


## Impact of Peer Support on Intrinsic Motivation in Dyslexic Students: The Mediating Role of Academic Self-Efficacy

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### ABSTRACT

**Purpose:** This study aimed to investigate the effect of peer support on intrinsic motivation in dyslexic students, with academic self-efficacy examined as a mediating variable.

**Methods and Materials:** A descriptive correlational research design was employed involving 400 dyslexic students aged 10–15 from specialized and inclusive schools in Tehran. Participants were selected through stratified random sampling based on the Morgan and Krejcie table. Standardized instruments were used to measure peer support (Child and Adolescent Social Support Scale), academic self-efficacy (Patterns of Adaptive Learning Scales), and intrinsic motivation (Academic Motivation Scale). Data were analyzed using SPSS-27 for descriptive statistics and Pearson correlations, and AMOS-21 for Structural Equation Modeling (SEM). Model fit was assessed using indices such as  $\chi^2/df$ , GFI, CFI, TLI, and RMSEA.

**Findings:** Descriptive results indicated high mean levels for intrinsic motivation ( $M = 5.03$ ,  $SD = 0.63$ ), peer support ( $M = 4.82$ ,  $SD = 0.68$ ), and academic self-efficacy ( $M = 4.57$ ,  $SD = 0.74$ ). Pearson correlation analysis revealed significant positive relationships between peer support and academic self-efficacy ( $r = .46$ ,  $p < .01$ ), peer support and intrinsic motivation ( $r = .39$ ,  $p < .01$ ), and academic self-efficacy and intrinsic motivation ( $r = .51$ ,  $p < .01$ ). The SEM showed acceptable fit indices ( $\chi^2/df = 2.00$ ,  $CFI = 0.96$ ,  $RMSEA = 0.048$ ). Academic self-efficacy partially mediated the relationship between peer support and intrinsic motivation. The total effect of peer support on intrinsic motivation was  $\beta = .47$  ( $p < .001$ ), with a direct effect of  $\beta = .28$  and an indirect effect of  $\beta = .19$  through academic self-efficacy.

**Conclusion:** Findings highlight the dual role of peer support—both direct and mediated by academic self-efficacy—in enhancing intrinsic motivation among dyslexic students, suggesting the importance of fostering supportive peer environments and self-belief in inclusive educational settings.

**Keywords:** Dyslexia, Peer Support, Intrinsic Motivation, Academic Self-Efficacy

## 1. Introduction

Dyslexia, a neurodevelopmental disorder characterized by difficulties in accurate and/or fluent word recognition and by poor spelling and decoding abilities, often affects not only academic achievement but also students' motivational and emotional well-being. Students with dyslexia frequently face challenges in self-belief, academic engagement, and social inclusion, which may in turn undermine their intrinsic motivation to learn. In this context, intrinsic motivation—the drive to engage in learning for inherent satisfaction—plays a vital role in the academic success and psychological resilience of dyslexic learners. However, sustaining such motivation requires supportive academic and interpersonal environments that reinforce positive self-beliefs and emotional engagement with learning tasks (Song, 2024; Zhou, 2025).

Research has shown that social relationships within educational settings, particularly those with peers, significantly influence motivational orientations among adolescents. Peer support, understood as emotional, instrumental, and informational assistance provided by classmates and friends, is strongly associated with academic persistence and motivation, especially in marginalized student populations (Galamiton, 2025; Rizkita, 2020). For students with dyslexia who often experience stigma or isolation in mainstream educational environments, peer support may serve as a crucial protective factor. Studies emphasize that when dyslexic students perceive acceptance, understanding, and encouragement from their peers, they demonstrate higher engagement, lower academic stress, and greater perseverance (Ni Luh Putu Wahyu et al., 2022; Yuri et al., 2020).

Parallel to the role of peer support, academic self-efficacy—defined as the belief in one's capability to perform learning tasks successfully—has emerged as a key mediating variable in educational psychology. According to Bandura's social cognitive theory, self-efficacy influences how students approach challenges, how much effort they exert, and how resilient they are in the face of adversity. Empirical studies have demonstrated that academic self-efficacy positively predicts both intrinsic motivation and academic performance in diverse populations, including students with learning difficulties (McKeown et al., 2024; Shi & Ko, 2023). Self-efficacy also mediates the effects of social support systems, including peer support, on student engagement and achievement-related behaviors (Kristensen et al., 2023; Shao & Kang, 2022).

