

The Filipino Social-Emotional Learning Scale (FSEL): A Multidimensional Measurement Model

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Abstract. This instrument aimed to develop the Filipino Social-Emotional Learning (FSEL) Scale as a culturally relevant SEL tool to measure the unique social-emotional dynamics of Filipino students from Grade 7 to college. With a 100-item self-report inventory using a 5-point Likert scale, Exploratory Factor Analysis (EFA) was utilized to randomly split the subsample, followed by Confirmatory Factor Analysis (CFA). This reduced the initial 100-item to 67 items. The sampling adequacy measure (KMO = 0.945) and Bartlett's test of sphericity resulted at $X^2 = 5322.1$, $df = 2346$, $p < 0.001$ confirmed the appropriateness of extraction and revealed six factors, accounting 76.41% of the variance. The FSEL Scale showed an excellent internal consistency and reliability with a Cronbach's alpha of 0.985. Each factor also has high reliability: Pakikipagkapwa ($\alpha = 0.987$), Kamalayan sa Sarili ($\alpha = 0.984$), Kasipagan ($\alpha = 0.975$), Pagkamakatao ($\alpha = 0.961$), Pagmamalasakit ($\alpha = 0.916$), and Pakikiramdam ($\alpha = 0.958$). Fit indices indicated that the FSEL Scale showed an acceptable model fit ($X^2(5694, N=376) = 13, 271$, $p < 0.001$, $X^2/df = 2.33$, CFI = .91, TLI = .90, RMSEA = .08, and SRMR = .03) which implied that the proposed factor structure is supported by the data. Minor model refinement may still improve the fit. More so, during the Pilot testing, the FSEL's convergent validity showed a statistically significant positive correlation with Panorama SEL, a widely used SEL assessment tool ($r = 0.752$, $p < 0.001$) which implied that the locally developed FSEL scale accurately measured the same construct. The FSEL Scale's psychometric properties affirmed its potential as an effective instrument in assessing SEL.

Introduction

In recent years, social and emotional learning has gained rising attention for its role in supporting students' psychological well-being, academic achievement, and holistic development (Conte et al., 2023). This prominence stemmed from the fact that modern schools go beyond traditional teaching of core academic subjects and offer academic learning integrated with social-emotional development to fully prepare students for the world of work and life (Domitrovich, Durlak, Staley, & Weissberg, 2017).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) (Cavioni, Broli, & Grazzani, 2024; Cipriano et al., 2023; Lawson et al., 2019; Meyers et al., 2019; Yang et al., 2025) was one of the most well-known and widely utilized Social Emotional Learning (SEL) frameworks in research and practice. SEL is defined as the process by which individuals "acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals; feel and show empathy for others; establish and maintain supportive relationships; and make responsible and caring decisions" (casel.org, 2020). Moreover, SEL is designed to strengthen students' social and emotional competence, which involves integrating cognition, affect, and behavior to support effective functioning across diverse cultures and contexts and to achieve specific tasks and outcomes (Mahoney et al., 2021).

The CASEL framework identifies five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Self-awareness is a person's ability to understand one's emotions, thoughts, and values, and how these can influence one's behavior, whereas self-management involves regulating emotions, managing stress, and maintaining motivation to achieve one's goals and aspirations. Additionally, social awareness focuses on a person's empathy, understanding diverse perspectives, and respecting others, while relationship skills emphasize effective

communication, collaboration, and conflict resolution. Lastly, responsible decision-making involves ethical and constructive choices in personal and social contexts. SEL also adopts a systematic approach that emphasizes fostering inclusive and supportive learning environments that promote students' social, emotional, and academic growth.

1.2 SEL Applications and Outcomes

Various studies consistently proved that implementing social and emotional (SEL) programs was effective in improving both student outcomes and school environments. Research explained that school climate and SEL were closely interconnected. As cited in Berg, Diffenderffer and Osher (2023), positive learning conditions supported students' social, emotional, and moral development. Strong SEL practices further helped improve school climate.

A large meta-analysis also found that a positive classroom environment was associated with better academic achievement, higher motivation and engagement, stronger social skills, and lower levels of emotional distress and problem behaviors among students from kindergarten through high school (Wang et al., 2019). These findings may suggest that SEL worked best when classrooms were supportive, caring, and emotionally safe.

