

The Role of Administrative Creativity in Improving Institutional Performance: "A Field Study on Private Technical Education and Vocational Training Colleges in the Capital Secretariat of Sana'a and the Amran Governorate"

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Abstract:

This study aims to investigate the role of administrative creativity in improving institutional performance among academic administrators and faculty members in technical education and vocational training colleges in the Capital Secretariat of Sana'a and the Amran Governorate, using the analytical descriptive approach. A questionnaire was administered to a sample of (400) participants, and data were analyzed using SPSS-27 and AMOS-26 programs. Results revealed moderate levels of both administrative creativity and institutional performance. Path analysis demonstrated a strong direct influence of administrative creativity on improving institutional performance ($\beta = 1.075$, $S.E. = 0.058$, $R^2 = 0.798$, $T = 18.485$, $p < 0.001$), explaining approximately 79.8% of the variance in institutional performance. Furthermore, all dimensions of administrative creativity—fluency, originality, flexibility, and sensitivity to problems—showed statistically significant positive effects at a confidence level of (%99.9). The study recommends enhancing administrative creativity programs through training, integrating its practices into administrative policies and institutional evaluation systems, while utilizing academic and administrative expertise and supporting an innovation culture to improve institutional performance efficiency and enhance the quality of educational outcomes.

Keywords: Administrative creativity, Institutional performance, Private technical education and vocational training colleges.

Introduction:

Institutional performance represents a fundamental pillar for achieving organizational excellence, as it reflects the institution's ability to efficiently utilize

its resources and ensure the quality of its outputs according to required standards. Its importance becomes particularly evident amid rapid economic and technological transformations, which compel institutions to adopt innovative leadership models and advanced administrative methods to enhance competitive capabilities and ensure the sustainability of institutional performance, especially in developing environments facing multiple challenges.

Institutional performance represents a pivotal element for the effectiveness of educational and administrative institutions. It extends beyond mere task accomplishment to encompass the transformation of work from individual efforts to collective action, from spontaneity to planning, from ambiguity to clarity, and from limited resources to their optimal utilization. Institutional performance acquires a strategic dimension linked to the institution's ability to translate strategic plans into practical practices that achieve its objectives, thereby contributing to the development and continuous growth of its capabilities (Maghawry, 2022; Al-Matari and Abdullah, 2024).

In this context, administrative creativity stands as a fundamental factor associated with enhancing institutional performance. It reflects the ability to innovate new methods and ideas for resource management, achieving organizational excellence, and responding to market requirements (Khadroush & Shannaq, 2017; Marshoud & Marbouh, 2021). Al-Hadhrami (2022) demonstrated that the absence of administrative innovation contributes 62% to the decline in output quality. These findings align with the OECD (2023) report, which indicated that the percentage of institutions in Yemen with strategic plans for digital transformation does not exceed 20%, compared to an average of 43% in developing countries. Furthermore, a study by Al-Alaya & Al-Ansi (2023) revealed that 65% of technical colleges lack basic digital equipment, and 83% lack strategic plans for digital transformation, thereby reducing their competitiveness.

The technical education and vocational training sector in Yemen suffers from a clear gap between institutional performance and the needs of the surrounding environment, due to multiple structural and knowledge challenges. These include weak institutional infrastructure, fragmented administrative affiliations, reliance on traditional management patterns, absence of administrative innovation, poor digital and technical competence, and limited professional development and administrative qualification plans (Al-Shamsi, 2017; Almshraee, 2021; Al-Hadhrami, 2022; OECD, 2023). These challenges lead to poor adaptation to rapid changes in labor market requirements and a significant mismatch between graduate skills and labor market needs, thereby reducing output quality (Al-Alaya & Al-Ansi, 2023).

