

# The Moderating Role of Job Satisfaction in the Relationship between Job Involvement and Psychological Well-being

Sarapio Serunjogi\*, Leonsio Matagi, and Loyce Kiiza Kobusingye

Department of Educational, Social, and Organizational Psychology, College of Humanities and Social Sciences, Makerere University, Kampala, Uganda

\*Corresponding author

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## ABSTRACT

This study investigates the moderating role of job satisfaction (JS) in the relationship between job involvement (JI) and psychological well-being (PWB). The research investigates the extent to which job satisfaction affects the relationship between job involvement and psychological well-being of secondary school teachers. Using multi-stage stratified random sampling, a total sample of 248 secondary school teachers was obtained to participate in the study that adopted a cross-sectional survey design. A self-administered questionnaire was used to collect data that were entered into the computer using Statistical Package for the Social Sciences, version 27 (IBM SPSS). The hypothesis on moderation was tested using the PROCESS macro for SPSS (Hayes, 2022) through Model 1. Upon testing the hypotheses, this study found a positive and statistically significant relationship between job involvement and psychological well-being. Job satisfaction moderated the relationship between job involvement and psychological well-being.

The study emphasizes the necessity of managers to capitalize on job satisfaction to improve the strength of the impact job involvement has on psychological well-being. Job satisfaction makes a nous of contentment within employees while doing their work; therefore, boosting employees' psychological well-being through job involvement becomes a priority for every organization.

This adds to the broad body of knowledge in the field of psychology as the first study to test the influence of JS on the relationship between JI and PWB among government secondary school teachers in Uganda. The study adds to the body of knowledge that supports the notion that JS can amplify the influence JI has on PWB.

**Keywords** Job Satisfaction, Job Involvement, Psychological Well-Being, Moderation

**Paper type** Research paper

## INTRODUCTION

The universal impasse of not achieving the intended academic goals is still evident in African secondary schools owing to the facts that teachers' well-being is always affected by workplace challenges. Psychological well-being has been recognized as a major driver of quality services and it has received a lot of attention from researchers around the globe (Saarivuori, 2022). Workplace tasks highly demand practitioners to exhibit higher levels of psychological well-being because activities involved therein require higher mental acuity (Ssenyonga & Hecker, 2021). Psychological well-being is based on the idea that individuals experience a state of happiness when they have a sense of purpose in life, encounter challenges, and undergo personal growth (Gökmen, 2023). It focuses on individuals' ability to integrate life anxieties and to establish a balance between positive relationships with others, environmental domination, autonomy, life purpose, personal development, and self-acceptance (Isgor & Haspolat, 2016). The experiences that bring the positive feelings depend on the way these employees get involved in their work, the extent to which they get involved, in addition to the satisfaction they derived from achievements obtained from the job. Employees who are well-involved in their work are more likely to experience positive feelings while at work compared to those who are not involved in their jobs because those who are involved feel much more valued.

Job involvement is about one being psychologically identified with their job, and the level at which work plays a central role in the individual's life and identity (Karan & Rahman, 2014). Job involvement plays a crucial role in influencing behaviour in organizations. Yadav (2022) indicated that employees play a central role in all policies, whether they affect them directly or indirectly; hence, they need to be involved in their formulation because they are the ones who ultimately implement them. Thus, their level of satisfaction and involvement with their work reflects how content and connected they feel. When employees are both satisfied and involved in their roles, their contentment is displayed through their performance and dedication. This dedication signifies their satisfaction with their jobs, because employees get interested in effectively performing their duties when they are satisfied with their jobs. This argument is further advanced by Hussain et al. (2022) that workers experience a great number of psychological demands, which makes psychological well-being a key variable to be investigated in a secondary school context.

This present study focused on the moderating role of job satisfaction in the relationship between job involvement and psychological well-being. Job satisfaction is understood as a pleasant and positive emotional reaction to an individual's perception of his or her job, and it is important especially in internal perceptions of individual values and their relationship to perceptions of their current working condition (Jayasuriya et al. 2012). Employees with high job satisfaction are less likely to be absent, less likely to leave the company, more productive, more likely to show organizational commitment, and more likely to be satisfied with their lives (Lease, 1998). Job satisfaction is the mental feeling of favorableness about one's job, the amount of pleasure or contentment gained after one makes an evaluative judgment about one's job or job situation (Genedy et al., 2024). It is a positive affective response towards the job as a whole (Fernández-salineró et al., 2020). Job satisfaction replicates a worker's adoration and responsively positive perceptions toward work, colleague relations, and the prevailing work atmosphere, which arise on the foundation of fulfilled prospects (Sudibjo & Manihuruk, 2022). Therefore, it has intrinsic factors which include acknowledgment, recognition, achievement, responsibility, promotion, and growth; and extrinsic factors that include policy, level of supervision, working conditions, compensation, risk of being fired, and relationships which can lead to an employee being unhappy (Bhagwandeem, 2021). Therefore, this study focused on how secondary school teachers' job involvement relates with psychological well-being and job satisfaction as a moderator.