Similarly, in another meta-analysis review conducted on school-based SEL programs involving 523 studies across 24 countries from the period of 1955-2018, with over one million estimated students, Durlak, Mahoney, and Boyle (2022) noted that there is an increase in SEL skills, positive attitudes, academic achievement, and a decline in the number of conduct problems and emotional distress. As DePaoli et al. (2018) stated, schools that emphasized SEL were safer, respectful, and supportive, helping students feel better prepared for college, work, and daily life. It thus revealed that SEL Programs were effective and should be widely implemented, and embedded in the classroom instructions and activities.

1.3 SEL Assessments

Across Western countries, several SEL assessment tools were developed and used several formats such as self-report questionnaires, situational judgment tests, direct performance-based measures, and schoolwide survey instruments (Ganicho et al., 2025; Jones et al., 2023; Jurman et al., 2025; McKown et al., 2025; Sala-Roca et al., 2025). Many of these developed tools were based on the CASEL core domains although structure and labels differed across instruments and populations.

In the context of student populations, self-report tools such as the Social-Emotional Questionnaire [SEQ] for Grades 4-6 (Weiss-Klayman et al., 2024) and the Social Skills Improvement System [SSIS] SEL Brief Scales (Cavioni et al., 2023) showed an acceptable structural validity and relationships with school-related outcomes. It further suggested that brief survey measures remain useful for school-based assessment and monitoring (Ganicho et al., 2025;).

Additionally, situational and direct assessments such as the Situational Judgment Test for Socioemotional Competence Development in Young People [DCSE-J] and Social Emotional Competence Assessment for Middle School Students [SELweb MS] suggested that performance-oriented formats can possibly provide a more behaviorally grounded perspective on how students or teachers respond to real or simulated social-emotional situations (Martin-Anton et al., 2024; McKown et al., 2025; Sala-Roca et al., 2025). These studies suggested that SEL assessment is becoming more multidimensional with each tool offering a different yet useful source of evidence about socioemotional competence.

Also, the abovementioned instruments did not rely solely on internal consistency, but also examined factor structure, convergent validity, discriminant validity, predictive validity, and measurement invariance across different groups. In the same way, Devereux Student Strengths Assessment [DESSA] and the DESSA-mini further illustrated the significance of balancing psychometric rigor with practical use, as these measures were developed to be both psychometrically sound and feasible for use in school and out-of-school time settings (LeBuffe et al., 2018).

SEL Assessment in the Philippine context remains limited, although local tools are gradually emerging. The Assessment of Social and Emotional Competencies (ASEC) of Dela Cruz et al. (2025) was developed to measure Filipino students' socio-emotional competencies, and demonstrated high reliability and good model fit. Similarly, Ferrer et al. (2023) developed the Adolescent Social and Emotional Learning Questionnaire (ASELQ), a CASEL-based tool to monitor and assess adolescent social and emotional learning. These studies revealed progress in local SEL assessment. However, these tools remain largely anchored on the CASEL framework and may not have fully captured culturally specific Filipino social-emotional expressions.

The development of the Filipino Social-Emotional Learning Scale addresses the need for a culturally grounded measure of social-emotional competencies among Filipino learners. While existing SEL instruments have contributed significantly to SEL assessment, many remain primarily anchored in Western theoretical models and may not fully capture the relational,

communal, and culturally rooted nature of Filipino socioemotional functioning. Hence, the FSEL scale was developed to extend existing SEL assessments not just by utilizing the CASEL framework but by integrating it with Filipino cultural constructs.

Methodology

This study aimed to develop a culturally responsive and psychometrically tested FSEL scale as a multidimensional measurement model for Filipino students from Grade 7 to college.

2.1. Research Sample

Participants were recruited from different provinces in the Philippines. The Filipino SEL Scale, comprised of 100 items, was administered to a randomly selected sample of N=376 students: 250 Secondary students (130 JHS & 120 SHS students), and 126 College students, geographically distributed: 100 (26.60%) from North and Central Luzon, 190 (50.53%) from South Luzon, 50 (13.30%) from the Visayas, and 36 (9.57%) from Mindanao. Student participation was voluntary. All participants provided assent and informed consent prior to administration.

2.2. Data Collection Tools and Procedure

After student assent (for minor respondents) and informed consent were obtained, the questionnaires were distributed to the students with the help of school guidance counselors. The questionnaire took approximately 30 minutes to complete.

