

FUTSAL EXTRACURRICULAR INVOLVEMENT AND SOCIAL INTERACTION AMONG ELEMENTARY SCHOOL STUDENTS: A CORRELATIONAL STUDY

Muhammad Azriel Fathir^{1*}, Udi Sahudi², Indrayogi³

^{1,2,3} Department of Physical Education, Faculty of Teacher Training and Education,
Universitas Majalengka, Indonesia

Corresponding author: azrielfthr21@gmail.com

Article Info	ABSTRACT
Article History Submitted: 12-01-2026 Revised: 20-02-2026 Accepted: 22-02-2026 Published: 26-02-2026 Keywords: futsal extracurricular; social interaction; elementary school students; team sport; extracurricular participation; correlational study	Extracurricular activities can provide elementary school students with opportunities to develop social competencies beyond formal classroom learning. As a team-based sport, futsal involves communication, cooperation, coordination, and shared responsibility, making it a potentially relevant context for social interaction. However, empirical evidence on the relationship between futsal extracurricular involvement and social interaction among elementary school students remains limited. This study examined the association between students' involvement in futsal extracurricular activities and their social interaction at SDN 3 Setu Wetan, Cirebon Regency, Indonesia. A quantitative correlational design was employed with 25 students from Grades IV–VI who participated in the school's futsal extracurricular program. Because the entire accessible population was included, total sampling was applied. Data were collected using two four-point Likert-scale questionnaires comprising 15 valid items measuring futsal extracurricular involvement and 19 valid items measuring social interaction. The instruments demonstrated satisfactory internal consistency, with Cronbach's alpha coefficients of .794 and .926, respectively. Data were analyzed using descriptive statistics, the Shapiro–Wilk test, and Pearson product–moment correlation at an alpha level of .05. The results showed a positive and statistically significant association between futsal extracurricular involvement and social interaction, $r = .666, p < .001$. The coefficient of determination was 44.4%, indicating that the two variables shared 44.4% of their variance in the bivariate model. Thus, students reporting higher levels of futsal extracurricular involvement also tended to report higher levels of social interaction. The findings provide context-specific evidence that futsal extracurricular participation is meaningfully associated with students' social interaction. However, the correlational design precludes causal inference. Futsal may therefore be considered a potentially meaningful social-learning context alongside its physical and technical development functions.

INTRODUCTION

Social competence is an important component of elementary school students' development because children's ability to communicate, cooperate, understand others, and establish positive relationships is closely connected with their experiences in both learning and social environments. During the primary school years, social and emotional competencies continue to develop through interactions with peers, teachers, and other members of the school

community (Tarasova, 2016). Students' social resources are also associated with their academic achievement and well-being, indicating that positive interpersonal relationships represent an important dimension of educational development rather than an outcome separate from academic learning (Schwerter et al., 2024). Previous school-based interventions have demonstrated that social skills can be intentionally developed through structured educational experiences (Denham et al., 2006), while character-oriented educational approaches have also been associated with improvements in elementary students' social skills (Sofyan & Saputra, 2022). More recently, project-based learning has been shown to support the development of social competence among elementary school students, particularly through activities requiring interaction, collaboration, and shared responsibility (Rizal et al., 2025). These findings suggest that schools need learning and developmental environments that provide children with repeated opportunities to interact, cooperate, and participate in meaningful social activities.

Extracurricular activities provide one such environment because they extend students' experiences beyond formal classroom instruction and create opportunities for interaction, participation, and the development of interpersonal competencies. Evidence indicates that extracurricular participation can be associated with the development of emotional and social competencies by providing experiences that require students to communicate, collaborate, assume responsibilities, and engage with peers in contexts different from conventional classroom learning (Cortellazzo et al., 2021). Extracurricular activities have likewise been identified as an important context for developing soft skills, including interpersonal and collaborative competencies (Fakhretdinova et al., 2021). Participation may also be relevant for students who experience difficulties in conventional school environments, as extracurricular involvement has been examined in relation to school engagement and social competence among students with emotional and behavioural difficulties (Wachsmuth et al., 2023). Importantly, the social value of extracurricular participation may depend not simply on participation itself but also on the activity's characteristics and the quality of interpersonal experiences it provides. Thus, extracurricular sport represents a particularly relevant context for examining how structured peer-based activities relate to children's social development.

