

The effects of workload and work-life balance on teacher performance: A meta-analysis study

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ABSTRACT

Purpose – This study examines how workload and work-life balance affect teacher performance. Due to these limitations, it is difficult to draw general conclusions about the strength of the relationships among the variables under study. The purpose of this study is to examine in greater depth how workload and work-life balance affect teacher performance by drawing on the findings of previous empirical studies.

Method – The study method used meta-analysis to analyze the effects of workload and work-life balance on teacher performance. A systematic search through the DOAJ and Google Scholar databases was conducted. After selection using the PRISMA protocol and inclusion criteria, 14 studies were obtained, consisting of 7 studies on the effect of workload on teacher performance and 7 studies on the effect of work-life balance on teacher performance. A random-effects meta-analysis was performed using JASP and effect sizes were retrieved as correlation coefficients (r).

Findings – The results of the meta-analysis indicate that the workload variable has a positive and significant relationship with teacher performance. Work-life balance variable has a positive and significant relationship with teacher performance. These findings underscore the importance of ensuring that teachers' workloads are distributed proportionally. Teachers' work-life balance must also be carefully considered in relation to their rights and responsibilities in order to encourage improved teacher performance and thereby continue to enhance the quality of education.

Keywords: workload, work- life balance, teacher performance, meta-analysis, PRISMA.

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INTRODUCTION

Education serves as a vital means of improving the quality of human resources and is therefore a crucial element in the development process (Setyaningrum & Irambona, 2024). A country's development on the global stage depends heavily on the quality of its education system (Kasih et al., 2024). The education sector is currently required to face greater challenges in meeting the global demands and expectations of the 21st century (Johari et al., 2018). Teacher performance is one of the key factors determining the quality of the educational process and outcomes. Teachers are not only expected to carry out their teaching duties in the classroom but also to fulfill various administrative responsibilities, engage in professional development, and participate in social activities

within the school community. Improving teacher performance must remain a top priority in education management and policy (Wulan & Najib, 2025). To carry out this noble duty, ideally, teachers should possess excellent intellectual, social, and moral stamina, as well as steadfastness and resilience in the face of various challenges and problems (H. D. K. Kaban, 2025).

Teacher performance is a term that refers to the quality of a teacher's work in their profession (Wayoi et al., 2021). Research findings by Siagian & Artha (2023) indicate that teacher quality, teacher characteristics, and teaching experience have a positive impact on school quality, which in turn affects student performance. Research by Tapung (2024) illustrates that unsatisfactory teacher performance directly affects student engagement, abilities, and skills during the learning process. Research by Susila & Gularso (2023) indicates that one of the challenges facing the quality of education in Indonesia from a macro perspective is the persistently low quality of teachers, alongside high education costs, an ineffective and overly complex curriculum, unequal access to education, and issues with teacher placement.

The complexity of educational challenges has led to an increased workload for teachers in their daily activities. Excessive workloads tend to cause physical and mental fatigue and hinder optimal performance. Two key aspects of working conditions—workload and school climate—are consistently linked to teachers' well-being and performance by Lindstrom (2026). On the other hand, teachers also need to maintain a balance between work and personal life (work-life balance) in order to fulfill their professional and social roles effectively. In the education sector, particularly in Zhengzhou, China, maintaining a healthy work-life balance for teacher is essential to providing high-quality education and improving student achievement (Li & Albattat, 2025). Based on the results of the study by Lestari et al (2020) shows that work-life balance has an impact on performance. In the ever-evolving world of education, these two aspects have become crucial and can impact the quality of teachers' performance.

Human resources have always been considered a key factor in determining the success or failure of an organization (Anh & Suong, 2024). According to Obilade, teacher performance can be understood as the duties and roles carried out by teachers over a specific period of time, in accordance with the education system, to achieve the institution's goals (Johari et al., 2018). Teacher performance reflects their success in efficiently fulfilling the responsibilities entrusted to them, based on their abilities, commitment, and experience over a specified period of time (Setyaningrum & Irambona, 2024). According to (Ningsiha et al., 2024) teacher performance indicator are planning learning, carrying out learning, assessing learning, guiding and training students, carry out additional tasks.

A workload that exceeds one's capacity will inevitably have negative consequences (Budaya & Muhsin, 2018). Workload refers to the amount of work that a person must complete within a specific timeframe, whether physical or mental, and as viewed from various perspectives, both objective and subjective (Sudiarditha et al., 2019). Workload refers to the gap between a worker's ability or capacity and the demands of the job that

must be performance (Yandri & Aziz, 2021). According to Fred Luthans in Suryaningsih & Pratminingsih (2025) workload refers to the total number of tasks a person must complete within a given period of time, including the various tasks and challenges encountered in completing them. According to (Fitriah & Kamaruddin, 2022) workload indicators include time load, mental effort load, and Psychological stress load.

