

# POSSIBILITIES OF USING THE ONE-PAGE PROFILE IN EDUCATION

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## ABSTRACT

**Aim.** The study explores the person-centred approach, its application in education, and the description of one-page profile (OPP) usage as a technique based on the approach as mentioned above. The study aims to investigate the strengths, needs, preferences, and desired support of students according to the data obtained from their OPP. Partial aims of the investigation are: a) To identify students' interests and needs that are relevant to their learning. B) To explore the opportunities for supporting the students in their learning.

**Methods.** The research design is qualitative, using document analysis as the research method. The one-page profiles created by students at the lower secondary level of education were analysed through content thematic analysis.

**Results.** The results shed light on the students' perceived A) strengths in terms of various personality qualities and special talents, B) students' preferences connected to Social factors; Academic aspects; Interests; Material and financial aspects, C) expect-

ed support divided into support based on Social factors and Academic Aspects and support in competences and skills development (Quality Education, teaching methods).

**Conclusion.** The brief conclusion of the possibilities of OPP in educational practice and the proposals for supporting the students in their learning and development are included in the text. Peer-to-peer tutoring, family support, smaller classes, qualified staff, teacher support, and school counselling are important implications arising from the data and information gathered from students' OPP.

**Keywords:** person-centred approach, one-page profile, qualitative research, well-being, learning process

## INTRODUCTION

Education is not only about acquiring knowledge and skills, but also providing a safe and caring environment in which students can learn and grow as individuals. Schools are important spaces for the social and emotional development of children and young people who spend most of their time there. Students who feel supported and connected in the school environment are more likely to achieve good academic and personal outcomes. They are more engaged in learning, develop healthy relationships with peers and teachers, and are better prepared for the challenges and opportunities of life after school.

International research shows that systematic promotion of wellbeing and targeted support of the learners leads to significant improvements in students' social and emotional skills and educational outcomes (Polgáryová et al., 2023), but on the other side, the actual state of perceived wellbeing, mental health and positive attitudes of students to school environment are getting worse in recent years. Other scientists are also studying well-being issues (see Bayu Pertama Sari et al., 2024; Limbong et al., 2024; Samordova & Merzouk, 2025). The World Health Organization's (WHO) report, *The State of World's Children (2021)* warns that the COVID-19 pandemic raised huge concerns about the mental health of an entire generation of children and young people. The data states that more than 13% of adolescents aged 10–19 years old are living with a diagnosed mental disorder, representing 89 million adolescent boys and 77 million adolescent girls. Every 10 to 11 minutes, a child ends his or her life or an adolescent aged 10–19 years. Nearly 46,000 children end their lives in this way each year. The Programme for International Student Assessment (PISA) 2015 questionnaire measured the level of well-being of students as expressed by indices: Teacher support, School-related concerns, Motivation to be successful, Belonging to school, Bullying, Family material resources. In the index—belongingness to school and relationship with the teacher across Organisation for Economic Co-operation and Development (OECD) countries showed a significant decline between the 2003 and 2015 cycles (PISA 2015; Pol-

gáryová, 2023). Similarly, students' overall sense of belonging at school declined from 2018 to 2022. Students who received greater support were more satisfied with life, felt more strongly that they belonged at school, and felt more confident about their capacity for self-directed learning (OECD, 2023). According to Health Behaviour in School-aged Children (HBSC) the results show that only one in five schoolchildren aged 13–15 like school, while the majority of 15-year-olds pupils still care about education and rate peer relationships positively, but with increasing age, especially during adolescence, they stop trusting their teachers to a large extent (Madarášová Gecková, 2019). The findings of the Slovak Štátna Školská Inšpekcia (Štofková Dianovská et al., 2022) show that: - up to 13% of pupils have experienced bullying; 16% of pupils felt loneliness at school (girls to a higher extent - 18%); 65% of girls (45% of boys) experienced various forms of stress.

Yet, the PISA 2022 results also suggest that “In half of all countries/economies and on average across OECD countries, teacher support deteriorated from 2012 to 2022. For instance, the share of students who reported that the teacher gives extra help when students need it in most or every lesson decreased by three percentage points... (OECD, 2023).

As Margarita Alegria et al. state

in the context of person-centred thinking, a change from a one-size-fits-all model, which could be loosely translated as equal access to all, to a model in which the educator recognises and values diversity among learners is essential. This approach not only improves pupils' academic performance, but creates an environment of positive and inclusive culture in the school (Alegria et al., 2010).