Sport participation offers distinctive opportunities for social interaction because many sporting activities require participants to coordinate actions, communicate with others, follow shared rules, negotiate responsibilities, and respond to changing interpersonal situations. A systematic review by Eime et al. (2013) identified psychological and social benefits associated with sport participation among children and adolescents and proposed that sport can provide an important context for positive developmental experiences. Youth sport programs have similarly been conceptualised as potential settings for positive youth development when their structures and interpersonal environments support meaningful participation and social learning (Fraser-Thomas et al., 2005). Within team-sport settings, cooperative learning and peer interaction can provide mechanisms through which participants construct knowledge and coordinate actions with others (Darnis & Lafont, 2015). Longitudinal evidence further indicates that patterns of childhood participation in team and individual sports may be associated with later internalising outcomes, although the nature of these relationships varies according to participation trajectories and individual characteristics (White-Gosselin et al., 2023). These

findings provide a rationale for examining team-based extracurricular sport not merely as physical activity, but as a social environment in which communication, cooperation, responsibility, and peer interaction are repeatedly experienced.

Futsal is particularly relevant within this context because its game structure requires continuous interaction among team members, including communication, coordinated movement, shared decision-making, mutual support, and collective responsibility. Existing evidence has primarily examined futsal in relation to playing skills, participation, or specific developmental outcomes. For example, peer teaching has been used to improve futsal playing skills among students participating in extracurricular futsal programs (Iman et al., 2023), while recent research has specifically highlighted the role of futsal extracurricular activities in developing leadership and teamwork skills among students (Zikrirullah & Mahardhika, 2026). At the youth level, life-skills development within sport has also been associated with social behaviours and sport-related values among futsal players, suggesting that futsal may provide a meaningful environment for broader psychosocial development beyond technical performance (Nascimento Junior et al., 2022). In the elementary school context, futsal programs have likewise been examined as a medium for leadership development (Ma'mun et al., 2024). However, these studies do not directly establish whether the extent of futsal extracurricular involvement is statistically associated with students' social interaction. Moreover, some studies focus on adolescents or specialised developmental outcomes, leaving the elementary-school context comparatively less explored. This distinction matters because social interaction during the elementary years occurs during a developmental period when peer relationships, communication, cooperation, and social competence are still actively forming.

Accordingly, an important empirical gap remains concerning the relationship between futsal extracurricular involvement and social interaction among elementary school students. Existing literature supports the broader social-development potential of extracurricular activities and sport, while emerging futsal research indicates possible associations with teamwork, leadership, life skills, and social behaviours (Cortellazzo et al., 2021; Eime et al., 2013; Nascimento Junior et al., 2022; Zikrirullah & Mahardhika, 2026). Nevertheless, evidence remains limited regarding whether students who demonstrate greater involvement in extracurricular futsal also report higher levels of social interaction, particularly within an elementary school setting. This study therefore examined the relationship between futsal extracurricular involvement and social interaction among elementary school students. A correlational approach was employed to determine the direction and magnitude of the association between the two variables without assuming a causal relationship. By focusing on this specific relationship, the study seeks to contribute context-specific evidence concerning extracurricular sport as a potential social-development environment within elementary education.

METHOD

Research Design

This study employed a quantitative nonexperimental correlational research design to examine the statistical relationship between students' involvement in futsal extracurricular

activities and their social interaction. Nonexperimental quantitative research is appropriate when variables are observed and measured in their naturally occurring conditions without researcher manipulation or assignment to experimental conditions (Cook & Cook, 2008; Johnson, 2001). Accordingly, the present study did not introduce a treatment or intervention but measured the two variables as they existed among students participating in the school's futsal extracurricular program. The correlational approach was used to estimate the direction and strength of the association between futsal extracurricular involvement and social interaction and was not intended to establish a causal relationship between the variables. The study was conducted at SDN 3 Setu Wetan, Weru District, Cirebon Regency, West Java, Indonesia, during July–August 2026 in the first semester of the 2026/2027 academic year.

Participants and Sampling

The study population comprised all students enrolled in the futsal extracurricular program at SDN 3 Setu Wetan. The accessible population consisted of 25 students from Grades IV, V, and VI. Because the accessible population was small and all eligible members could be reached, the study used a total population sampling (census) approach, whereby all members of the defined population were included in the study. Thus, the final sample consisted of 25 students ($N = 25$). The use of the entire accessible population was intended to avoid excluding eligible members of the futsal extracurricular group rather than to produce a statistically representative sample of elementary school students in general. Consequently, the findings should be interpreted within the specific context of students participating in the futsal extracurricular program at the study school. The sample size and single-school setting also limit the extent to which the findings can be generalised to students in other schools or populations.