Work-life balance is a crucial element that companies need to consider when developing policies to ensure that employee performance remains strong (Irsyad et al., 2022). Individuals who prioritize a balance between work and personal life are those who value their psychological well-being more than the mere pursuit of wealth (Azizah & Supriyanto, 2023). Work-life balance refers to the harmonious management of work and non-work responsibilities, thereby reducing potential conflicts between the two (Siem et al., 2025). Work-life balance is about creating and maintaining a supportive and healthy work environment that enables employees to achieve a balance between their work and personal responsibilities, thereby strengthening employee loyalty and productivity (Hikmah & Lukito, 2021). Work-life balance is the balance each person achieves at work (Lestari et al., 2020). The indicators of work-life balance are time balance, engagement balance, and satisfaction balance (Azizah & Supriyanto, 2023).

Research findings regarding the effects of workload and work-life balance on performance remain mixed. A study by (Yuliani et al., 2022) at SMK 1 Banda Aceh showed that workload has a positive and significant effect on teacher performance. Research on high school teachers in Lhoksumawe City by (Denni et al., 2025) and at SMP Negeri 2 Lempuing Jaya by (Supriyanto et al., 2022) also found that teacher performance is positively and significantly influenced by workload. A study with different results by (Zulfia et al., 2024), which focused on high school teachers in Jambi City, showed that workload does not have a direct effect on teacher performance

Research on work-life balance conducted by (Tairas et al., 2025) with teachers at SD IT Al-Khattaaby and dan (Khaerani & Prabowo, 2025) at SMP NSF Cimahi found that performance is positively and significantly influenced by work-life balance. In contrast, a study by (Johari et al., 2018) involving teachers in Malaysia showed that work-life balance had no significant impact on teacher performance, and a study by (Juliana & Johan, 2020) involving millennial teachers in Jakarta found that work-life balance had a significant negative effect on teacher performance.

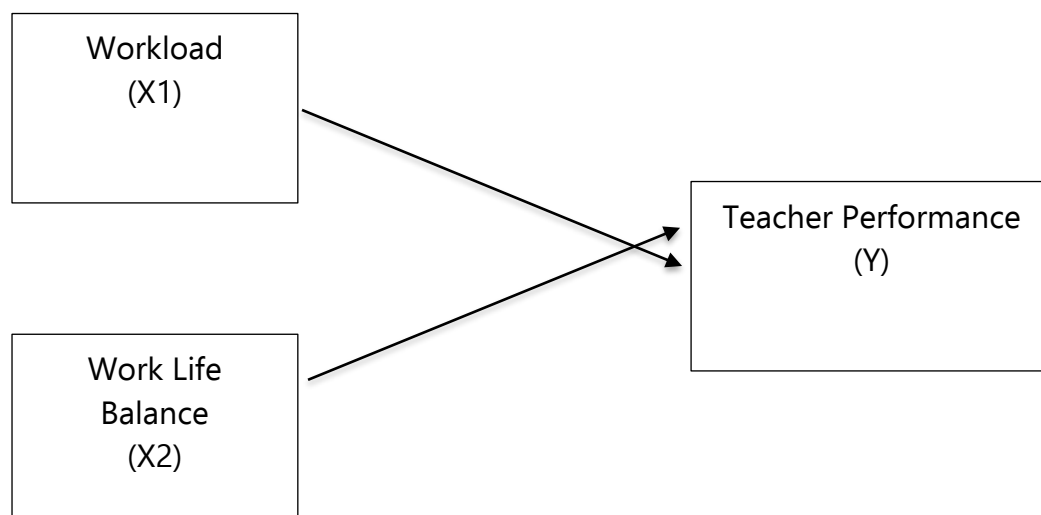
To date, studies on the impact of workload and work-life balance on teacher performance have mostly been conducted separately and have yielded varying results. It is difficult to draw general conclusions about the strength of the relationship between the variables under study due to the limitations of these findings. Therefore, there is a need for a new study that can combine various empirical research findings in a structured and quantitative manner, using these two variables as independent variables and focusing on teachers in Indonesia as the subjects of the study. Given the differing results from previous studies—whether the correlations were positive or negative and whether they were significant or not—the researcher aims to delve deeper by examining the relationship between workload and work-life balance on teacher performance using a meta-analysis

research approach. Using a meta-analysis approach, this study aims to comprehensively analyze the impact of workload and work-life balance on teacher performance based on findings from published empirical research. This research aims to provide a theoretical advancement to the development of management studies, particularly in the fields of education and organizational behavior, while also serving as a foundation for practical considerations for educational institutions in formulating policies that support the continuous improvement of teacher performance.