## **Theoretical background**

Theories are scientific tools used to identify factors of job satisfaction and their reciprocal relationships during the job satisfaction process. This study was informed by earlier publications as well as different models, such as the job characteristics model (Hackman & Oldham, 1974), based on the assumption that job characteristics can influence psychological states, which in turn affect outcomes (Ali et al., 2014). This means that well-designed jobs with clear structures and tasks lead to positive psychological states, which in turn lead to positive work outcomes such as job satisfaction and psychological well-being.

Secondly, this study was informed by the equity theory by Adams (1963), with the main assumption that employee satisfaction and commitment to their work are not simply driven by nominal reward but, rather, that satisfaction stems from a perception of one's input-reward proportion comparative to the proportion of other employees. This theory's relevance to this study is that highly involved employees should also be the most highly rewarded to boost their psychological well-being. This is supported by Tavoletti et al. (2023) that top performer employees are satisfied if their compensations are commensurate with their input which means that employees who are rewarded least should be the lowly involved employees because they will still be satisfied when they recognize their lower output results from their lesser labors in terms of input. Therefore, the employees' psychological well-being will be stable if their input-reward ratios are qualitatively proportionate across the continuums of their job involvement and remuneration.

## **LITERATURE REVIEW**

### **Job Involvement and Psychological Well-Being**

Psychological well-being is a dynamic concept that incorporates subjective, social, and psychological dimensions, as well as health-related behaviors (Violago & Fabella, 2023). Gökmen (2023) presented Ryff and

Keyes' conceptualization of psychological well-being based on six aspects: environmental mastery, autonomy, personal growth, purpose in life, positive relations with others, and self-acceptance, which gives a firm background for this study. On the other hand, job involvement is viewed from the standpoint of organizational success and employees' personal development (Karan & Rahman, 2014). People who are highly involved in their jobs tend to see work as a central aspect of their lives, whereas those with low job involvement do not view work as a major priority (Rasto & Sugiarti, 2019).

Job involvement was found to be a significant positive predictor of psychological well-being among hospitality workers in Nigeria (Ofili, 2022). Similarly, Lohapan (2016) discovered that job involvement had an impact on psychological well-being. These findings align with those of Loon et al. (2019), who indicated that greater employee involvement in their jobs promotes positive well-being, offering opportunities for self-expression and a sense that one's life is meaningful. This is reflected in the experience of maximum personal satisfaction, where employees strive to enhance positive emotions, satisfaction, pleasure, and happiness while minimizing negative emotions through their engagement at work.

Similarly, results of the study conducted among high school teachers revealed that job involvement had a significant and positive effect on psychological well-being (Riyadi, 2014). High psychological well-being is associated with a person having a strong connection with their environment, good self-confidence, the ability to form positive relationships with others, and the presence of personal and professional goals (Nurhasanah et al., 2023). Psychological well-being, a key component of overall well-being, it supports individual and collective capacities to make decisions, foster relationships that promote resilience, and experience enjoyment, happiness, purpose, and fulfillment (Tang et al., 2019). In this context, employees' well-being is significantly influenced by their level of engagement at work (Riyadi, 2014). This is supported by Xu et al. (2020), who suggest that employees who are satisfied with their responsibilities and a positive work environment tend to identify more with their organization through job involvement. More so, in an empirical study by Huang et al. (2016) job involvement directly and significantly influenced psychological well-being. Likewise, a study on police officers in Sahayak showed a positive correlation between job involvement and psychological well-being (Khaniya, 2022). Thus, we hypothesize as follows:

H<sub>1</sub>: There is a significant relationship between job involvement and psychological well-being.

