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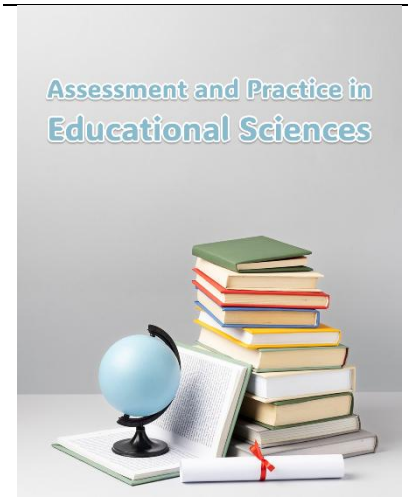

Identifying the Components of a Personal Development Program Model Based on Workplace Learning in the Educational System

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ABSTRACT

This study aimed to identify the key components of a personal development program model based on workplace learning within the educational system. Employing a qualitative research design, the study utilized semi-structured interviews with 13 purposefully selected educational experts, including curriculum specialists and professionals affiliated with the Ministry of Education. Participants were chosen through purposive sampling and interviews continued until theoretical saturation was achieved. The data collection process was supported by document analysis involving scholarly articles, reports, and educational policy documents. Thematic analysis was carried out through qualitative content analysis using open, axial, and selective coding to extract meaning units, categorize concepts, and develop a comprehensive model. The validity of findings was enhanced through triangulation with expert opinions and theoretical literature in the field. Analysis of the interviews led to the identification of ten main components essential for personal development through workplace learning: problem-solving skills, job knowledge, creativity, innovation and ideation, critical thinking, achievement motivation, team spirit, communication skills, resilience, and learning motivation. These components were derived from 40 open codes extracted from expert responses. The findings confirmed that workplace learning contributes to the development of both cognitive and socio-emotional competencies. The presence of contextual learning opportunities in professional environments fosters continuous improvement, reflective practice, and collaborative growth among educators. The study presents a theoretically grounded and contextually validated model of personal development tailored to the educational system. The findings emphasize the need for educational institutions to integrate development programs within authentic workplace settings, prioritizing holistic competency-building over isolated training activities. This model has practical implications for policy design, teacher training, and institutional leadership seeking to enhance professional growth through workplace-embedded strategies.

Keywords: Workplace learning; Personal development; Educational system; Qualitative analysis; Professional competencies; Teacher training; Organizational learning

Introduction

In the evolving landscape of modern education systems, the professional development of educators is increasingly recognized as a cornerstone of institutional success and student achievement. Amid this shift, workplace learning has emerged as a dynamic and contextually grounded approach to fostering personal and professional growth. Unlike traditional training models that emphasize external inputs and prescriptive curricula, workplace learning capitalizes on the organic interactions, challenges, and reflections that occur within the educator's daily work environment. This approach aligns with the paradigm of

lifelong learning, which emphasizes continuous skill enhancement and adaptive capacity in response to evolving organizational and societal demands. The necessity of embedding personal development within authentic workplace contexts has become a global concern, especially as educators face rising complexity, accountability, and expectations for innovation and collaboration in their roles (1).

A core tenet of workplace learning is its ability to cultivate soft skills—those interpersonal and intrapersonal competencies that underpin effective communication, adaptability, and resilience. Such skills are increasingly valued in educational contexts where collaboration, emotional regulation, and learner engagement are essential. As noted by (2), social skills in the workplace play a foundational role in navigating interpersonal dynamics and fostering constructive relationships. Furthermore, the integration of soft skills into the personal development framework addresses the demands of 21st-century education systems, which prioritize holistic student development and require educators to model these competencies themselves (3, 4). The urgency of these skills has been further highlighted by the rise of digital and hybrid work environments, where educators must navigate technological tools, remote collaboration, and shifting communication norms (5, 6).

The concept of personal development is inherently multifaceted, encompassing cognitive, emotional, and behavioral dimensions. Within school organizations, this development is not only an individual endeavor but a collective imperative, particularly as leaders and managers are called upon to guide teams through transformational change. (7) emphasize the increasing need for school managers to engage in personal development to effectively lead in dynamic educational contexts. This aligns with findings by (8), who stress that professional growth in education is intimately tied to workplace culture and the presence of supportive developmental mechanisms. When effectively integrated, workplace learning can serve as a bridge between personal aspirations and institutional goals, fostering a culture of reflective practice, innovation, and continuous improvement.