For these reasons, we see the development of wellbeing and implementation of person-centred thinking approach in schools as a very important factor in relation to students, but also in relation to all actors in education. There is a variety of person-centred thinking tools that can be used in the school.

## LITERATURE REVIEW

Person-centred thinking (PCT) is an approach in education that helps to better understand a person's individuality, leads to respect for other people, develops creativity, self-evaluation, and enhances the experience. The approach emphasises the needs, feelings, and goals of the individual (Crisp, 2018; Paysse, 2020; Slowik, 2021). Planning the teaching process according to the person-centred approach can lead to justice in the society and social inclusion of people with learning disabilities, and this is the base for PCT tools in education (Šeben Zatlková et al., 2024). Roberta R. Greene (2008) explains the concept as viewing the individual as an ex-

pert in their own experience, the emphasis is on empathy, authenticity in interaction, unconditional positive acceptance, fostering personal growth and self-knowledge. Emphasis is placed on human values such as tolerance, freedom, and respect for the individual and their needs. This approach promotes self-knowledge, self-esteem and self-confidence in students and development of their empathy, creativity and ability to think independently and critically. Carl Rogers (1951) lists sub-goals in PCT as self-evaluation, self-acceptance, autonomy aimed at meeting the needs of individuals.

Self-evaluation as stated by William Huitt (2007) in the hierarchy of needs defined by Maslow can be defined as the process whereby an individual is led to become aware of themselves, their strengths and weaknesses, their own needs and assumptions. This process can only take place if more basic needs such as physiological needs (food, water, sleep, warmth), safety, love, and a sense of belonging to a group are met. The goal of self-evaluation is to establish a foundation for personal and individual development. The individual must be aware of his or her strengths, weaknesses, needs, and aptitudes in order to fulfil his or her potential, and to discover the interests that will bring the most joy and benefit to his or her life.

In connection to Self-acceptance, Mandt Paysse (2020) states that in psychological therapy it is crucial that the clients accept themselves with their faults and shortcomings. The goal of self-acceptance is to allow the exploration of the individual's inner world. Negative self-perception can be a barrier to self-acceptance, therefore the therapist or psychologist must create an environment in which the individual will not expect judgement from the outside.

Autonomy according to Rogers (1951) is one of the keys to the success of PCT, it is the individual's ability to make autonomous decisions about his or her needs and to take responsibility for their decisions.

The main difference between the PCT approach and traditional educational methods is that the focus on the transmission of knowledge and discipline is replaced by the emphasis on the individual needs and interests of students. Educators should enhance the one's autonomy through various types of support in educational process. PCT is applied not only in schools, but also in families, social services, sports clubs, as well as in the work environment.

In the context of the Person-centred approach, One-page profile can be very efficiently used. It is the tool that can help to identify the needs and goals of the students, through which they can express their preferences in their own creative way. The information can be used for the increasing the students' awareness of their own learning and to enhance their personality development.

The One-Page Profile (OPP) includes listing all the student's positive features, talents, and capabilities by understanding what other people admire, like, and appreciate about them. OPP informs teachers on how they can help students utilize their talents in everyday life. This tool can provide helpful input, with a focus on psycho-

social support and benefiting others in the school or community (Sanderson et al., 2018). A one-page profile is a brief document providing the educator with information about the student, their interests, strengths, and needs, and provides guidance on how the educator can help the student to meet their goals (Sanderson et al., 2010).

“OPP is a summary of: (a) what people like and admire about the student (using the ‘Appreciation’ tool); (b) what is important to students (using several of the tools); (c) how best to support students (using several of the tools)” (Sanderson et al., 2018, pp. 7–8).

Helen Sanderson et al. (2018) further explained that OPP is the means of starting with person-centred routines by collecting specific facts about personalities. There are several benefits to using a One-Page Profile in education, and this document helps teachers understand the student’s personality, enabling a quick understanding of what is essential to the individual in the profile. It is possible to ensure that any decisions are made in the framework of what matters to the student, together with supporting them to remain safe, feel appreciated and have chances to learn. OPP supports educators to recognise any changes that could be helpful to the student to have a ‘better day’, which is especially important for students with special needs. They also provide accurate support at the right time in the appropriate way for students to make the best improvement through the use of OPP. It is a benefit for students, irrespective of their starting point. Creating actions for positive change and support plans, such as career plans, also provides students with the benefit of being listened to. Profiles can be used and extended in individual and supervisory sessions as a basis for a person-centred team plan, or simply as a way of introducing staff to one another to help them work together. OPPs provide an opportunity for the verbal and visual expression of each student. Students have the opportunity to express themselves through colours, drawing and the use of different materials, a fun and pleasant way of informally providing information, while their only task is to answer three specific questions. Students can complete the OPP in the form of various computer programmes or by hand using various creative techniques (Erwin & Sanderson, 2016).