This meta-analysis was used to determine the extent of the impact of workload and work-life balance on performance, based on previous studies. The meta-analysis required the calculation of effect sizes to assess the magnitude of the impact of workload and work-life balance on performance. The conceptual framework is illustrated in Figure 1 below.

Figure 1.

Framework



A hypothesis is tentative a provisional to an issue that is still a conjecture and must be proven to be true. Based on this framework, the hypothesis of this study is that there is an effect of workload and work-life balance on performance.

METHOD

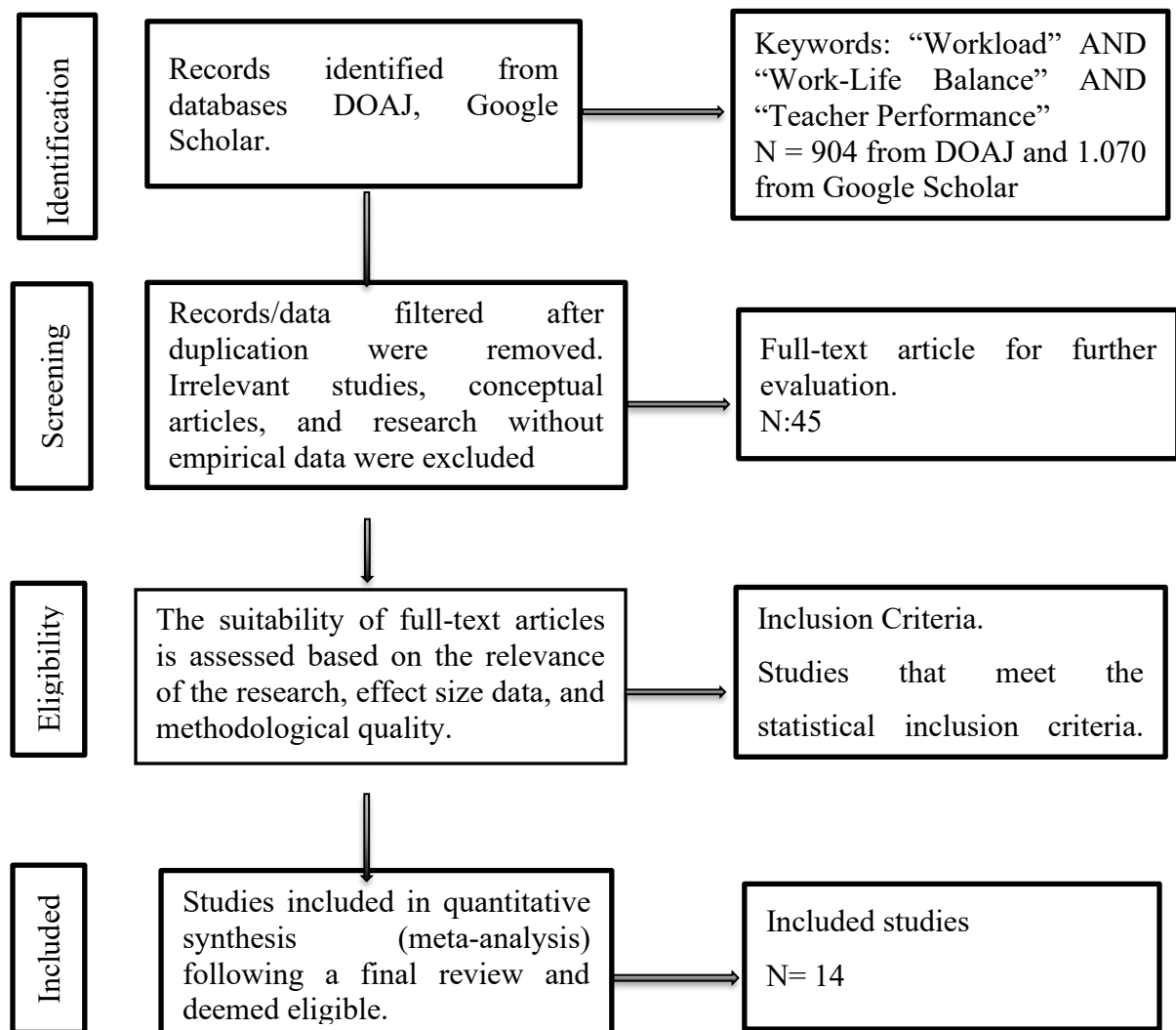
The population for this study was identified using national and international data sources related to workload, work-life balance, and performance teacher. The literature search was conducted using DOAJ and Google Scholar. The search yielded a total of 45 relevant research articles. The sample consisted of 14 articles selected from this population.