Administrative creativity emerges as a pivotal tool for organizational development, contributing to human capacity development and motivating employees towards continuous innovation (Al-Nuseir, 2022). It works to connect the individual and institutional levels to enhance adaptation to environmental changes and achieve sustainable improvements in institutional performance (Sagr,

2022). In light of rapid knowledge and technological developments, developing creative skills among employees has become essential to ensure institutions' capacity for innovation, excellence, and response to complex challenges (Abu Sharkh, 2024; Attoudi, 2020). Additionally, Ali & Al-Hakim (2015) indicate that administrative creativity and innovation form a core foundation for elevating institutional performance levels through enhancing participation in decision-making, problem-solving, generating new ideas, and teamwork.

This topic gains particular importance in the context of technical and vocational education in Yemen, which represents fundamental pillars for developing human resources and meeting the changing needs of the labor market, in addition to supporting economic and social development (Marzaq & Al-Adwani, 2022; Al-Zubaidi, 2023).

Recent studies emphasize that improving institutional performance requires developing administrative capabilities and leadership strategies that enable institutions to innovate, continuously renew, and achieve sustainable competitive advantage, especially given the challenges facing technical education and vocational training institutions in developing countries, such as weak infrastructure, dual organizational structures, and funding and institutional support challenges (Almshraee, 2021; Burns & Hassard, 2021).

Problem Statement and Questions

In light of the foregoing, examining the role of administrative creativity in improving institutional performance carries significant research and practical importance. The study aims to explore how practices of administrative creativity contribute to enhancing the efficiency of institutional performance, enabling educational institutions to adapt to continuous changes, and effectively and efficiently achieving their strategic objectives.

The study's problem is defined by addressing the following main question: **"What is the role of administrative creativity in enhancing institutional performance in private technical education and vocational training colleges in the Capital Secretariat of Sana'a and the Amran Governorate"?**

The following sub-questions emerge from it:

1. What is the level of administrative creativity practice in private technical education and vocational training colleges?
2. What is the level of institutional performance practice in private technical education and vocational training colleges?
3. What is the impact of administrative creativity on improving institutional performance in private technical education and vocational training colleges?

Objectives of the Study

This study seeks to:

1. Identify the level of administrative creativity and institutional performance practice in private technical education and vocational training colleges.

2. Determine the impact of administrative creativity on improving institutional performance in private technical education and vocational training colleges.
3. Develop a set of recommendations and proposals for enhancing administrative creativity and institutional performance in private technical education and vocational training colleges.

Significance of the Study: This study establishes administrative creativity as a strategic driver for enhancing institutional performance in private technical and vocational education colleges. Theoretically, it enriches the literature by examining the creativity-performance relationship within the under-researched context of Yemeni technical education, while providing a conceptual framework for future studies. Practically, it equips institutional leaders with evidence-based insights to assess creativity levels, implement targeted strategies for performance improvement, and ultimately enhance graduate competitiveness through contextually-adapted administrative practices..

Limitations of the Study

Conceptual Boundaries: The study addressed the role of administrative creativity in enhancing institutional performance, limited to the dimensions of administrative creativity (fluency, originality, flexibility, sensitivity to problems) and the dimensions of institutional performance (efficiency, effectiveness, quality, productivity).

Spatial: This study was confined to private technical education and vocational training colleges in the Capital Secretariat and Amran Governorate.

Human: The sample consisted of administrative leaders and faculty members in private technical education and vocational training colleges.

Temporal: This study was conducted during the academic year 2024/2025.

Theoretical Background and Previous Studies

First: Theoretical Background

1.1. Administrative Creativity

Administrative creativity serves as a fundamental pillar for achieving excellence in academic and training institutions. Its role is manifested in developing educational methods and improving output quality. Its importance is particularly prominent in technical and vocational training colleges, as it contributes to designing programs that meet the changing needs of the labor market, enhances partnerships with industrial sectors, and develops learning environments that stimulate creativity and innovation.

1.1.1. Concept of Administrative Creativity

Administrative creativity is defined as: the ability of employees to visualize problems and predict them before they occur, accurately identify their aspects,

and then address them using modern scientific methods and innovative, creative approaches (Al-Mutaa & Almekhlafi, 2024).