Research Instruments

Data were collected using two structured, closed-ended questionnaires measuring futsal extracurricular involvement and social interaction. Both instruments employed a four-point Likert-type response format: 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. This four-category format provided a relatively simple response structure for elementary school participants. Research involving self-report questionnaires with elementary school children requires attention to the way questions and response formats are presented because comprehension and response processes may vary according to students' developmental and grade-level characteristics (Kashihara & Fukaya, 2023). Multiple response categories can also affect reliability, validity, discriminating power, and respondent preferences, making the selection of response categories an important consideration in questionnaire design (Preston & Colman, 2000).

Futsal Extracurricular Involvement

Futsal extracurricular involvement was measured using 15 items representing five dimensions of participation: attendance, active participation in training, activity intensity, team involvement, and responsibility. The items were designed to capture students' reported involvement in the extracurricular futsal activities rather than their technical playing ability. Higher scores represented greater reported involvement in the futsal extracurricular program.

Social Interaction

Students' social interaction was measured using 19 items representing eight dimensions: conversation, mutual understanding, cooperation, similarity of perception, empathy, openness, positive feelings, and providing support. The instrument was adapted from the previously established social-interaction indicators used in the study. Higher scores represented higher levels of reported social interaction with peers.

Because both constructs were measured through student self-report, the questionnaire was administered using clear instructions and a standardised response procedure. This approach was intended to reduce variation in administration and to ensure that students responded to the items based on their own experiences.

Instrument Validity and Reliability

The questionnaire items underwent an item-level validity assessment before the final analysis. Following the validity assessment, 15 items for futsal extracurricular involvement and 19 items for social interaction were retained. The final questionnaire therefore consisted of 34 items across the two constructs. However, validity and reliability represent different aspects of measurement quality. Accordingly, after the item-validity assessment, the internal consistency of each construct was examined using Cronbach's alpha. The futsal extracurricular involvement scale produced a Cronbach's alpha coefficient of $\alpha = .794$, indicating satisfactory internal consistency, whereas the social interaction scale produced $\alpha = .926$, indicating high internal consistency. These reliability coefficients were interpreted based on the extent to which items within each scale demonstrated internal consistency. The reliability analysis was conducted separately for each construct rather than for the 34-item questionnaire as a single scale because futsal extracurricular involvement and social interaction represented conceptually distinct variables.

Data Collection Procedure

Data collection was conducted after obtaining permission from the school administration. Before administering the questionnaire, the researchers explained the purpose and general procedure of the study to the relevant school personnel and participating students. Students were instructed to answer the questionnaire based on their actual experiences in the futsal extracurricular program and their interactions with peers. The questionnaires were administered directly to the 25 participating students under researcher supervision. Students completed the questionnaires independently, and clarification was provided only when necessary to ensure they understood each item without directing them toward a particular response. The same administration procedure was applied to all participants to maintain consistency. After completion, the questionnaires were checked for completeness, coded, and entered into the statistical dataset. Individual identities were not included in the analytical dataset, and responses were treated confidentially.

Data Analysis

Data were analysed using IBM SPSS Statistics 26. Descriptive statistics were first calculated for the two research variables, including the mean, median, standard deviation, minimum, maximum, and categorical distribution. These statistics described the observed levels and distributions of futsal extracurricular involvement and social interaction. Before conducting the correlational analysis, the distribution of the two variables was examined using

the Shapiro–Wilk test because of the relatively small sample size. The normality assessment was one component in determining whether parametric correlation analysis was appropriate. Because the primary objective was to examine the association between futsal extracurricular involvement and social interaction, the Pearson product–moment correlation coefficient (r) was used when the relevant assumptions for parametric correlation were satisfied. Pearson correlation quantified both the direction and strength of the linear association between the two variables. In addition to distributional assessment, the relationship between the variables was examined for linearity, because Pearson correlation describes the degree of linear association between paired quantitative variables.

