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MULTILEVEL ANALYSIS OF SCHOOL AND TEACHER LEVEL VARIABLES ON TEACHER WELL-BEING AND STRESS

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ABSTRACT

The study examines the factors affecting the well-being and stress levels of secondary school teachers in Türkiye. In particular, the effects of teacher-level factors such as teacher motivation, perception of discipline, teacher-student relations, and school-level factors such as school delinquency and violence were addressed. A sample of 3952 teachers from 196 schools was used based on TALIS 2018 data. This study examined teacher well-being and stress factors at both teacher and school levels through hierarchical linear modeling (HLM) analyses. The study performed sample weighting operations for teacher and school levels in the data with a two-level hierarchical structure. According to the findings, female teachers experience less stress than male teachers, while those choosing the profession as their first career experience more stress. In addition, teachers' motivation to benefit society, teacher-student relationship, and disciplinary climate are essential factors affecting teachers' stress levels. At the school level, it was determined that teachers working in cities are more stressed than those in villages, school delinquency, and violence negatively affect teachers' well-being and stress, and academic pressure reduces stress levels.

Keywords: Teacher well-being and stress, hierarchical linear modeling, TALIS 2018

INTRODUCTION

Recently, studies and researchers in educational administration have begun to focus on teacher well-being (Farley & Chamberlain, 2021; Hascher & Waber, 2021). One of the key factors behind this development is the growing awareness that teacher well-being is an essential contributor to teacher effectiveness, student outcomes, and the quality of education in schools with effective teaching practices (Duckworth et al., 2009). Furthermore, research has identified teachers' well-being and stress levels as critical factors affecting their health and the overall effectiveness of education systems (Montgomery & Rupp, 2005). Henceforth, teacher well-being has become a prominent topic on the agenda of policymakers worldwide (Viac & Fraser, 2020).

Various individual and organizational factors can significantly influence teachers' well-being and stress levels (Yıldırım, 2014). For example, teacher motivation (Skaalvik & Skaalvik, 2018), perceived disciplinary climate (Zhang et al., 2021), and teacher-student relationships represent essential teacher-level factors that can significantly impact teacher well-being and stress (Aldrup et al., 2018). High levels of motivation have been demonstrated to enhance well-being and reduce stress, whereas low motivation has been linked to burnout and frustration (Ryan & Deci, 2000; Skaalvik & Skaalvik, 2017). In addition, the perceived disciplinary climate and the quality of teacher-student relationships in classrooms are essential. Creating positive teacher-student relationships and establishing a well-organized classroom environment can facilitate the creation of a supportive and productive atmosphere, which is essential for teacher well-being (Klassen et al., 2012). Conversely, an adverse disciplinary climate and stressful teacher-student relations have been identified as potential contributors to stress (Aldridge & Fraser, 2016). Additionally, variables identified in the literature may influence teacher well-being and stress at the school level.

Among these factors, the presence of school delinquency and violence represents a significant challenge that can impact teacher well-being and stress (Sela-Shayovitz, 2009). Increasingly, teachers and administrators face serious conflicts among students and between students and teachers (Ozdemir, 2012). Schools with high levels of delinquency and violence create environments of fear and insecurity that can seriously affect teachers' mental health and sense of safety. The presence of violence and disorder not only disrupts the learning process but also causes additional emotional and psychological stress for teachers (Gregory et al., 2011; Maring & Koblinsky, 2013; Ozdemir, 2012). Addressing safety and security at the school level becomes even more critical in Türkiye, where socioeconomic and regional differences can further complicate these issues (Ozdemir, 2012). Teachers working in schools with high delinquency and violence are more likely to experience high levels of stress, decreased job satisfaction, and increased absenteeism (Mc mahon et al., 2014), all of which negatively impact their overall well-being and professional competence. Given the importance of both teacher- and school-level factors, this study aims to explore the following research questions:

1) Is there a statistically significant relationship between teacher well-being and stress index scores of secondary school teachers in Türkiye and teacher-level (Level 1) variables?

2) Is there a statistically significant relationship between the well-being and stress index scores of secondary school teachers in Türkiye and school-level (Level 2) variables?

This study aimed to address these questions by providing a thorough understanding of the multiple impacts on teacher well-being and stress, thereby informing policy and responses to improve the educational environment in Türkiye.

