Validation of the Educational and Cultural Transformation Model at Farhangian University

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Purpose: This study aimed to develop and validate a cultural and educational transformation model for Farhangian University to enhance teacher training and institutional development in alignment with the Fundamental Transformation Document of Education.

Methods and Materials: The study employed a sequential mixed-methods approach with an exploratory orientation. In the qualitative phase, data were collected through semi-structured interviews with nine university professors and elite teachers selected via purposive sampling. Interviews and relevant documents were analyzed using open coding, axial coding, and selective coding in MAXQDA 2020. In the quantitative phase, a researcher-developed questionnaire was distributed to 254 teachers from Farhangian University in Tehran, selected through multi-stage cluster random sampling. Data analysis was conducted using SPSS-V23, employing descriptive statistics (mean, standard deviation, skewness, kurtosis) and inferential statistics (one-sample t-test). Model validity was assessed using Cronbach's alpha, composite reliability, McDonald's omega, and structural equation modeling (SmartPLS 3).

Findings: The model demonstrated a strong statistical fit and high validity and reliability. The paradigm model consisted of six key dimensions: causal conditions (fundamental principles, transformational orientation), core category (research infrastructure, faculty duties, meritocracy, planning, collaboration), strategies (industry-university interaction, educational and cultural structures, educational and motivational strategies), outcomes (university status, diplomacy, continuous transformation, research management), contextual conditions (industry interaction, research systems, meritocracy), and intervening conditions (structural and educational-cultural moderators). Model validation results confirmed significant internal and external validity (p < 0.001).

Conclusion: Farhangian University requires a comprehensive, strategic approach to teacher training that integrates theoretical development and practical execution. To enhance institutional effectiveness, policies should focus on faculty selection, curriculum development, research infrastructure, and industry collaboration. Implementing the proposed transformation model can strengthen teacher competencies, educational quality, and institutional status.

Keywords: education, training, cultural transformation, Farhangian University

1. Introduction

In the present era, where the need for transformation in educational systems is strongly felt, teacher-training universities must continuously update and improve their educational and cultural processes. Globally, rapid changes in technology, labor market demands, and societal expectations from teachers have intensified the necessity for transformation in teacher education (Delghandi et al., 2024). This transformation not only enhances the quality of teacher training but also increases teachers' motivation and job satisfaction. Therefore, examining and researching educational and cultural transformation at Farhangian University appears essential and vital. Teachers are the starting point of any educational transformation (Mohammadi Fomani et al., 2024; Mousavi et al., 2023). With the knowledge and skills they acquire, they can reshape educational organizations, turn schools into environments of compassion, growth, and intellectual flourishing, and facilitate the personal development of children and adolescents by transmitting cultural elements to the younger generation and applying appropriate educational methods (Safi, 2021).

In a context where psychological underdevelopment, insecurity, and conflicts stemming from these issues have created enormous challenges for people in the region and the world—challenges that are expanding rapidly and threatening everyone, particularly adolescents and young people—more attention must be paid to the practical implementation of teacher training under the umbrella of a civilized culture, alongside academic discussions. Teachers' identities are deeply influenced by social, cultural, economic, political, and historical currents. A dysfunctional political environment produces dysfunctional teachers, fostering insecurity and uncertainty about personal meaning and lifestyle choices. Therefore, a revolutionary, active, and comprehensive approach is essential for growth and progress (Ghaemi, 2022). The historical record of prosperous and industrialized nations clearly demonstrates that without systematic and structured planning in education, a society cannot achieve high levels of development. Teachers are the cornerstone of education in any country, and training high-quality teachers is the key to achieving planned and specific educational goals (Bezi et al., 2024; Karkhaneh et al., 2024).

In recent years, a collective determination to transform education has emerged in Iran, leading to the formulation of the Fundamental Transformation Document. According to this document and other high-level policies, the most crucial factor for change and transformation is the training of competent human resources. The responsibility for preparing the required educational workforce has been entrusted to Farhangian University, which must plan and act according to established principles, documents, and guidelines to train thoughtful, capable, and ethical teachers (Saatchi Tehrani et al., 2017).

