

Identification and Ranking of Emotional Intelligence Components Influencing Voluntary Behaviour in Relief Organizations in Yazd Province

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Abstract

INTRODUCTION: Emotional intelligence represents an advanced and evolved perspective on human resource management in organizations. It serves as a modern and effective tool that enables managers to manage crises and guide employees toward the achievement of organizational goals.

METHODS: In this applied, descriptive–survey research, the statistical population consisted of 478 senior staff members and experts of the Red Crescent Society in Yazd province. A total of 215 participants were selected using Cochran's formula.

FINDINGS: In the present study, four components of emotional intelligence—self-regulation, motivation, empathy, and social skills (each consisting of specialized subcomponents)—were first coded. Subsequently, pairwise comparisons of the emotional intelligence components were conducted, and the weights of these comparisons were calculated using the geometric mean. Finally, the collected components were ranked using the fuzzy Analytic Hierarchy Process (AHP) method.

CONCLUSION: The findings indicated that among the assessed indicators, self-awareness (A), with the highest weight, was the most important component of emotional intelligence, whereas social skills (E), with the lowest weight, were identified as the least important component.

Keywords: Emotional intelligence; Self-regulation; Motivation; Empathy; Social skills.

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Introduction

Organizational activities do not always take place under predictable or ideal conditions. In many cases, unexpected situations arise without prior warning or adequate preparation, reducing the effectiveness of established human resource plans and necessitating alternative responses. Such unforeseen events or crises can disrupt the normal course of individual and group activities, forcing organizations to suspend routine plans and adopt immediate corrective actions. Across all domains of human activity, planning, organizing, investment, and preparedness for potential risks and crises are essential. Nevertheless, some incidents occur in ways that surpass prior forecasts, making existing plans inadequate. Under these circumstances, a specialized approach known as human resource

emergency management becomes essential. It should be acknowledged that during critical situations, systems reliant on human resources often depart from their normal operational patterns. Consequently, all measures related to warning issuance, resource protection, damage reduction, stabilization, and eventual recovery must be deliberately planned, systematically implemented, and continuously monitored and evaluated to ensure effective crisis management outcomes (1).

The most effective managers are those who accurately understand employees' perceptions of the work environment and can intervene efficiently during natural or man-made crises that threaten organizational stability. Effective managers must also regulate their own emotions, thereby fostering employee trust and cultivating constructive workplace relationships. Such competencies signal the presence of Emotional Intelligence (EI), a key

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factor that enables leaders to navigate crises successfully (2).

In the third millennium, organizations require human resources characterized by high levels of self-confidence, commitment, and collaboration—qualities essential for managing emergent crises. These attributes stem from the ability to recognize, regulate, and appropriately express one's emotions. EI is so critical to organizational success that it accounts for approximately 60% of performance across job categories and is regarded as the strongest predictor of individual workplace effectiveness, leadership, and achievement. A distinctive advantage of EI is its malleability; regardless of an employee's initial EI level, it can be enhanced through training. Evidence from the University of Queensland demonstrates that employees with initially low EI and poor performance can achieve performance levels comparable to high-EI colleagues after EI development interventions. Large-scale workplace studies similarly indicate that 90% of top performers exhibit high EI (3).

EI also profoundly influences health outcomes by reducing the stress associated with challenging situations. Life-threatening illnesses often elicit fear and anxiety; recognizing and understanding these emotions can benefit patients. Research conducted at Harvard Medical School using brain imaging has shown that changes in EI correspond to observable structural and functional changes in the brain—specifically in the neural pathways connecting cognitive and emotional centers (4).

A study involving 302 managers and nurses working in burn centers found that EI moderates the relationship between stress, burnout, and mental health. Individuals with higher EI displayed greater resilience, demonstrating lower levels of depression, stress vulnerability, and burnout. Conversely, individuals with low EI showed reduced adaptability to stressors, making them more susceptible to hopelessness, depression, occupational burnout, and other adverse outcomes (5).

Another study assessing female students at Allameh Tabataba'i University (2004–2005) reported a significant association between EI—encompassing self-motivation, self-awareness, emotional regulation, social awareness, and communication skills—and social adjustment (6). Similarly, evidence indicates a direct and significant relationship between occupational success and the EI subcomponents of self-

awareness, responsibility, and assertiveness; enhancements in these domains improve job performance and reduce burnout (7).