Scientific studies (Foudová & Slowík, 2017; Sanderson et al., 2010) demonstrate the benefits of using a one-page profile in education if it is used correctly and consistently. Studies focusing on increasing the activity of passive learners have shown that by improving communication between parents and teachers, the activity of previously passive learners has increased significantly. This effect is attributed to several factors. The first is the increased motivation, the second is the adaptation of the teaching style of individual teachers who used the one-page profiles of their students.

Thus, the aim of this study is to investigate the possibilities of OPP implementation in educational practice and to formulate the proposals according to the obtained data from the students creating their own OPP.

## Aims

The above formulated aim of the study was led by the main research question: What are the students' strengths, needs, preferences and the desired support that might be provided to them according to the knowledge obtained from their OPP. Partial aims of the investigation are:

- To identify students' interests and needs that are relevant to their learning.
- To explore the opportunities for support of the students in their learning.

The analysed content of the document comprises three parts:

- What is important to me?
- What do people like (appreciate/admire) about me?
- How can others support me in what I do/I want to achieve?'

The needs, preferences and the individual potential of the student can be identified by investigating the answers to the above formulated questions.

## METHODS

The research design is qualitative, using document analysis as the research method. The one-page profiles created by students at the lower secondary level of education were analysed through content thematic analysis.

Purposive sampling was employed. The purpose and goals of the research were explained to all students, and it was emphasised that their participation was entirely voluntary. In the school year 2023/2024 23 students (sixth grade of the general elementary school—lower secondary education level) participated. The school is situated in Slovakia, village Liptovská Teplička. One of the authors was the class teacher of the participating students.

The data from the research was obtained by creating a One-Page Profile form. Instructions were delivered in visual and written form by means of a PowerPoint presentation. Instructions for participants contained the information that: 'One-Page Profile can contain words, images and graphics. OPP were created by the participants during 2 lessons. The students had only a limited space of 1 page in A4 format.

## RESULTS

As part of the content analysis, several categories for each question from OPP were identified. The content of students' OPP was analysed and categorised into three main categories, with nine subcategories and 21 codes.

**Table 1**  
*Content of the Students' One Page Profiles—Identified Categories*

Main Category	Question	Sub-category	Codes and Frequency of Statements
Students' strengths	What do people like about me?	Personality qualities	obedience, politeness (11)—respect for elders (7)—helpfulness (10)—goal-orientedness (2)
		Special talents and skills	talent in sports (6)—artistic talents (4)
Students' needs, preferences	What is important to me? What do I want to achieve?	Social factors	family (19)—friends (15)
		Academic aspects	grades (6)—quality education (13)—future career (16)
		Interests	sports (6)—pet (6)—faith (3)
		Material and financial aspects	nice house (4)—good car (3)—earn a lot of money (2)
Desired support	How can others support me in what I do/I want to achieve?	Social factors—Relations	support from loved ones (9)—atmosphere in the classroom (14)
		Academic aspects—Autonomy	space for self-expression (3)
		Academic aspects—Competences, skills	change of teaching methods (5)

Source. Own research.

## A) Students' Strengths

In the context of self-evaluation, we identified students' responses that can be classified into the following categories: Personality qualities and Special talents and skills including sub-categories:

- Obedience: e.g. S1... *“what my parents like about me is that I don't argue with them and I listen to them. “*
- Respect for elders: e.g. S2 *“I respect the elders. “*
- Helpfulness: e.g. S3 *“My classmates like it when I explain something they don't know or give them homework to write off.”* S20 *“My mom likes me to take care of my younger sisters while she does something. “* S11 *“I can help others with a test, assignment, exercise. “*
- Talents: e.g. S16 *“Other people like my singing and appreciate it very much. “*
- Goal-orientedness: e.g. S25 *“I am self-confident—I know how to achieve a goal.”* S12 *“I can be smart and skilful if I want. “*

## B) Students' Preferences

Among the students' needs and preferences were identified categories: Social factors, Academic aspects, Interests, Material and financial aspects, including several sub-categories. The most important for students is family, followed by education, friendship and career. At a lower frequency, categories such as sports, pets, and faith were identified within the area of stated interests of the students.