Literature Review

Teacher well-being-stress

Researchers have yet to reach a standard definition of well-being. In the past, the concept of well-being has been defined by several positive constructs, including feeling valued and cared for, enjoying satisfaction, financial stability, emotional and physical health, and autonomy. However, negative definitions also exist. Regarding negative dimensions, a substantial proportion of research on teacher well-being has concentrated on the impact of stress among teachers and associated factors such as emotional and physical health and burnout (von der Embse & Mankin, 2021). Teacher stress is defined as the negative emotional state experienced by a teacher due to an aspect of their professional role, including anxiety, tension, frustration, and anger (Kyriacou, 2001). It can occur for various reasons, including teachers' failure to successfully meet expectations. The Teaching and Learning International Survey (TALIS) 2018 project also investigated teacher well-being and stress, where workplace stress sometimes indicates one aspect of well-being and reflects negative emotions associated with work. The research literature identifies many aspects of teachers' well-being and stress at work. Two specific sources of stress in the workplace appear to be aspects of workload, including student behavior in classrooms and course load (Organization for Economic Cooperation and Development [OECD], 2019). Teachers' well-being and stress are important factors that directly affect educational productivity and student achievement. High-stress levels in teachers can lead to burnout, which can negatively impact the quality of teaching (Carroll et al., 2022). It also indicates whether and to what extent an individual is coping with the existential challenges of life, focusing on self-actualization, and whether the person is fully functional, leading to satisfaction in all areas of life (Ryff, 1989).

Teacher motivation and wellbeing-stress

In its 2018 report, the OECD distinguishes between two categories of teacher motivation: one that stems from personal and social benefits associated with teaching and another that is driven by perceptions of the value and impact of educational policies. This study focuses on social utility motivation, which can be defined as a person's motivation to achieve a positive social influence and help shape the future of current and future generations. Teacher well-being and motivation are critical factors that influence the experiences of both teachers and students within the educational environment. Several positive outcomes emerge when teachers experience financial security and possess strong motivation to teach. They are more effective, demonstrating enhanced teaching practices and improved classroom management. Furthermore, motivated and secure

teachers are better equipped to inspire their students, increasing student motivation, engagement, and overall achievement (Collie, 2014).

Motivation is a critical factor in the well-being of teachers. When intrinsically motivated, teachers experience greater job satisfaction and personal achievement. This intrinsic motivation can stem from a sense of purpose, a passion for teaching, and a supportive work environment (Ryan & Deci, 2000). Higher levels of well-being contribute to more effective teaching practices and greater overall life satisfaction (Skaalvik & Skaalvik, 2017).

Conversely, a lack of motivation can contribute to increased stress levels. When teachers are extrinsically motivated, driven primarily by external rewards or pressures, they may experience increased stress due to unmet expectations and pressures from administration, parents, and societal demands (Deci et al., 1999). The experience of chronic stress can result in burnout, characterized by three primary symptoms: emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Maslach & Jackson, 1981). Teachers' early motivations for choosing a career before teaching are essential because they are associated with teacher behavior, commitment, and well-being later in their careers (Watt et al., 2017). Teacher motivation is the underlying reason for an individual's decision to pursue a career in teaching (Wong et al., 2014). Research has shown that social benefits are an essential motivational reason for the choice of a career in teaching in Türkiye (Kılınç et al., 2012). In the 2018 TALIS, teacher motivation was defined through two distinct dimensions: PERUT and SOCUT. Notably, the survey found a negative correlation between teacher motivation and well-being and stress levels, indicating that higher motivation is associated with lower stress and better well-being.

School climate well-being-stress

The relationship between school climate, well-being, and stress is essential in understanding students' and teachers' overall health and performance in schools. The school climate is an intrinsic element of the quality and character of school life, extending to include human relationships, pedagogical and learning practices, and organizational structures (Cohen et al., 2009). A positive school climate is associated with higher levels of well-being among students and teachers. The presence of supportive leadership, positive relationships between teachers and students, and a safe and inclusive environment fosters a sense of belonging and satisfaction among school community members (Cohen et al., 2009; Thapa et al., 2013; Tubbs & Garner, 2008). A favorable climate can enhance teacher job satisfaction, professional growth, and personal fulfillment, leading to better mental health and well-being. In other words, educators and researchers of actual school climate should be aware of the importance of school climate and its perceptions in determining teachers' well-being and motivation.

Conversely, a negative school climate can be a source of stress for teachers. Lack of leadership and resources, negative student behavior, and inadequate support can lead to a stressful environment (Grayson & Alvarez, 2008). Teachers in such environments may experience decreased job satisfaction, emotional exhaustion, and

higher stress levels, which can lead to burnout (Leithwood et al., 1999; Yao et al., 2015). On the other hand, a negative school climate can reduce well-being by increasing workloads, reducing support, and creating a hostile work environment that increases stress levels (Grayson & Alvarez, 2008; Hu et al., 2019; Johnson, 2009).

METHOD

This research used the relational screening model. It examines the relationship between the well-being and stress of secondary school teachers who participated in the TALIS 2018 survey conducted by the OECD and some variables.