This relationship becomes particularly salient when considering the layered vulnerabilities of students with dyslexia. These learners often internalize negative academic experiences and societal expectations, which adversely affect their academic self-beliefs. Thus, fostering academic self-efficacy through supportive peer networks may act as a motivational catalyst that can buffer against these challenges (Mana et al., 2020; Mudzkiyyah et al., 2022). Several studies confirm that academic self-efficacy plays a partial or full mediating role in the relationship between social variables—such as parental involvement, teacher support, or peer attachment—and educational outcomes such as academic motivation or avoidance of procrastination (Española, 2022; Pawestri & Moesarofah, 2024).

In the case of dyslexic students, who often struggle with confidence in academic environments, the synergy between peer support and academic self-efficacy becomes even more critical. As noted by (Delgado et al., 2021), modeling and encouragement from peers can enhance students' perceptions of competence, which then feeds into a stronger motivational orientation. This phenomenon is also supported by (Devi et al., 2024), who demonstrated that peer support not only directly predicts academic engagement but also indirectly influences it through heightened academic self-efficacy among university students under high academic pressure.

Moreover, research by (Ismaeel, 2020) indicates that academic self-efficacy in the context of dyslexic learners can be enhanced through both cognitive and socio-emotional interventions. Peer-mediated learning and collaborative academic tasks, when embedded within inclusive practices, contribute significantly to building these learners' confidence and willingness to persist. This finding aligns with (Aurel et al., 2023), who emphasized that peer support and self-efficacy interact significantly to reduce academic misconduct and disengagement behaviors, suggesting their combined role in sustaining internalized academic motivation.

The importance of understanding these constructs within a structural framework is underscored by studies utilizing structural equation modeling (SEM). For instance, (Kayani et al., 2022) confirmed that cognitive and interpersonal factors, including peer dynamics and self-efficacy beliefs, significantly shape students' social and academic adjustment. Similarly, (Hernández et al., 2021) found that peer-based emotional support is a strong predictor of self-efficacy in musical learning contexts, suggesting the

generalizability of this model across different academic domains.

In inclusive classrooms where dyslexic and non-dyslexic learners are integrated, the dynamics of peer interactions and mutual perception gain further complexity. (Lombres, 2024) demonstrated that peer relationships and self-efficacy jointly influence engagement in science learning, implying that motivational processes are sensitive to interpersonal classroom climate. This sensitivity is echoed in findings by (Lei et al., 2021), where both academic buoyancy and peer support were found to moderate the relationship between test anxiety and academic self-efficacy, particularly under high-stakes learning conditions.

Furthermore, (Woreta, 2024) suggests that motivational beliefs such as self-efficacy not only mediate the impact of peer support but also function as moderators depending on student background and perceived stress. For students with dyslexia, who often navigate dual pressures of academic difficulty and social comparison, such mechanisms may determine whether peer interactions become facilitators or inhibitors of learning motivation.

On the neurocognitive level, (Zhou, 2025) examined the relationship between peer relationships, social support, and behavioral intention in college students, noting that perceived social connectedness enhanced both self-regulation and intrinsic motivation via improvements in self-efficacy. This insight strengthens the theoretical proposition that self-efficacy is not merely a cognitive construct but also socially constructed and reinforced. (Qudsyi et al., 2020) also supports this by identifying the interconnected roles of parental involvement, peer attachment, and self-efficacy in fostering student engagement.

It is important to contextualize this study within the Iranian educational landscape as well. Research by (Aghaziarati et al., 2021) and (Zolfaghari et al., 2020) underscores the unique motivational and cognitive challenges faced by Iranian students with learning disabilities. They highlight how variations in teaching styles, social perception, and peer support can significantly shape the motivational and emotional profiles of students. These findings affirm the necessity of culturally sensitive research that integrates psychosocial variables—such as peer support and self-efficacy—into educational planning for dyslexic learners.

