



Exploring Educators' Views on Identifying Key Wellbeing Services and Using GDPR-Protected Information in a Post-Secondary School in Malta

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Abstract

Many Maltese schools offer comprehensive wellbeing provision through the combined efforts of the Senior Leadership Team (SLT), counselling and guidance professionals, and classroom teachers. Nevertheless, the highly sensitive nature of wellbeing-related matters often constrains the systematic exchange of information across these professional groups. This case study investigated how key stakeholders within a Maltese post-secondary institution perceive the potential value, limitations, and ethical implications of introducing a Knowledge Management System (KMS) to enable the secure, GDPR-compliant sharing of student wellbeing information. Adopting a qualitative, inductive design, the study drew on semi-structured interviews with the national Wellbeing Officer, the Head of School, and the School Counsellor, alongside two teacher focus groups, each comprising five participants. The SECI framework, encompassing socialisation, externalisation, combination, and internalisation, proposed by Nonaka and Takeuchi, was employed to guide the theoretical orientation of the research. Thematic analysis, conducted in accordance with Braun and Clarke's approach, yielded three overarching themes: fragmented information pathways, ethical and professional concerns surrounding confidentiality, and the need for targeted professional development. Participants consistently indicated that access to a carefully governed, GDPR-compliant KMS could strengthen early identification of student needs and promote more coordinated support practices, provided that robust safeguards for anonymity, role-based access, and clearly articulated protocols are in place. By addressing ethical knowledge-sharing within an educational context, this study contributes to wider debates on data governance in schools while responding to a notable empirical gap concerning post-secondary education in Malta. It further offers context-sensitive recommendations to inform policy development, institutional practice, and future research.

Keywords: trust, confidentiality, sensitive information, ethical data sharing, counselling

1. Introduction

Students' wellbeing is a central concern in post-secondary education, particularly during the transition from compulsory schooling to this pre-university level. This period is characterised by increased academic pressure, heightened performance expectations, and greater personal autonomy, all of which may intensify psychological and emotional

vulnerability (MEDE, 2017; Montalto & Chircop, 2023). Research consistently demonstrates that students' academic engagement, persistence, and achievement are closely linked to their emotional and psychological wellbeing (Gunawardena et al., 2024).

In Malta, post-secondary schools offering Advanced Level and Intermediate Level subjects operate at Malta Qualifications Framework (MQF) Level 4 and play a pivotal role in supporting students during this demanding phase. These schools typically adopt a holistic approach to wellbeing, drawing on the combined efforts of the Senior Leadership Team (SLT), counselling and guidance professionals, and classroom teachers (Cauchi et al., 2017; Falzon et al., 2019). Such multi-disciplinary provision reflects a growing recognition that wellbeing is a shared responsibility across educational roles rather than the sole remit of specialised services.

1.1 Fragmented Information Flows and Ethical Constraints

Despite the availability of wellbeing services, evidence suggests that the coordination of support within schools is frequently constrained by fragmented information flows. Wellbeing-related information that can involve medical, psychological, or personal circumstances is highly sensitive and subject to strict ethical and legal safeguards. Consequently, information is commonly shared on a limited, informal, or case-by-case basis, or retained solely by individual professionals (Falzon et al., 2019; Falzon et al., 2020).

While such caution is essential for protecting student privacy and trust, it may inadvertently limit educators' capacity to respond effectively to students' needs. Teachers, who interact with students daily, may remain unaware of underlying wellbeing concerns that may influence classroom dynamics or safety (Sammur, 2016). At an organisational level, the absence of structured mechanisms for capturing and disseminating relevant knowledge can lead to missed opportunities for early intervention (Dalkir, 2023).

These challenges are particularly pronounced within small-island contexts such as Malta, where close-knit communities and overlapping social networks increase the perceived risk of confidentiality breaches (Falzon et al., 2020). Counselling and guidance professionals working in such environments often report heightened ethical tension between safeguarding student confidentiality and facilitating appropriate information sharing to support educational staff (Harries & Spong, 2017; Lamont-Mills et al., 2018).

1.2 Knowledge Management Systems in Education

Knowledge Management Systems (KMS) have been increasingly examined as tools for enhancing organisational learning, collaboration, and informed decision-making in educational settings (Chu, 2016; Raudeliūnienė et al., 2020). A KMS is typically understood as a structured digital platform that enables the systematic capture, organisation, storage, and dissemination of knowledge to support institutional memory and professional practice (Dalkir, 2023).