- Family: e.g. S11 *"In the future I want to start a family, find a good wife, have children."*  
S18 *"Family is the most important for me."*
- Friends: e.g. S18 *"My friends are very important to me; I can rely on them in each situation."*
- Grades, education: e.g. S3 *"Grades are the most important. If I didn't have good grades, I wouldn't have got anywhere, like high school or college..."* S9 *"...important is the learning content to get me to high school."* S17 *"For me successful admission to and graduation from secondary school is very important."* S23 *"Study at university is one of my goals."*

Only four students who consider education important expressed that grades are also important to them. On the other hand, only two who stated that grades are important did not mention their study plans or the need for quality education. The majority of students may perceive these categories as synonyms, but some are aware of the difference between quality education and their grades. Students' statements focus primarily on successful admission to and graduation from high school, but some students also mention further tertiary education among their goals and even the education is connected with their future career.

Career: e.g. S10 *"I want to go to university to find a good job in the future."*  
S6 *"I would like to become a veterinarian to help sick animals."* S8 *"I would like to become an electrician; I would finish my various certificates to find better jobs."*  
S22 *„I want to have a good job in the future."*

Some of the students listed particular occupations they would like to do in the future with no more specific explanations: S8 *..."confectioner"*, S13 *..."painter"*, S24 *..."car mechanic"*, S25 *..."cashier"*, S28 *..."surgeon"*, S 29 *..."dog handler"*, S 30 *..."soldier"*.

Among the interests students listed sports and pet. e.g. S5 *"Football is very important part of my life. I play for the local football team."*

Faith: Results connected to the category faith revealed low importance of this value to the students. Only three of all OPPs mentioned faith as an important part of students' life, what is in contrary to the fact that all participants are baptised, all of them attend religion education as an optional subject in the school, all of them attend Mass on Sundays, even two students attend a church choir and four students help as ministers in the church.

House, car, money: e.g. S13 *„I want to have a good car and live in a nice house."*



### C) Desired Support

The support students expect can be divided into support based on Social factors—Relations (Support from loved ones; Atmosphere in the classroom) and Academic Aspects consisting of Autonomy support (Space for self-expression), Support in development of students' competences and skills (Quality Education, teaching methods). This is similar to students' general preferences where also social and academic aspects dominated.

Support from loved ones and the closest people: e.g. S5 *"My parents can support in everything."* Students stated need for support from their loved ones, but further they do not specify it in detail.

Students would appreciate also a quieter working atmosphere in the classroom: e.g. S1: *"...we will not shout, scream, or disturb the others in order to learn something."*, S9: *"...not to disturb me, because I also start disturbing the others."*, S7 *"I learn better when I'm alone and not in a big group, because the teacher can explain the learning content to me individually."*

Space for self-expression: e.g. S10 *"The teacher can help me by challenging me to write more individually at the whiteboard."* S13 *"I would like to have much more space for expression of my views and opinions in the school."*

Teaching methods: e.g. S11 *"With a kahoot or a film I learn words faster"*.

## DISCUSSION

This study emphasises the need to understand what students' strengths and preferences are, as well as the areas of support that students prefer. The goal of PCT as defined by Rogers (1951) is to create the conditions for personal growth and personal development. In fulfilling the goal, individuals must be self-aware, having the ability to recognise and be aware of their own thinking and perceptions. They must also be self-accepting, able to accept themselves without judgment and criticism, and capable of making positive changes in their lives based on their own values.

### Enhancing Self-Evaluation and Self-Acceptance

The analysis of OPP revealed that students are aware of some of their personality qualities, and several students evaluated their strengths in relation to their special talents and skills. The self-evaluation of students was primarily based on their interactions with adults and external assessments by others, driven by a need for a sense of belonging to a group (identified categories: obedience, helpfulness, politeness, and respect for elders). The central importance in supporting the development of children's self-evaluation and self-acceptance is in the schools and homes of the students. As stated by

Michael E. Bernard et al. (2013), the lack of self-acceptance has a deleterious impact on the mental health of young people.