Madrous and Malouki (2019) defined administrative creativity as the ability to create and develop new things and methods that did not previously exist. These may include ideas, solutions, services, products, working methods, or approaches that benefit the organization by reducing cost and time while achieving excellence and quality.

Based on the preceding definitions, administrative creativity in technical and vocational education encompasses the following key aspects:

- Strategic Foresight: Anticipating challenges and opportunities through proactive analysis.
- Innovative Solutions: Developing novel approaches using contemporary scientific methods.
- Practical Implementation: Transforming creative ideas into actionable administrative practices.
- Continuous Renewal: Maintaining ongoing institutional adaptation and improvement.
- Systemic Integration: Embedding creativity within strategic planning and daily operations.

Operational Definition: Administrative creativity represents the institutional capacity to foresee challenges in technical and vocational education, generate innovative administrative solutions, and implement them effectively to enhance performance, develop educational programs, and ensure continuous institutional renewal aligned with labor market requirements and societal needs.

1.1.2. **Importance of Administrative Creativity**

Administrative creativity represents a fundamental pillar for advancing technical and vocational education colleges. It is no longer a luxury but an imperative necessity to keep pace with rapid developments and changing needs in the labor market. Its importance lies in its ability to transform challenges faced by these institutions into opportunities for growth and development. Khairi (2012) highlights the importance of creativity as follows:

- Develops an individual's ability to derive new ideas and enhance sensitivity to problems.
- Assists the individual in reaching successful problem solutions in an original manner.
- Represents a skill practiced daily by the individual and can be developed through learning and training.
- Enables the individual to enjoy discovering things independently.
- Contributes to developing positive attitudes toward problem-solving.
- Leads to openness to new ideas and effective response to opportunities, challenges, and responsibilities.

1.1.3. Dimensions of Administrative Creativity

The elements of administrative creativity serve as fundamental pillars supporting development and growth in any organization. They extend beyond merely generating new ideas to encompass multiple capacities and skills that enable leaders and managers to effectively confront challenges and innovate unconventional solutions. While creative elements are numerous, the two researchers adopt four main elements of administrative creativity as dimensions for the current study: (Fluency, Originality, Flexibility, and Sensitivity to Problems). These four dimensions represent the fundamental axes and can be defined as follows:

1. Fluency: The ability to produce the largest possible number of proposed ideas on a specific subject within a defined time frame. It essentially involves the process of recalling and retrieving previously learned information, experiences, or concepts. It relies on generating numerous creative ideas that exceed the general average of peers (Humaid & Al-Hamdani, 2020).
2. Flexibility: Defined as: Viewing a problem from multiple angles to produce the largest number of different and distinct ideas, avoiding thinking within fixed boundaries and frameworks to reach novel solutions. It emphasizes quality over quantity (Al-Ma'il & Al-Ma'il, 2021).
3. Sensitivity to Problems: The individual's ability to identify problems in tools or social systems that others may not perceive (Al-Otaibi, 2021).
4. Originality: Means that a genuinely creative individual does not think in stereotypical patterns, does not repeat the ideas of those around them, and does not resort to traditional problem-solving methods. Therefore, their ideas are new. Originality implies innovation and uniqueness in ideas, striving to avoid the familiar and common (Al-Hamed & Bamarhool, 2024).

1.2. Institutional Performance

Institutional performance in technical and vocational colleges represents the cornerstone for enhancing the quality of educational outcomes and aligning them with labor market needs. It reflects these colleges' ability to plan, implement, and develop in a manner that ensures the efficient and effective achievement of their educational and training objectives.

1.2.1. Concept of Institutional Performance

Al-Matari and Abdullah (2024) define institutional performance as: the organization's ability to efficiently utilize all its resources to produce outputs that align with the organization's objectives and suit its users.

Maghawry (2022, p. 47) views institutional performance as: "the outcome of interaction between elements of the work system at various levels within the university and the external environment it deals with - including its challenges and high degrees of competitiveness - to achieve desired goals".