In the context of student wellbeing, a KMS can facilitate secure, role-based access to relevant information, enabling educators and leaders to respond more coherently and proactively. International studies suggest that when knowledge is systematically shared, schools are better positioned to support continuity of care, professional learning, and organisational responsiveness (Novita et al., 2019; Cheng et al., 2024). However, the implementation of KMS in education also raises critical ethical considerations, particularly regarding data protection, professional accountability, and trust (Sivis-Cetinkaya, 2020; Camadan et al., 2021).

Within European educational contexts, increasing attention has been directed towards the implementation of data governance frameworks, particularly in relation to Data Protection Impact Assessments (DPIAs), role-based access controls, and student consent mechanisms.

DPIAs are recognised as essential tools for identifying and mitigating risks associated with processing sensitive student data, especially in digital systems designed to store wellbeing-related information (European Data Protection Board, 2020). Furthermore, role-based access models ensure that only authorised personnel access specific categories of data, thereby strengthening confidentiality while supporting professional collaboration (Pardo & Siemens, 2014). Emerging research also highlights the importance of incorporating student voice in decisions related to data sharing, reinforcing ethical transparency and trust within educational environments (Ifenthaler & Schumacher, 2016). These considerations are particularly relevant when designing GDPR-compliant Knowledge Management Systems in schools.

1.3 Research Gap and Aim of the Study

Although knowledge management has been widely explored in organisational and higher education research, empirical studies focusing on post-secondary schools, particularly in relation to wellbeing services, remain scarce. Within the Maltese context, research examining how educational stakeholders perceive the use of a KMS to support ethical and effective wellbeing-related collaboration is notably limited.

This study seeks to address this gap by exploring the perceptions of key stakeholders within a Maltese post-secondary school, including the national Wellbeing Officer, the Head of School, the School Counsellor, and teaching staff. Using a qualitative case-study approach, the research investigates perceived benefits, challenges, and ethical considerations associated with the potential implementation of a GDPR-compliant Knowledge Management System to enhance collaboration between wellbeing services and educators.

Guided by the SECI model of knowledge creation (Nonaka & Takeuchi, 1995; Nonaka & Takeuchi, 2016), this study contributes context-specific insights into how tacit wellbeing-related knowledge may be responsibly externalised, shared, and embedded into professional practice. In doing so, it aims to inform policy development, institutional decision-making, and future research on ethical knowledge-sharing practices in post-secondary education in Malta.

1.4 Research Questions

Guided by the aim of exploring ethical and collaborative approaches to supporting student wellbeing in post-secondary education, this study addressed the following research questions:

1. How do key educational stakeholders perceive the usefulness of a Knowledge Management System (KMS) in facilitating the sharing of wellbeing-related information to enhance collaborative student support?
2. What benefits and concerns do stakeholders identify in relation to the implementation of a GDPR-compliant KMS within a post-secondary school context?
3. How do perceptions regarding feasibility, ethical responsibility, and professional roles differ among the Wellbeing Officer, Senior Leadership Team, School Counsellor, and teaching staff?

These questions were designed to elicit stakeholder perspectives across strategic, professional, and classroom-level roles, while foregrounding ethical considerations associated with confidentiality, professionalism, and data protection in a small-island educational context (Falzon et al., 2019; Falzon et al., 2020).

2. Methodology

This study employed a qualitative case-study design to explore how key educational stakeholders perceive the potential implementation of a Knowledge Management System (KMS) to support coordinated student wellbeing provision within a Maltese post-secondary school. A case-study approach was considered appropriate as it enables in-depth examination of a contemporary phenomenon situated within its real-life institutional and cultural context,

particularly where boundaries between practice, ethics, and organisational processes are complex and interrelated (Creswell & Poth, 2018; Yin, 2018).

Given the exploratory nature of the research and the limited empirical literature addressing KMS use for wellbeing support in Maltese post-secondary schools, the study adopted an inductive orientation, allowing insights and patterns to emerge from participants' accounts rather than being constrained by predefined hypotheses (Saunders et al., 2012). This approach facilitated a detailed understanding of how wellbeing-related knowledge is currently managed, interpreted, and shared across professional roles.

2.1 Research Philosophy

The study was informed by an interpretivist research philosophy, recognising that meanings attached to student wellbeing, professionalism, and ethical responsibility are socially constructed and shaped by participants' roles, experiences, and institutional context (Aspers & Corte, 2019). This philosophical orientation was particularly suited to examining sensitive wellbeing-related practices within a small-island educational setting, where professional relationships and ethical considerations are closely intertwined.