Research examining EI, occupational stress, and health outcomes found that none of the individual EI components independently correlated with occupational stress, depersonalization, emotional exhaustion, or performance decline. This suggests that no single EI competency is sufficient to buffer stress or emotional disturbances on its own (8). Additional studies across six hospital wards demonstrated that individuals capable of effectively expressing their emotions exhibited higher empathy and lower levels of burnout and depression compared to those who lacked this ability (9).

Furthermore, a study conducted among 125 nurses at hospitals affiliated with Bushehr University of Medical Sciences revealed a significant positive relationship between Spiritual Intelligence (SI) and happiness. Demographic variables—including marital status, age, work experience, education, and economic status—also influenced this relationship. Enhancing SI enables nurses to adopt a holistic perspective, maintain a sense of professional purpose, and develop broader communication skills. Given that nurses work in environments where life, health, and death are central concerns, SI helps them make meaning of their experiences and achieve sustainable well-being (10).

In this study, the components of emotional intelligence among human resources were ranked in the context of crisis management within the RCS of Yazd province, with the aim of enabling managers to transform threats into opportunities during crisis situations. Such situations require effective behavioral control, management of the emotions of volunteers of RCS, rapid response, and sound decision-making. These are fundamental needs for all organizations; however, they become more pronounced and critical in relief organizations, particularly during crises such as floods, earthquakes, and political and economic emergencies. Therefore, managers need to possess stronger emotional intelligence and the ability to influence their own emotions as well as those of their staff, in order to prevent crises or, at the very least, reduce their adverse consequences and damages.

Methods

The present study is applied in terms of its objective and descriptive—survey in terms of its

methodology. Data collection in the theoretical foundations and literature review section was conducted through library search, while the hypotheses were examined using a field method.

The statistical population for construct validity consisted of all senior staff and experts of the RCS of Yazd Province, totaling 478 individuals. Based on Cochran's formula, and considering a 95% confidence level and a 5% margin of error, the sample size was calculated to be 215 participants.

The content validity of the questionnaire was confirmed by university professors and experts in the field of management. To assess the reliability of the instrument, Cronbach's alpha was calculated using SPSS-24. The obtained alpha coefficients for all items and for the questionnaire as a whole were greater than 0.7, indicating high internal consistency and satisfactory reliability of the instrument.

Findings

In the present study, the four components of Emotional Intelligence—self-regulation, motivation, empathy, and social skills (each containing specific subdimensions)—were first coded, after which pairwise comparisons of the EI components were conducted. The weights of the pairwise comparisons were calculated using the geometric mean. Ultimately, the collected components were ranked using the Fuzzy AHP method.

In this section, statistical indices including the median, standard deviation, and error percentage (for both independent and dependent variables) are reported. These indicators contribute to a deeper understanding of the research variables.

Based on Table 1, the lowest mean value corresponds to the Empathy variable, while the highest mean belongs to the Motivation variable.

Additionally, because the skewness coefficients fall within the acceptable range of -3 to $+3$, it can be inferred that the data follow a normal distribution.

Inferential Data Analysis

In hypothesis testing, the researcher ultimately decides whether to accept or reject the Null Hypothesis (H_0). If H_0 is accepted, the Alternative Hypothesis (H_1) is considered rejected; conversely, if H_0 is rejected, H_1 is accepted. To determine whether the results of a study are statistically significant, the researcher must specify a probability (significance) level against which H_0 is evaluated. When the probability value obtained from the analysis is lower than the predetermined significance level, the Null Hypothesis is rejected. When the probability is high, the Null Hypothesis is retained. In practice, because H_0 is often not explicitly stated in research reports, the language of acceptance or rejection typically refers to the "research hypothesis" rather than the Null Hypothesis itself.

Assessment of Data Normality

In this study, the Kolmogorov–Smirnov test was employed to assess whether the main variables follow a normal distribution. In its one-sample form, this test compares the observed cumulative distribution function of an interval-scaled variable with its expected theoretical distribution. In interpreting the results, if the significance value (p-value) exceeds 0.05, it is concluded that the observed distribution does not differ significantly from the theoretical distribution, and therefore the data are considered normally distributed. Conversely, if the significance value is less than 0.05, the observed distribution differs significantly from the expected distribution, indicating that the data do not follow a normal distribution.