High-quality teacher training plays a fundamental role in improving educational quality, balancing different levels of education, and enhancing the status of professional teaching (Hattie, 2008; Murphy, 2020). Every event and activity in schools must be interpreted within a cultural framework. Collective efficacy, as a shared belief in the capacity and ability of teachers and administrators to create change in students, is a significant part of school culture, exerting an undeniable impact on students and their learning (Hossain, 2021; Hoy & Miskel, 2013). In the modern era, education must be dynamic, offering programs that align with societal needs and academic advancements in each discipline. This ensures that graduates can effectively contribute to the stated objectives while having the opportunity for self-directed learning and academic self-sufficiency (Elhamifar et al., 2019; Şahin et al., 2024; Shariati et al., 2024).

Farhangian University is a strategic and mission-driven institution that is directly linked to the nation's future. The path to the country's advancement in various fields passes through education, and achieving this goal requires the training of teachers who align with the standards of the Islamic Republic. This significant responsibility has been assigned to Farhangian University (Saatchi Tehrani et al., 2017).

The study of the history of education or educational historiography is a major research activity undertaken under different titles within the field of educational sciences. Examining the historical development of the academic discipline of philosophy of education in various countries also falls into this category of research. These studies have a notable global history. Generally, specialists in the historiography of philosophy of education do not consider the history of educational philosophy in isolation from intellectual, political, and social movements. Instead, they view it within these broader contexts. For instance, Ander (2008), in his analysis of the history of this field in Turkey, considered two distinct periods: before and after World War II. His analysis was influenced by the country's intellectual movements and international relations. In another example, Higgs (1998), in his review of educational philosophy in South Africa, attempted to present a new perspective on

addressing cultural and educational challenges in the country by describing contemporary philosophical discourse, particularly postmodernist approaches. To this end, he examined the historical development of political and social changes in South Africa (such as the apartheid era), considering their legacy and the position of this discipline in the country (Murphy, 2020).

Cultural transformation at Farhangian University must lead to the creation of a positive and supportive learning environment. This environment should enable future teachers to collaborate effectively and benefit from each other's experiences (Hattie, 2008). Specifically, attention to organizational culture and the promotion of effective communication between faculty and students can improve the quality of teaching and learning. Therefore, educational and cultural transformation at Farhangian University should be designed to not only address educational needs but also foster a culture of continuous and participatory learning.

There are four major challenges in the realm of educational and cultural transformation at Farhangian University. The first challenge is the misalignment between curriculum content and the actual needs of the labor market. Many educational programs do not yet respond to contemporary societal demands, which can result in teachers being unprepared for the workforce (Hossain, 2021). The second challenge is resistance to change. Many faculty members and university staff may be accustomed to traditional methods, and transitioning to new approaches may face significant opposition. This resistance can hinder the successful implementation of transformation initiatives. The third challenge is the lack of resources and facilities necessary for executing transformation programs. Many universities, particularly in developing countries, struggle with financial and infrastructural constraints, which can impede effective transformation efforts. The fourth challenge is the need for faculty and staff to develop new skills. Many educators may not possess the necessary competencies to teach in modern educational environments, which can lead to failures in educational and cultural transformation. Identifying and addressing these challenges is crucial for the success of transformation efforts at Farhangian University.

The negative consequences of failing to resolve these issues can be examined from multiple perspectives. Culturally, neglecting educational transformation can weaken the learning culture and result in widespread dissatisfaction with the education system. Socially, these challenges can increase public dissatisfaction and reduce

trust in educational institutions. Economically, the failure to develop teachers' competencies can decrease productivity and raise organizational costs. Finally, from a psychological perspective, failing to create motivation and commitment can lower teachers' self-confidence and drive. Given these considerations, this study aims to validate the educational and cultural transformation model at Farhangian University.

2. Methods and Materials

The research is classified as applied based on its objectives. Additionally, it is categorized as a descriptive study in terms of scientific purpose, as it aims to describe the current situation, explain the identified factors, and predict generalizability for the proposed model. The study is exploratory in its initial phase since it seeks to identify the indicators of educational and cultural transformation at Farhangian University. Subsequently, it adopts a descriptive-analytical approach, where the collected data are described and analyzed.