The statistical significance of the correlation was evaluated using a two-tailed $\alpha = .05$ criterion. A p value below .05 was interpreted as evidence of a statistically significant association between futsal extracurricular involvement and social interaction. The correlation coefficient was interpreted in terms of its direction and magnitude rather than as evidence of a causal effect. This interpretation is consistent with the nonexperimental nature of the study, in which the researcher observed naturally occurring variables without manipulating the participants' futsal involvement (Cook & Cook, 2008; Johnson, 2001). The coefficient of determination was subsequently calculated as: This value was used to describe the proportion of statistically shared variance between futsal extracurricular involvement and social interaction in the bivariate model. It was not interpreted as the percentage of social interaction that was causally produced by futsal extracurricular involvement. Thus, the coefficient of determination was used as a descriptive complement to the Pearson correlation rather than as evidence of causal influence.

Ethical Considerations

The study involved elementary school students and therefore incorporated procedures intended to protect participants' privacy, autonomy, and well-being. The school administration granted permission to conduct the study. The purpose and procedures of the study were explained to participating students in age-appropriate language, and relevant information was also communicated to parents or legal guardians. Participation was voluntary, and students were informed that their responses would be treated confidentially. Individual names or other directly identifying information were not reported in the research findings. The results were presented in aggregate form so that individual participants could not be identified. Because the study relied on self-reported information from elementary school students, particular attention was given to the clarity of questionnaire items and response procedures. This consideration is important when collecting questionnaire data from children because the format and wording of questions may affect how students understand and respond to self-report measures (Kashihara & Fukaya, 2023).

RESULT

Participant Characteristics and Descriptive Statistics

The study included 25 students ($N = 25$) participating in the futsal extracurricular program at SDN 3 Setu Wetan. All participants were male and were enrolled in Grades IV, V, and VI. Grade IV included 10 students (40.0%), Grade V included 7 students (28.0%), and

Grade VI included 8 students (32.0%). Because all eligible members of the accessible futsal extracurricular population were included through total population sampling, the final analytical sample comprised 25 students. Descriptive statistics for futsal extracurricular involvement (X) and social interaction (Y) are presented in Table 1.

Table 1. Descriptive Statistics of Futsal Extracurricular Involvement and Social Interaction

Statistic	Futsal Extracurricular Involvement (X)	Social Interaction (Y)
N	25	25
Mean	59.12	80.80
Median	60.00	80.00
SD	7.457	8.354
Variance	56.610	69.790
Minimum	45	67
Maximum	70	99

The mean score for futsal extracurricular involvement was 59.12 (SD = 7.457), with observed scores ranging from 45 to 70. The mean score for social interaction was 80.80 (SD = 8.354), with observed scores ranging from 67 to 99. The corresponding median scores were 60.00 and 80.00, respectively. These descriptive statistics indicate the observed levels and variability of the two study variables within the sample. For descriptive presentation only, scores were subsequently classified into low, moderate, and high categories using the Mean $\pm$ 1 SD criterion. Table 2 presents the resulting distribution.

Distribution of Variable Categories

Table 2. Distribution of Futsal Extracurricular Involvement and Social Interaction Categories

Category	Futsal Involvement (X), <i>n</i> (%)	Social Interaction (Y), <i>n</i> (%)
High	≥ 66.58 ; 4 (16.0%)	≥ 89.31 ; 3 (12.0%)
Moderate	51.66–66.57; 16 (64.0%)	72.62–89.30; 18 (72.0%)
Low	≤ 51.65 ; 5 (20.0%)	≤ 72.61 ; 4 (16.0%)
Total	25 (100.0%)	25 (100.0%)

Most participants were classified within the moderate category for both variables. Sixteen students (64.0%) were classified as having moderate futsal extracurricular involvement, while 18 students (72.0%) were classified as having moderate social interaction. Four students (16.0%) were classified in the high involvement category and three students (12.0%) in the high social interaction category. Five students (20.0%) were classified as having low futsal extracurricular involvement, while four students (16.0%) were classified as having low social interaction. These categories describe the distribution of observed scores and were

not used as the basis for the Pearson correlation analysis, which used the underlying continuous scores.

Normality Assessment

The distribution of the two study variables was examined using the Shapiro–Wilk test because the sample consisted of fewer than 50 participants. The test produced $p = .092$ for futsal extracurricular involvement and $p = .839$ for social interaction. Both values exceeded the .05 significance criterion, indicating that the test did not detect statistically significant departures from normality for either variable. The linearity of the relationship between futsal extracurricular involvement and social interaction was also examined through visual inspection of the relationship between the two variables. The observed pattern showed a generally positive linear tendency, with higher futsal extracurricular involvement scores tending to correspond to higher social interaction scores. No pronounced curvilinear pattern was identified in the observed relationship. This pattern was consistent with using the Pearson product–moment correlation to estimate the linear association between the two variables. Taken together, the normality results and the observed linear pattern provided sufficient support for proceeding with the Pearson product–moment correlation analysis. The subsequent correlation analysis used the original continuous scores of the two variables rather than their descriptive categories.