Table 1: Description of research variables

Variables	Minimum	Maximum	Mean	Standard deviation	Variance	Skewness	Kurtosis
Self-awareness	2.40	4.60	4.110	0.540	0.293	1.384	-1.950
Self-regulation	2.57	4.29	3.757	0.475	0.226	0.703	-1.093
Motivation	3	5	4.258	0.460	0.212	1.605	-1.042
Empathy	1.86	4	3.350	0.539	0.291	1.527	-1.210
Social Skills	2.31	4.56	3.496	0.575	0.331	-0.395	-0.099

Table 2: Normality test of variables

Variable	Distribution type	Significance level	Error level	Accepted hypothesis	Result
Self-awareness	Normal	0.077	0.05	H_0	Normal
Self-regulation	Normal	0.2	0.05	H_0	Normal
Motivation	Normal	0.085	0.05	H_0	Normal
Empathy	Normal	0.1	0.05	H_0	Normal
Social Skills	Normal	0.108	0.05	H_0	Normal

Table 3. Results from the Delphi method

Variables	Sub-components (Items)	Mean	Standard deviation
Self-awareness	<i>Emotional awareness</i> : recognizing and understanding one's own emotions and their effects	4.9500	0.22361
	<i>Accurate self-assessment</i> : understanding one's strengths, weaknesses, and limitations	3.5500	1.05006
	<i>Self-confidence</i> : Feeling capable, valuable, and competent	4.1500	1.13671
	<i>Confidence</i>	3.4000	0.82078
	<i>Ability to lead a group</i>	3.3500	1.08942
Self-regulation	<i>Self-actualization</i>	3.0000	0.91766
	<i>Self-control</i> : Preventing emotional disruptions and impulsive reactions	3.0000	1.02598
	<i>Conscientiousness</i> : Taking responsibility for one's own performance	4.9000	0.44721
	<i>Trustworthiness</i> : Maintaining honesty and integrity	4.2500	0.96655
	<i>Adaptability</i> : Being flexible in accepting and managing change	3.8500	0.87509
Motivation	<i>Innovation</i> : Being open and adaptive to new and original ideas, solutions & information	3.3000	1.26074
	<i>Independence</i>	4.0000	1.21395
	<i>Social responsibility</i>	4.3500	0.58714
	<i>Achievement orientation</i> : Striving to improve or reach higher standards	4.0500	1.19097
	<i>Commitment</i> : aligning with the goals of the group or organization	4.1500	1.08942
Empathy	<i>Initiative</i> : Readiness to seize opportunities	4.4000	0.59824
	<i>Optimism</i> : Persistence in pursuing goals rather than focusing on obstacles & limiting factors	4.4000	0.75394
	<i>Ability to control impulsive behaviors</i>	4.2000	0.76777
	<i>Ability to maintain control in crisis situations</i>	4.5000	0.76089
	Understanding others: recognizing others' emotions and perspectives and understanding their influence on decision-making	3.2500	1.33278
Social Skills	Developing others: belief in others' capacity to grow and strengthening their abilities	3.8500	1.03999
	<i>Service orientation</i> : anticipating, identifying, and meeting customers' needs	4.0000	1.58944
	<i>Leveraging diversity</i> : creating opportunities for growth by engaging people from different cultures and ethnic backgrounds	3.0500	0.75915
	<i>Political awareness</i> : understanding the current emotional climate of a group and the dynamics of power relationships	3.7000	1.03110
	<i>Recognizing</i> understanding, and influencing others' emotions	3.1500	1.08942
	<i>Emotional regulation</i> : controlling and managing emotions and having the ability to delay emotional reactions	3.8000	1.32188
	<i>Influence</i> : using effective techniques to persuade others	3.0500	1.05006
	<i>Communication</i> : listening effectively and delivering clear, acceptable messages	3.1500	1.13671
	<i>Conflict management</i> : engaging in dialogue and resolving disagreements	3.7000	1.12858
	<i>Leadership</i> : inspiring motivation and guiding individuals and groups	3.7000	1.08094
	<i>Change catalyst</i> : initiating or managing change	3.7000	1.17429
	<i>Building bonds</i> : strengthening networking and relationship-building skills	3.9000	1.11921
	<i>Collaboration and participation</i> : teamwork aimed at achieving shared goals	3.3500	0.87509
	<i>Team capabilities</i> : creating synergy within the group to achieve collective objectives	3.6500	1.03999

Based on the Kolmogorov–Smirnov statistics reported in Table 4–6, it can be concluded that the observed distributions do not differ significantly from the expected theoretical distributions for any of the variables. Therefore, all variables exhibit a normal distribution.