Filipino Social-Emotional Learning Scale: The FSEL Scale is a self-report inventory comprised of 100 statement items using a 5-point psychometric Scale: 5 – Very much like me; 4 – Mostly like me; 3- Somewhat like me; 2 – Not much like me; and 1 – Not like me at all, focused on the five (5) subscales derived from the CASEL framework in the Filipino context that assessed essential social-emotional learning skills. More so, the FSEL Scale can be completed online and on paper. It has no time limit and no right or wrong answers. It can be administered individually or in groups. After computing the weighted mean scores, the following interpretation was employed to assess the degree of Filipino SEL: An Individual with high scores may have exhibited strong self-awareness, emotional understanding, confidence, stress management, and self-control. It may also show high relational awareness, effective conflict resolution, and make responsible decisions based on ethical standards, safety, and concern for others. Whereas, individuals with low scores may indicate limited but developing emotional awareness, self-confidence, self-regulation, empathy, communication, and conflict-resolution skills.

2.3. Data Analysis

The psychometric validation of the FSEL scale was conducted in several stages. The initial item pool underwent expert review to assess content relevance, cultural appropriateness, and linguistic clarity. Three (3) experts reviewed the content of the FSEL scale: a psychology professor who also served as the Institutional Testing Center Director, an educational psychology professor, and a school principal. Language (English and Filipino) editors were responsible for ensuring that items met language standards and terminology requirements. Exploratory Factor Analysis (EFA) was used to identify the underlying factor structure of the initial 100-item scale and to determine items to be retained. Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity were also employed to confirm the sampling adequacy and suitability for factor analysis. Principal axis factoring was utilized to identify latent constructs underlying the item responses. A minimum factor loading of .40 was used as the primary statistical criterion for item retention. To further verify the scales' structure, a Confirmatory Factor Analysis (CFA) was performed. Model fit was evaluated using various indices, including the chi-square/degrees of freedom ratio, CFI, TLI, RMSEA, and SRMS. These indices were interpreted collectively. Internal consistency reliability was also calculated using Cronbach's alpha for the total scale and each subscale. Lastly, Pearson correlations were conducted to assess convergent validity to determine whether the FSEL scale was significantly associated with an established SEL measure.

2.3.1. Factor Analysis Stage (Structure Validity) and Reliability

The psychometric evaluation of the FSEL scale followed the scale development procedure. Results of the sampling adequacy measure of the FSEL scale were reported as a very high KMO of 0.945, and the significant result of Bartlett's test of sphericity was sufficiently correlated and therefore suitable for factor analysis. EFA was conducted utilizing a principal axis factoring to determine the latent structure of the initial 100-item pool. Varimax rotation with Kaiser normalization was applied to filter item groupings and increase interpretability. Items were retained when they met a minimum factor loading of .40. Although the initial extraction produced 12 factors, it retained six (6) factors as it provided the most coherent and culturally meaningful structure. CFA was also performed to test the six-factor measurement model of the FSEL scale. Model fit was evaluated using CFI, TLI, SRMR and RMSEA with 90% confidence interval. CFI and TLI values of .90 or higher were

interpreted as acceptable, while values of .95 or higher indicated a strong fit. Meanwhile, RMSEA values below .10 indicated adequate fit. Internal consistency was examined using Cronbach's alpha. Alpha values of .70 or higher were considered acceptable. Lastly, convergent validity was measured by correlating the FSEL scores with the standardized Panorama SEL scale to establish whether the newly developed scale was significantly associated with an established SEL measure.

Results and Discussion

The data collected were analyzed using JAMOVI. Reliability was assessed using Cronbach's alpha; EFA was conducted to determine the underlying factor structure; and CFA was used to evaluate whether the proposed model adequately fit the data.

3.1. Exploratory Factor Analysis (EFA)

The suitability of the data for factor analysis was first examined. The Kaiser-Meyer-Olkin (KMO) was .945, indicating excellent sampling adequacy, and the significant result of Bartlett's test of sphericity, $X^2 (2346) = 5322.1, p < 0.001$, showed that the items were sufficiently correlated and therefore suitable for factor analysis.