According to the perspective of Gavrea et al. (2007), institutional performance reflects the institution's capacity to invest its available resources to achieve excellence in performance, satisfaction among its members, and drive towards

desired goals, within the framework of two fundamental dimensions that represent key indicators for judging the quantity and quality of performance development: efficiency and effectiveness (Al-Shammari, 2022).

Institutional performance is defined as: an integrated system of business outcomes in the organization in light of its interaction with internal and external environmental elements, and the work performed according to regulations and standards, and the method of delivering these works to the customer to achieve the required service (Tuama & Alghiw, 2014).

The concept of institutional performance refers to: all planned and organized efforts undertaken by the university aimed at bridging the gap between desired and current performance, through developing human and material resources and achieving performance effectiveness and efficiency, which positively impacts the internal and external environment, harmonizes with the surrounding environment, leading to the overall effectiveness of the institution, ensuring its resilience against competing institutions, achieving distinguished performance, and thus realizing the intended goals of the institution and society (Maghawry, 2022).

Based on the preceding definitions, the key aspects of institutional performance can be summarized as follows:

- Resource Optimization: Maximizing outcomes through efficient use of human, financial, and material resources.
- Strategic Goal Achievement: Successfully fulfilling institutional objectives and mission.
- Organizational Coordination: Effective integration of efforts across leadership and staff.
- Environmental Adaptation: Responsive adjustment to external changes and challenges.
- Sustainable Development: Maintaining long-term institutional viability and growth.
- Performance Enhancement: Systematic improvement through gap analysis and corrective action.
- Stakeholder Engagement: Dynamic interaction with internal and external constituencies.

Operational Definition: Institutional performance represents the college's comprehensive capacity to effectively utilize available resources through integrated efforts, achieve its educational and training mission, respond to labor market requirements, adapt to environmental changes, and ensure sustainable development through continuous quality improvement.

1.2.2. **Importance of Institutional Performance**

Al-Zaazai (2024) views the importance of institutional performance as follows:

- Directing the institution's plans to develop employees and drive them towards excellence.
- Revealing the institution's identity and highlighting its vision and objectives.

- Identifying the institution's internal and external environments and steering them towards its goals.

1.2.3. Dimensions of Institutional Performance

Organizations utilize a set of general criteria to evaluate and review performance, including: (Majeed, 2011)

1. Effectiveness: This criterion refers to the extent to which the general objectives of a local unit or the operational objectives of organizational units within the institution are achieved.
2. Efficiency: This criterion denotes the optimal utilization of the institution's available resources - including funds, personnel, and time - and their best possible application. It is measured through the cost per unit of output, the ratio between inputs and outputs, or the ratio between outputs and time.
3. Productivity: This criterion is used to measure the relationship between the inputs and outputs of a local unit.
4. Quality: This is represented by beneficiary expectations, such as speed, accuracy, responsiveness, and responsibility.

Second: Previous Studies

Previous research consistently demonstrates that administrative creativity plays a significant role in enhancing job and institutional performance across diverse organizational contexts. Numerous studies—such as Al-Rashdi (2023), Al-Maqri et al. (2023), Na'man (2025), Ahmed (2022), and Jafri & Sumiyah (2022) demonstrated its role in enhancing faculty performance and teaching quality in Algerian universities, and Al-Nuseir (2022)—have reported significant effects of creativity dimensions on performance and organizational development. International findings by Rumanti et al. (2023), Ali and Jin (2022), and Zhang et al. (2019) also confirm the positive influence of administrative and organizational creativity on institutional outcomes. Additional research, including Al-Sada'i (2021) and Al-Taweeel & Al-Hawary (2021), highlights creativity as a mediating variable that strengthens the impact of strategic factors on performance, underscoring its role in continuous organizational improvement. Despite the robustness of evidence across educational, industrial, and service sectors, studies focusing specifically on private technical and vocational education remain limited—particularly within Arab and Yemeni contexts. This gap reinforces the importance of the present study, which aims to examine the relationship between administrative creativity and institutional performance in private technical education colleges, an area where empirical research is still insufficient.