Identification of Emotional Intelligence Components Using the Delphi Method

In this section of the study, the proposed model was validated using the Delphi method. In the first round of the Delphi process, the components were shared with a panel of experts for

evaluation, allowing them to approve or reject items and provide comments or suggestions for model refinement. In the second round, the consolidated components, along with the results from the initial round, were presented to another group of experts so they could assess the importance of each component. At each stage, the researcher incorporated the modifications recommended by the panel. Ultimately, after the second round, the components that received higher mean scores from the experts were retained for further analysis.

Phase One

In the first phase, a preliminary questionnaire was administered in an open-ended format. This phase served as an idea-generation stage aimed at identifying all relevant themes related to the research topic. Experts were asked to independently brainstorm, freely express their views, and submit their suggested items in a concise and anonymous manner.

In the initial Delphi round (Table 3), experts and specialists provided their opinions on the proposed factors. Based on their feedback, a structured questionnaire was developed and subsequently distributed to evaluate the importance of each item. Items with a mean score below 3 were excluded, while those with a mean score of 3 or higher were retained for further assessment. Since all items obtained mean scores above 3, all identified components were considered influential factors affecting emotional intelligence.

Prioritization of EI Components Using the Fuzzy AHP Method

To apply the Fuzzy Analytic Hierarchy Process (Fuzzy AHP), the EI components were first coded. In the previous stage, the research factors were identified and validated. In the present stage, pairwise comparison matrices were developed and distributed to 20 respondents. After

completing the pairwise comparisons, the consistency ratios were calculated for all matrices. The results showed that all consistency ratios were below the acceptable threshold of 0.1, confirming the reliability and internal consistency of the comparisons.

The individual judgments were then aggregated using the geometric mean method, and the aggregated pairwise comparison matrices are presented in the following sections. The final weights of the criteria were calculated using Buckley's geometric mean method.

Formation of Pairwise Comparisons

In this stage, pairwise comparisons were constructed for both the main criteria and their corresponding sub-criteria, based on a fuzzy scale ranging from 1 to 9. The pairwise comparison matrix for the main criteria—including Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills—yielded a consistency ratio of 0.07. Pairwise comparisons were performed for all research components, and sample results are reported in Tables 4 & 5.

The pairwise comparisons of the self-awareness (a) sub-criteria, with a consistency ratio of 0.06, are detailed in Table 4.

Table 4: Pairwise comparison matrix of criteria (consistency ratio=0.07)

	A	B	C	D	E
A	(1,1,1)	(0.32,0.54,0.77)	(0.57,0.79,0.95)	(0.47,0.67,0.86)	(0.6,0.806,0.95)
B	(0.46,0.66,0.86)	(1,1,1)	(0.42,0.63,0.82)	(0.6,0.8,0.94)	(0.57,0.76,0.91)
C	(0.306,0.49,0.67)	(0.61,0.83,0.98)	(1,1,1)	(0.51,0.71,0.87)	(0.42,0.62,0.80)
D	(0.55,0.75,0.90)	(0.48,0.69,0.86)	(0.19,0.37,0.61)	(1,1,1)	(0.56,0.76,0.92)
E	(0.53,0.73,0.90)	(0.46,0.67,0.85)	(0.57,0.8,0.99)	(0.44,0.67,0.88)	(1,1,1)

Table 5. Pairwise comparisons of the sub-criteria of self-awareness (A) (Consistency ratio = 0.06)