The research was theoretically informed by the SECI model of knowledge creation (Nonaka & Takeuchi, 1995; Nonaka & Takeuchi, 2016). The SECI framework conceptualises knowledge development as a dynamic process involving socialisation, externalisation, combination, and internalisation. In this study, the model provided an analytical lens for examining how tacit wellbeing-related knowledge held by educational professionals may be ethically externalised, structured, and shared to support collaborative practice within legal and organisational constraints.

2.2 Case Study

The case study was conducted within a Maltese post-secondary school offering Advanced Level and Intermediate Level academic programmes at Malta Qualifications Framework (MQF) Level 4. The institution serves students aged 16 years and older from diverse socio-economic backgrounds and across multiple localities in Malta. Wellbeing support within the school is delivered through the combined efforts of the Senior Leadership Team (SLT), the Counselling and Guidance Department, and teaching staff, operating within national policy frameworks (MEDE, 2017).

2.3 Sampling Strategy

A purposive sampling strategy was employed to recruit participants who were directly involved in student wellbeing governance and practice (Saunders et al., 2012). This included the national Wellbeing Officer, the Head of School (HoS), and the School Counsellor, selected due to their strategic and operational responsibilities in relation to wellbeing services.

Teaching staff were recruited using convenience sampling, reflecting availability and willingness to participate. An open invitation was disseminated to all teachers within the school, and the first ten respondents who were available at mutually convenient times were selected. These participants were organised into two focus groups, each comprising five teachers. Focus groups were chosen to facilitate collective reflection and interaction, allowing shared experiences and divergent perspectives to surface through discussion (Cohen et al., 2018).

2.4 Data Collection

Data were collected using semi-structured interviews and focus groups, selected for their capacity to elicit rich, in-depth accounts of participants' perceptions and experiences (Robson & McCartan, 2016). Semi-structured interviews were conducted individually with the Wellbeing Officer, HoS, and School Counsellor, enabling detailed exploration of strategic, ethical, and policy-related considerations. Focus groups with teachers provided insight into

classroom-level experiences, perceived responsibilities, and concerns related to confidentiality, information access, and training.

Interview and focus-group guides were designed to ensure consistency across participants while allowing flexibility to probe emerging issues. All sessions were conducted in a respectful and confidential environment, audio-recorded with informed consent, and transcribed verbatim to ensure accuracy.

2.5 Data Analysis

Data analysis followed Braun and Clarke's (2021) six-phase reflexive thematic analysis, which is well suited to interpretivist qualitative research. Transcripts were read repeatedly to achieve familiarisation, followed by the generation of initial codes using a manual colour-coding process. Codes were subsequently clustered into broader categories and refined into overarching themes through iterative engagement with the data.

Analysis was conducted inductively, with themes grounded in participants' accounts rather than imposed theoretical categories. Reflexive engagement was maintained throughout the analytic process to ensure transparency in interpretative decision-making and to acknowledge the researcher's role in knowledge construction (Braun & Clarke, 2021).

2.6 Researcher's Positionality and Reflexivity

The researcher occupies an insider position within the case-study school, having worked as a teacher in the post-secondary sector for thirteen years. This positioning provided valuable contextual insight into institutional practices and professional cultures, while also necessitating careful reflexive engagement to mitigate potential bias and power dynamics (Holmes, 2020).

Reflexivity was maintained through bracketing of prior assumptions, reflexive journaling, and sustained ethical awareness throughout data collection and analysis (Habibullah et al., 2023). Particular attention was paid to ensuring voluntary participation, maintaining professional boundaries, and creating a safe space for participants to express critical or divergent views without fear of repercussion.

2.7 Ethical Considerations

Ethical approval was obtained from IDEA College and relevant educational authorities, including the Ministry for Education, Sport, Youth, Research and Innovation (MEYR), Head of College Network, and Head of School (HoS). Participation was entirely voluntary, with informed consent obtained from all participants prior to data collection.

Anonymity and confidentiality were strictly maintained, and all data were managed in accordance with the General Data Protection Regulation (GDPR) and national legislation (Legislation Malta, 2018). Given the sensitive nature of wellbeing-related discussions, no identifiable information relating to students or staff was recorded or reported.