Therefore, this study seeks to investigate the effect of peer support on intrinsic motivation in dyslexic students, while exploring the mediating role of academic self-efficacy.

## 2. Methods and Materials

### 2.1. Study Design and Participants

This study employed a descriptive correlational design to investigate the impact of peer support on intrinsic motivation in dyslexic students, with academic self-efficacy considered as a mediating variable. The statistical population included all dyslexic students aged 10 to 15 years attending specialized learning centers and inclusive schools in Tehran during the 2024–2025 academic year. Based on Morgan and Krejcie's (1970) sample size determination table, a sample of 400 participants was selected through stratified random sampling to ensure representation across different districts of Tehran. Inclusion criteria included a formal diagnosis of dyslexia by educational psychologists, enrollment in grades 4 through 9, and written consent from parents or guardians. Students with comorbid intellectual disabilities or uncorrected sensory impairments were excluded from the study.

### 2.2. Measures

To assess the dependent variable of intrinsic motivation, the Intrinsic Motivation subscale from the Academic Motivation Scale (AMS) developed by Vallerand et al. (1992) was used. This standardized tool includes three intrinsic motivation dimensions: to know, toward accomplishment, and to experience stimulation, comprising 12 items in total. Each item is rated on a 7-point Likert scale ranging from 1 (does not correspond at all) to 7 (corresponds exactly). Higher scores indicate greater levels of intrinsic motivation. The AMS has been widely validated across different cultural settings, including Iran. Studies conducted by Ahmadi and colleagues (2011) confirmed its construct validity and internal consistency among Iranian students, reporting Cronbach's alpha values ranging from 0.81 to 0.87 across subscales. This tool has demonstrated strong psychometric properties in assessing students' motivation in educational contexts.

Peer support was measured using the Peer Support subscale of the Child and Adolescent Social Support Scale (CASSS) developed by Malecki and Demaray (2002). This subscale contains 12 items that evaluate the frequency and importance of perceived support from peers in academic and emotional contexts. Responses are scored on a 6-point Likert scale ranging from 1 (never) to 6 (always), with higher scores reflecting higher levels of perceived peer support. The CASSS has been adapted and validated for use in various

populations, including Iranian school settings. Psychometric analyses conducted in Iranian samples have confirmed the scale's internal consistency (Cronbach's  $\alpha = 0.89$ ) and factorial validity, making it a reliable instrument for assessing peer-based social support among students with learning difficulties such as dyslexia.

Academic self-efficacy was assessed using the Academic Self-Efficacy subscale from the Patterns of Adaptive Learning Scales (PALS) developed by Midgley et al. (2000). This scale consists of 5 items that measure students' beliefs in their ability to succeed in academic tasks. Responses are rated on a 5-point Likert scale ranging from 1 (not at all true) to 5 (very true). Higher scores indicate greater academic self-efficacy. The PALS has been utilized and validated in numerous international contexts and has shown strong psychometric properties. In Iranian studies, the academic self-efficacy subscale has been successfully validated with dyslexic and non-dyslexic student populations, with Cronbach's  $\alpha$  values exceeding 0.80, demonstrating acceptable internal consistency and content validity. This scale is particularly useful in capturing the motivational beliefs of students with learning difficulties.

### 2.3. Data Analysis

Data were analyzed using SPSS version 27 and AMOS version 21. Descriptive statistics (mean, standard deviation,

frequency, and percentage) were calculated to describe the sample. Pearson correlation coefficients were used to examine the relationships between peer support, academic self-efficacy, and intrinsic motivation. Additionally, Structural Equation Modeling (SEM) was conducted using AMOS-21 to test the hypothesized mediating role of academic self-efficacy. The SEM analysis followed a two-step approach: first, confirmatory factor analysis (CFA) to ensure construct validity, and second, path analysis to assess direct and indirect effects. Significance levels were set at  $p < .05$  for all inferential tests.

