THE EFFECT OF SOCIAL SUPPORT AND ACADEMIC RESILIENCE ON STUDENTS' PSYCHOLOGICAL WELL-BEING

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Abstract

Living a life in a foreign land is not easy, because you have to be far from your nuclear family. However, to achieve a better life, many people migrate to get higher education outside the region. Migrant students will certainly experience a lot of complex mental turmoil. Therefore, this study aims to determine the effect of social support and academic resilience on psychological well-being in migrant students from outside Java. The method used is quantitative multiple linear regression and simple linear regression. The number of participants was 240 migrant students from outside Java using accidental sampling techniques. Measurements used Oslo Social Support (OSSS-13), Academic Resilience Scale (ARS-30), and Ryff's Psychological Well-Being Scale (RPWBS). The results of the study showed that social support and academic resilience together did not affect psychological well-being (F = 1.796 and sig. = 0.168; p> 0.05). Specifically, social support does not affect psychological well-being (t = -1.716 and sig. = 0.087; p>0.05). Likewise, academic resilience does not affect psychological well-being (t = -0.962 and sig. = 0.337; p>0.05). These results indicate that social support and resilience are not the main factors that influence the achievement of psychological well-being of students from outside Java.

Keywords: *Social support, academic resilience, psychological well-being, migrant students.*

Introduction

Undertaking the role of a student away from home is one of the positive steps taken to learn to improve the quality of oneself, including the quality of education being undertaken. However, this makes it difficult for students away from home to achieve everything easily. Nusi, Murdiana, and Siswanti (2022) said that the reason someone goes away from home is to get a decent education to achieve their dreams by starting to live independently. In addition, individuals begin to establish steps to plan a more realistic future. Data from the Ministry of Research, Technology and Higher Education, for students away from home, Java is the main destination for continuing education (Taneo & Huwae, 2023). Ahdiat (2022) reported data on the number of students in 34 provinces in Indonesia. Central Java Province is in fifth place with the most students, with 181,958 students at State Universities and 419,660 students at Private Universities.

The problems experienced by students who live away from home are very complex. Taneo and Huwae (2023) in their research revealed that there are many challenges and risks faced by students while living away from home, and often problems in the area have an impact on the academic process being pursued. The problems experienced also have an impact on the failure to achieve psychological well-being of students who live away from home. Kurniawan and Eva (2020) emphasized that if the complex problems in the area cannot be overcome by the students themselves, their

psychological problems will further worsen their overall quality of life during their studies.

The problems of migrant students in Salatiga do have complex problems, so it is not uncommon for them to experience poor psychological well-being. Putra and Kristianingsih (2023) in their research revealed that first-year migrant students at Satya Wacana Christian University Salatiga have various academic and social problems because they are faced with the complexity of demands and changes in a new place. This makes it difficult for students to achieve their psychological well-being. In line with this, research by Bua and Huwae (2023) on migrant students in Salatiga found that there were still high holistic problems that occurred when students migrated and carried out their new roles as students in college and in everyday life. This condition causes migrant students to be unable to achieve optimal psychological well-being. Migrant students in Salatiga will tend to live in helplessness and mental destruction (Wibowo & Konjongian, 2022).

If reviewed further, the problem experienced by migrant students is the failure to achieve psychological well-being while away from home. Tranggono, Florentina and Aditya (2022) revealed that the difficulty of achieving well-being by most migrant students is described by the failure to realize the six dimensions of psychological well-being in migrant students. In line with that, Melati and Barus (2024) revealed that most migrant students will always experience difficulties in realizing and achieving psychological well-being because they are faced with various problems of lack of independence, lack of understanding of the environment, difficulty developing themselves optimally, hampered relationships with others, confusion in determining life goals, and the emergence of feelings of low quality. Thus, the study of psychological well-being needs to be explored further in the context of migrant students.

Psychological well-being itself can be understood as a state when an individual can accept everything that is in him/her well (Ryff, 2013). In this context, students who live away from home must face and go through new conditions that are full of complexity (Wulandari, Komarudin, Hallare, & Loyola, 2024; Welvart & Huwae, 2024). This is what makes students who live away from home must be able to maintain and strive for encouragement towards their achievements well during their studies (Mahmoodimehr, Hafezi, Bakhtiarpour, & Fard, 2022). Psychological well-being in individuals is formed from six dimensions, namely autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Ryff, 2013).