ITEMS	FACTORS					
	1	2	3	4	5	6
1					0.726	
5		0.625				
6						0.586
7						0.536
8		0.616				
10		0.704				
11		0.657				
13		0.642				
15				0.582		
17	0.563					
18		0.658				
20		0.641				
23			0.735			
24		0.721				
26			0.647			
27			0.592			
30			0.712			
31		0.663				
34			0.585			
35			0.720			
37	0.684					
38		0.657				
40			0.610			
41	0.618					
43		0.669				
44	0.674					
45					0.791	
46		0.610				
47		0.665				

ITEMS	FACTORS					
	1	2	3	4	5	6
48		0.645				
49					0.879	
50	0.457					
51	0.579					
53		0.556				
55		0.647				
56	0.575					
57				0.499		
58				0.527		
59				0.774		
60				0.485		
61	0.534					
64			0.507		0.468	
66					0.442	
67			0.520			
68			0.532			
70						0.446
71						0.461
73	0.617					
74	0.543					
75	0.660					
76	0.599					
77	0.592					
78	0.671					
80	0.522					
81	0.638					
84						0.469
85				0.466		
86		0.511				
87				0.466		
88				0.533		
90				0.531		
91	0.566					
93	0.601					
94	0.612					
97	0.677					
98	0.613					
100	0.435					

Extraction method: principal axis factor; rotation: varimax with Kaiser normalization

Table 1. Factor Loading for the Items Obtained After the Item Removal Process

The EFA was conducted on the initial 100-item pool to determine the latent structure of the FSEL scale. Items with factor loadings below .40 were removed. The initial extraction identified multiple factors; however, the final six were retained because they provide the most conceptually coherent and culturally interpretable structure. The six (6) factors were labeled as (1) Pakikipagkapwa, (2) Kamalayan sa Sarili, (3) Kasipagan, (4) Pagkamakatao, (5) Pagmamalasakit, and (6) Pakikiramdam. The final version had six (6) factors accounting to 85.30% of the variance, consisting of 67 items. The factor structure shows that Filipino SEL is not limited to individual awareness but includes relational competencies such as shared identity, concern for others, sensitivity to unstated emotions, and humane treatment of others. This supports the cultural relevance of the FSEL scale.

Component	Eigenvalues		
	Total	% of Variance	Cumulative %
1. Pakikipagkapwa (shared inner self and shared identity)	19.70	28.55	28.60
2. Kamalayan sa Sarili (self-awareness)	14.28	20.69	49.20
3. Kasipagan (diligence)	08.26	11.96	61.20
4. Pagkamakatao (relating to the community based on shared humanity)	05.78	08.38	69.60
5. Pagmamalasakit (Empathy)	05.50	07.98	77.60
6. Pakikiramdam (a shared inner perception)	05.31	07.69	85.30

Table 2. The Filipino SEL Scale Total Variance Explained by Final Eigenvalues

Table 2 shows that the factor “Pakikipagkapwa” (shared inner self and shared identity) has the highest eigenvalue (19.70) and a percentage variance of 28.55. Pakikipagkapwa is one of the most important values embedded in the socialization process of Filipinos, which encourages every person to avoid being self-centered. It further means that “Pakikipagkapwa” is about accepting and treating others as equals. The Pakikipagkapwa factor has 21 item statements that demonstrate Filipino learners’ sense of shared identity and interconnectedness with others. In this, Pakikipagkapwa comprises 21 items. Statements from the items indicate how Filipino learners have a sense of shared identity and interconnectedness with others. It emphasizes empathy, mutual respect, understanding, and harmonious relationships, which align with Filipino qualities and skills.

The “Kamalayan sa Sarili” factor with 17 items and obtained an eigenvalue of 14.28 and 20.69% of variance. The 2nd factor Kamalayan sa Sarili (self-awareness) is another fundamental concept in Filipino values that refers to the person’s capacity to recognize and reflect on their own thoughts, emotions, and actions. Developing self-awareness in the classroom is the initial step toward personal growth and fulfilling one’s responsibilities to others. Also, it showed how Filipino learners are reflective, adaptive, and responsible.

The 3rd factor, “Kasipagan” (Diligence), with ten (10) items, has an eigenvalue of 8.26 and 11.96 percent of the variance. This factor discusses how Filipino learners are diligent in their studies. It embodies setting and achieving goals, organizing time and resources effectively, balancing studies and personal life, problem-solving, persisting through challenges, and fostering cooperative relationships. This factor captures the essence of being hardworking and motivated, both individually and in group settings.