### 3. Findings and Results

Among the 400 participants, 188 students (47.0%) were female and 212 students (53.0%) were male. In terms of age distribution, 29.5% ( $n = 118$ ) of students were aged 10–11, 37.8% ( $n = 151$ ) were aged 12–13, and 32.7% ( $n = 131$ ) were aged 14–15. Regarding grade level, 24.8% ( $n = 99$ ) were in grade 4, 27.0% ( $n = 108$ ) in grade 5, 19.5% ( $n = 78$ ) in grade 6, and the remaining 28.7% ( $n = 115$ ) were in grades 7 to 9. The majority of students (63.3%,  $n = 253$ ) attended inclusive mainstream schools, while 36.7% ( $n = 147$ ) were enrolled in specialized learning centers for students with dyslexia. These statistics reflect a diverse and representative sample of dyslexic students from various educational settings in Tehran.

**Table 1**

*Descriptive Statistics for Research Variables (N = 400)*

Variable	M	SD
Peer Support	4.82	0.68
Academic Self-Efficacy	4.57	0.74
Intrinsic Motivation	5.03	0.63

As shown in Table 1, the mean score for intrinsic motivation was the highest ( $M = 5.03$ ,  $SD = 0.63$ ), indicating that students with dyslexia generally reported a high level of internal drive for learning. Peer support also demonstrated a relatively high mean score ( $M = 4.82$ ,  $SD = 0.68$ ), suggesting that participants perceived strong support from their classmates. Academic self-efficacy had a slightly lower mean ( $M = 4.57$ ,  $SD = 0.74$ ), though it still indicated a moderately high belief in academic capabilities.

Prior to conducting inferential analyses, assumptions of normality, linearity, homoscedasticity, and multicollinearity were assessed and met. Normality was confirmed using

skewness and kurtosis statistics, which were within the acceptable range of  $\pm 1.50$  for all major variables (e.g., intrinsic motivation: skewness =  $-0.37$ , kurtosis =  $0.91$ ; academic self-efficacy: skewness =  $-0.42$ , kurtosis =  $1.12$ ). Linearity and homoscedasticity were examined using scatterplots of standardized residuals, indicating evenly dispersed data points without patterns. Multicollinearity was evaluated using tolerance values ( $> 0.78$ ) and variance inflation factor ( $VIF < 1.27$ ), suggesting no significant collinearity among predictors. These results confirmed the suitability of the dataset for both Pearson correlation and SEM analyses.

**Table 2**

*Pearson Correlation Matrix Between Variables*

Variable	1	2	3
1. Peer Support	—		
2. Academic Self-Efficacy	.46**	—	
3. Intrinsic Motivation	.39**	.51**	—

$p < .01^{**}$

The results of Pearson correlation analysis (Table 2) revealed significant positive relationships between all variables. Peer support was moderately correlated with academic self-efficacy ( $r = .46$ ,  $p < .01$ ) and intrinsic motivation ( $r = .39$ ,  $p < .01$ ). Additionally, academic self-

efficacy showed a strong positive correlation with intrinsic motivation ( $r = .51$ ,  $p < .01$ ). These findings support the conceptual assumptions regarding the interconnected roles of peer support and self-efficacy in fostering motivation.

**Table 3**

*Goodness-of-Fit Indices for the Structural Model*

Fit Index	Value	Recommended Threshold
$\chi^2$ (Chi-Square)	124.35	—
df	62	—
$\chi^2/df$	2.00	$< 3.00$
GFI	0.93	$\geq 0.90$
AGFI	0.90	$\geq 0.90$
CFI	0.96	$\geq 0.95$
TLI	0.94	$\geq 0.90$
RMSEA	0.048	$\leq 0.06$

The model demonstrated acceptable goodness-of-fit based on several indices. The Chi-square to degrees of freedom ratio was 2.00, indicating a reasonable fit. The GFI (0.93), AGFI (0.90), and TLI (0.94) all exceeded the 0.90

threshold. The CFI was 0.96, showing excellent model fit. Furthermore, the RMSEA was 0.048, well within the acceptable range below 0.06. These results validate the structural model for testing the hypothesized mediation.