Migrant students must have good psychological well-being. This is because if an individual has low psychological well-being, they will show a tendency towards low self-esteem, lack of independence, difficulty opening up to new experiences, and poor social relationships (Kurniasari, Rusmana, & Budiman, 2019; Andriani & Huwae, 2024). In addition, it will also have an impact on the emergence of levels of depression and anxiety that interfere with life as a student (Palaniswamy & Illango, 2018). However, when having high psychological well-being, it will make individuals tend to have a positive attitude towards themselves, be independent in learning, have good social relationships with others, have life goals, and the ability to develop optimally (Ward & King, 2016; Велварт & Хуваэ, 2024).

The high and low levels of psychological well-being can arise because they are influenced by two factors, namely internal and external. Referring to the tendency for the level of psychological well-being to be influenced by social support and academic resilience (Mahendika & Sijabat, 2023). Therefore, a student from outside Java is expected to be able to take advantage of positive relationships and facilities from other people and strengthen their ability to deal with various stressful situations (Wulandari et al., 2024). Melati and Barus (2024) stated that social support plays a very important role

in achieving psychological well-being carried out by students from outside the island in order to undergo lecture activities without being burdened by problems that arise. Similarly, Ijaz (2023), stated that internal factors in the form of academic resilience, play an important role that can also balance students in achieving psychological well-being during the dynamics of their education.

The first factor examined in this study was social support. Social support is a form of support that individuals receive from anyone in the surrounding environment in a positive way to lead to healthy growth (Oslo in Suharsono & Wismanto, 2023). In general, social support also refers to the existence of sources of psychosocial support that can be obtained from the surrounding environment (Moak & Agrawal in Kocalevent et al., 2018). As a student who is away from home, individuals need social support so that they will later become valuable and feel accepted in a new environment in the away from home. This must be shown through the behavior of seeking and finding support from the environment (Mojaverian & Kim, 2013).

Social support plays an important role in the activities of every student who lives away from home. With social support, a student has the hope of being able to solve every problem he or she has (Suharsono & Wismanto, 2023). The social support received by a student can also come from anyone, from parents/family, friends, and people around them. Strong social support received by a student will make him or her feel happy enjoying every learning process and can increase their potential (Permatasari, Ashari, & Ismail, 2021). Every student in participating in learning will always be involved in discussions or group work, thus leading to the ability to choose the right social support so that interest in optimizing oneself is better (Istanto & Engry, 2019; Al Amelia, Pratikto, & Nainggolan, 2022).

Social support in the academic environment in higher education is closely related to the psychological well-being of migrant students. Kibret and Tareke (2017) stated that the more social support students receive, the more their psychological well-being can be improved, so that students are able to complete their assignments. Wulandari et al. (2024) emphasized that with positive social support, it will greatly help migrant students to easily achieve psychological well-being and help them to carry out their functions well while away from home.

Malkoç and Yalçın (2015) in their study found that social support plays a role in its relationship with the achievement of psychological well-being in Trakya University students. In line with that, Kibret and Tareke (2017) found that social support is closely related to each dimension of psychological well-being of Bahir Dar, Wollo, and Debre Tabor University students. Likewise, research by Wulandari et al. (2024) found a significant positive relationship between social support and psychological well-being in migrant students in Yogyakarta.

The second factor examined in this study is academic resilience. Academic resilience is understood as a student's response in adjusting to academic circumstances, and showing innovation in facing difficulties, threats, and challenges in participating in academic activities (Cassidy, 2016). The level of resilience shown by an individual lies in their ability to understand and master their academic environment. Cassidy (2016), stated that to be resilient in academics, an individual must have three important dimensions which include, perseverance, reflection and adaptive help-seeking, and negative affect and emotional response.

Achieving academic resilience seems to be a challenge for students who live away from home, so that many of them end up showing unhealthy psychological problems. Students who have low academic resilience abilities will show a pessimistic attitude, easily run away from responsibility, and give up easily in completing academic assignments (Hwang & Shin, 2018). Individuals with low resilience will also tend to

experience stress and lose interest in learning or not show low achievement (Strtuthers, Perry, & Menec, 2014; Putra & Huwae, 2023). On the other hand, students who have good academic resilience will always think positively, have positive emotions and show an optimistic attitude in the academic activities they do (Harahap, Harahap, & Harahap, 2020). Another character is not easily discouraged when faced with heavy college demands (Kusumiati & Huwae, 2021).