Study Group

The study's scope includes teachers and school principals working at the secondary school level in Türkiye. The survey data has a two-level hierarchical structure consisting of schools and teachers in these schools. In this direction, TALIS 2018 data was used (OECD, 2019).

Table 1. Sample of study

Sample	N
Number of schools	196
Number of teachers	3952
Female	2.286 (%58)
Male	1.666 (%42)
Mean	20.16

Based on the research questions, data sets obtained from both principal and teacher surveys collected from Türkiye were used. The Turkish sample consists of 3952 teachers in 196 schools. In this study, sample weighting was performed for the first level (TCHWGT variable) and the second level (SCHWGT variable).

Data sources

Dependent variable

Teacher well-being (T3WELS) refers to the impact of the teaching profession on other areas of life, which was used in constructing the scale (OECD, 2019). T3WELS a 4-point Likert-type scale and consisted of four items. Participants answered these items by selecting one of the options "Not at all" (1) to “A lot” (4). The reliability coefficient of the scale was carefully measured, and it was found to be (ω=0.835), indicating that it is a reliable scale.

Independent variables

Teacher Level Variables

Social utility motivation to teach (T3SOCUT) refers to the degree of influences individuals' decision to engage in teaching. T3SOCUT a 4-point Likert-type scale and consisted of three items. Participants answered these items

by selecting one of the options "(1) Not important at all" to "(4) Of high importance". The reliability coefficient of the scale was carefully measured, and it was found to be (ω=0.812), indicating that it is a reliable scale.

Personal utility motivation to teach (T3PERUT) refers to the degree of personal importance individuals attach to their teaching motivation. T3PERUT was a 4-point Likert-type scale and consisted of four items. Participants answered these items by selecting one of the options "(1) Not important at all" to "(4) Of high importance". The reliability coefficient of the scale was carefully measured, and it was found to be (ω=0.792), indicating that it is a reliable scale.

The teacher-student relationship (T3STUD) refers to participants' perceptions of student-teacher relationships. It was conceptualized as a four-item latent construct. T3STUD was a 4-point Likert-type scale and consisted of four items. Participants answered these items by selecting one of the options "(1) Strongly disagree" to "(4) Strongly agree." The reliability coefficient of the scale was carefully measured, and it was found to be (ω=0.889), indicating that it is a reliable scale.

Teachers perceived disciplinary climate (T3DISC) refers to how teachers perceive and manage classroom discipline, contributing to a deeper understanding of the overall classroom climate. T3DISC was a 4-point Likert-type scale and consisted of four items. Participants answered these items by selecting one of the options "(1) Strongly disagree" to "(4) Strongly agree." The reliability coefficient of the scale was carefully measured, and it was found to be (ω= 0.901), indicating that it is a reliable scale.

School Level Variables

Academic pressure (T3PACAD) refers to academic pressure in the school environment. It was conceptualized as a three-item latent construct. These items were scored on a four-point Likert-type scale, with participants responding to each item by selecting one of the options ranging from "Not at all (1)" to "A lot (4)". The reliability coefficient of the scale was carefully measured, and it was found to be (ω= 0.943), indicating that it is a reliable scale.

School delinquency and violence (T3PDELI) refers to delinquency and violent behaviors occurring in school environments. It was conceptualized as a four-item latent construct. These items were scored on a four-point Likert-type scale, with participants responding to each item by selecting one of the options ranging from "Never (1)" to "Daily (4)." The reliability coefficient of the scale was carefully measured, and it was found to be (ω= 0.837), indicating that it is a reliable scale.

Contextual variables. This study used contextual variables related to teacher and school level. These variables were considered as the gender of the teacher (Female = 1, Male = 0), level of education (1 = undergraduate, 2 = postgraduate), school location, and experience. School-level variables were determined as location of the school, teacher-student ratio, and number of socio-economically disadvantaged students.

Table 2. CFA Results for Data Collection Tools

Scales	CFI	TLI	RMSEA	SRMR
T3WELS	0.999	0.996	0.018	0.007
PERUT	0.998	0.993	0.022	0.008
SOCUT	1.000	1.000	0.017	0.424
T3STUD	0.989	0.966	0.054	0.014
T3DISC	0.996	0.987	0.040	0.011
T3PACAD	0.937	0.937	0.073	0.247
T3PDELI	1.000	1.039	0.000	0.012

Table 2 shows the confirmatory factorial analysis (CFA) performed to test the construct validity of the data collection tools employed in this study (OECD, 2019). According to Table 2, the model fit indices for the Turkish sample are at an acceptable level.