The research employs a sequential mixed-methods design with an exploratory approach. Initially, qualitative data were collected through interviews, followed by quantitative data collection using a descriptive-survey/correlational method based on the qualitative findings. Participants in the first phase (qualitative interviews) included theoretical experts (university professors) and elite teachers from Farhangian University. A total of nine experts were selected using purposive non-random sampling. In the quantitative phase, all teachers at Farhangian University in Tehran constituted the study population, from which 254 participants were selected through multi-stage cluster random sampling, ensuring the minimum required sample size for quantitative research.

Data collection in the qualitative phase and the first stage involved interviews with experts. In the quantitative phase, to assess the model's validity from the perspective of Farhangian University teachers, a researcher-developed questionnaire derived from the qualitative phase was used. Additionally, a 34-item questionnaire, designed based on the model's components, was utilized to evaluate the model's validity (both internal and external) from the experts' perspective. It is noteworthy that the qualitative phase included interviews and grounded theory analysis, while the quantitative phase involved the use of questionnaires. The results indicated that the instruments were valid and reliable.

To determine the validity of the questionnaire, face validity, content validity, and construct validity were

examined. Face validity was assessed by reviewing the questionnaire with several sample members and experts before distribution. For content validity, Lawshe's content validity ratio (CVR) and content validity index (CVI) were calculated with the assistance of ten research experts. In this process, the questionnaire was reviewed for redundant or modified questions. The CVI form confirmed that all questions in both questionnaires had acceptable simplicity, clarity, and relevance (each question's coefficient exceeded 0.79). Additionally, since the CVR value for all questions was above 0.62, none required elimination. Construct validity was assessed using convergent and discriminant validity tests via SmartPLS 3 software, with findings confirming the construct validity of the model.

Reliability was assessed using Cronbach's alpha coefficient, composite reliability (CR), and McDonald's omega coefficient (ω). The values for all questionnaire dimensions exceeded 0.7, indicating high reliability of the measurement instrument. It is important to note that in mixed-methods research, where validation of both qualitative and quantitative measurement tools is required, McDonald's omega is used to assess reliability.

The reliability and validity coefficients for the main research questionnaire are presented in Table 1.

Table 1

Reliability and Validity of the Main Questionnaire for Educational and Cultural Transformation at Farhangian University

Dimension	α	CR	ω	AVE	MSV	ASV
Core Category	0.74	0.81	0.84	0.56	0.41	0.23
Influencing Factors	0.79	0.83	0.86	0.58	0.44	0.26
Outcomes	0.74	0.82	0.87	0.64	0.46	0.31
Strategy	0.72	0.83	0.85	0.53	0.31	0.42
Intervening Conditions	0.83	0.79	0.83	0.54	0.35	0.41
Contextual Conditions	0.84	0.78	0.89	0.49	0.41	0.48

The findings in Table 1 indicate that the AVE values for all dimensions are significantly above 0.5, confirming that more than half of the variance in each dimension is explained by its corresponding items. This supports convergent validity. Furthermore, based on the Fornell-Larcker criterion, which states that the AVE of each construct should be greater than the squared correlation between that construct and others, the results demonstrate that each dimension is distinct and does not overlap with others, thereby confirming discriminant validity.

The research findings also reveal that for all examined dimensions, the maximum shared variance (MSV) and average shared variance (ASV) are substantially lower than the AVE for each dimension. These results clearly indicate that each dimension independently and effectively measures its respective construct without interference from others, thereby further confirming discriminant validity. Specifically, when the MSV of each dimension is lower than its AVE, it implies that the maximum shared variance between that dimension and others is significantly less than its unique variance. In other words, each dimension effectively explains and measures its characteristics with minimal overlap with others. Additionally, since the ASV is also lower than the AVE for each dimension, it can be concluded that the average shared variance among dimensions is minimal. This enhances the validity and precision of the measurement tool, confirming that each dimension effectively and independently represents its respective construct.

Data analysis in the qualitative phase involved content analysis of texts, while the quantitative phase included descriptive statistics (percentage, frequency, tables, charts, mean, standard deviation, skewness, and kurtosis) and inferential statistics (one-sample t-test) using SPSS-V23 software.