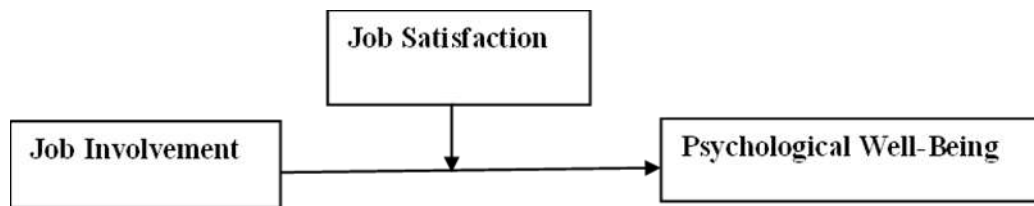
### **Moderating Role of Job Satisfaction**

Job satisfaction is gaining attention from researchers as a moderator variable, and its moderating effect is significant in other previous research (Lee, 2024; Soomro et al., 2018). It should be noted that the moderating role of job satisfaction in the relationship between job involvement and psychological well-being has not yet been explored. In our review, we discovered that components of job satisfaction moderated similar relationships. Job satisfaction played which is a moderator variable in the study conducted in Denmark in a relationship involving job autonomy, a component of psychological well-being (Bysted, 2013). Furthermore, working conditions which is also a component of job satisfaction moderated the relationship which involved job satisfaction conducted in Bosnia and Herzegovina (Milikić & Došenović, 2020). Similarly, promotion and compensation as components of job satisfaction moderated in the study conducted on job satisfaction of employees in the Department of Water and Mineral Resources Energy in Indonesia (Saharuddin & Sulaiman, 2016).

In relation to the above, a study conducted on organizational-level predictors of job satisfaction revealed that promotion chances moderated the relationships between organizational level predictors of job satisfaction (Artiningsih & Khuzaini, 2022). Similarly, the results of the research conducted by Hung et al. (2018), highlighted that satisfaction with salary plays a moderating role in a study conducted on life insurance business personnel. This is in line with the findings of the research conducted on employees in the Ghanaian banking system that salary satisfaction moderated the relationship (Ewool, 2021). Additionally, results of an earlier study conducted to determine the moderating effect of satisfaction on employees' tendencies to exit the organization revealed that satisfaction played a moderation role (Okechukwu, 2009). This means that components of job satisfaction such salary or remuneration, promotion opportunities and working conditions play a moderating

role. Thus, we hypothesize as follow:

H<sub>2</sub>: Job satisfaction moderates the relationship between job involvement and psychological well-being



**Figure 1.** The conceptual framework of the study

## METHODOLOGY

### Design and Sample

This study utilized a cross-sectional survey design, employing quantitative data collection methods. The survey was conducted to gather data on the characteristics of the targeted group at a single point in time. A total of 248 secondary school teachers participated in this study, after being selected through stratified random sampling. The sample size was determined from a population of 718 using Krejcie and Morgan's (1970) sample size table. Of the respondents, 143 (57.7%) were male and 105 (42.3%) were female. In terms of age, 86 (34.7%) were between 40 and 49 years old, 65 (26.2%) were between 30 and 39, 62 (25.0%) were under 30, and 35 (14.1%) were 50 years or older. Regarding academic qualifications, 207 (83.5%) held a Bachelor's Degree, 32 (12.9%) had a Master's, and 9 (3.6%) had a diploma. Additionally, 153 (61.7%) were arts teachers, while 95 (38.3%) taught science subjects.

### Instrument and Measures

The researcher employed a self-administered questionnaire featuring scales that were validated and utilized in previous studies to collect data.

**Job Involvement:** The study used Kanungo's (1982) Job Involvement Scale, which consists of ten items. Example items include: "I consider my job to be very central to my existence," "I am very much involved personally in my job," and "I like to be absorbed in my job most of the time." Responses were measured on a seven-point Likert scale, with scores ranging from "I strongly disagree" (1) to "I strongly agree" (7).

**Job Satisfaction:** The job satisfaction scale developed by Warr et al. (1979) was employed, comprising 16 items. Seven items assessed intrinsic job satisfaction, eight items assessed extrinsic job satisfaction, and one item gauged overall job satisfaction. Sample items for intrinsic satisfaction include: "the chance of promotion" and "the recognition you get for good work." Extrinsic satisfaction items include: "rate of pay," "industrial relations between management and workers," and "physical work conditions." Responses were rated on a 7-point Likert scale, ranging from "I am extremely dissatisfied" (1) to "I am extremely satisfied" (7).