One of the most salient features of workplace learning is its capacity to promote communication competence—a critical skill for educators in facilitating instruction, engaging stakeholders, and resolving conflicts. Research by (9) underscores the transformative impact of communication skills on personal development within organizational settings, particularly in enhancing self-awareness and social efficacy. Moreover, communication apprehension, often linked to role expectations and organizational hierarchies, can significantly hinder developmental outcomes if not addressed through structured learning interventions (6). The transfer of communication training into workplace behavior, as explored by (10), further supports the argument that skills cultivated in controlled environments must be reinforced and contextualized within everyday professional interactions to ensure sustainability and impact.

The workplace also serves as a critical site for fostering psychological well-being and emotional resilience—factors that are essential for sustaining engagement and preventing burnout in high-pressure educational environments. (11) demonstrate that emotional intelligence and psychological resilience not only buffer the adverse effects of workplace bullying but also enhance overall performance. This is echoed in the work of (12), who advocate for targeted interventions to support the psychological well-being of employees in demanding organizational roles. Within schools, where emotional labor is a constant reality, such competencies are vital for maintaining teacher morale, commitment, and professional identity.

From an organizational behavior perspective, employee motivation and workplace spirituality also intersect significantly with personal development initiatives. In their study of service sector employees, (13) found that motivation, leadership style, and workplace environment profoundly influenced job satisfaction and organizational citizenship behaviors. These findings highlight the interdependence between individual growth and organizational culture, suggesting that effective development models must account for both personal and contextual variables. In parallel, (14) identify technological enablers, such as the

Internet of Things (IoT), as catalysts for modernizing training practices, offering real-time feedback and facilitating adaptive learning pathways tailored to individual needs and job roles.

An emerging concern in the discourse around workplace development is the prevalence of dysfunctional or counterproductive behaviors that can undermine learning cultures and impede personal growth. Research by (15) points to cross-national patterns of workplace dysfunction, illustrating the importance of organizational norms and management practices in shaping behavioral expectations. Similarly, (16) warn against the effects of workplace ostracism, which can lead to disengagement, reduced collaboration, and increased turnover. These insights suggest that personal development initiatives must be accompanied by intentional efforts to cultivate inclusive and psychologically safe work environments that encourage risk-taking, feedback, and mutual support.

Within the Iranian context, workplace learning in public organizations—including education—has received increasing scholarly attention. (17) conducted a qualitative study on enhancing employee well-being in Iranian public institutions, concluding that tailored strategies grounded in the lived experiences of workers are essential for effective development. This aligns with the present study's approach, which seeks to build a contextualized model for personal development in education based on empirical data from curriculum experts and organizational stakeholders. In the same vein, (18) explored shifting patterns of employee engagement across traditional and remote settings, emphasizing the need for flexible and adaptive development strategies that respond to changing organizational modalities.

The advancement of digital technologies and the proliferation of remote work have transformed not only how educators interact but also how they acquire and apply new knowledge. According to (19), digital assistance systems can significantly enhance the acquisition of workplace-relevant skills, especially when designed to integrate seamlessly into daily routines. This perspective reinforces the argument made by (20), who found that complex problem-solving skills are predictive of job complexity and salary levels, suggesting their centrality in contemporary workforce development. As educators face increasingly multifaceted challenges, such as curriculum reform, student diversity, and policy demands, the ability to think critically and solve problems becomes a non-negotiable component of professional success.

In this light, the current study aims to identify the core components of a personal development program model grounded in the principles of workplace learning, specifically within the context of Iran’s educational system.

Methods and Materials

This study employed a qualitative research design using a content analysis approach to identify the components of a personal development program model grounded in workplace learning within the educational system. The methodological framework was based on a combined or mixed-method approach in the preliminary stages, emphasizing qualitative inquiry during the main phase. To ensure data richness and depth, the study relied on semi-structured interviews with selected participants. These interviews allowed for guided, yet flexible, dialogue, enabling participants to express their perspectives freely while adhering to the thematic boundaries defined by the research protocol. The participants were selected using purposive sampling based on the principle of data saturation. A total of 13 experts were interviewed, as theoretical saturation was achieved at the thirteenth interview. The sample included curriculum specialists with a proven track record in educational economics and entrepreneurship, including publication of academic articles, books, or involvement in policy-making within the Ministry of Education. Additionally, textbook authors, planners, and experts familiar with the context of Iran's educational development participated in the interviews. The inclusion of seasoned professionals ensured that the data collected reflected experiential and institutional knowledge relevant to the study objectives.