This research method is a type of meta-analysis. Meta-analysis is a research method that uses secondary data derived from previous studies ([Mansyur & Iskandar, 2017](#)). This study employs quantitative meta-analysis, which focuses on the statistical aggregation of separate studies ([Arif et al., 2025](#)). A meta-analysis is a type of research that combines data

from multiple studies with similar characteristics and analyzes them quantitatively using statistical techniques (Samo et al., 2023). This meta-analysis was conducted strictly in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure maximum transparency, accuracy, and replicability (Saputra & Masdupi, 2024).

Figure 2.

PRISMA Study Selection Process Flowchart



The initial research procedure conducted to obtain the data required for the meta-analysis involved establishing several criteria to serve as guidelines for identifying articles or studies relevant to the topic to be included in the meta-analysis through pre-selected databases. This study utilized published journal articles obtained from two databases as sources for article retrieval: DOAJ and Google Scholar. These articles were chosen according to specific criteria and the thoroughness of the data in the tool. The criteria for obtaining initial data through the final data selection process were statistical data from the articles. Inclusion criteria were used to limit the primary studies to be used (Khairunnisa, 2025). The criteria used in this study include articles related to the research variables,

research articles indexed in DOAJ, Google Scholar, articles published within the last 6 years (2021–2026), the research subjects are teachers in Indonesia, and articles written in English.

In terms of data analysis techniques, this research employs a coding sheet as a research instrument. Variables used in the coding process to collect information on the effect sizes from meta-analyses regarding workload and work-life balance as they relate to performance, including the researchers' names and publication years, study locations, study subjects, and sample sizes.

The following are the research instruments using a coding sheet.

Table 1.

Publication Data

Researcher and Year	Independent Variable	Dependent Variable	r	n	Subject	Location
(Susanto & Abadi, 2021)	Workload	Teacher performance	-0.436	46	Teacher	Indonesia
(Ningsiha et al., 2024)	Workload	Teacher performance	0.284	59	Teacher	Indonesia
(Zulfia et al., 2024)	Workload	Teacher performance	0.099	121	Teacher	Indonesia
(Rahmadani et al., 2025)	Workload	Teacher performance	0.315	303	Teacher	Indonesia
(S. D. B. Kaban & Kholik, 2025)	Workload	Teacher performance	0.191	50	Teacher	Indonesia
(Mulyadi & Aryadi, 2025)	Workload	Teacher performance	-0.202	50	Teacher	Indonesia
(Adeliana & Lestari, 2026)	Workload	Teacher performance	0.413	47	Teacher	Indonesia
(Suryani et al., 2021)	Work-life balance	Teacher performance	0.288	113	Teacher	Indonesia
(Mahardika et al., 2022)	Work-life balance	Teacher performance	0.019	130	Teacher	Indonesia
(Ridwan et al., 2022)	Work-life balance	Teacher performance	0.481	150	Teacher	Indonesia
(Prabowo et al., 2023)	Work-life balance	Teacher performance	0.003	69	Teacher	Indonesia
(Maristya & Nurhayati,	Work-life balance	Teacher performance	0.287	87	Teacher	Indonesia

2024)

(Soepardi & Ginting, 2025)	Work-life balance	Teacher performance	0.183	30	Teacher	Indonesia
(Utaminingsih, 2026)	Work-life balance	Teacher performance	0.270	30	Teacher	Indonesia

Information: Workload and Teacher Performance (1–7), Work-Life Balance and Teacher Performance (8–14).

The subsequent steps in the meta-analysis for this study were calculating the effect size, conducting a heterogeneity test and selecting an estimation model, calculating publication bias, and calculating the p-value to test the hypothesis (Nurcahyani et al., 2021). Data analysis was quantitative, involving the calculation of the effect size for each journal using the JASP software application. The effect size criteria used in this study are presented in table 2 below.

Table 2.

Effect Size Criteria

Effect Size	Criteria
$0.00 \leq ES \leq 0.20$	Ignored
$0.20 \leq ES \leq 0.50$	Low
$0.50 \leq ES \leq 0.80$	Medium
$0.80 \leq ES \leq 1.30$	High
$3.00 \leq ES$	Very High

Source: (Suparman et al., 2021)

RESULT AND DISCUSSION

Result

Based on an analysis of national and international journals, this meta-analysis included 14 studies that met the inclusion criteria and examined the effects of workload and work-life balance on teacher performance. The effect sizes were calculated for the journals that met the inclusion criteria. The effect sizes for each study are presented in table 3.