3. Findings and Results

In the analysis based on the grounded theory method, open coding was first conducted, with all stages performed using MAXQDA 2020 software. In this approach, coding was based on the concepts extracted from document texts and interviews. In subsequent stages, concepts and

categories with common themes were grouped under higher-order classifications. Ultimately, based on the second-level and core categories, the derived paradigm model was presented. The results are as follows:

First-Level Coding

In the open coding stage, data from documents, records, and interviews with experts were described and categorized. A total of nine interview transcripts and 36 documents were coded, resulting in the extraction of 132 initial open codes using MAXQDA 2020.

Second-Level Coding

In the next phase, concepts identified in the first stage that shared common themes were grouped, yielding 21 second-level categories.

Formation of Core Categories

In the final stage of the open or initial coding process, the extracted second-level categories were classified into six main categories (dimensions).

Outcome Dimension

This dimension consists of four components. The first component, "Enhancing the Status of Farhangian University," includes five indicators. The second component, "Educational and Cultural Diplomacy," includes four indicators. The third component, "Continuous Transformation," consists of 21 indicators. The fourth component, "Effective Management in Research," includes 11 indicators.

Contextual Conditions Dimension

This dimension includes four components. The first component, "Interaction Between Industry and Farhangian University," has one indicator. The second component, "System of Issues," consists of four indicators. The third component, "Utilization of Credible Research Systems," includes four indicators. The fourth component, "Meritocracy in Research," consists of two indicators.

Intervening Conditions Dimension

This dimension consists of two components. The first component, "Flexible and Motivating Structural Moderators," includes eight indicators. The second component, "Educational and Cultural Moderators," consists of six indicators.

Strategy Dimension

This dimension includes four components. The first component, "Strategies for Interaction Between Industry and Farhangian University," consists of six indicators. The second component, "Structural Educational and Cultural Strategies," includes 22 indicators. The third component, "Educational Strategies," consists of nine indicators. The fourth component, "Motivational Strategies," includes seven indicators.

Core Category Dimension

This dimension consists of five components. The first component, "Research Infrastructure Development," includes four indicators. The second component, "Duties of Students and Faculty Members," consists of four indicators. The third component, "Merit-Based Selection of Faculty Members," includes six indicators. The fourth component, "Application-Oriented Comprehensive Planning," consists of 16 indicators. The fifth component, "Comprehensive Collaboration and Interaction System," includes nine indicators.
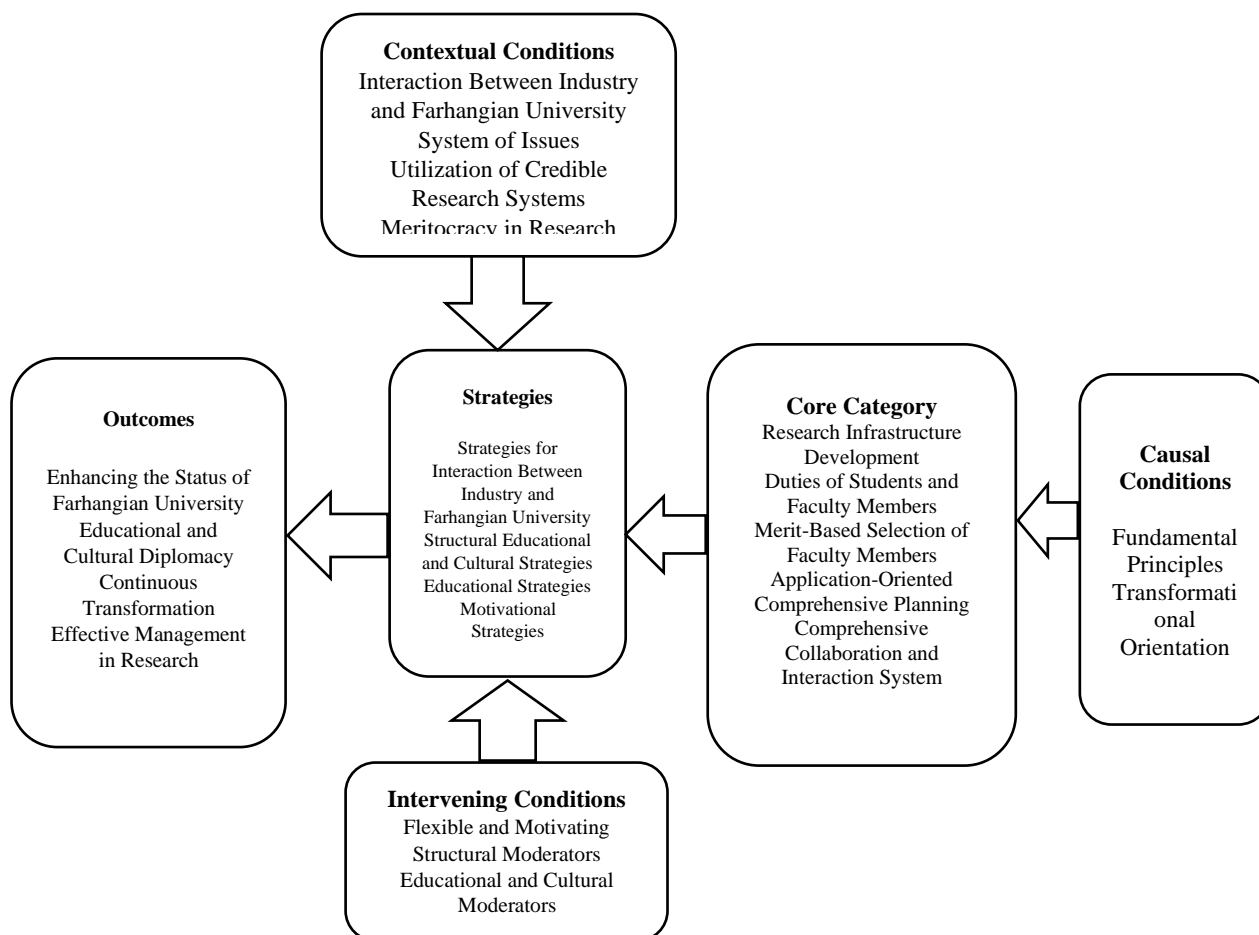
Causal Conditions Dimension