Resilience becomes a mental tool that directs individuals to move towards achieving the goals they have designed through their education (Williams, Greenleaf, Albert, & Barnes, 2014). One of the benefits of academic resilience for students is to achieve psychological well-being (Muhammad, 2023). Migrant students will easily achieve psychological well-being because they have resilient abilities, especially when facing difficult times in pursuing their higher education (Sihotang, 2023).

Jin and Kim (2017) found that academic resilience is related to increased psychological well-being experienced by nursing students in Korea. Another study by Mahmoodimehr et al. (2022) found that the achievement of student well-being in Iran is inseparable from the academic resilience factor formed by the individual, so that psychologically they can achieve well-being during their studies. In line with that, Ijaz (2023) also found that academic resilience is significantly positively related to the psychological well-being of students at the Universities of Islamabad and Rawalpindi.

The problems experienced by students from outside Java who are full of mental turmoil still continue to occur. This is because students from outside Java experience a transition period when studying abroad. Mental health issues related to psychological well-being are still considered necessary to be reviewed, especially with the changes in the curriculum that focus on the fighting spirit, creativity, innovation, and problem solving of each student in developing themselves through academic activities. This achievement seems likely to be realized if it involves the important role of social support as an external factor and academic resilience as an internal factor that is very close to students from outside Java in achieving self-quality through the higher education they undertake.

Following up on this, this study aims to determine the effect of social support and academic resilience on psychological well-being in migrant students from outside Java. Then, the hypothesis of this study is the influence of social support and academic resilience on psychological well-being in migrant students from outside Java. This study is expected to provide an understanding to migrant students from outside Java about the importance of improving strong relationships with the environment as a form of support system to be able to live a better life and be psychologically prosperous in a migrant country. In addition, it is also expected that migrant students from outside Java can form academic resilience skills while studying at the higher education level, so that the achievement of psychological well-being can be easily realized optimally.

Method
Research Design

This study uses a quantitative approach. According to Azwar (2015), a quantitative approach is an approach that emphasizes its analysis on numerical data processed using statistical methods and bases its conclusions on a probability of rejecting the null hypothesis. The data analysis technique used is multiple linear regression for the major hypothesis, and simple linear regression for the minor hypothesis. The variables in this study consist of two independent variables and one dependent variable. These variables are: The independent variable is social support (X1) and academic resilience (X2); and the dependent variable is psychological well-being (Y). This study has previously passed ethical eligibility with Number 039 / B.7.5 / FP.KEP / III / 2025.

Participants

The population in this study were students from outside Java and studying at a private university in Salatiga. The sampling technique used the accidental sampling technique. Accidental sampling is a technique of taking samples by chance in a place that is considered appropriate to the research context (Sugiyono, 2017). The criteria taken from the research participants are first and second year students from outside Java who are studying at a private university in Salatiga, Central Java. First and second year students were chosen because there is a transition period that creates many challenges and problems experienced and faced by first and second year students in the diaspora. All research participants will first be asked to fill out an informed consent form related to the research procedure. During the data feeding process, 240 students who met the criteria were obtained. Demographic data of the participants are presented in Table 1.

Table 1. Research Participant Demographics (n = 240)

Classification	Description	Frequency	Percentage
Gender	Male	132	55%
	Female	108	45%
Time Migrating	1 Year	145	60,4%
	2 Years	95	39.6%
Region of Origin	Sumatera	43	17,9%
	Kalimantan	21	8,7%
	Bali	24	10%
	Nusa Tenggara	61	25,4%
	Sulawesi	27	11,3%
	Maluku	34	14,2%
	Papua	30	12,5%

Measurement

The measurement in the study used three psychological scales, namely (a) the social support scale from Oslo, (b) the academic resilience scale from Cassidy, and (c) the psychological well-being scale from Ryff. The researcher conducted a validity and reliability test of the measuring instrument using Pearson Correlation which was corrected with Pathole to overcome excess weight. The next stage, permission was obtained and an informed consent sheet was made. The study was made in the form of a questionnaire distributed in the form of a google form. In this study, 3 measurement scales were involved which are explained as follows:

1. Social Support Scale

Social support in this study was measured using the Oslo Social Support (OSSS-13) (Kocalevent et al., 2018) which has been translated into Indonesian by Suharsono and Wismanto (2023). This scale consists of 3 question items about the number of close people who are trusted, a sense of caring from others and relationships with neighbors. The calculation of the score on this scale, namely the total score ranges from 3 to 14, with high values representing a strong level of social support and low values representing a poor level of social support. The total OSSS-3 score can be operationalized into three large categories of social support: a) 3–8 poor social support, b) 9–11 moderate social support, c) 12–14 strong social support (Kocalevent et al., 2018). From the results of the scale test, all items passed with a Cronbach's Alpha value of 0.731.

2. Academic Resilience Scale

Academic resilience in this study was measured using the Academic Resilience Scale (ARS-30) (Cassidy, 2016) which refers to the dimensions of academic resilience from Cassidy (2015), namely perseverance, reflection and seeking adaptive help, negative affect and emotional response. The ARS-30 scale has been adapted into Indonesian by Kumalasari et al. (2020) and obtained 24 items. The academic resilience scale consists of favorable and unfavorable statements using a Likert scale model consisting of six response options, namely Very Appropriate (SS), Appropriate (S), Somewhat Appropriate (AS), Somewhat Unsuitable (ATS), Unsuitable (TS), and Very Unsuitable (STS). From the results of the scale test, all items passed with a Cronbach's Alpha value of 0.926.

3. Psychological Well-Being Scale

Psychological well-being in this study was measured using the Ryff's Psychological Well-Being Scale (RPWBS) in accordance with the six dimensions of psychological well-being according to Ryff (2013) including purpose in life, environmental mastery, positive relationships, personal growth, autonomy, and self-acceptance. The RPWBS scale has been adapted into Indonesian by Fadhil (2021) and obtained 28 valid items. The psychological well-being scale consists of favorable and unfavorable statements using a Likert scale model consisting of four response options, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS) scores. From the results of the scale test, all items passed with a Cronbach's Alpha value of 0.943.

Data Analysis Techniques

To test the research hypothesis, the data analysis techniques used are multiple linear regression tests and simple linear regression tests. Multiple regression analysis aims to determine the condition of the criterion variable (Y), namely psychological well-being, if two predictor variables (X), namely peer social support (X1) and academic resilience (X2) are used together as influencing factors. Meanwhile, simple linear regression analysis aims to determine the effect of social support (X1) on psychological well-being (Y), and the effect of academic resilience (X2) on psychological well-being (Y). In this study, the researcher tested the research results with the help of a special statistical computer program, namely SPSS series 24.0 for windows.

Result and Discussion

The results of descriptive statistical data involving 240 participants in Table 2, show that the social support variable has a minimum score of 4, a maximum score of 15, an average of 9.92, and a standard deviation of 2.182. The academic resilience variable has a minimum score of 24, a maximum score of 116, an average score of 56.65, and a standard deviation of 20.515. Then, for the psychological well-being variable has a minimum score of 40, a maximum score of 108, an average of 69.89, and a standard deviation of 10.679.

Tabel 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Social Support	240	4	15	9,92	2,182
Academic Resilience	240	24	116	56,65	20,515
Psychological Well-Being	240	40	108	69,89	10,679

After the presentation of descriptive statistics, the next step is to categorize the scores of the three variables studied. The results of the categorization in Table 3 show that the level of social support is divided into 5 (five) categories, namely very high, high, medium, low, and very low. A total of 7 people (2.9%) are in the very high category, 48 people (20%) in the high category, 128 people (53.3%) in the medium category, 40 people (16.7%) in the low category, and 17 people (7.1%) in the very low category. Based on the average value, the social support scores obtained by most students from outside Java are in the medium category.