**Psychological Well-Being:** Ryff's (1996) Psychological Well-Being Scale, which contains 18 items across six dimensions (autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance), was used. Example items include: "In general, I feel I am in charge of the situation in which I live," "I like most aspects of my personality," and "I sometimes feel as if I've done all there is to do in life." Responses were scored on a seven-point Likert scale from "I strongly disagree" (1) to "I strongly agree" (7).

**Demographic Variables:** Demographic information collected in the study included sex (male or female), age (below 30, 30-39, 40-49, 50 and above), education level (Diploma, Bachelor's degree, Master's degree), and years of experience (less than 6, 6-10, 11-15, 16-20, above 20).

**Reliability and Validity:** The reliability coefficients ( $\alpha$ ) for each scale were as follows: job involvement scale ( $\alpha = .83$ ), job satisfaction scale ( $\alpha = .82$ ), and psychological well-being scale ( $\alpha = .68$ ). To ascertain the discriminate and convergent validity of the subscales, a confirmatory factor analysis was run.

## Analysis

Data were entered and analyzed using Statistical Package for Social Sciences (SPSS) Version 27. Total scores for each variable were calculated and used to perform descriptive statistics, with Pearson correlations employed for hypothesis testing. To test hypothesis two regarding moderation, the PROCESS macro by Hayes (2022) was used, utilizing Model 1. The PROCESS macro has been used by earlier researchers, such as To & Wu (2025), to analyze the moderation effect in their survey of corporate employees in Vietnam.

## RESULTS

### Descriptive Statistics

To provide a summary of the collected data, the means and standard deviations (SDs) were calculated, as shown in Table 1 below.

### Correlation Results

The findings presented in Table 1 show that job involvement has a significant positive relationship with psychological well-being ( $r = .23, p < .01$ ), validating hypothesis H<sub>1</sub>. Similarly, the results indicate that job involvement has a significant positive correlation with job satisfaction ( $r = .43, p < .01$ ), and job satisfaction is significantly and positively associated with psychological well-being ( $r = .34, p < .01$ ), which are done to support the moderation model to be tested under H<sub>2</sub>. In this study, the term “overall” refers to the analysis that includes all items, as outlined in Table 1.

**Table 1:** Pearson Correlation Results

SN	Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12
1	Overall job involvement	5.5	8.25	—											
2	Identification with the job	4.5	6.85	.98**	—										
3	Participation	1	2.05	.75**	.61**	—									
4	Overall job satisfaction	8.5	10.82	.43**	.41**	.38**	—								
5	Intrinsic job satisfaction	3.75	5.41	.21**	.17**	.28**	.87**	—							
6	Extrinsic job satisfaction	4.4	6.18	.52**	.51**	.40**	.90**	.57**	—						
7	Overall psychological well-being	8.74	7.08	.23**	.22**	.20**	.34**	.20**	.37**	—					
8	Autonomy	1.36	3.05	.14*	.16*	.03	.17**	.29**	-.04	.26**	—				
9	Environmental mastery	2.91	2.92	.17**	.15*	.19**	.30**	.19**	.32**	.60**	.05	—			
10	Personal growth	1.02	1.74	.06	.06	.05	.17**	.09	.18**	.34**	.01	.19**	—		

11	Positive relations with others	1.5	2.68	-.01	-.01	-.02	.08	.06	.08	.44**	-.11	.21**	-.07	—	
12	Purpose in life	1.22	3.01	.01	-.01	.03	.18**	.19**	.13*	.35**	-.28**	-.11	-.01	.01	—
13	Self-acceptance	1.71	2.72	.22**	.20**	.24**	.37**	.30**	.34**	.62**	-.09	.21**	.13*	.12	.26**

Note. \* $p < .05$ . \*\* $p < .01$ , 2-tailed.

### Regression Analysis for Moderation

The moderation effect of job satisfaction on the relationship between job involvement and psychological well-being was examined using Model 1 of the PROCESS macro for SPSS (Hayes, 2022). The results indicated that job satisfaction moderate the relationship between job involvement and psychological well-being; all predictors indicated a positive interaction term, without a zero in the 95% confidence interval with  $p < .05$ ; overall job satisfaction effect ( $\beta = .01$ ,  $SE = .00$ ,  $t = 2.78$ , 95% CI: .00, .02,  $p < .05$ ), intrinsic job satisfaction ( $\beta = .02$ ,  $SE = .00$ ,  $t = 2.32$ , 95% CI: .00, .03,  $p < .05$ ), and extrinsic job satisfaction ( $\beta = .02$ ,  $SE = .00$ ,  $t = 2.55$ , 95% CI: .00, .03,  $p < .05$ ), thereby supporting  $H_2$ .