Hypotheses of the Study

"There is a statistically significant role at the level ($\alpha \leq 0.05$) for administrative creativity in improving institutional performance in private technical education and vocational training colleges".

Method: This study employed a descriptive-analytical design to investigate the relationship between administrative creativity and institutional performance,

allowing comprehensive data collection and analysis of variable dimensions. The population consisted of 2,987 academic and administrative staff from 25 private technical and vocational colleges in Sana'a and Amran Governorates, including 1,882 academic staff (63%) and 1,105 administrative staff (37%) (Executive Body of the Supreme Council of Community Colleges, 2023). A simple random sample of 400 participants was drawn from 18 colleges (72% of the total), comprising 13 colleges in Sana'a and 5 in Amran. This sample yielded a valid response rate of 95.2% from 420 distributed questionnaires.

Instruments and Indicators :The study employed a 45-item questionnaire covering Administrative Creativity (22 items: Fluency, Originality, Flexibility, Problem Sensitivity) and Institutional Performance (23 items: Efficiency, Effectiveness, Quality, Productivity). Face validity was confirmed by experts, and Confirmatory Factor Analysis (CFA) showed good convergent validity with standardized loadings ranging from 0.602 to 0.887. The instrument demonstrated high internal consistency, as indicated by Composite Reliability (CR) values of 0.82–0.91 and Cronbach's alpha coefficients of 0.882–0.949, confirming its suitability for statistical analysis.

Revised version: Data analysis was conducted using SPSS (version 27) and AMOS (version 26) to examine and interpret the relationships between the dimensions of administrative creativity (fluency, originality, flexibility, and problem sensitivity) and the dimensions of institutional performance (efficiency, effectiveness, quality, and productivity).

Findings for the First Research Question

The first research question aimed to assess the level of administrative creativity practiced in private technical and vocational colleges in the Capital Secretariat and Amran Governorate. To address this question, descriptive statistics (means, standard deviations, and percentages) were calculated for both the overall construct and its individual dimensions. The results are presented in Table (1) and discussed below:

Table (1) Descriptive Statistics for Administrative Creativity Dimensions

No.	Dimensions	Arithmetic Mean	Standard Deviation	Relative Importance	Rank	Evaluation
1	Fluency	3.27	0.93	%65	2	Medium
2	Originality	3.35	0.94	%67	1	Medium
3	Flexibility	3.21	0.98	%64	3	Medium
4	Sensitivity	3.21	0.93	%64	3	Medium
Overall Creativity Score		3.26	0.94	65%		Medium

Table 1 indicates a moderate level of administrative creativity in private technical and vocational colleges ($M=3.26$, $SD=0.94$, $Relative\ Importance=65\%$), suggesting a foundational yet improvable capacity. Among the dimensions,

Originality scored highest ($M=3.35$, 67%), followed by Fluency ($M=3.27$, 65%), while Flexibility and Problem Sensitivity were identical and lowest ($M=3.21$, 64%).

This moderate level can be attributed to institutional factors including a predominant focus on routine tasks, limited investment in creative strategy, insufficient innovation training, inadequate infrastructure, a risk-averse culture, reliance on temporary staff, and an emphasis on short-term objectives.

These findings contrast with studies reporting high administrative creativity (Na'man, 2025; Al-Maqri et al., 2023; Al-Rashdi, 2023) but partially align with Al-Nuseir (2022)'s report of upper-medium levels, suggesting a consistent pattern of moderate to high-medium creativity in similar educational settings.