Tabel 3. Categorization of Social Support Variables

Interval	Category	Frequency	Percentage
$12,8 \leq x \leq 15$	Very high	7	2,9%
$10,6 \leq x < 12,8$	Tall	48	20%
$8,4 \leq x < 10,6$	Currently	128	53,3%
$6,2 \leq x < 8,4$	Low	40	16,7%
$4 \leq x < 6,2$	Very Low	17	7,1%
Total		240	100%

From the categorization data in Table 4, it shows that the level of academic resilience of 240 participants is divided into 5 (five) categories, namely very high, high, medium, low, and very low. A total of 12 people (5%) are in the very high category, 8 people (3.3%) in the high category, 53 people (22.1%) in the medium category, 96 people (40%) in the low category, and 71 people (29.6%) in the very low category. Based on the average value, the academic resilience scores obtained by most students from outside Java are in the low category.

Tabel 4. Categorization of Academic Resilience Variables

Interval	Category	Frequency	Percentage
$97,6 \leq x \leq 116$	Very high	12	5%
$79,2 \leq x < 97,6$	Tall	8	3,3%
$60,8 \leq x < 79,2$	Currently	53	22,1%
$42,4 \leq x < 60,8$	Low	96	40%
$24 \leq x < 42,4$	Very Low	71	29,6%
Total		240	100%

From the categorization data in Table 5, it shows that the level of psychological well-being of 240 participants is divided into 5 (five) categories, namely very high, high, medium, low, and very low. A total of 4 people (1.7%) are in the very high category, 26 people (10.8%) in the high category, 105 people (43.7%) in the medium category, 89 people (37.1%) in the low category, and 16 people (6.7%) in the very low category. Based on the average value, most of the psychological well-being scores obtained by students from outside Java are in the medium category.

Tabel 5. Psychological Well-being Category

Interval	Category	Frequency	Percentage
$94,4 \leq x \leq 108$	Very high	4	1,7%
$80,8 \leq x < 94,4$	Tall	26	10,8%
$67,2 \leq x < 80,8$	Currently	105	43,7%
$53,6 \leq x < 67,2$	Low	89	37,1%
$40 \leq x < 53,6$	Very Low	16	6,7%
Total		240	100%

The results of the hypothesis test in Table 6 show that the Pearson Correlation value is -0.105 with a significance value of 0.072 (p>0.05), so there is no significant positive relationship between social support and psychological well-being. Then, academic resilience is also not significantly positively related to psychological well-being, because the Pearson Correlation value is -0.052 with a significance of 0.212 (p>0.05).

Tabel 6. Correlation Test

	1	2	3
Social Support	1		
Academic Resilience	-,095	1	
Psychological Well-Being	-0,105	-0,052	1

**. Correlation is significant at the 0,01 level (1-tailed).

Based on the test results in Table 7, there is no joint influence between social support and academic resilience on psychological well-being.

Tabel 7. Simple Regression Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,122ᵃ	0,015	0,007	10,644	2,039

Based on Table 8, it is known that the calculated F value is 1.796 with a significance of 0.168 (p>0.05), so the variables of social support and academic resilience together do not have an effect on psychological well-being.

Tabel 8. Simple Regression Test Results Significance F Value

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	406,866	2	203,433	1,796	0,168ᵃ
	Residual	26851,097	237	113,296		
	Total	27257,963	239			

Based on the results of the influence test calculation in Table 9, the coefficient of influence between social support and psychological well-being is -1.716 with sig. = 0.087 (p>0.05), which means that social support does not have a positive effect on psychological well-being. The t value of academic resilience on psychological well-being is -0.962 with sig. = 0.337 (p>0.05), which means that academic resilience also does not have a positive effect on psychological well-being.

Tabel 9. Simple Regression Test Results Beta Coefficient Value and t Value of Independent Variables on Dependent Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	77,123	3,892		19,816	0,000
	Social Support	-0,544	0,317	-0,111	-1,716	0,087
	Academic Resilience	-0,032	0,034	-0,062	-0,962	0,337

The results of the study indicate that the major hypothesis of this study is rejected, namely that there is no significant effect simultaneously between social support and academic resilience on psychological well-being in students who migrate from outside Java. This can also be interpreted that the level of social support and academic resilience that are simultaneously possessed cannot affect the level of psychological well-being of a person who in this study were students who migrated from outside Java. The results of this study are not in line with previous studies that support from people around them and the development of academic resilience are very significant for improving psychological well-being, especially for students (Eviliani, Nurhayaty, & Syah, 2024; Amelina, 2024). The dynamics that occur indicate that in the midst of the problems experienced by students who migrate from outside Java, they still continue to learn to explore themselves in academic activities in their place of migration. Welvart and Huwae (2024) stated that psychological well-being is a basic capacity that must be achieved by students who migrate. Thus, the process of achieving psychological well-being by students who migrate from outside Java is still being formed even though it does not involve social support or resilience factors.