Pearson Product–Moment Correlation

The association between futsal extracurricular involvement and students' social interaction was examined using the Pearson product–moment correlation coefficient. The analysis yielded a positive and statistically significant association, $r(23) = .666$, $p < .001$. This result indicates that students reporting higher levels of futsal extracurricular involvement also tended to report higher levels of social interaction. The magnitude of the correlation ($r = .666$) indicates a strong positive linear association according to the interpretation criterion adopted in the study. However, the correlation coefficient represents the strength and direction of the observed association and does not establish a causal relationship between futsal extracurricular involvement and social interaction.

The coefficient of determination was calculated as: $r^2 \times 100\% = (.666)^2 \times 100\% = 44.36\% \approx 44.4\%$. Thus, 44.4% represents the statistically shared variance between futsal extracurricular involvement and social interaction in the bivariate model. The remaining 55.6% represents variance not shared between the two variables in this analysis and cannot be attributed to any particular factor because no additional explanatory variables were examined. Overall, the findings demonstrate a statistically significant positive association between futsal extracurricular involvement and social interaction among the 25 participating students. The result supports the study's correlational hypothesis but should not be interpreted as evidence that futsal extracurricular involvement causes an increase in students' social interaction. The interpretation remains limited to the observed association within this specific school-based sample.

DISCUSSION

The present study found a positive and statistically significant association between futsal extracurricular involvement and students' social interaction ($r = .666, p < .001$). The coefficient of determination was 44.4%, indicating that futsal extracurricular involvement and social interaction shared 44.4% of their variance within the present bivariate model. This finding suggests that students who reported greater involvement in futsal activities also tended to report higher levels of social interaction. The result is consistent with broader evidence indicating that participation in youth sport can be associated with social outcomes and psychological development during childhood and adolescence (Bengtsson et al., 2025; Wade et al., 2026). Importantly, however, the present finding should be interpreted as an association rather than an effect. The correlational design, cross-sectional measurement, and absence of an intervention or comparison group do not establish that greater futsal involvement causes better social interaction. The observed relationship therefore provides evidence of a meaningful statistical association within this particular elementary-school sample rather than causal evidence of developmental change.

One plausible explanation for this association is the interactional structure of team sport. Futsal requires players to coordinate movement, communicate with teammates, respond to changing game situations, and cooperate toward shared objectives. These characteristics create repeated opportunities for students to practice interpersonal behaviors during participation. Arumí-Prat and Pla-Campas (2025), from a sociocultural perspective, emphasize the role of communication and cooperative learning in the development of teamwork in youth sport. Similarly, evidence from sport-based learning indicates that pedagogical conditions can influence friendship-related goals and peer experiences during participation (Rocamora et al., 2019). In the context of futsal, these processes may include communicating during play, coordinating tactical actions, sharing responsibilities, negotiating roles, and responding to teammates. Such experiences provide a plausible social context through which involvement in a team sport may be associated with social interaction. Nevertheless, these mechanisms were not directly measured in the present study; therefore, they should be considered theoretically plausible explanations rather than demonstrated mediating mechanisms.

The findings also correspond with research specifically examining futsal as a context for social development. Al Fadli et al. (2025) reported the use of a futsal learning model as a means of developing students' social skills, supporting the educational potential of futsal beyond technical and physical development. The broader literature similarly indicates that youth sport participation can be associated with social and psychological outcomes, although the nature and magnitude of these outcomes may depend on the characteristics of the sport environment and participation experience (Bengtsson et al., 2025; Wade et al., 2026). This point is particularly relevant because participation alone should not automatically be equated with social development. The quality of interaction, opportunities for cooperation, pedagogical organization, peer climate, and adult support may influence what students experience through sport. Thus, the present finding is better understood as evidence that futsal involvement is socially relevant within the observed context, rather than evidence that merely attending futsal activities is sufficient to develop students' social interaction.