2.8 Trustworthiness and Rigour

Trustworthiness was addressed through strategies aligned with qualitative research standards, including credibility, dependability, and transparency (Denzin & Lincoln, 2018). Credibility was supported through the use of verbatim transcription, systematic coding, and sustained engagement with the data. Dependability was enhanced through consistent application of data collection protocols and clear documentation of analytic decisions.

Rather than seeking statistical generalisability, the study aimed to provide thick description, enabling readers to assess the transferability of findings to comparable post-secondary contexts (Robson & McCartan, 2016).

These methodological choices ensured coherence between the study's philosophical orientation, data collection methods, and analytic approach.

3. Findings

This section presents the findings derived from reflexive thematic analysis of data collected through semi-structured interviews with the Wellbeing Officer, the Head of School (HoS), and the School Counsellor, as well as two focus groups with teaching staff. Three overarching themes were identified: inconsistent information flows, professionalism and confidentiality, and training needs.

3.1 Inconsistent Information Flows

Across all participant groups, there was a strong consensus that information related to students' wellbeing, medical, and psychological needs is fragmented and unevenly distributed within the school system. Participants consistently reported that knowledge is held in isolated pockets, depending on whether students disclose information to counsellors, individual teachers, or members of the Senior Leadership Team.

At a systemic level, the Wellbeing Officer highlighted structural constraints that limit access to comprehensive data, noting that guidance teachers are not required to document information due to long-standing educators' union directives (Malta Union of Teachers, 2021; 2023). Similarly, both the HoS and the School Counsellor acknowledged that they are only aware of cases that are formally disclosed or directly referred to them:

"There are many cases I wouldn't know about... especially when students come from other schools without disclosing pre-existing conditions" (School Counsellor).

This was further reinforced by the HoS:

"If students do not give explicit consent, not even the SLT are informed" (Head of School).

Teachers frequently described situations in which a lack of access to relevant information limited their ability to respond appropriately to students' needs. For example, a teacher described that during her eight years as a teacher at this school, she was only informed twice about students who had wellbeing-related issues:

"In eight years of teaching here, I was only formally informed twice. Most of the time, I learn directly from students themselves... otherwise, I am not informed" (Teacher 4, Focus Group 1).

A number of teachers recounted experiences that included unexpected medical incidents and delayed recognition of emotional distress. One teacher explained that some students with diabetic problems may monitor their blood glucose level through a mobile app, but they wouldn't know if a student is using their mobile for that reason:

"We have a school policy of no mobile phones during lessons, but we are not aware of students who monitor their blood glucose levels through an app. What do we do?" (Teacher 2, Focus Group 1).

Such accounts illustrate how fragmented information flows can place teachers in ethically and professionally challenging situations. Participants widely agreed that a structured, GDPR-compliant Knowledge Management System (KMS) could support more consistent and timely access to essential wellbeing-related information, thereby reducing uncertainty and enhancing coordinated support.

3.2 Professionalism and Confidentiality

The second theme captured tensions between calls for professional trust and concerns about confidentiality and ethical responsibility. Several teachers argued that, as trained professionals, they should be entrusted with access to relevant student information, particularly in cases involving medical conditions that could affect classroom safety.

However, this view was not universally shared. Participants across roles expressed concern that increased access to sensitive information could heighten the risk of ethical breaches, particularly within Malta's small-island context.

The School Counsellor emphasised the difficulty of balancing teachers' legitimate need for information with legal obligations to protect student confidentiality, explaining that even well-intentioned inquiries from staff cannot always be accommodated. She explained:

"If a student entrusts us with information, I am not free to divulge it... not even to other staff without consent" (School Counsellor).

Additional concerns were raised about the long-term implications of documenting wellbeing-related data. Teachers questioned whether records stored within a digital system could later be accessed by external bodies. One teacher expressed their concerns:

"This type of data (about students' mental health) could affect employability, insurance, loans... the consequences can be serious" (Teacher 4, Focus Group 2).

In response, the HoS and Wellbeing Officer clarified that such data are governed by strict retention and access policies and are not shared beyond educational contexts.

Overall, participants acknowledged that while greater information sharing could enhance student support, this must be underpinned by robust ethical frameworks, role-based access controls, and clear professional guidelines to preserve student trust.

3.3 Training Needs

The need for training emerged as a central concern across all stakeholder groups. One teacher said:

"In five years, I only remember one session... it was after two suicides" (Teacher 2, Focus Group 1).