Table 3.

Effect Sizes for Each Study

Article	Effect Size	Criteria
(Susanto & Abadi, 2021)	-0.47	Ignored
(Ningsiha et al., 2024)	0.29	Low
(Zulfia et al., 2024)	0.10	Ignored
(Rahmadani et al., 2025)	0.33	Low
(Kaban & Kholik, 2025)	0.19	Ignored
(Mulyadi & Aryadi, 2025)	-0.20	Ignored

(Adeliana & Lestari, 2026)	0.44	Low
(Suryani et al., 2021)	0.30	Low
(Mahardika et al., 2022)	0.02	Ignored
(Ridwan et al., 2022)	0.52	Medium
(Prabowo et al., 2023)	0.00	Ignored
(Maristya & Nurhayati, 2024)	0.30	Low
(Soepardi & Ginting, 2025)	0.19	Ignored
(Utaminingsih, 2026)	0.28	Low
Average Effect Size	0.16	Ignored

According to table 3, there are 14 articles available for analysis. In the table, there is 1 article in the "medium" category, 6 in the "low" category, and 7 in the "ignored" category. Of the 14 articles, the overall average effect size is 0.16, falling into the "ignored" category.

Workload and Teacher Performance

The next step is to determine the impact of the model used in this meta-analysis by conducting a heterogeneity test using the Q-statistics and selecting an estimation model.

Table 4.

Residual Heterogeneity Test

	Test	p
Heterogeneity	$Q_e (6) = 35.93$	< .001
Pooled effect	$z = 0.90$	.369

Table 5.

Meta-Analytic Estimates

	Estimate	Standard Error	95% CI		95% PI	
			Lower	Upper	Lower	Upper
Pooled effect	0.106	0.118	-0.125	0.336	-0.497	0.708
τ	0.284	0.098	0.154	0.698		
τ^2	0.081	0.056	0.024	0.487		
I^2	86.47		65.18	97.47		
H^2	7.389		2.872	39.57		

A heterogeneity analysis was performed to assess how much the findings varied notably among the different studies. Table 4 shows the findings from the heterogeneity assessment regarding the effect size that investigates how workload impacts teacher performance. The heterogeneity test yielded a Q value of 35.93 ($p = 0.369$), indicating statistical homogeneity among the various studies.

Based on Table 5, the results of the meta-analysis show that workload has a positive and statistically significant effect on teacher performance ($r = 0.106$; $SE = 0.118$; $Z = 0.90$; $p <$

0.001). The confidence interval (95% CI = -0.125–0.336) confirms the strength of this relationship. This finding supports the conclusion that workload can still improve teacher performance.

An I^2 value of 86.47% indicates that approximately 86% of the total variation across studies is due to substantial heterogeneity rather than random error. A good I^2 value is one that is close to 100%. The closer the I^2 value is to 100%, the more heterogeneous the effect sizes across studies are. An I^2 value approaching 100% indicates a very high level of heterogeneity.

If Tau (τ) > 0 or Tau-squared (τ^2) > 0, it can be concluded that the effect sizes of the individual studies included in the meta-analysis are heterogeneous; in other words, the effect sizes of the individual studies are different. Tau (τ) value of 0.284 and a Tau-squared (τ^2) value of 0.081 indicate a fairly high degree of variation in the true effects across studies. These values suggest that there are substantial differences in effect estimates across studies that cannot be explained by random fluctuations alone. Furthermore, the H^2 value of 7.389 also reinforces the evidence of heterogeneity, as this value is greater than 1, meaning there is variability between studies that cannot be explained by a homogeneous model. Considering all available indicators, the meta-analysis data demonstrate a high and significant level of heterogeneity.

Figure 3 shows a forest plot of the 7 studies analyzed, indicating that effect sizes ranged from -0.47 to 0.44. The forest plot (Figure 3) shows the effect sizes and 95% confidence intervals for seven studies examining the relationship between workload and teacher performance. Across all studies, effect sizes fall within a range of both negative and positive values, indicating that workload does not consistently lead to improved teacher performance.

Figure 3.