The primary data collection tool for this study was the semi-structured interview, which is characterized by the use of predetermined questions asked to all participants, while allowing respondents the freedom to elaborate on their answers in a manner of their choosing. This format enhances both the depth and comparability of responses. The interview protocol was informed by an initial theoretical and literature review focusing on personal development and workplace learning. The process began with extensive examination of books, scientific articles, dissertations, and organizational documents related to the research topic. Based on this review, a core interview question and thematic prompts were developed. Interviews were conducted face-to-face to ensure clarity and responsiveness, minimizing the chance of non-response. While the guiding question remained consistent, the sequencing and articulation of subtopics were dynamically adjusted during the interviews to capture emergent themes. The interviews continued until no new data were forthcoming, indicating saturation. Following each interview, audio recordings were transcribed verbatim and prepared for qualitative analysis. To enhance the credibility of the data, insights from educational administrators and faculty experts were also consulted throughout the process, particularly in refining the content and focus of the interview guide.

In parallel, document analysis served as a complementary data source. This included systematic review of scholarly materials, research projects, curriculum guidelines, educational policy documents, and recent peer-reviewed articles accessed via reputable academic databases. These sources were instrumental in refining the conceptual framework and in cross-validating the findings obtained from the interviews. The triangulation of interview and documentary data helped ensure the comprehensiveness and trustworthiness of the research findings.

The analytical process was rooted in qualitative content analysis, with a strong emphasis on inductive coding. This approach is suitable for interpreting the latent and manifest content of textual data through systematic classification, coding, and thematization. The process began with the transcription of interview data, followed by thorough readings to familiarize the researchers with the content and to identify recurring patterns and expressions. Key verbal cues and critical points were first extracted and noted as primary evidence. These textual segments were then subjected to conceptualization, whereby the underlying meanings and intentions behind the participants' statements were abstracted. In the next phase, related concepts were grouped into meaningful categories—each category representing a distinct theme or dimension of personal development within the context of workplace learning. These categories were then elevated to broader analytical themes or constructs through the process of theoretical coding.

The coding process adhered to a constant comparative method in which data segments were continuously compared across interviews to refine category definitions and ensure conceptual clarity. This iterative approach facilitated the progressive abstraction of data, leading ultimately to the construction of a conceptual model. The coding protocol emphasized the preservation of participants' language, meaning that category labels were often derived directly from interviewee expressions to maintain authenticity and contextual relevance. The analytical steps included identifying key phrases, labeling them with appropriate codes, organizing similar codes into sub-categories, and finally clustering those sub-categories into overarching themes that encapsulate the essence of the data. The final model presented in the study emerged from the synthesis of these themes, offering a grounded representation of the components of a personal development program based on workplace learning as experienced and articulated by education professionals.

Findings and Results

The qualitative analysis of the interviews conducted with educational experts led to the identification of ten main components of a personal development program model based on workplace learning. These components emerged through a rigorous process of open coding, categorization, and abstraction, based on recurring patterns and significant meanings in

participants' responses. A total of 40 meaning units (open codes) were extracted and subsequently organized into conceptual categories that reflect essential dimensions of personal and professional growth within the workplace context. These categories are considered core pillars in constructing a comprehensive model for fostering personal development in educational systems through learning embedded in daily professional practice.

Table 1. Identified Components and Open Codes

Component	Open Codes (Meaning Units)
Problem-Solving Skills	1. Ability to analyze and recognize the problem 2. Ability to identify key components of the problem 3. Reasoning and use of information to solve problems 4. Linking various solution strategies
Job Knowledge	5. Expanding occupational skill set 6. Awareness of contextual factors affecting the job role 7. Deepening of job-related skills 8. Performance improvement and development skills
Creativity	9. Problem-solving through diverse methods 10. Applying peripheral knowledge in work-related problems 11. Recognizing logical links between issues and causes 12. Developing analytical skills for workplace issues
Innovation and Ideation	13. Enhancing mindfulness and proposing innovative ideas 14. Creating and suggesting novel solutions 15. Effective ideation to increase possible solution scenarios 16. Exploring diverse problem-solving methods
Critical Thinking	17. Avoiding blind acceptance of information 18. Challenging concepts critically 19. Willingness to engage in recognition, analysis, and reflection stages 20. Dissecting assumptions behind theories or processes
Achievement Motivation	21. Motivation for developing job skills 22. Motivation for growing personal abilities 23. Motivation for career advancement 24. Motivation to solve organizational challenges
Team Spirit	25. Cooperation with colleagues 26. Willingness to engage in team tasks 27. Team building and delegation abilities 28. Improving team-based interaction quality
Communication Skills	29. Friend-making abilities 30. Participatory communication 31. Enhancing social interactions at work 32. Effective communication with others
Resilience	33. Increased resilience in professional and personal crises 34. Positive mindset and change acceptance 35. Proactivity under change 36. Self-management during crisis
Learning Motivation	37. Learning enthusiasm 38. Focus and attention in learning new topics 39. Curiosity for updating knowledge 40. Peer interaction for knowledge sharing