The strength of the observed association also has an important interpretive implication. The 44.4% shared variance should not be interpreted as “futsal contributing 44.4% to social interaction.” It represents statistical variance shared by the two measured variables in the bivariate analysis. Social interaction is a multidimensional developmental outcome that may also be shaped by peer relationships, classroom experiences, family environments, individual characteristics, and other extracurricular experiences. The present study did not measure these potential influences; consequently, the remaining 55.6% cannot be assigned to specific unmeasured factors. This interpretation is consistent with the broader view that sport participation operates within complex developmental environments rather than functioning as an isolated determinant of youth outcomes (Wade et al., 2026). The result therefore supports the relevance of futsal as one potential social-development context, while avoiding the stronger and unsupported claim that futsal independently determines students’ social interaction.

From an educational perspective, the findings suggest that the value of extracurricular futsal may be strengthened when social-development objectives are intentionally incorporated into training. Rather than focusing exclusively on technical performance, coaches and schools could structure activities that require students to communicate with different teammates, rotate responsibilities, cooperate in small groups, and reflect on teamwork and sportsmanship. This recommendation is supported by the recognition that coaching practices can be used strategically to promote positive youth social development (Conroy & Coatsworth, 2006). The finding also aligns with evidence that youth sport can provide broader developmental opportunities when participation is organized around meaningful social experiences rather than physical activity alone (Bengtsson et al., 2025; Wade et al., 2026). Consequently, futsal extracurricular programs may be positioned not only as opportunities for physical and technical development but also as structured settings for practicing communication, cooperation, responsibility, and peer interaction. Such an interpretation is particularly appropriate for elementary education, where extracurricular activities can complement the social-learning opportunities provided in the classroom.

Several limitations should nevertheless be considered when interpreting the findings. First, the sample comprised only 25 students from one elementary school, and all participants were male; therefore, the findings cannot readily be generalized to female students, other age groups, or schools with different social and extracurricular contexts. Second, the correlational design prevents conclusions about temporal direction or causality. It remains possible that students with stronger social interaction skills were more likely to participate actively in futsal, rather than futsal involvement producing higher social interaction. Third, both constructs were measured using self-report questionnaires. This is particularly relevant when studying elementary-school students because socially desirable responding may influence children's survey responses (Wang & Zang, 2025). Fourth, the study did not directly observe communication, cooperation, peer interaction, or coaching behaviour during futsal sessions; consequently, the proposed mechanisms remain inferential. Future research should use larger, more diverse samples; include both male and female participants; employ longitudinal or quasi-experimental designs; and combine self-report measures with direct behavioural

observation, peer assessment, or qualitative evidence. Future studies should also examine whether coaching practices and the quality of team interaction explain the relationship between futsal participation and students' social development.

CONCLUSION

This study found a positive and statistically significant association between students' involvement in futsal extracurricular activities and their social interaction at SDN 3 Setu Wetan ($r = .666, p < .001$). The coefficient of determination was 44.4%, indicating that the two variables shared 44.4% of their variance within the bivariate model. Thus, students reporting higher levels of futsal extracurricular involvement also tended to report higher levels of social interaction. The finding provides context-specific evidence that participation in a team-based extracurricular sport such as futsal is meaningfully associated with students' social interaction. From an educational perspective, futsal extracurricular activities may serve as a social learning context alongside their physical and technical development functions. Structured activities that involve teamwork, communication, cooperation, shared responsibility, and peer interaction may give students opportunities to practice interpersonal skills in authentic group situations. However, the observed association should not be interpreted as evidence of a causal effect because the study used a correlational design, involved a small sample from a single school, and did not examine temporal changes or alternative explanatory factors. Future research should therefore include larger and more diverse samples, multiple schools, and longitudinal or quasi-experimental designs to examine how structured futsal participation may be associated with the development of students' social interaction over time.

ADDITIONAL INFORMATION

Authors should provide the following information where applicable. Statements that are not relevant to the manuscript may be omitted.

Statement	Description
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Author Contributions	Conceptualisation: MAF, US; Methodology: MAF, US; Investigation: MAF; Data Curation: MAF; Formal Analysis: MAF, US; Writing – Original Draft: MAF; Writing – Review & Editing: US, I; Supervision: US, I. All authors have read and approved the final version of the manuscript.

Conflict of Interest	The authors declare that there are no financial or non-financial conflicts of interest related to this research or its publication.
Data Availability Statement	The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request. The data are not publicly available because they contain information relating to school-aged participants, and unrestricted access could potentially compromise participant confidentiality.

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