Findings for the Second Research Question

To assess the level of institutional performance in private technical and vocational colleges in the Capital Secretariat and Amran Governorate, descriptive statistics (means, standard deviations, and percentages) were analyzed. The results are presented in Table (2):

Table (2) Descriptive Statistics for Institutional Performance Dimensions

No.	Dimensions	Arithmetic Mean	Standard Deviation	Relative Importance	Rank	Evaluation
1	Efficiency	3.09	0.76	62%	4	Medium
2	Effectiveness	3.26	0.78	%65	3	Medium
3	Quality	3.28	0.83	66%	2	Medium
4	Productivity	3.37	0.92	67%	1	Medium
Overall Institutional Score		3.25	0.82	65%		Medium

Table(2) indicates a moderate level of overall institutional performance ($M=3.25$, $SD=0.82$, $Relative\ Importance=65\%$), signifying acceptable but suboptimal effectiveness. At the dimensional level, Productivity was highest ($M=3.37$, 67%), followed by Quality ($M=3.28$, 66%), Effectiveness ($M=3.26$, 65%), and Efficiency ($M=3.09$, 62%), demonstrating consistently intermediate capabilities.

This moderate performance can be attributed to constraints such as limited financial and human resources, weak monitoring and evaluation systems, a predominant focus on academic functions over administrative development, inadequate infrastructure, and a lack of performance-linked incentives.

These findings contrast with studies reporting high institutional performance (Na'man, 2025; Al-Rashdi, 2023; Al-Maqri et al., 2023) but partially align with Al-Nuseir (2022), who documented above-average levels of institutional excellence.

Testing the Research Hypothesis

The study hypothesis stated: "There is no statistically significant relationship ($\alpha \leq 0.05$) between administrative creativity and institutional performance in private technical and vocational colleges." Path analysis was employed to test this

hypothesis by examining the effect of administrative creativity on institutional performance. The results are presented in Table (3):

Table (3) shows the path coefficients between administrative creativity and institutional

Relationship Path	Estimate (β)	Standard Error S.E.	R ²	Critical Value T	P	Decision
Administrative Creativity → Institutional Performance	1.075	0.058	0.798	18.485	0.000	Significant

Table (3) presents the path coefficients for the effect of administrative creativity on institutional performance. The path coefficient reached a very high value ($\beta = 1.075$) with a low standard error (S.E. = 0.058), indicating a very strong positive relationship between administrative creativity and institutional performance, along with high estimation accuracy and model stability. The coefficient of determination ($R^2 = 0.798$) reveals that administrative creativity explains approximately 79.8% of the variance in institutional performance, highlighting the pivotal importance of this variable. The high critical value ($T = 18.485$) and significance level ($P < 0.001$) confirm that the relationship is statistically significant at a 99.9% confidence level. Based on these results, the main hypothesis is strongly confirmed, demonstrating that administrative creativity has a direct and substantial impact on improving institutional performance. This relationship can be visually represented in the following mode (1):

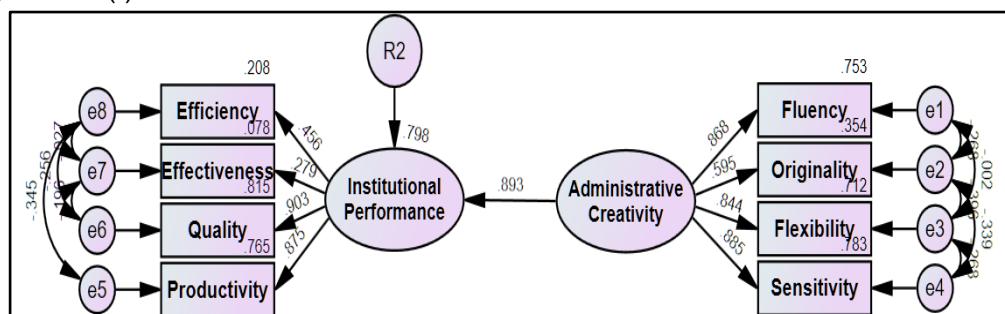


Figure (1) Path Coefficients of the Effect of Administrative Creativity on Institutional Performance

The impact of administrative creativity dimensions on improving institutional performance in private technical and vocational training colleges was verified through path coefficients for the sub-hypotheses, as follows:

Table (4) Path Coefficients for Administrative Creativity Dimensions' Impact on Institutional Performance