Problem-Solving Skills

Participants highlighted problem-solving skills as a fundamental competency in workplace learning. This component includes the ability to analyze and comprehend complex problems, identify essential elements within the problem structure, and utilize reasoning and informational resources to devise solutions. Additionally, the capacity to integrate various problem-solving approaches and synthesize them into a coherent response was underscored. These skills were perceived not only as technical capabilities but as cognitive processes nurtured through contextual learning and real-time challenges within the workplace.

Job Knowledge

The expansion and deepening of job-related knowledge emerged as another central component. Respondents described workplace learning as a critical avenue for gaining practical insights and refining existing competencies. This category includes broadening the scope of occupational skills, increasing awareness of job-related contextual dynamics, and actively pursuing performance enhancement. The emphasis was on experiential learning through professional engagement rather than abstract or theoretical instruction, underscoring the organic integration of knowledge into practice.

Creativity

Creativity was consistently mentioned as a catalyst for adaptability and innovation in the professional environment. Participants viewed creative thinking as an essential feature of workplace learning, particularly the ability to approach problems from multiple perspectives and utilize cross-disciplinary knowledge. The development of analytical skills and the ability to detect logical connections among issues were deemed instrumental in fostering novel approaches to challenges. Creativity was also framed as a learnable skill, honed through exposure to diverse tasks and problem contexts.

Innovation and Ideation

Closely linked to creativity, innovation and ideation were identified as key factors in driving organizational and individual growth. Respondents reported that increased mindfulness led to the generation of new ideas, and that ideation processes enabled the formulation of multiple solution scenarios. These included the ability to question existing practices, propose unique strategies, and actively seek alternatives. Innovation was conceptualized not just as producing groundbreaking ideas but as the persistent effort to rethink routine practices in pursuit of efficiency and relevance.

Critical Thinking

The development of critical thinking was frequently cited as a pillar of professional maturity. Participants emphasized the importance of not accepting information at face value, the courage to question prevailing narratives, and the application of analytical frameworks to understand and critique assumptions. This component also includes a systematic approach to cognitive processing involving recognition, comprehension, and synthesis. Workplace learning was seen as a fertile ground for cultivating these skills, given its reliance on real-world problem solving and reflection.

Achievement Motivation

Achievement motivation encompassed the internal drivers that propel individuals toward skill development, personal growth, and organizational contribution. Participants linked motivation directly to opportunities for advancement and self-improvement facilitated through workplace experiences. They observed that when staff are empowered to solve problems and make decisions, their motivation to engage and excel increases. Motivation to grow professionally was considered both a prerequisite and a product of meaningful engagement in the workplace learning environment.

Team Spirit

Team spirit was another recurrent theme, with respondents emphasizing the role of collaborative work in professional development. Participants observed that shared tasks, mutual support, and collective responsibility foster a sense of cohesion and belonging. This component includes increased willingness to participate in team initiatives, skill in team formation and delegation, and improved communication within workgroups. The workplace was regarded as a dynamic environment where teamwork is not only necessary but cultivated through ongoing interaction and joint problem-solving.

Communication Skills

Communication skills were considered essential for building effective workplace relationships and facilitating the exchange of knowledge. Respondents noted that the workplace provides continuous opportunities for developing interpersonal skills such as initiating friendships, participating in collaborative discussions, and improving the quality of social interactions. Effective communication was not limited to verbal articulation but extended to active listening, empathy, and clarity in message delivery. These abilities were seen as integral to both professional success and personal fulfillment within the organizational culture.