Participants consistently emphasised that access to information alone is insufficient if educators lack the skills and confidence to respond appropriately to wellbeing-related situations:

"I don't know what to do with that information... I am not trained." (Teacher 5, Focus Group 2)

Teachers described feeling unprepared to manage medical emergencies, psychological distress, or complex behavioural episodes without targeted professional development.

Structural challenges further compounded this issue. Participants noted a significant shortage of school counsellors, resulting in limited capacity to deliver ongoing training across schools. While some teachers recalled isolated professional development sessions as helpful, they expressed a strong desire for sustained, scenario-based training embedded within everyday practice:

"We had one session... but there is no policy, no follow-up, no action" (Teacher 1, Focus Group 2).

Concerns were also raised regarding the introduction of a KMS without adequate preparation. Teachers questioned what types of information would be ethical to input, how data should be interpreted, and whether additional responsibilities would be imposed without appropriate support. One focus group captured this uncertainty succinctly:

"What do we input? What do we leave out? What is ethical inputting?" (Teacher 3, Focus Group 1).

While the Wellbeing Officer supported the potential of a KMS, they stressed that successful implementation would require endorsement from both the Ministry for Education and the teachers' union, alongside comprehensive training and clearly defined standard operating procedures.

4. Discussion

This study explored how key stakeholders within a Maltese post-secondary school perceive the potential implementation of a Knowledge Management System (KMS) to enhance collaboration in student wellbeing support. The findings reveal a shared recognition of the limitations posed by fragmented information flows, alongside concerns regarding professionalism, confidentiality, and training. As one teacher said:

“You can't help in a situation where you don't know what to do” (Teacher 2, Focus Group 2).

Interpreted through the SECI model of knowledge creation (Nonaka & Takeuchi, 1995; 2016), these findings offer insight into how wellbeing-related knowledge is currently constrained and how it might be ethically mobilised to support more coordinated practice.

4.1 Fragmented Information Flows and the Limits of Tacit Knowledge

The findings demonstrate that wellbeing-related knowledge within the school is largely tacit, dispersed, and role-dependent, resulting in inconsistent access to critical information. This fragmentation aligns with previous Maltese research highlighting the absence of systematic approaches to data collection and information-sharing across counselling, leadership, and teaching roles (Falzon et al., 2019). Teachers' accounts of being unaware of students' medical or psychological needs underscore how such fragmentation can compromise timely and effective responses, particularly in classroom contexts where immediate decision-making is required.

Viewed through the SECI framework, current practices appear to remain largely confined to the socialisation phase, where tacit knowledge is exchanged informally through personal interactions. While this form of knowledge-sharing is valuable, the absence of structured mechanisms for externalisation limits the transformation of individual insights into explicit, accessible knowledge. As a result, opportunities for combination, that is the integration of wellbeing-related knowledge across professional roles, are constrained, and internalisation through shared learning and consistent practice remains underdeveloped (Nonaka & Takeuchi, 1995).

4.2 Professionalism, Confidentiality, and Ethical Tensions

A central tension identified in this study concerns the balance between professional trust and ethical responsibility. Teachers' calls to be recognised as professionals capable of handling sensitive information reflect a desire for greater inclusion in wellbeing-related decision-making. At the same time, concerns raised by the School Counsellor, Head of School, and Wellbeing Officer highlight the legal and ethical constraints governing information disclosure, particularly within Malta's small-island context, where close social networks heighten the risk of confidentiality breaches, as also described by Falzon et al. (2020).

These findings echo existing literature on ethical dilemmas in school counselling, which emphasises the importance of safeguarding student trust while navigating competing professional expectations (Harries & Spong, 2017; Lamont-Mills et al., 2018; Sivilis-Cetinkaya, 2020). Participants' concerns regarding potential misuse or unintended disclosure of information within a digital system further reinforce the need for robust governance structures, including role-based access, clear protocols, and shared ethical understanding.

Importantly, the study highlights that ethical concerns are not directed at the concept of a KMS itself, but rather at the conditions under which it might be implemented. This distinction is critical. A GDPR-compliant KMS, when embedded within clear professional guidelines and ethical training, may offer a means of reconciling the need for information-sharing with legal and moral obligations (Camadan et al., 2021; Legislation Malta, 2018).