Relationship Path	Estimate (β)	Standard Error (S.E.)	Critical Value (T)	P-Value	Decision
Fluency → Institutional Performance	0.213	0.052	4.091	0.000	Significant

Originality → Institutional Performance	0.204	0.031	6.657	0.000	Significant
Flexibility → Institutional Performance	0.303	0.044	6.885	0.000	Significant
Sensitivity → Institutional Performance	0.274	0.037	7.374	0.000	Significant

Table(4) shows that all dimensions of administrative creativity—fluency, originality, flexibility, and problem sensitivity—exert a positive and significant direct effect on institutional performance in private technical and vocational colleges. The path coefficients are: fluency ($\beta = 0.213$, SE = 0.052, T = 4.091, P < 0.001), originality ($\beta = 0.204$, SE = 0.031, T = 6.657, P < 0.001), flexibility ($\beta = 0.303$, SE = 0.044, T = 6.885, P < 0.001), and problem sensitivity ($\beta = 0.274$, SE = 0.037, T = 7.374, P < 0.001). All effects are significant at the 99.9% confidence level, supporting the sub-hypothesis that these dimensions positively influence institutional performance. Figure (2) illustrates these relationships:

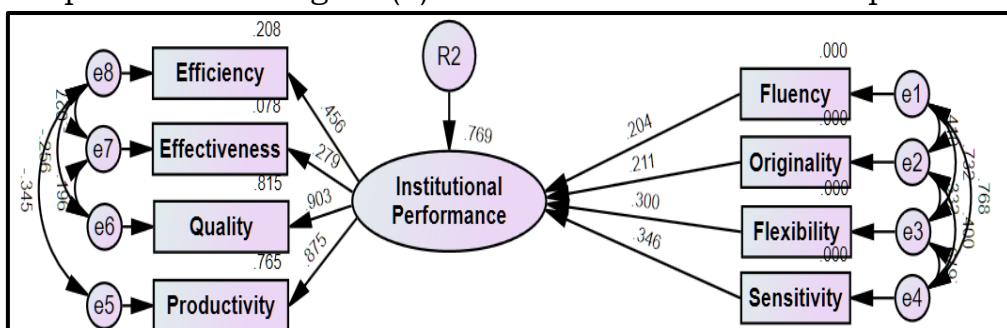


Figure (2) Path Coefficients of Administrative Creativity Dimensions on Institutional Performance

Administrative creativity positively impacts institutional performance by fostering innovation, improving operational processes, and transforming resource constraints into opportunities. These results align with previous studies at the local level (Na'man, 2025; Al-Rashdi, 2023; Al-Sada'i, 2021; Al-Maqri et al., 2023) and regional/international levels (Ahmed, 2022; Jafri & Sumiyah, 2022; Al-Nuseir, 2022; Al-Taweeel & Al-Hawary, 2021; Rumanti et al., 2023; Ali & Jin, 2022; Zhang et al., 2019), collectively confirming that administrative creativity enhances institutional and functional performance across diverse educational and administrative contexts.

Conclusions: The study revealed moderate levels of both administrative creativity and institutional performance in private technical and vocational colleges. A key finding confirms that administrative creativity exerts a significant positive influence on institutional performance, with all its dimensions—fluency, originality, flexibility, and problem sensitivity—consistently contributing to enhanced institutional outcomes. These findings underscore the critical importance of developing administrative creativity as a strategic lever for improving institutional effectiveness in the technical education sector.

Recommendations:

1. Establish training programs and workshops to develop administrative creativity among academic and administrative leaders.
2. Integrate administrative creativity into organizational policies to enhance daily administrative processes.
3. Design performance evaluation systems linked to creativity dimensions to monitor their impact on quality, productivity, and efficiency.
4. Promote a culture of innovation through awareness campaigns and internal communication to stimulate creative behavior and improve institutional performance.

Ethical Considerations: The study was approved by the Graduate Studies Center, and permission was obtained from participating colleges. Informed consent was secured from all participants, and no personal data were used beyond the scope of this research.

Conflict of Interest: The two researchers declare no conflicts of interest.

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