**Table 4**

*Total, Direct, and Indirect Effects in the Structural Model*

Path	B	S.E	$\beta$	$p$
Peer Support → Academic Self-Efficacy	0.41	0.06	.46	$< .001$
Peer Support → Intrinsic Motivation	0.24	0.07	.28	$< .001$
Academic Self-Efficacy → Intrinsic Motivation	0.36	0.05	.42	$< .001$
Peer Support → Intrinsic Motivation (indirect)	0.15	0.04	.19	$< .001$
Peer Support → Intrinsic Motivation (total)	0.39	0.06	.47	$< .001$

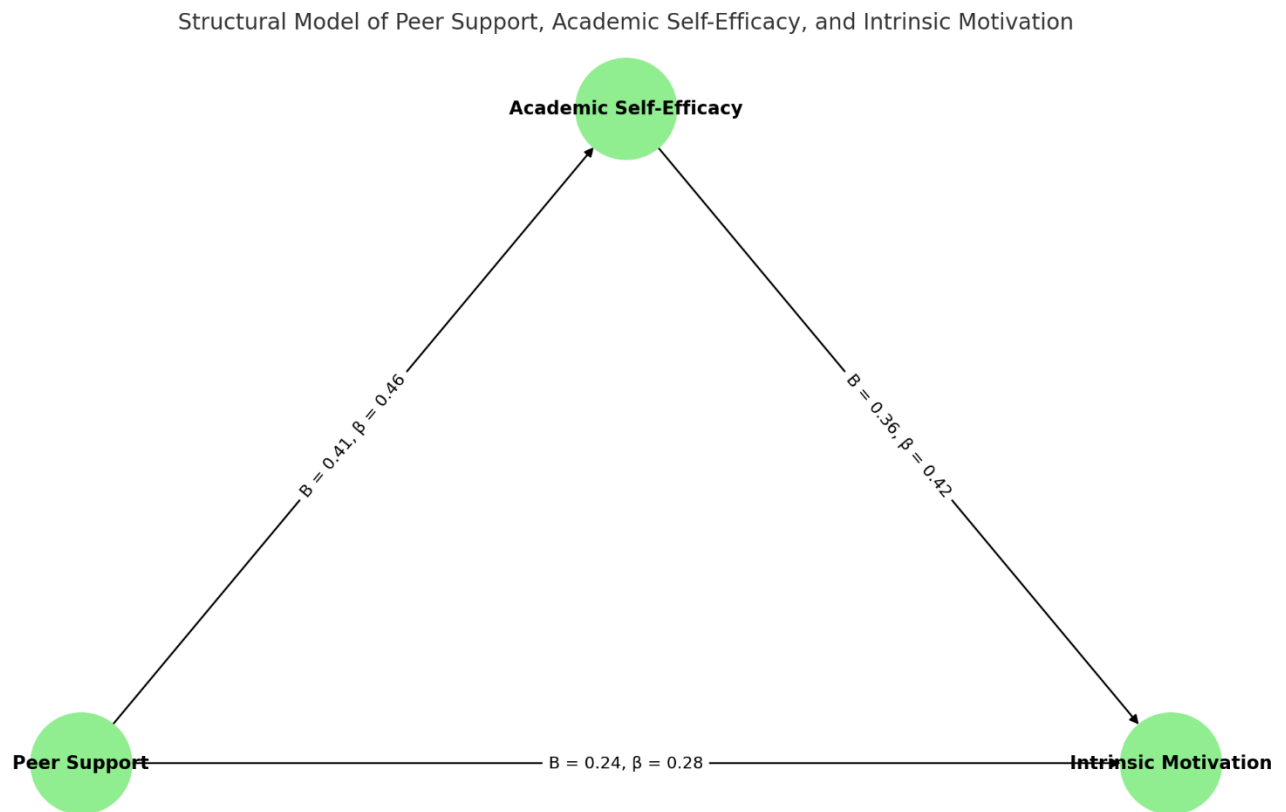
Table 4 presents the path coefficients of the SEM analysis. Peer support significantly predicted academic self-efficacy ( $\beta = .46$ ,  $p < .001$ ). It also had a significant direct effect on intrinsic motivation ( $\beta = .28$ ,  $p < .001$ ). Academic self-efficacy, in turn, significantly predicted intrinsic motivation ( $\beta = .42$ ,  $p < .001$ ). The indirect path from peer

support to intrinsic motivation via academic self-efficacy was also significant ( $\beta = .19$ ,  $p < .001$ ), confirming partial mediation. The total effect of peer support on intrinsic motivation was substantial ( $\beta = .47$ ,  $p < .001$ ), supporting the integrated influence of social and cognitive factors on student motivation.