The 4th factor “Pagkamakatao” (relating to the community based on a shared humanity), showed an eigenvalue of 5.78 and 8.38% variance. In this test, Pagkamakatao has 9 items that point out how Filipino learners are humane, compassionate, and mindful of others, regardless of their background.

The 5th factor, “Pagmamalasakit,” has five items with an eigenvalue of 5.50 and 7.98 percent of variance. The statements from the items indicate how Filipino learners have a deep sense of empathy, concern, and care for others. It involves acknowledging and thoughtfully reflecting on one’s own emotions, valuing and respecting diverse perspectives, and showing support and compassion towards others, especially in times of need.

Lastly, the 6th factor, “Pakikiramdam” (a shared inner perception) has an eigenvalue of 5.31 and a percentage of variance of 7.69%. Pakikiramdam is one of the deeply rooted Filipino values that means “a shared inner perception.” Five (5) item statements under this factor suggest how Filipino students can sense, feel, and understand unstated emotions, intentions, or needs. Also, its ability to respond with empathy and respect.

Indexes	Filipino Social-Emotional Learning Model
	Final CFA
χ^2 / df	2.33
CFI	.91
TLI	.90
SRMR	.03
RMSEA	.08

Table 3. Fit Indices of the Filipino Social-Emotional Learning Model (N=376)

3.2. Confirmatory Factor Analysis (CFA)

After the EFA, CFA was conducted to identify how well the six factors of FSEL (pakikipagkapwa, kamalayan sa sarili, kasipagan, pagkamakatao, pagmamalasakit, and pakikiramdam) extracted from Exploratory Factor Analysis fit the model. All items with factor loadings below .40 were excluded from the CFA analysis. The FSEL Scale was then measured using model fit. This measure was an essential tool to establish how well a statistical model's predictions match the actual data and whether the model is functioning accurately. The FSEL Scale also employed several fit measures, including the chi-square test, CFI, TLI, SRMR and RMSEA to measure the quality of the model. Using these measures correctly is important for obtaining reliable results across various fields, including psychology and education.

The CFA results revealed the following model fit values: $\chi^2/df = 2.33$, CFI = .91, TLI = .90, RMSEA = .08, and SRMR = .03. These values indicated that the six-factor model demonstrated an acceptable but not excellent level of fit. The χ^2/df value of 2.33 was within the common acceptable range, which means that the discrepancy between the observed and model-implied covariance matrices was not excessive relative to the model complexity. The CFI value of .91 and TLI value of .90 indicate a good fit for the path model, although these values did not meet the stricter criterion of .95, which is often associated with strong model fit. The RMSEA value of .08, with a 90% CI of [0.084 to 0.088], indicated a moderate fit and indicated the estimated difference between the actual data and the model's predictions per degree of freedom. RMSEA indicates a moderate fit. In contrast, the Standardized Root Mean Residual (SRMR) value of .03 indicates an excellent fit in structural equation modeling and suggests a very low overall residual variance among variables. These numbers suggest that the model works reasonably well, but there is room for improvement. Overall, the CFA results provide support for the proposed six-factor model.

A path diagram is illustrated in Figure 1. The relationships between various items (rectangles) and factors (circles) are labeled as Pkkp, Kml, Ksp, Pgk, Pgm, and Pkkr. The connected arrow lines between circles and rectangles imply a strong point of relationship between each item and the factors. Additionally, the circles with double-headed arrows indicate an interrelationship between factors. Additionally, double-headed arrows between the circles represent the correlations between the latent factors, highlighting their interrelationships. This diagram provided a visual summary of the interconnectedness of the observed items and underlying constructs. Furthermore, it effectively demonstrated the FSEL construct validity on how well the items measure the intended factors and their interconnectedness.

