive Restructuring, Self-Acceptance Promotion, and Self-Reflective Journaling - aligns significantly with the fundamental principles of REBT as outlined in current literature. These strategies directly target the modification of irrational beliefs, which, as highlighted by Rochanah and Silakhuudin (2022), are crucial in shaping self-concept. The perfect consensus on these core strategies suggests that experts recognize the central role of cognitive processes in addressing self-concept challenges, particularly within the context of rural educational settings.

The selection of Cognitive Restructuring as a core strategy is particularly noteworthy given the documented relationship between academic self-concept and performance (Onoshakpokaiye, 2024; Möller et al., 2020). This strategy's potential effectiveness is supported by recent research demonstrating REBT's success in reducing irrational beliefs and improving mental health outcomes (King, 2024; Chiş, 2024). For FELDA students, who face significant socio-economic and geographical constraints as identified in the literature review, cognitive restructuring could be particularly beneficial in addressing negative self-perceptions that may arise from their environmental challenges. The seven supporting strategies achieving 95.24% consensus demonstrate a holistic approach to intervention, addressing multiple aspects of student development. The inclusion of Behavioural Activation and Problem-Solving Skills as



supporting strategies appears particularly relevant given the socio-economic constraints and limited access to educational resources faced by FELDA students (Meece et al., 2014). These strategies could help students develop practical coping mechanisms while building confidence in their ability to overcome environmental challenges.

The emphasis on Parental Involvement as a supporting strategy aligns with research highlighting the crucial role of familial support in shaping educational aspirations (Meece et al., 2014). This is especially significant given the socio-economic context of FELDA communities, where parental engagement might be limited by various factors. The high consensus on this strategy suggests experts recognize the need to create a supportive ecosystem that extends beyond individual intervention. The inclusion of Group Therapy and Positive Role Models as supporting strategies appears to directly address the geographical isolation challenges identified in the literature. As noted by Paechter et al. (2022), rural students often struggle with limited exposure to diverse educational experiences and role models. These strategies could help create supportive peer networks and provide inspiring examples of academic success, potentially counteracting the negative effects of geographical isolation on academic self-concept. Mindfulness and Emotional Regulation, along with Assertiveness Training, represent important complementary approaches to the core cognitive strategies. These elements align with REBT's emphasis on the interconnection between cognitive, emotive, and behavioral aspects of human functioning (Rochanah & Silakhuddin, 2022). For FELDA students, who may experience multiple stressors related to their rural educational context, these skills could be particularly valuable in maintaining emotional well-being while pursuing academic goals.

The consistently high consensus rates across all strategies (95-100%) surpass the traditional 70% threshold for suitability (Deslandes et al., 2010; Dobbie et al., 2004), indicating strong expert confidence in the proposed intervention framework. This robust agreement suggests that the selected strategies form a comprehensive and well-considered approach to addressing self-concept challenges among FELDA students. These findings contribute significantly to the existing body of knowledge by providing a structured, evidence-based framework for implementing REBT interventions in rural educational settings. The combination of core and supporting strategies acknowledges both the theoretical foundations of REBT and the practical challenges faced by rural students, offering a balanced approach to psychological intervention in this unique context.

## Conclusion

The research findings affirm that the self-concept challenges faced by FELDA students are deeply rooted in a complex mix of socioeconomic, cultural, and psychological factors. The study highlights how systemic barriers, limited resources, and generational poverty create significant obstacles for these students, often contributing to diminished self-esteem and resilience. By incorporating a range of interventions—spanning cognitive restructuring, emotional regulation, social support, and parental engagement—the study emphasizes that a comprehensive, multi-dimensional approach is essential to addressing these challenges. The recommendations put forth through the Nominal Group Technique (NGT) provide a promising framework for psychological intervention, based on expert consensus that emphasizes both individual cognitive development and social support. These findings suggest that FELDA students can benefit significantly from psychological interventions grounded in REBT, helping them to challenge irrational beliefs, develop self-awareness, and build a healthier self-concept. This research demonstrates that improving students' self-concept is not only an academic goal

but a fundamental strategy for personal empowerment, social mobility, and overall human development. By acknowledging and addressing the psychological barriers faced by marginalized students, educational systems can support the growth of resilience, self-worth, and academic achievement, ultimately unlocking the potential of these students and creating more equitable opportunities for success.

### **Recommendation For Future Research**

Future research should emphasize longitudinal studies to monitor the long-term impacts of REBT-based interventions on the psychological and academic outcomes of FELDA students. Investigating the long-term effects of these interventions on students will yield essential evidence regarding their enduring impact. Furthermore, research ought to employ an intersectional approach to examine how variables such as gender, family background, economic status, and cultural expectations influence students' self-concept. A comprehensive analysis of these influences will enhance the development of interventions tailored to the specific challenges encountered by FELDA students. Comparative studies must be undertaken to evaluate the applicability of REBT-based interventions in various marginalized educational contexts, both in Malaysia and globally. Validating and refining these strategies across diverse contexts will enhance their effectiveness and support students from various disadvantaged backgrounds.

Future research should focus on creating culturally specific psychological assessment tools designed for the experiences of FELDA students. These instruments must precisely assess self-concept, resilience, and psychological well-being to guarantee that interventions are effective and culturally appropriate. Finally, considering the increasing digital connectivity in rural regions, it is essential for research to investigate the incorporation of technology-enhanced interventions, including digital platforms, online counselling, and technology-mediated support systems. These innovations may enhance the accessibility and flexibility of psychological support, effectively addressing geographical and logistical barriers. Addressing these research gaps will enable future studies to enhance the understanding of supporting the psychological development of students from marginalized communities, thereby promoting self-confidence, resilience, and academic success.

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