Resilience

Resilience was highlighted as a critical attribute for navigating uncertainty and maintaining performance during crises. Participants described resilience as the capacity to maintain composure under stress, adopt a positive outlook, and proactively adapt to changing circumstances. This component also involves developing personal strategies for managing workplace adversity and preventing burnout. Workplace learning was identified as a vital context for cultivating resilience, as it exposes individuals to diverse stressors and teaches adaptive coping through experience.

Learning Motivation

Finally, learning motivation was found to be an essential driver of continuous improvement. Respondents reported that individuals with strong learning motivation demonstrate curiosity, focus, and a proactive attitude toward acquiring new knowledge. They actively seek opportunities to update their skills and often engage in knowledge-sharing with peers. The

workplace was recognized as an ideal setting for nurturing this motivation, providing access to informal learning opportunities and encouraging a culture of lifelong learning.

These ten categories collectively form the backbone of a personal development program rooted in workplace learning. Each component reflects a nuanced dimension of professional growth and highlights the multifaceted nature of learning that occurs within educational institutions through daily practice and reflection.

Discussion and Conclusion

The purpose of this study was to identify the components of a personal development program model grounded in workplace learning within the educational system. Through qualitative content analysis of interviews with curriculum experts and educational stakeholders, ten key components were identified: problem-solving skills, job knowledge, creativity, innovation and ideation, critical thinking, achievement motivation, team spirit, communication skills, resilience, and learning motivation. These categories collectively represent the foundational elements necessary for fostering individual growth and organizational adaptability within professional learning environments. The findings provide a holistic framework for conceptualizing personal development not as a static training program but as a dynamic, workplace-integrated process that enhances cognitive, behavioral, and emotional competencies essential for educators operating in complex and evolving systems.

The first emergent category, problem-solving skills, reflects the ability of professionals to identify, analyze, and resolve challenges using both analytical reasoning and contextual knowledge. This finding aligns with the work of (20), who demonstrated that complex problem-solving skills predict not only job complexity but also advancement and remuneration, indicating their centrality in professional success. In the educational context, where teachers and administrators are routinely faced with multifaceted issues involving pedagogy, policy, and interpersonal dynamics, these skills are indispensable. The emphasis on linking diverse problem-solving methods in this study underscores the value of integrative thinking, which is particularly relevant in modern learning ecosystems that demand adaptability and cross-functional understanding (1).

The second major component, job knowledge, emphasizes the importance of deepening one's understanding of role-specific competencies and contextual awareness. This is particularly critical in education, where teachers' knowledge must continuously evolve in response to curriculum reforms, student diversity, and technological changes. The integration of experiential learning into job performance echoes the findings of (14), who explored the role of technological tools in human resource development. Their study confirmed that embedding learning within day-to-day operations—particularly through platforms like the Internet of Things—can substantially improve training outcomes. Similarly, (19) highlight the impact of digital assistance systems in enhancing job-specific skill acquisition, supporting the notion that workplace learning should be immersive and situated in authentic contexts.

Creativity, as the third component, was conceptualized as the ability to generate original ideas and apply diverse methods to problem resolution. This construct is essential for continuous improvement and pedagogical innovation, both of which are critical in educational environments. The emphasis on creativity also finds support in the literature on employability skills for the 21st-century workforce. According to (3), creativity is one of the most sought-after competencies by employers across sectors. The educational sector, which must respond to shifting learner needs and societal expectations, benefits significantly from professionals who possess the creative capacity to reimagine existing practices and design novel instructional strategies.

Closely related to creativity is innovation and ideation—the fourth category—which involves formulating new ideas, proposing alternative solutions, and exploring varied scenarios for addressing professional challenges. This construct goes beyond mere creativity by emphasizing actionable outputs and the application of ideas in practical settings. As (13) have shown, ideation and innovation are closely tied to workplace motivation and leadership styles, both of which play critical roles in

fostering employee engagement and organizational citizenship behavior. In educational contexts, the ability of teachers and administrators to innovate can directly influence curriculum delivery, student engagement, and institutional reform initiatives.

The fifth category, critical thinking, emerged as a distinguishing cognitive skill that enables professionals to assess, question, and refine information before accepting or acting upon it. Critical thinking fosters reflective practice and supports evidence-informed decision-making. This is particularly relevant in schools, where educators must often evaluate conflicting pedagogical approaches, interpret data, and make judgments that affect student learning outcomes. (4) emphasize that management and educational curricula should prioritize the development of critical thinking as a core workplace readiness skill. Furthermore, (6) notes that critical thinking can reduce communication apprehension by enabling professionals to better structure their thoughts and responses in collaborative environments.