	a1	a2	a3	a4	a5	a6
a1	(1,1,1)	(0.56,0.8,0.99)	(0.42,0.63,0.83)	(0.29,0.49,0.68)	(0.41,0.6,0.77)	(0.26,0.48,0.71)
a2	(0.41,0.6,0.78)	(1,1,1)	(0.37,0.61,0.84)	(0.4,0.61,0.81)	(0.46,0.65,0.85)	(0.52,0.76,0.97)
a3	(0.26,0.43,0.63)	(0.59,0.81,0.97)	(1,1,1)	(0.61,0.83,0.99)	(0.43,0.64,0.82)	(0.4,0.63,0.84)
a4	(0.58,0.78,0.95)	(0.43,0.63,0.83)	(0.41,0.65,0.86)	(1,1,1)	(0.6,0.8,0.95)	(0.56,0.8,0.99)
a5	(0.48,0.67,0.84)	(0.51,0.73,0.92)	(0.3,0.5,0.72)	(0.31,0.54,0.78)	(1,1,1)	(0.14,0.31,0.54)
a6	(0.52,0.73,0.91)	(0.63,0.84,1)	(0.56,0.8,1)	(0.32,0.52,0.74)	(0.26,0.46,0.69)	(1,1,1)

Table 6. Fuzzy and defuzzified weights of the main criteria

Main criteria	Geometric mean	Fuzzy weight	Defuzzified weight	Normalized weight
Self-awareness (A)	(0.27, 0.37, 0.43)	(0.28, 0.26, 0.24)	0.356	0.218
Self-regulation (B)	(0.21, 0.30, 0.38)	(0.22, 0.217, 0.21)	0.244	0.15
Motivation (C)	(0.20, 0.29, 0.37)	(0.21, 0.21, 0.20)	0.176	0.108
Empathy (D)	(0.13, 0.20, 0.30)	(0.13, 0.144, 0.16)	0.155	0.096
Social Skills (E)	(0.13, 0.22, 0.31)	(0.13, 0.159, 0.17)	0.069	0.042

Table 7. Fuzzy and defuzzified weights of self-awareness sub-criteria (A)

Sub-criteria	Geometric Mean	Fuzzy Weight	Defuzzified weight	Normalized weight
Emotional Awareness: Recognizing/understanding one's own emotions and their effects	(0.19, 0.29, 0.37)	(1.40, 0.152, 0.194)	0.293	0.292
Accurate Self-assessment: Recognizing/understanding one's strengths, weaknesses, and limitations	(0.23, 0.32, 0.4)	(1.70, 0.168, 0.210)	0.252	0.251
Self-belief: Sense of worthiness, value, and capability	(0.23, 0.32, 0.4)	(1.70, 0.168, 0.210)	0.175	0.174
Self-confidence	(0.28, 0.37, 0.44)	(2.07, 0.194, 0.231)	0.116	0.115
Group Leadership Ability	(0.17, 0.26, 0.35)	(1.25, 0.136, 0.184)	0.091	0.09
Self-actualization	(0.25, 0.34, 0.42)	(0.185, 0.178, 0.176)	0.073	0.072

Table 8. Fuzzy and defuzzified weights of self-awareness sub-criteria (A)

Sub-criteria	Geometric mean	Fuzzy weight	Defuzzified weight	Normalized weight
Emotional awareness: recognizing/understanding one's own emotions and their effects	(0.19, 0.29, 0.37)	(1.40, 0.152, 0.194)	0.293	0.292
Accurate self-assessment: recognizing/understanding one's strengths, weaknesses, and limitations	(0.23, 0.32, 0.4)	(1.70, 0.168, 0.210)	0.252	0.251
Self-belief: sense of worthiness, value, and capability	(0.23, 0.32, 0.4)	(1.70, 0.168, 0.210)	0.175	0.174
Self-confidence	(0.28, 0.37, 0.44)	(2.07, 0.194, 0.231)	0.116	0.115
Group leadership ability	(0.17, 0.26, 0.35)	(1.25, 0.136, 0.184)	0.091	0.09
Self-actualization	(0.25, 0.34, 0.42)	(0.185, 0.178, 0.176)	0.073	0.072

Calculation of Fuzzy and Normal Weights

In this step, the geometric mean of the fuzzy numbers for each row is initially calculated. Subsequently, the resulting geometric mean is divided by the sum of the geometric means to derive the fuzzy weight. Next, each fuzzy weight must be defuzzified. To normalize each defuzzified weight, the individual weight is divided by the sum of all defuzzified weights. The calculation of fuzzy and normal weights was conducted for all the aforementioned components—including Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills. A sample of these calculations is presented in Tables 6 and 7.