When viewed specifically, social support does not significantly affect the psychological well-being of students who live outside Java. This finding shows that social support is not one of the strong factors that make students who live outside Java achieve their psychological well-being. The results of this study contradict the findings of Imbiri and Huwae (2025) who said that increasing psychological well-being is significantly influenced by the social support obtained by students from their families, friends, and closest people who are considered to be very helpful in their studies. This description provides an understanding that it is possible that the form of support obtained by students who live outside Java is still not a priority for them while studying abroad.

The absence of influence in the findings of this study also indicates that during the transition period in the diaspora, it will be very difficult to adapt to the new environment. Migrant students need time and self-strategies to help them face challenges. From the results of follow-up interviews with 10 participants, they revealed that being far from their families made it difficult for them to get full support, making it difficult for them to open up to new people. This then has an impact on the psychological well-being problems experienced. In line with that, Eva, Shanti, Hidayah, and Bisri (2021) emphasized that as a student, it is important for them to overcome psychological well-being problems so that they do not hinder their existence as a student who is pursuing higher education. Likewise, Wahyu and Huwae (2025) stated that the basic thing for migrant students is to be able to enjoy academic activities, and psychologically it is achieved because they can motivate themselves to continue to adapt to academic activities in the diaspora.

Another finding of this study is that academic resilience does not affect the psychological well-being of students who migrate from outside Java. Educational issues that are different from their home areas make students still adapt and adjust, so that the process they go through requires more energy than other students. From the results of follow-up interviews with 10 participants, they revealed that understanding the conditions of change cannot happen so quickly, so that they often get trapped in the situation. In addition, the self-preparedness and self-confidence that they continue to develop, help overcome the psychological well-being problems they experience. Im Jin and Kim (2017) in their research revealed that the problem of psychological well-being of students is caused by various dynamics when they are involved in academic activities and practical activities. Students who migrate are also faced with the problem of self-regulation during the transition period (Datuchtidha & Huwae, 2024). Thus, tracing personal problems can

be a problem that hinders the achievement of the psychological well-being of students themselves.

The absence of influence between social support and academic resilience, it appears that there are other factors that can influence the formation of psychological well-being in students from outside Java. Other studies have stated that psychological well-being can be influenced by grit, academic burnout, school engagement, and academic performance (Im Jin & Kim, 2017; Ríos-Risquez et al. 2018; Rodríguez-Fernández, Ramos-Díaz, & Axpe-Saez, 2018; Yu & Chae, 2020). These factors are predicted to play an important role in students during their studies in order to realize their psychological well-being.

The absence of influence between predictor variables and criterion variables can be a reference for further research to examine the process that students go through to achieve psychological well-being. The diverse dynamics shown by students who are away from home indicate that there are various ways they can survive while away from home. Thus, future studies can conduct follow-up studies by considering spiritual and physical environmental aspects.

Conclusion

This study concludes that together the variables of social support and academic resilience do not affect the psychological well-being of students who live outside Java. Specifically, social support does not have a significant positive effect on the psychological well-being of students who live outside Java. Likewise, academic resilience does not have a significant positive effect on the psychological well-being of students who live outside Java.

From the results of the research that has been done, the suggestion for further research is to continue to study the psychological well-being of migrant students from outside Java by analyzing other factors that can be predicted to be the main things needed by migrant students. In addition, it is expected to be able to apply different designs such as qualitative studies or longitudinal studies, in order to provide a comprehensive picture of the problems of migrant students in achieving psychological well-being.

Acknowledgments

Author Contributions Statement

In this study, all authors have carried out their respective roles and contributed fully. Conceptualization – SNG, MS, PE; Data Curation – SNG; Formal Analysis – SNG, MS, PE; Methodology – SNG, MS, PE; Supervision – MS, PE; Writing – Original Draft – SNG; Writing – Review and Editing – SNG, MS, PE.

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