**Table 2** Results of the Multiple Regression Analysis for Moderation

SN	Predictor	$\beta$	$SE$	$t$	95.0% CI		$R^2$	df1	df2	$p$
					LL	UL				
	Constant	8.32	.44	19.17	8.47	8.21	.38	3.00	24.00	.00
	Job involvement,	.11	.06	2.04	.00	.23				.04
1	Total job satisfaction	.23	.05	4.86	.13	.32				.00
	Interaction term	.01	.00	2.78	.00	.02				.01
	Constant	8.56	.44	191.37	82.70	84.42	.31	3.00	24.00	.00
	Job involvement	.19	.05	3.47	.08	.29				.00
2	Intrinsic job satisfaction	.23	.08	2.74	.06	.39				.01
	Interaction term	.02	.00	2.32	.00	.03				.02
	Constant	8.27	.45	183.96	82.38	84.16	.41	3.00	24.00	.00
	Job involvement	.06	.06	1.03	-.06	.18				.30
3	Extrinsic Job satisfaction	.45	.08	5.58	.29	.61				.00
	Interaction term	.02	.00	2.55	.00	.03				.01

Note. CI = confidence interval; LL = lower limit; UL = upper limit; df = degree of freedom

## DISCUSSION

As it was anticipated, the findings indicated a significantly positive correlation between job involvement and psychological well-being, suggesting that employees who are deeply engaged in their tasks and actively involved in key aspects of their roles tend to experience greater positive emotions and an enhanced sense of well-being. According to earlier research, job involvement contributes to increased psychological well-being (Salessi & Omar, 2019). This may be because individuals who are more involved in their work are better equipped to handle job-related challenges, unlike those with lower levels of involvement, as noted (Salessi & Omar 2019).

Furthermore, individuals with low involvement in various aspects of their jobs are more likely to feel undervalued by their employers, which can lead to negative emotions and adversely impact their well-being. Some earlier researchers have supported the view that job involvement enhances psychological well-being by lessening the impact of factors that diminish positive emotions among employees (Frone et al., 1995; Wood et al., 2012). A more recent study also confirms a positive and statistically significant link between job involvement and psychological well-being (Wei & Chiao, 2025). The results of this study align with those of previous research on hospitality workers in Nigeria, which also found a significant positive relationship between job involvement and psychological well-being (Ofili, 2022).

Job satisfaction moderated the relationship between job involvement and psychological well-being. This means that job satisfaction affects the strength of the relationship between job involvement and the psychological well-being of employees in the moderation model. This supports the notion that job satisfaction influences the nature, magnitude, and direction of the effect of job involvement on psychological well-being in the moderation equation. The inference is that numerous levels of job satisfaction can noticeably impact on the relationship between job involvement and psychological well-being. The idea stems from the fact that job satisfaction is the mental feeling of favorableness about one's job, the amount of pleasure or contentment gained after one makes an evaluative judgment about one's job or job situation (Genedy et al., 2024). Its conceptualization entails intrinsic factors which include acknowledgment, recognition, achievement, responsibility, promotion, and growth; and extrinsic factors that include policy, level of supervision, working conditions, compensation, risk of being fired, and relationships which can lead to an employee being unhappy (Bhagwandeem, 2021).

In line with the above, job satisfaction played a moderating role in the research conducted amongst employed trainees in the artisan training academy of Johannesburg (Amoo et al., 2018). Job satisfaction is often conceptualized as a determinant of well-being, and according to available empirical findings, it is a moderator of relationships involving variables that are affected by contextual behaviours, which job involvement and psychological well-being are part (Crede et al., 2007). This implies that job satisfaction is a variable that acts as a catalyst in the relationship, which may affect or change the magnitude and direction of the effect of job involvement on psychological well-being. Taj et al. (2020) indicated that increasing job satisfaction positively affects the well-being of employees. It might be that job satisfaction positively affects psychological well-being by acting as a catalyst in the equation.