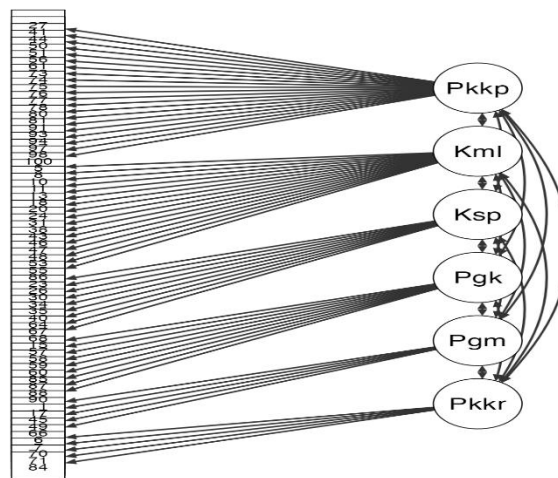


Figure 1. A Path Diagram of the Six-Factor Model from CFA Analysis

Bivariate correlations among the six factors of the FSEL were also investigated. The results found a significant positive relationship among the six factors of the FSEL scale. Specifically, positive and significant correlations were found between pakikipagkapwa and kamalayan sa sarili ($r=.961, p < .001$), pakikipagkapwa and kasipagan ($r=.964, p < .001$), pakikipagkapwa and pagkamakatao ($r=.963, p < .001$), pakikipagkapwa and pagmamalasakit ($r=.873, p < .001$), and pakikipagkapwa and pakikiramdam ($r=.966, p < .001$). Furthermore, correlations were also positively significant between kamalayan sa sarili and kasipagan ($r = .967, p < .001$), kamalayan sa sarili and pagkamakatao ($r = .943, p < .001$), kamalayan sa sarili and pagmamalasakit ($r = .872, p < .001$), and kamalayan sa sarili and pakikiramdam ($r = .965, p < .001$). Similarly, kasipagan was positively correlated with pagkamakatao ($r = .960, p < .001$), pagmamalasakit ($r = .882, p < .001$), and pakikiramdam ($r = .965, p < .001$). Moreover, positive and significant correlations were found between pagkamakatao and pagmamalasakit ($r = .911, p < .001$), pagkamakatao and pakikiramdam ($r = .988, p < .001$), and pagmamalasakit and pakikiramdam ($r = .955, p < .001$). These findings showed how factors are interconnected components of a broader Filipino SEL construct.

Measures	Panorama SEL
Filipino SEL Scale	*0.752
N	376

Note: N = sample size, * $p < 0.001$

Table 4. Convergent validity of Panorama SEL and Filipino SEL scores

Table 4 illustrates the convergent validity. It examined FSEL scale scores alongside scores from the Panorama SEL scale. The correlation was significantly found at $r = 0.752, p < 0.001$, which is positively high. Hence, there is a significant relationship between respondents' Panorama SEL and Filipino SEL scale scores. These findings provide evidence that the FSEL scale is related to an established SEL measure.

3.3. FSEL Scale Reliability

Communality and internal consistency were considered to establish the final instrument's reliability. D'agostino and Russell (2005) defined communality as the proportion of a variable's total variance accounted for by the common factors. When the extracted communalities attain high values, this may indicate a strong internal consistency. The 67-item manifested a communality value of 0.4 to 0.9. The FSEL six-factor scale was tested for reliability, and the results revealed excellent internal consistency (Cronbach's Alpha = 0.995). More so, each factor gained excellent reliability α values: factor 1 = Pakikipagkapwa ($\alpha = .987$), factor 2 = Kamalayan ($\alpha = .984$), factor 3 = Kasipagan ($\alpha = .975$), factor 4 = Pagkamakatao ($\alpha = .961$), factor 5 = Pagmamalasakit ($\alpha = .916$), and factor 6 = Pakikiramdam ($\alpha = .958$). These results indicate that the items within the total and subscales were highly consistent in measuring their respective constructs.

Conclusion and Recommendations

The developed and validated Filipino Social-Emotional Learning (FSEL) scale has strong psychometric properties and is a culturally based SEL tool. It has six (6) factors: Pakikipagkapwa, Kamalayan sa Sarili, Kasipagan, Pagkamakatao, Pagmamalasakit, and Pakikiramdam. These factors reflect a deeply rooted Filipino value that shows social-emotional competencies. The findings of the Exploratory and Confirmatory Factor analyses, strong reliability coefficients, and acceptable CFI, TLI, RMSEA, and SRMR model fit provide evidence of the FSEL scale construct validity and internal consistency. This is further validated through convergent validity, the usefulness of the FSEL Scale in measuring the intended SEL domains among Filipino students. Hence, the FSEL scale may serve as a helpful tool for teachers, guidance counselors, and other school personnel to identify students' social-emotional competencies. The results may also guide the development of appropriate SEL programs and interventions that address areas needing improvement. For future researchers, it is recommended to conduct a broader, more diverse study of Filipino student populations to strengthen the generalizability and its practical applications.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.