Forest Plot

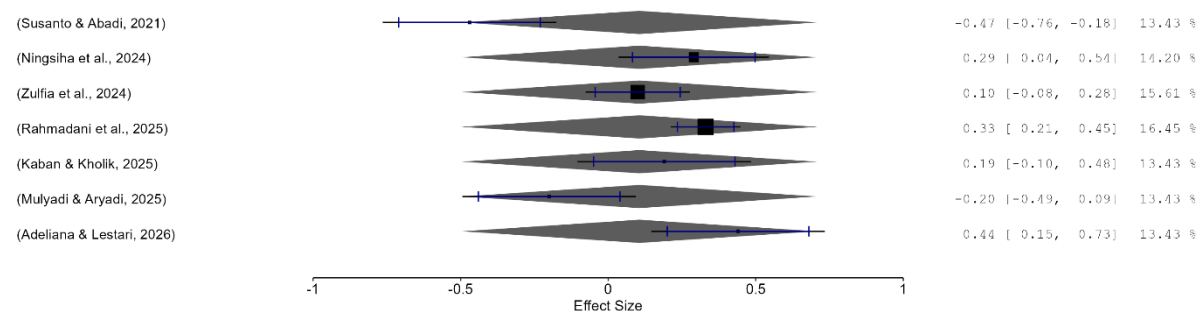
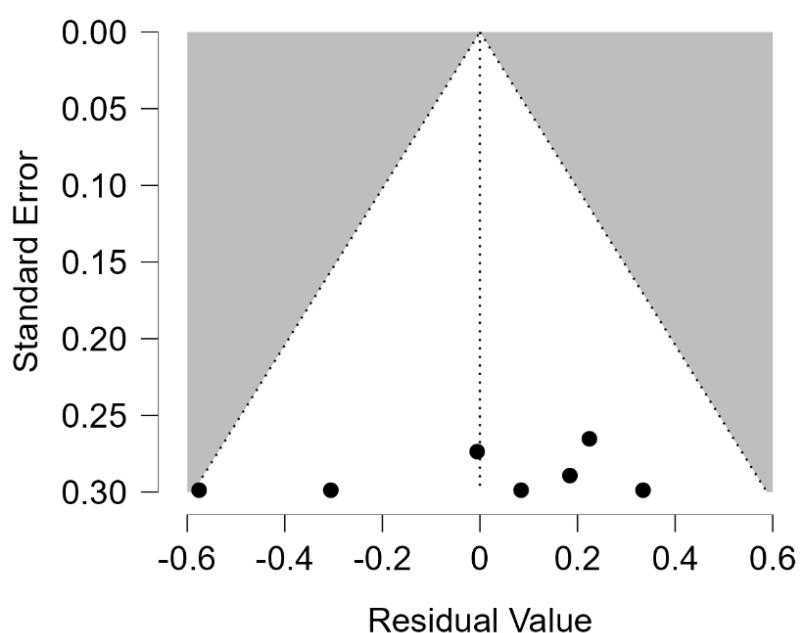


Figure 4.

Residual Funnel Plot



The funnel plot displayed in Figure 4 demonstrates how the remaining effect sizes vary with their respective standard errors, which are used to assess the possibility of publication bias in studies exploring the relationship between teacher performance and workload. The distribution pattern around the pooled effect line in the graph is relatively symmetrical, suggesting that there is no indication of publication bias. However, the fact that the majority of the study points are scattered away from the central vertical line and only one is close to it indicates variation among the analyzed studies.

In general, funnel plots provide visual confirmation that publication bias is absent, thereby enhancing the credibility of the findings of the meta-analysis regarding the impact of workload on teacher performance.

Work-Life Balance and Teacher Performance

Ten studies that met the inclusion criteria examined the relationship between work-life balance and teacher performance.

Table 6.

Residual Heterogeneity Test

	Test	p
Heterogeneity	$Q_e (6) = 22.80$	< .001
Pooled effect	$z = 2.98$	.003

Table 7.

Meta-Analytic Estimates

	Estimate	Standard Error	95% CI		95% PI	
			Lower	Upper	Lower	Upper
Pooled effect	0.236	0.079	0.081	0.391	-0.131	0.602

	Estimate	Standard Error	95% CI		95% PI	
			Lower	Upper	Lower	Upper
τ	0.169	0.074	0.068	0.385		
τ^2	0.029	0.025	0.005	0.148		
I^2	69.66		27.25	92.21		
H^2	3.296		1.375	12.84		

Table 6 displays the findings from the analysis of variability and the combined effect of research investigating how work-life balance influences the teacher performance. A heterogeneity analysis was performed to assess how much the findings varied notably among the different studies. Table 6 shows the findings from the heterogeneity assessment regarding the effect size that investigates how work life balance impacts teacher performance. The heterogeneity test yielded a Q value of 22.80 ($p = 0.003$), indicating statistical homogeneity among the various studies.

Based on Table 7, the results of the meta-analysis show that workload has a positive and statistically significant effect on teacher performance ($r = 0.236$; $SE = 0.079$; $Z = 2.98$; $p < 0.001$). The confidence interval (95% CI = 0.081 – 0.391) confirms the strength of this relationship. These findings suggest that work-life balance contributes to improved teacher performance. The better the work-life balance implemented, the higher the resulting teacher performance.