Based on Table 5, self-awareness (A) emerged as the most significant main criterion of emotional intelligence, as it had the highest weight, whereas social skills (E), with the lowest weight, were identified as the least significant component. Based on Table 6, among the sub-criteria of self-awareness (A), *emotional awareness*—defined as the recognition and understanding of one's own emotions and their effects—was identified as the most significant component due to its highest weight, while *self-actualization*, having the lowest weight, was considered the least significant component.

Based on Table 7, it can be observed that among the sub-criteria of self-awareness (A), *emotional awareness*—defined as recognizing and understanding one's own emotions and their

effects—had the highest weight and was therefore identified as the most important component, whereas *self-actualization*, having the lowest weight, was considered the least important component.

Based on Table 8, it can be seen that among the sub-criteria of self-regulation (B), *self-control*—defined as preventing emotional disturbances and impulsive reactions—had the highest weight and was identified as the most important component, while *social responsibility*, with the lowest weight, was considered the least important component.

According to the study results, among the sub-criteria of motivation (C), *self-growth orientation*—defined as striving for improvement or achieving higher standards—had the highest weight and was identified as the most important component, whereas *the ability to control oneself in crisis situations*, due to having the lowest weight, was considered the least important component.

The findings also indicated that among the sub-criteria of empathy (D), *understanding others*—defined as recognizing others' emotions and perspectives and their influence on decision-making—had the highest weight and was identified as the most important component, while *control and regulation of emotions and the ability to delay them* had the lowest weight and was considered the least important component.

Finally, the results showed that among the sub-criteria of social skills (E), *influence*—defined as the use of effective techniques to persuade others—had the highest weight and was identified as the most important component, whereas *group capabilities*—defined as creating synergy within groups to achieve collective goals—had the lowest weight and was considered the least important component.

Discussion and Conclusion

The present study was conducted with the objective of identifying and ranking the components of Emotional Intelligence within the context of incident crisis management at the RCS of Yazd Province. The results derived from the research indicated that among the existing indices, Self-awareness (A) constitutes the most significant component due to possessing the highest weight, whereas Social Skills (E) constitutes the least significant component due to having the lowest value.

In this procedural step, the geometric mean of the fuzzy numbers for each row is initially calculated; subsequently, the obtained geometric mean is divided by the sum of the geometric means to derive the fuzzy weight. Thereafter, each fuzzy weight must be defuzzified. To normalize each defuzzified weight, the individual weight is divided by the sum of all defuzzified weights.

The results obtained from this research indicated that within the context of incident crisis management at the RCS of Yazd Province, self-awareness constitutes the most significant factor, while social skills represents the least significant factor of emotional intelligence. The findings from other studies and similar research are as follows:

Emotional Intelligence exerts a direct and positive impact on the characteristics of COVID-19 crisis management. However, among the components of organizational commitment, only continuance commitment is associated with the dependent variable; specifically, the variables of normative commitment and affective commitment did not demonstrate a causal relationship with the dependent variable (11).

Among the dimensions of emotional intelligence, the mean score for interpersonal skills exceeds that of the other dimensions. Furthermore, there exists a positive and significant relationship between the three dimensions of general mood, interpersonal skills, and adaptability with crisis management. Additionally, a positive and

significant correlation was observed between the overall emotional intelligence score and crisis management (12). It is one of the characteristics that can play a pivotal role in the relationships between managers and members of an organization. Researchers have determined that for a manager, EI is more critical than IQ. It is noteworthy that Emotional Intelligence capabilities are not inherently innate, but rather, are acquirable and learnable (13).

The framework facilitates organizational improvement and is capable of resolving many of the aforementioned issues and problems (14). Organizational leadership requires specific attributes to adapt to changes and ensure survival and growth within new environments—requirements that managers generally encounter significant difficulties in fulfilling. One of the most paramount traits that can assist leaders and managers in responding to these changes is Emotional Intelligence (15). Emotional intelligence is a construct that seeks to elucidate and interpret the role of emotions and sentiments within human capabilities. Managers possessing emotional intelligence are effective leaders who achieve organizational objectives with maximal productivity, employee satisfaction, and commitment. This paper has elucidated emotional intelligence and its application in recruitment, the development of occupational competencies, training, and the enhancement of human resource management.

Compliance with Ethical Guidelines

No ethical considerations were applicable in this study.

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No financial support was received for the conduct of this study.

Author's Contributions

The author was solely responsible for the design, implementation, analysis, and writing of this study.

Conflict of Interests

None

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