4.3 Training as a Prerequisite for Ethical Knowledge Sharing

Training emerged as a foundational requirement for any effective KMS implementation. Participants consistently emphasised that access to information without corresponding professional competence could increase uncertainty rather than enhance support. This concern resonates with existing research indicating that educators often feel ill-equipped to respond to wellbeing-related incidents without targeted training, even when they recognise such responsibilities as part of their role (Cauchi et al., 2017; Gunawardena et al., 2024).

From a SECI perspective, training plays a critical role in facilitating internalisation, enabling educators to transform explicit knowledge into confident, ethical practice. Without this step, the knowledge-sharing process remains incomplete. The findings further suggest that training should extend beyond technical instruction on system use to include ethical literacy, role clarification, and scenario-based learning grounded in the realities of post-secondary classrooms.

Structural challenges, including the shortage of school counsellors and limited capacity for sustained professional development, compound these issues. This reinforces arguments within organisational learning literature that knowledge management initiatives must be supported by leadership endorsement, adequate resources, and long-term cultural change rather than introduced as standalone technical solutions (Chu, 2016; Raudeliūnienė et al., 2020).

4.4 Towards a Whole-School Knowledge Management Approach to Wellbeing

Taken together, the findings support the notion that a KMS has the potential to act as an enabling infrastructure rather than a prescriptive solution. Participants' cautious optimism suggests that a system designed to share anonymised, role-appropriate, and ethically governed knowledge could strengthen early intervention, continuity of care, and professional collaboration.

This study contributes to the limited Maltese literature on post-secondary student wellbeing by demonstrating that challenges in support provision are not solely individual or resource-based, but also organisational and systemic. By applying the SECI model to wellbeing-related practices, the study offers a novel conceptual lens through which to understand how tacit professional knowledge might be ethically externalised and shared to support whole-school responsibility for student wellbeing.

5. Conclusion

This study examined how key stakeholders within a Maltese post-secondary school perceive the potential role of a KMS in supporting coordinated, ethical, and collaborative approaches to student wellbeing. The findings demonstrate broad support for the concept of a GDPR-compliant KMS, while simultaneously highlighting the structural, ethical, and professional conditions required for its effective implementation. In particular, fragmented information flows, concerns surrounding confidentiality and professional responsibility, and the need for sustained training emerged as interrelated challenges shaping current wellbeing practices.

Interpreted through the SECI model of knowledge creation, the findings suggest that wellbeing-related knowledge within post-secondary education remains largely tacit and unevenly distributed across professional roles. While informal knowledge-sharing through personal interactions is common, the absence of structured mechanisms limits the ethical externalisation, integration, and internalisation of wellbeing knowledge at the school level. This study, therefore, contributes original insight by demonstrating how knowledge management principles can be meaningfully applied to the coordination of student wellbeing services within a small-island post-secondary context, where confidentiality, trust, and professional relationships require heightened sensitivity.

Several limitations should be acknowledged. As a single case study situated within one Maltese post-secondary school, the findings are not intended to be statistically generalisable. Additionally, the researcher's insider position, while offering valuable contextual insight, necessitated careful reflexivity to mitigate potential bias. These limitations, however, are consistent with the interpretivist aims of the study and do not detract from its analytical contribution. Instead, they provide a transparent foundation for transferability to comparable post-secondary contexts.

The study carries important implications for policy and practice. It suggests that the successful introduction of a KMS for student wellbeing must extend beyond technological solutions to include clear governance frameworks, role-based access protocols, and comprehensive professional training. Without these conditions, increased information availability risks exacerbating ethical tensions rather than enhancing support. At a strategic level, the findings underscore the need for whole-school approaches that recognise wellbeing as a shared responsibility while safeguarding student trust and legal compliance.

Future research could build on this work by examining the implementation and evaluation of GDPR-compliant KMS platforms across multiple post-secondary schools, or by exploring students' perspectives on ethical data sharing and wellbeing support. Longitudinal studies may further illuminate how professional cultures and knowledge-sharing practices evolve following system implementation.

A structured, GDPR-compliant KMS, if implemented with appropriate safeguards and professional development, may offer a viable pathway for addressing these systemic gaps.

In conclusion, this study demonstrates that ethically governed knowledge management has the potential to strengthen early intervention, collaboration, and continuity of care in post-secondary student wellbeing services. By foregrounding the organisational and ethical dimensions of knowledge-sharing, it offers a robust foundation for future research and informed decision-making in post-secondary education in Malta and comparable educational contexts.

Acknowledgment

This paper draws on one of four mini-studies conducted as part of a compilation doctoral dissertation examining student wellbeing within a Maltese post-secondary school.

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