This dimension consists of two components. The first component, "Fundamental Principles," includes four indicators. The second component, "Transformational Orientation," also consists of four indicators.

Based on the conducted analyses, the paradigm model for educational and cultural transformation at Farhangian University is presented as follows:

Figure 1

Conceptual Model of Educational and Cultural Transformation at Farhangian University

In the quantitative section, the research model was evaluated and validated. The demographic characteristics of the respondents showed that 6% were under 40 years old, 22% were between 40 and 45 years old, 41% were between 46 and 50 years old, and 31% were over 50 years old. These results indicate that the highest frequency falls within the 46–50 age group, while the lowest frequency is in the under-40 category. Additionally, 11% of respondents had less than seven years of work experience, 29% had between 7 and 13 years, 32% had between 14 and 20 years, and 28% had more than 20 years of work experience. The highest frequency was in the 14–20 years category, while the lowest was in the under-seven-years category. Finally, the results showed that 57% of respondents were male and 43% were female.

The table below presents the central tendency and dispersion indices for the research variables. It is important to note that the minimum and maximum values for each variable range from 1 to 5.

Table 2

Statistical Characteristics of the Model

Skewness	Kurtosis	Standard Deviation	Mean	Component	Dimension
-0.10	-0.06	0.84	3.38	Fundamental Principles	Causal Conditions
-0.05	0.45	0.74	3.31	Transformational Orientation	
-0.25	0.35	0.63	3.27	Research Infrastructure	Core Category
0.20	-0.47	0.84	3.13	Duties of Students and Faculty Members	
-0.11	-0.52	0.86	3.37	Merit-Based Selection	
-0.07	-0.57	0.79	3.29	Application-Oriented Comprehensive Planning	
0.18	-0.37	0.81	3.18	Comprehensive Collaboration System	

-0.12	-0.33	0.67	3.27	Industry-University Interaction	Strategies
0.08	0.09	0.81	3.17	Structural Educational and Cultural	
0.05	0.07	0.76	3.23	Educational	
-0.02	-0.15	0.79	3.21	Motivational	
-0.36	-0.11	0.83	3.66	Enhancing Farhangian University	Outcomes
0.18	-0.37	0.81	3.14	Educational and Cultural Diplomacy	
0.22	-0.34	0.62	3.37	Continuous Transformation	
-0.06	0.37	0.78	3.23	Industry-University Interaction	Contextual Conditions
-0.02	-0.15	0.79	3.22	System of Issues	
-0.04	-0.19	0.75	3.26	Utilization of Credible Research Systems	
0.05	0.07	0.76	3.24	Meritocracy in Research	
-0.03	0.35	0.77	3.19	Flexible and Motivating Structural Moderators	Intervening Conditions
-0.09	-0.24	0.86	3.27	Educational and Cultural Moderators	

The data presented in the table above include key statistical indicators such as mean, standard deviation, skewness, and kurtosis for the research variables. Given that the skewness and kurtosis values fall within the acceptable range (-2 to +2), the assumption of normality for the data can be proposed and accepted.