Elizabeth C. Hair and William G. Graziano (2004) found out that agreeableness and openness assessed in middle school are related to later scholastic competence and behavioural conduct, academic success, and adjustment in high school. Our investigation shows that self-evaluation and self-acceptance are influenced by the adults in the students' environments. This finding can be supported by the investigation of Gabrielle Finn and Marina Sawdon (2010), who state that failing students can become more self-aware with respect to performance if they are given appropriate feedback. Self-awareness is crucial for success; students need more guidance on this. Since self-evaluation and self-assessment is a student-directed process, such an understanding can not only help increase students' engagement in self-assessment, but also inform the design of self-assessment activities to maximise its positive impact on learning (Yan et al., 2023). Thus, the OPP can be one of the tools used to increase the self-assessment, self-evaluation and self-awareness of the students.

### **Identifying Students' Needs and Preferences**

In connection to needs and preferences of the students the main areas important to them are family and friends. Other studies also prove the dominance of the family and social values preference among the young people (Bera & Dey, 2024; Budnyk & Mazur, 2017; Yazici & Fidan, 2020). Our results are in line with the findings of Lujza Koldeová (2016), who was investigating Slovak and German youth value preferences and she proved in the field of ideal value ideas, that the preference for all-human values (health, love, family, faith in good) prevail over moral values (character, helping others, decency, diligence).

Concerning the academic aspects, students prefer the most grades, quality education and future career. The relevance of academic aspects importance to the students is crucial for the development of their stronger sense of belonging at school as it was proved by William B. Hansen (2021). The author investigated 6th and 7th grade students and came to the conclusion, that bonding to school was strongly correlated with only two values of the students: education and character. Results suggest that interventions and policies that aim at improved bonding to school might do well to take advantage of existing highly ranked positive values and provide an opportunity for students to engage in a wide array of activities of interest (Hansen, 2021).

Our sample of participants expressed among their interests only sports and pets, but previously sports and even artistic skills were mentioned in students' OPPs as part of the students' strengths. These findings result to the conclusion that the interests are significant part of the students' life and can be divided in three general categories that describe activities of interest: interest in sports, interest in the arts, and interest

in animals. Least important overall was faith, but this declining trend was identified also by other studies, youths admitted to belonging to a particular religion, but it is not indicated among the most important values as the priority (Hansen, 2021).

According to the results to have a nice house, good car and earn a lot of money was reported by some of the students as important for them. This finding can be compared to the research of Koldeová (2016), where the preference for material values (money, property, house, car, clothes) in the area of inducing favourable impression is higher than in the area of ideal value perceptions and the youth also prefer material values more in the area of real life values than moral values (Koldeová, 2016). Our results are similar also to Hansen (2021), who discovered that among the more highly ranked values for the sample of 6th and 7th grade students were acceptance, independence, character, fitness and achievement. Least important overall were faith, wealth, fame, creativity and stewardship (Hansen, 2021). Identifying the students' preferences is the starting point for meeting the needs of individuals.

## **Social and Academic Support**

As confirmed by the investigation, social support and academic/study support are present among the support needs of the investigated students. Studies suggest that social support has both direct and indirect positive effects on health and serves as a buffer or modifier of the physical and psychosocial effects of stress (Jochmanová & Kimplová, 2021; Mravec, 2011; Purgatto et al., 2004). The establishment of trust between educators and students is a crucial element in the implementation of person-centred thinking in educational settings. Researchers often describe social support as available social resources that people perceive or are provided by non-professionals, both within formal support groups and natural helping relationships (Gottlieb & Bergen, 2010). Students desirable support contained the support from family and the friends, but the most often reported was the need for a better climate and atmosphere in the class. This is in line with the PISA 2022 results (2023) which confirm that a better disciplinary climate in lessons scored higher in learning achievements and reported greater well-being.

Family support and good relationships according to the results were reported also as important for the students. Research studies prove that family support influences the Academic Performance and Self Concept of the Student (Bushra et al., 2010; Granada & Luzano, 2023; Rodgers & Rose, 2001) and they have also impact on students' wellbeing (Flores-Verduzco et al., 2020; Yang et al., 2022). Peer-to-peer tutoring is associated with an increase in students' sense of belonging at school and the support derived from the families lead students to more positive attitudes towards school and learning. According to PISA findings (2023), students with high rates of school belonging reported that their family regularly ('about once

or twice a week' or 'every day or almost every day') eats the main meal together, spends time just talking with them, or asks them what they did in school that day. According to PISA (2023) families of low performers may stress the importance of upper secondary or future education more frequently to motivate students to put greater effort into their studies."