**Figure 1**

*Final Model*



#### 4. Discussion and Conclusion

The findings of this study provide significant insights into the psychological and social mechanisms underpinning intrinsic motivation in dyslexic students. The results confirmed a significant and positive correlation between peer support and intrinsic motivation. Furthermore, academic self-efficacy was found to play a partial mediating role in this relationship. These results align with the theoretical assumptions of social cognitive theory, which posits that perceived social reinforcement and internal beliefs of competence jointly influence motivational processes. In the case of students with dyslexia—who frequently experience academic failures and social alienation—peer support appears to serve as a compensatory resource that indirectly enhances motivation through the reinforcement of academic self-efficacy.

The positive association between peer support and intrinsic motivation is well-supported in the literature. For instance, (Galamiton, 2025) found that learners enrolled in alternative learning systems with high peer support

outperformed their peers in mathematics performance due to improved engagement and emotional motivation. Similarly, (Rizkita, 2020) emphasized that peer support significantly alleviated academic stress in boarding school students, which in turn led to higher levels of intrinsic engagement. These findings affirm the role of peer support not only as a social buffer but as a motivational amplifier for students who might otherwise internalize feelings of academic inadequacy. Dyslexic students, in particular, benefit from supportive peer dynamics that normalize their challenges and affirm their strengths.

The mediating effect of academic self-efficacy in this study further strengthens the argument for its central role in academic motivation. This finding echoes the conclusions of (Kristensen et al., 2023), who showed that peer support indirectly influences students' GPA through its impact on self-beliefs. (Shao & Kang, 2022) also reported that academic self-efficacy acts as a mediator between peer relationships and learning engagement, suggesting that when students feel competent, they are more likely to internalize their learning goals and sustain motivation. In our study,

dyslexic students who perceived high levels of peer support exhibited greater academic self-efficacy, which in turn predicted stronger intrinsic motivation. This implies that supportive peer interactions not only provide emotional reinforcement but also shape internal cognitive evaluations regarding academic capability.

Furthermore, our findings reinforce the perspective of (Song, 2024), who highlighted the mediating role of self-efficacy in the relationship between social support and learner well-being. According to their study, self-efficacy acts as a cognitive-emotional mechanism that translates external validation into personal investment in learning. Likewise, (Española, 2022) observed that academic self-efficacy significantly increased the likelihood of students seeking help and engaging in mastery-oriented tasks. For dyslexic students, whose confidence is often undermined by repeated academic struggles, such self-beliefs play a crucial role in re-establishing a positive learner identity.

The results of the current study are also consistent with findings by (Devi et al., 2024), who demonstrated that both academic self-efficacy and peer support significantly reduced academic burnout in thesis-writing students. While their context differed, the psychological mechanism appears to be comparable: supportive peer environments foster belief in one's competence, which then sustains long-term motivation. Similarly, (McKeown et al., 2024) found that peer inclusion and school equality norms significantly influenced academic self-efficacy, especially in ethnically diverse classrooms, showing that contextual peer dynamics contribute to motivational beliefs in marginalized student populations.

Of particular relevance to our findings is the study by (Lombres, 2024), which explored the role of peer relationships and self-efficacy in predicting academic engagement in science subjects. Their results showed that peer relationships had both a direct and an indirect effect—through self-efficacy—on engagement. This structural similarity to our model, though in a different subject area, supports the robustness of our proposed mediation framework. In the context of dyslexic learners, who often develop fragmented academic identities, this chain of influence offers practical implications for peer-based interventions.

Our findings also align with the conclusions of (Mana et al., 2020), who proposed a serial mediation model where implicit beliefs and peer support increased hope and self-efficacy, leading to better academic outcomes. This highlights the potential for layered interventions that address

not only peer environments but also self-reflective beliefs and future orientation. Moreover, (Ni Luh Putu Wahyu et al., 2022) demonstrated that peer support significantly reduced academic stress and improved academic efficacy among adolescents, which complements our study by reinforcing the reciprocal link between affective regulation and cognitive appraisal in academic motivation.