Model validity is a critical aspect of research, as it not only ensures the accuracy and reliability of the designed model but also confirms its applicability in real-world environments. Therefore, to validate the educational and cultural transformation model at Farhangian University, the model's validity was assessed. A 34-item questionnaire using a five-point Likert scale (ranging from very low to very high) was distributed among 20 experts in educational management and related fields. This questionnaire evaluated external validity based on the model's objectives, research design, control of confounding variables, and alignment, while internal validity was assessed through logical review, expert feedback, and sensitivity analysis. The one-sample t-test was used to evaluate the validity of each component. The results indicated a high level of validity for the various components of the educational and cultural transformation model at Farhangian University, both in terms of internal and external validity. The statistical results of the one-sample t-test are detailed in the table below.

Table 3

One-Sample t-Test Results for Validating the Educational and Cultural Transformation Model at Farhangian University

Component	Mean	Standard Deviation	Computed t	Significance Level	Mean Difference	Lower Bound	Upper Bound
External Validity	4.20	0.65	9.00	0.000	1.20	3.90	4.50
Objective	4.20	0.70	8.90	0.000	1.20	3.90	4.50
Research Design	4.25	0.70	9.10	0.000	1.25	3.90	4.60
Control of Confounding Variables	4.10	0.75	8.30	0.000	1.10	3.80	4.40
Alignment	4.05	0.80	7.50	0.000	1.05	3.70	4.40
Internal Validity	4.35	0.60	9.20	0.000	1.35	4.00	4.70
Logical Review	4.15	0.75	8.00	0.000	1.15	3.80	4.50
Expert Feedback	4.30	0.60	9.50	0.000	1.30	4.00	4.60
Sensitivity Analysis	4.40	0.55	9.80	0.000	1.40	4.10	4.70

Based on the above table, it can be concluded that the significance level for both external and internal validity, as well as all their respective components, is below 0.001. Additionally, the computed means range between 4.05 and 4.40, which clearly indicates the statistical significance of the findings with 99% confidence. This confirms that the results were not obtained randomly and that the model demonstrates a high level of validity.

Furthermore, according to expert evaluations, the internal validity of the designed model, with a mean of 4.35 and a computed t-value of 9.20, is higher than its external validity. Among the external validity components, the highest validity was found in research design, with a mean of 4.25 and a computed t-value of 9.10. On the other hand, among the internal validity components, sensitivity analysis had the highest validity, with a mean of 4.40 and a computed t-value of 9.80.

4. Discussion and Conclusion

The findings from the quantitative section indicate that the cultural and educational transformation model in this study demonstrates a good fit, and the questions effectively predict their respective factors. Additionally, the factors included in the cultural and educational transformation questionnaire exhibit strong internal consistency. Overall, Farhangian University serves as a national platform with a mission-driven and professional identity, dedicated to training and empowering human resources for the formal and public education system of the Islamic Republic of Iran. This mission is based on the philosophy of Islamic education and aligned with the Fundamental Transformation Document of Education. The university aims to respond to societal demands in areas that enhance its competitive advantage, utilizing local, national, regional, and international capacities. Its goal is to establish an institution that reflects an acceptable level of moral and intellectual excellence in individual and social dimensions, fosters the formation and development of an integrated Islamic, revolutionary, Iranian, human, and professional identity among student-teachers and educators, and attracts outstanding talents to the teaching profession. These result also align with prior findings (Ghaemi, 2022; Hossain, 2021; Saatchi Tehrani et al., 2017; Safi, 2021).