The term "academic/study support" encompasses a wide variety of instructional methods, educational services, and school resources provided to students in the effort to help them accelerate their learning progress, catching up with their peers, meeting learning standards, or generally achieving success in school (Barron, 2024; The Glossary of Education Reform, 2013). In this area students expressed desire to have more space for self-expression during the lessons and more individualised learning (e.g. *to work independently; to be called to the whiteboard more often*). This result is in accordance with the findings of PISA 2022 (2023), that across all countries/economies, smaller classes and fewer students per teacher were associated with a stronger sense of belonging at school. Several students expressed the desire for modern teaching methods and work with ICT tools (e.g. *watching movies; Kahoot quizzes*).

### **Challenges Connected to OPP Implementation**

We observed that creating the OPPs was a challenge and a novelty for the students, which they had never encountered before. As this is a relatively new technique (new in Slovak schools), students struggled to produce their own OPP. There were some privacy concerns of the students due to the fear of expressing dissatisfaction. On the other side, the analysis showed the students' self-awareness, i.e. the noisy students who are usually disrupting the flow of the lessons themselves stated that they appreciated silence in the classroom. Some further hidden meanings can be identified through the OPP and personal knowledge of the students, such as the identified difference between what pupils are encouraged to do both at home and through the school curriculum. This can be proved according to the findings in connection to the identified category "faith", and only few statements of the students who expressed it in their OPPs. There is a contradiction between the optional subject of Catholic Religious Education and the personal setting of the students. The reasons why students do not feel the need to mention faith as something important to them are certainly many, and it would require some deeper investigation. From the information contained in OPP not only benefit the young person but families, staff and schools as a whole. They give us a focus for what is important to the young person now and in the future, encompassing the various transition points where very often crucial decisions are made. OPP can act as 'the child's voice' at major decision points, informing a more meaningful direction based on what matters to the child/ young person.

## CONCLUSIONS

The OPP is a useful tool in the application of person-centred thinking in education. Students have the opportunity to express themselves, they were shown that the school can care not only about their knowledge but also about them as human beings. The teachers can learn what is important to their students, what their plans and ambitions are, what are their strengths, or what help and support can be provided to them according to their preferences.

As the OPP is one of the tools of applying person-centred thinking in education, it is crucial to emphasise also the well-being of the pupils, so that they feel listened to and understood by their educators. This is considered to be the greatest benefit of OPPs in education. OPP is a brief summary of what is important to a child or young person and how they want to be supported. It can help them get more person-centred care and support to achieve their goals. Through the implementation of the OPP in the class work the students have highlighted their strengths, needs and preferences, which is the basis for building a positive self-evaluation, which is in accordance with age-appropriate self-reflection. Pupils revealed their goals, important aspects of their lives, and the qualities that their environment values in them.

## Recommendations

Based on the findings of this research that OPP is one of the PCT tools that can be efficiently used in the education, the researchers proffer one main recommendation — OPP implementation in the school and the adoption of the OPP creation methodology are valuable tools for the school practices. According to the results the following proposals can be formulated:

- Implementation of the OPP should start gradually beginning in the early school years so that students have experience of developing their own profiles and have the opportunity to change them during the school years as their personalities are developing. This can provide students the possibility to add new information and observe their progress. Creating the OPP can be a repeated experience and OPP updated each school year or at the beginning of each upper education levels.
- Information in OPP can help to better identify the career preferences of the students, can lead to better targeted support and school counselling services (study counselling, career counselling and development, ...).
- OPP can help improve the quality of teaching—teachers are able to accommodate their teaching style to various students. At the same time, they can observe the development of the students according to the changes in their OPPs across the time.
- The information from OPP accessible for other students in the class can help to build better relationships through better knowing each other.

- Teachers should assure students that any information they provide will not cross the walls of the classroom and students will not be judged. It is of the utmost importance that the teacher adopts a sensitive and confidential approach when implementing PCT through OPP.
- It is recommended to allow students to create OPP in any form they choose (photographs, drawings, words, digital tools, ...). This will facilitate the development of their independence and creativity.
- To guide students in comprehending the objectives of the PCT approach, fostering a non-judgmental environment, facilitating their autonomy, and cultivating a positive self-evaluation and self-acceptance.
- Peer-to-Peer Tutoring; Family Support; Smaller Classes; Qualified Staff; Teacher Support—all these areas are very important implications arising from the data and information gathered from students' OPP and need to be accurately planned and provided in the schools.

## LIMITATIONS

This research was not able to consider the moderating effects of potential moderators, such as the number, location, etc. of respondents. This may limit the generalisability of the findings. Based on this limitation, the researchers suggest that future research should consider the moderating influences of the school location, type of school, gender diversity, age.

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