Interestingly, the partial mediation observed in this study suggests that while academic self-efficacy is a powerful predictor of intrinsic motivation, peer support also has a direct motivational effect. This is consistent with findings by (Hernández et al., 2021), who noted that social support directly enhanced musical self-efficacy and performance motivation. Similarly, (Zhou, 2025) found that peer relationships and social support influenced behavioral intentions through both self-efficacy and other socio-emotional mediators, indicating that the motivational pathways activated by peer dynamics are both direct and indirect.

The study by (Delgado et al., 2021) offers another relevant parallel, where self-efficacy mediated the relationship between parental modeling and STEM achievement among Latinx students. While the source of support differs, the mediational logic mirrors our findings. (Aurel et al., 2023) also supports this pattern by showing that self-efficacy and peer integrity jointly influenced academic misconduct, emphasizing how peer environments and internal beliefs co-regulate student behavior. For dyslexic learners, whose internal narratives are often shaped by both educational marginalization and peer comparison, such dual influences become central to educational planning.

Moreover, our results are consistent with (Kayani et al., 2022), who emphasized the role of cognitive and interpersonal variables in shaping academic adjustment. Peer attachment and self-beliefs were central to their findings, echoing the bidirectional influences observed in our study. Similarly, (Shi & Ko, 2023) demonstrated that a positive psychological environment, including supportive peer interactions, influenced academic self-efficacy and identity formation among university students.

This study also supports the work of (Ismaeel, 2020), who suggested that web-based collaborative environments improved academic self-efficacy by facilitating peer interactions and positive feedback loops. For dyslexic students in digital or inclusive classrooms, similar mechanisms may be harnessed to build confidence and intrinsic interest. Additionally, (Qudsyi et al., 2020) highlighted the role of peer attachment and self-efficacy in

enhancing student engagement, emphasizing the interdependence of social and cognitive drivers of academic motivation.

The cultural context of this study also matters. (Aghaziarati et al., 2021) and (Zolfaghari et al., 2020) have both identified how teaching style, social integration, and motivational strategies influence Iranian students' educational outcomes. Our findings align with these conclusions by emphasizing the necessity of embedding motivational and peer-based strategies within broader curricular and pedagogical reforms for dyslexic learners in Iran.

Despite the strength of the findings, several limitations must be acknowledged. First, the study relied solely on self-report instruments, which may be subject to response biases such as social desirability or misinterpretation of item content—especially among dyslexic students who may have language processing difficulties. Second, while the use of structural equation modeling adds analytical depth, the cross-sectional nature of the data limits the ability to make causal inferences. Longitudinal studies would be needed to examine how peer support and academic self-efficacy influence motivation over time. Third, the sample was drawn exclusively from students in Tehran, limiting the generalizability of findings to other cultural or regional contexts within Iran or internationally.

Future studies should consider the inclusion of qualitative methods, such as interviews or focus groups, to gain deeper insights into how dyslexic students experience and interpret peer support in different school environments. Moreover, intervention-based research is needed to test whether peer mentoring or collaborative learning programs can actively enhance academic self-efficacy and motivation over time. Comparative studies across different types of learning disabilities could also shed light on whether these mechanisms are unique to dyslexia or generalizable across neurodiverse populations. Finally, researchers could explore the role of digital peer networks in shaping motivation, particularly as online and hybrid education becomes more prevalent.

The findings of this study suggest that educators and school psychologists should prioritize building inclusive peer cultures that affirm the strengths of dyslexic learners. Teachers can structure cooperative learning activities that foster positive peer interactions and allow students to receive constructive feedback from classmates. Training programs for peer mentors or classroom assistants could also be developed to enhance the social integration of students with

learning disabilities. Additionally, school-wide efforts to cultivate academic self-efficacy—through goal-setting workshops, feedback loops, and performance reflection—can empower dyslexic students to sustain motivation and resilience in the face of academic challenges.

### Authors' Contributions

Authors equally contributed to this article.

### Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

### Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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### Declaration of Interest

The authors report no conflict of interest.

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### Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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