An I^2 value of 69.66 % indicates that approximately 67% of the total variation across studies is due to substantial heterogeneity rather than random error. A good I^2 value is one that is close to 100%. The closer the I^2 value is to 100%, the more heterogeneous the effect sizes across studies are. An I^2 value approaching 100% indicates a very high level of heterogeneity.

If Tau (τ) > 0 or Tau-squared (τ^2) > 0, it can be concluded that the effect sizes of the individual studies included in the meta-analysis are heterogeneous; in other words, the effect sizes of the individual studies are different. Tau (τ) value of 0.169 and a Tau-squared (τ^2) value of 0.029 indicate a fairly high degree of variation in the true effects across studies. These values suggest that there are substantial differences in effect estimates across studies that cannot be explained by random fluctuations alone. Furthermore, the H^2 value of 3.296 also reinforces the evidence of heterogeneity, as this value is greater than 1, meaning there is variability between studies that cannot be explained by a homogeneous model. Considering all available indicators, the meta-analysis data demonstrate a high and significant level of heterogeneity.

Figure 5 shows a forest plot of the 7 studies analyzed, indicating that effect sizes ranged from 0.00 to 0.50. The forest plot (Figure 5) displays the effect sizes along with 95% confidence intervals from ten studies that explored the relationship between work-life balance and teacher performance. Based on the overall study results, the effect sizes are all positive. This indicates that a consistent improvement in teacher performance is influenced by a balance between work and personal life.

Figure 5.
Forest Plot

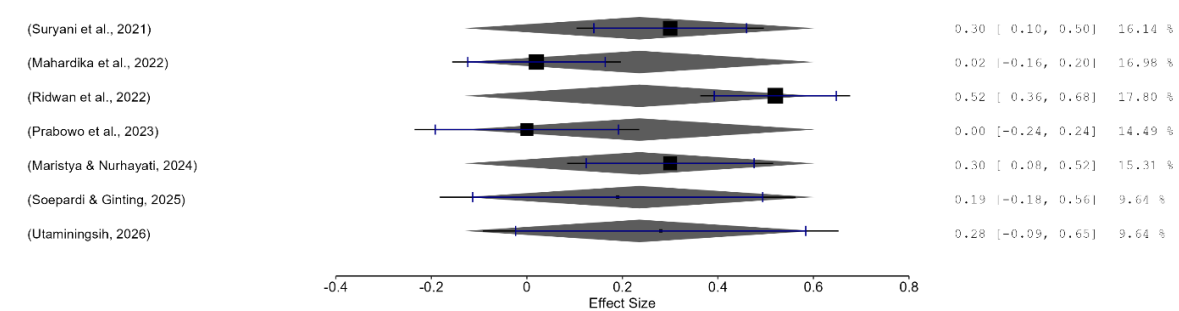
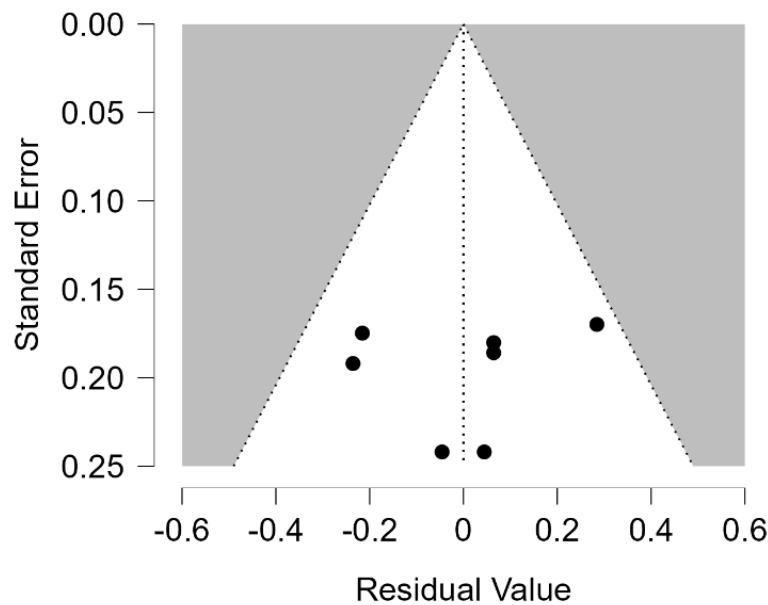


Figure 6.
Residual Funnel



To evaluate the presence of publication bias in studies examining the relationship between work-life balance and teacher performance, the funnel plot (Figure 6) shows the distribution of residual effect sizes as a function of their respective standard errors. The distribution pattern around the combined effect line in the diagram is relatively symmetrical, indicating that there is no evidence of publication bias. Some study points are close to the central vertical line, while others are scattered far from it; it should be noted that the majority of points fall within the white triangle. This suggests that there is still variation among the analyzed studies.