Moreover, some current research indicated that components of job satisfaction, either intrinsic or extrinsic, played a moderating role. For example, working conditions as a component of job satisfaction moderated the relationship, which involved job satisfaction, conducted in Bosnia and Herzegovina (Milikić & Došenović, 2020). Similarly, promotion and compensation as components of job satisfaction moderated in the study conducted on job satisfaction of employees in the Department of Water and Mineral Resources Energy in Indonesia (Saharuddin & Sulaiman, 2016). This means that moderation can be investigated by testing components of job satisfaction, as it is in those studies. Furthermore, earlier researchers indicated that key factors contributing to job satisfaction include engaging and challenging work, which is job involvement; yet also agreed that fair compensation and rewards, supportive management, cooperation among colleagues, and fostering employee confidence, pay, the nature of the work, opportunities for advancement, supervisory support, collegial relationships, and overall working conditions as major influences on how employees perceive their jobs (Greenberg & Baron, 2003; Gregoriou, 2008).

## CONCLUSION AND RECOMMENDATION

Job involvement and psychological well-being are significantly related. Employees who are involved in their jobs consider their work to be central to their existence; the interaction created through active participation heightens employees' positive relations with others, which in the end improves their psychological well-being. Job satisfaction moderates the relationship between job involvement and psychological well-being. This is in support of the job characteristic model that emphasizes five core characteristics of the job which include task identity, skill variety, task significance, autonomy and feedback as crucial elements. Those five core elements of the job are categorically distributed into either intrinsic or extrinsic job satisfaction and both of them moderated the relationship in this study. In line with the Equity theory, employees gain satisfaction when they

feel that the reward is commensurate to their efforts, yet the same workers feel a sense of distress when they perceive that they are not fairly rewarded for their contributions; thus, managers and other employers need to strengthen both intrinsic and extrinsic factors of job satisfaction to strengthen the positive influence of job involvement on the psychological well-being of employees. Employers should distribute meaningful tasks equally among employees within the same discipline while also empowering them through proper equipment and a supportive environment that fosters full participation and enhances psychological well-being.

From the cross-cultural perspective, job satisfaction did not moderate in the earlier research conducted among female civil service managers in the education department in South Africa (Toga et al., 2014). This implies that the moderation role of job satisfaction is likely to vary depending on nature of work environment and other dimensions of job satisfaction. The other reason for the variation in the findings could be that the moderation or interaction effects were truly zero in the population at the time when data were collected for that study. This indicates that timing could be a crucial factor during data collection because there seemed to be fluctuation in the respondents' psychological state.

### Research Implications

This study has shown that enhancing job involvement can lead to improved psychological well-being. Administrators and other managers in organizations should put in place professional development programs and also utilize structured recognition systems to enhance job satisfaction. These programs are drivers of both intrinsic and extrinsic dimensions of job satisfaction because their integration boosts employees' self-esteem that upholds their positive feelings.

Additionally, the results of this study demonstrate that the moderating role of job satisfaction is significant which means that job satisfaction affects the direction and magnitude of the influence job involvement has on psychological well-being. These results give the meaning that job satisfaction strengthens the association between involvement and psychological well-being. Research is still needed to establish this effect at two dimension levels of low and high job satisfaction, which should be done from rural settings to compare results with these which were obtained from the Capital City.

### Limitations of the Study

The reliability of the Psychological Well-Being Scale ( $\alpha = .68$ ) is slightly below the conventionally acceptable threshold of .70, which is a limitation in this study. Additionally, a few dimensions psychological well-being such as autonomy and personal growth yielded low mean scores and weak correlations. To address these limitations, it is suggested that future research focus on the need to explore the relationship between job involvement, job satisfaction and psychological well-being, using the full version or revised versions of the scale. In another way, future research should consider mixed-method approaches to explore why intrinsic satisfaction yields stronger effects than extrinsic ones, or qualitative methods of data collection to give more insight.

In addition, the scope of this study is limited to secondary school teachers in the Capital City; hence, another study be conducted on other group of civil servants to establish the differences and also to strengthen cross-cultural comparison by comparing more specific perceptions.

### Research Clearance

This article has been developed from the larger research project for Serunjogi Sarapio's Master's dissertation. Upon presenting a research proposal to Makerere University - School of Psychology Committee of Higher Degrees, the research was cleared by issuing an introductory letter, which the research student gave to the school authorities to allow him access to the respondents.

### Funding

This was a Master's Degree research study which did not receive any funding.

## Conflict of Interest

No conflict of interest declared

## Data Availability

Data used for this study can be obtained from the corresponding author upon a written request.

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