Achievement motivation, identified as the sixth component, captures the intrinsic and extrinsic drives that propel individuals toward continuous improvement. This motivation manifests in the pursuit of job mastery, personal growth, and organizational contribution. (7) argue that the development of school managers in response to organizational change is closely tied to their personal motivation and openness to learning. This is consistent with the findings of (12), who emphasize the psychological underpinnings of workplace motivation in promoting mental well-being and reducing stress, particularly in demanding occupational settings.

Team spirit was the seventh theme that emerged, highlighting the collaborative dimension of workplace learning. Participants noted that the capacity to work effectively within teams, delegate responsibilities, and co-create solutions is vital for sustaining a productive educational environment. (18) underscore the shift toward employee engagement models that prioritize collaboration, especially in hybrid or remote work settings. The necessity of teamwork in modern education aligns with findings from (15), who demonstrated that dysfunction in workplace relationships often stems from a lack of team cohesion and shared purpose.

Communication skills were reported as a fundamental enabler of other competencies, particularly in facilitating teamwork, leadership, and conflict resolution. (9) emphasize the transformative impact of communication competence on personal development, noting that such skills contribute to both self-expression and interpersonal effectiveness. Furthermore, (10) provide empirical support for the transferability of communication skills from structured learning environments into real-world workplace settings, an outcome that reinforces the necessity of workplace-based learning interventions.

Resilience, as the ninth identified dimension, reflects the psychological capacity to cope with stress, adapt to change, and maintain focus in the face of adversity. This is especially critical in education, a profession marked by high emotional labor and frequent policy shifts. (11) affirm the mediating role of psychological resilience in mitigating the effects of workplace bullying and in promoting sustained performance. Similarly, (17) argue for institutional strategies that enhance employee well-being and resilience through targeted workplace interventions. The integration of resilience-building practices into personal development models is thus both empirically justified and contextually necessary.

The final category, learning motivation, encapsulates the drive to acquire new knowledge, seek feedback, and engage in continuous learning. Participants emphasized the role of peer interaction, curiosity, and self-directed learning as essential components of this construct. The significance of learning motivation in workplace learning is corroborated by (5), who map digital self-efficacy and psychological agility onto professional adaptability. Similarly, (21) highlight the importance of soft skills such as lifelong learning in ensuring sustainable well-being and employability, particularly among marginalized or special-needs populations.

Altogether, the findings of this study present a comprehensive and empirically grounded framework for personal development in education based on workplace learning. They validate existing literature while introducing a culturally contextualized model that can inform policy, practice, and future research in the field.

While the study offers significant insights into the components of a workplace-based personal development model in education, several limitations must be acknowledged. First, the sample was limited to 13 participants, and although data saturation was achieved, the perspectives may not represent the full diversity of educational roles, such as novice teachers, school counselors, or administrative staff. Second, the qualitative nature of the study limits the generalizability of findings to broader populations. The reliance on self-reported data through interviews also introduces the possibility of bias, as participants may have presented idealized views of workplace learning or omitted negative experiences due to social desirability. Lastly, the focus on Iranian educational settings may limit the cross-cultural applicability of the model without further validation in other educational systems.

Future research should consider expanding the participant pool to include a more diverse array of stakeholders within the education system, including students, principals, and policy implementers. Quantitative or mixed-methods approaches could be employed to validate the components identified in this study and assess their impact on measurable outcomes such as teacher performance, job satisfaction, and student achievement. Additionally, longitudinal studies would offer insight into how workplace-based personal development evolves over time and whether improvements in one competency domain influence growth in others. Exploring the integration of digital technologies into the model could also yield valuable data on how emerging tools support or hinder personal growth within educational contexts.

To implement the findings of this study, educational organizations should embed personal development opportunities directly into the workplace through structured mentorship, peer collaboration, and reflective practice. Training modules and performance evaluations should incorporate the ten identified competencies, ensuring that educators are supported in both technical and emotional aspects of their roles. School leaders should foster a culture of open communication, innovation, and resilience, enabling staff to take ownership of their professional growth. Moreover, institutional policies should incentivize participation in workplace learning activities and recognize achievements in personal development as critical to educational success.

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Authors' Contributions

All authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

All ethical principles were adheried in conducting and writing this article.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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