Farhangian University should be recognized as a valuable and strategic institution that was established suddenly within the educational system of the country. This sudden emergence necessitates a comprehensive and strategic management approach. Short-term, reactive, and hasty management solutions are insufficient and cannot lead to the intended goal. The goal is clear: to train high-quality human resources capable of contributing to the transformation and advancement of education in the Islamic Republic of Iran. Achieving this requires a comprehensive, holistic, purposeful, and intelligent approach to university development. The presence of strategic planning in ongoing programs and initiatives ensures alignment with the university's broader vision. Without strategic planning, short-term and annual programs lack coherence and effectiveness. Therefore, Farhangian University must navigate a challenging and theoretically demanding path to fulfill its critical mission.

The Fundamental Transformation Document of Education, the charter of Farhangian University, and the National Curriculum Framework are key high-level documents that played a significant role in the establishment of Farhangian University as a mission-oriented teacher-training institution. However, these documents primarily serve as theoretical frameworks, and their practical implementation must be assessed. While theoretical discussions progress gradually over time, the process of teacher training is continuous and demands increasing speed and efficiency from the university (Saatchi Tehrani et al., 2017). Thus, the university must strike a balance between theoretical development and practical execution to fulfill its primary mission of preparing knowledgeable, ethical, and value-driven teachers.

It was concluded that in order for Farhangian University to achieve its mission of training competent teachers, several actions must be undertaken. These include familiarizing student-teachers with the concept of creativity and fostering it, instilling positive beliefs about others, providing the freedom to gain hands-on experience, immersing student-teachers in real-world teaching environments, selecting student-teachers based on appropriate criteria, appointing qualified and responsible administrators and instructors, revising and restructuring the content of teacher-training curricula, developing teaching skills through practical coursework, and ensuring the availability of effective teaching tools and resources. Successfully carrying out these initiatives will enable Farhangian University to fulfill its fundamental role in preparing high-quality teachers.

Furthermore, it is essential for Farhangian University to collaborate extensively with relevant educational and governmental institutions to strengthen its role as a key driver of transformation in the education system. The importance of this endeavor is heightened by the fact that educational transformation begins with reforms in the human capital training system, which is a responsibility of teacher-training institutions.

Based on the study's findings, the following recommendations are proposed for Farhangian University administrators:

1. Allocate research funding in proportion to the investigative needs of Farhangian University faculty and researchers.

2. Considering the research findings and the proposed model, the outcomes of implementing cultural and educational transformation among faculty members can be categorized into organizational and individual effects. At the organizational level, such transformation leads to teacher training aligned with the values of the Islamic Republic, enhancement of education and training quality, improvement of the university's status, and changes in the academic culture. At the individual

level, it elevates the prestige and role of faculty members, enhancing their effectiveness in skills-based, cultural, advisory, educational, and research functions. Therefore, it is recommended that university policymakers adopt a systemic perspective when implementing this paradigm model, as overlooking any aspect of cultural and educational transformation may create operational challenges.

3. By identifying the key elements and conditions necessary for cultural and educational transformation within the specific context of Farhangian University, the research model provides a structured management framework. This framework serves as a foundation for understanding, organizing, and guiding faculty members' activities in this transformation process.

4. Based on the identified components of cultural and educational transformation in this study, it is recommended that the curriculum content of various academic disciplines be analyzed and revised accordingly.

5. The Fundamental Transformation Document of the education system should be critically evaluated based on the components of cultural and educational transformation identified in this research.

6. Given the critical role of teachers in schools, it is recommended that the valuable learning environment provided by Farhangian University be leveraged to enhance, strengthen, and develop teachers' competencies. Since societal culture plays a significant role in shaping educational transformation, student-teachers must have a comprehensive understanding of cultural elements to foster education that contributes to societal growth.

7. From the perspective of faculty members, academic free-thinking forums currently have the least impact on the cultural and educational programs of Farhangian University. It is recommended that university administrators place greater emphasis on these forums. Ignoring free-thinking platforms as a fundamental initiative may lead to their utilization only when deemed necessary, which would diminish their effectiveness.

8. According to the research findings, academic conferences and seminars related to cultural and

educational programs at Farhangian University are perceived by faculty members as having low effectiveness. Therefore, it is recommended that the content of cultural festivals and exhibitions be aligned with the needs of the academic community and that proper planning be conducted to enhance their relevance and impact.

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.

Declaration of Interest

The authors report no conflict of interest.

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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