Overall, the funnel plot indicates that there is no publication bias, which supports the validity of the meta-analytic conclusions regarding how work-life balance affects teacher performance.

Discussion

A meta-analysis study shows that workload has a significant impact on teacher performance. The findings of this study are consistent with the results reported by (Ningsiha et al., 2024), (Rahmadani et al., 2025), (S. D. B. Kaban & Kholik, 2025), and

(Adeliana & Lestari, 2026), whose studies found that teacher performance is positively and significantly influenced by workload. As the workload increases, teacher performance also improves. The tasks or targets assigned are viewed as factors that motivate teachers to work more effectively and continuously strive to achieve optimal work outcomes.

These findings differ from the results of the study by (Zulfia et al., 2024), which indicated that workload does not have a direct effect on teacher performance. The results of this study also differ from the findings reported by (Susanto & Abadi, 2021) and (Mulyadi & Aryadi, 2025), which showed a negative but significant effect on teacher performance. In this context, a negative impact means that as the workload increases (becoming heavier), performance actually decreases. This implies that if the workload assigned to teachers is too high or excessive—exceeding an individual's capacity and ability—it will reduce performance. Teachers' performance will not be optimal because the workload is perceived as burdensome.

The findings of this study reinforce much of the existing literature indicating that workload affects teacher performance. Teachers with higher workloads tend to perform at their best.

Research shows that work-life balance has a significant impact on teacher performance. This study is consistent with the findings of previous research conducted by (Suryani et al., 2021), (Mahardika et al., 2022), (Prabowo et al., 2023), (Maristya & Nurhayati, 2024), (Soepardi & Ginting, 2025), and (Utaminingsih, 2026), which indicate that teacher performance is influenced by work-life balance. However, there is a study with differing results by (Ridwan et al., 2022), whose findings suggest that work-life balance does not significantly affect teacher performance.

The findings of this study reinforce much of the existing literature indicating that work-life balance affects teacher performance. This positive impact suggests that as work-life balance improves, teachers' performance will also improve. With a better personal life—achieved by balancing their time and direct involvement between work and personal life—teachers tend to have a better mood at work; they can concentrate and remain enthusiastic about their work, ultimately producing higher-quality work.

CONCLUSION

The findings of this meta-analysis confirm that workload and work-life balance have the same impact. The results of the meta-analysis show that workload has a positive and significant effect on teacher performance. Teachers' ever-increasing workload serves as a motivating factor for them to continue improving their performance. Work-life balance also has a positive and significant impact on teacher performance. A good work-life balance helps teachers perform at their best in carrying out their duties.

These findings have practical implications for educational institution managers, school principals, and educational policy makers. First, Attention to workload should be an element in school policy for managing assigned tasks. Second, work-life balance can serve as a strategic approach for schools to sustainably enhance teacher performance by

prioritizing a balanced work environment with heightened attention to teachers' well-being. Third, the combination of reasonable workloads and effective work-life balance can serve as a strong foundation for cultivating high-quality, adaptable, and competitive human resources capable of driving continuous improvements in educational quality. Concrete steps that schools can take as strategies to manage workload include mapping and distributing teachers' workloads proportionally without assigning excessive tasks—such as ensuring a fair number of teaching hours and establishing maximum working hour limits. Schools should also leverage technology to improve task efficiency, such as when filling out report cards and streamlining teaching materials. Schools should make more optimal use of administrative staff to assist with administrative tasks related to teachers' needs. In addition, schools also need to maintain a balance between job demands and teachers' rights, such as granting full leave for family matters or vacations; implementing work-from-home programs on certain days; and offering sports programs by providing adequate sports facilities in accordance with each school's capabilities.

DECLARATIONS

Author Contribution

Badriah, L: Contributed to conceptualization, drafting the original manuscript, as well as editing and visualization. **Widodo:** Was responsible for reviewing and editing the manuscript and conducting formal analysis. **Lapasau, M:** contributed to formal analysis, data interpretation, and substantive revision of the manuscript. **Prasetyono, H:** Contributed to the development of the research methodology. **Rodi, R.C:** Was involved in reviewing and editing the manuscript Statement.

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Conflict of Interest

The authors declare no conflict of interest.

Declaration of AI Use

No generative AI tools were used in the preparation of this manuscript.

Additional Information

Not applicable.

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