Multilevel analysis

Based on the "organizational effects" model proposed by Raudenbush and Bryk (2002), a model that is widely recognized for its comprehensive approach to understanding the impact of organizational factors on individual behavior, this study examines three models. A one-way ANOVA model is constructed and consists of only models with zero or no intercepts. The first research question examined the source of the difference in well-being and stress index scores among teachers defined at Level 1. For this, first of all, the variables of gender, level of education, the first career profession, and experience were included in the first model. Then, SOCUT, PERUT, and teacher-perceived disciplinary climate and teacher-student relationships variables were added in addition to these variables in the second model. The second research question examined the source of the difference in teacher well-being and stress index scores among schools. For this, the location, socioeconomic disadvantage, and school delinquency and violence at the school level were addes in the model. Mplus 8 software was used for the analysis (Muthén & Muthén, 2017). The two-level model considered in this direction is given in Figure 1.

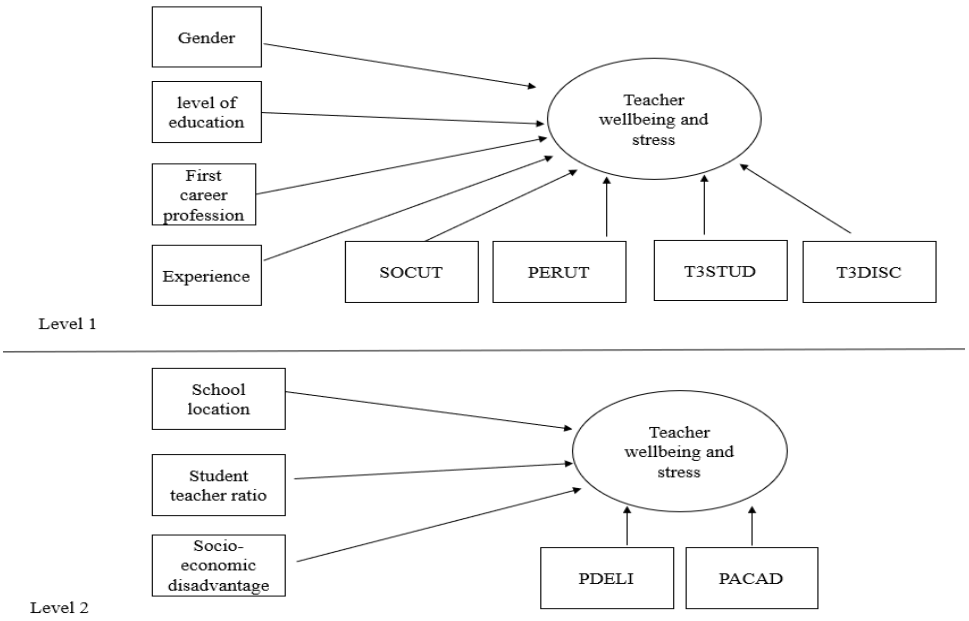

Figure 1. The two-step model is considered within the research.

FINDINGS

The research aimed to determine how teachers' well-being and stress index scores in the Turkish sample differ at the teacher and school levels. Table 3 shows the fixed-effect results of the unconditional model created in this context

Partially conditional model

Table 3. One-Way ANOVA Model Fixed Effect Results

Fixed Effect	Coefficient	SE
Average of all schools	9.270** (0.00)	0.054
Random effect		
Level 1 variance r_{ij}	2.833**	0.138
Level 2 variance u_{0j}	0.171**	0.036
Intra-class correlation coefficient	0.057	

Note Model fit indices: x^2/sd = 1.00, RMSEA = 0.00, SRMR = 0.00. **p < 0.01;

In Table 3, the random effect of variance at level 2 is significant in the teachers' well-being and stress index scores (p < .01). Accordingly, it is understood that the differentiation between schools regarding teachers' well-being and stress is random. The intraclass correlation coefficient (ICC) for the school was found to be above the reference value of 0.05 (Bliese, 2000) for Türkiye (ρ=0.057). In this context, it is understood that 5% of the differentiation between the average teacher well-being and stress index scores of schools is shaped according to variables at the school level. On the other hand, it was seen that a large proportion (95%) of the teacher well-being index score originated from variables at the teacher level. In this study, the ICC value above .05 indicates a change between schools and that multilevel analyses should be conducted (LeBreton & Senter, 2008).

Table 4. Regression analysis results between teachers' well-being and stress and some variables

Variables (Level 1)		
	Model 1	**Model 2**
Gender (TT3G01)	-0.168*	-.217**
Education Level (TT3G03)	0.306*	.331*
Teaching First Career (TT3G08)	0.458***	.358***
Experience (TT3G11B)	-0.008	-.004
PERUT		-.032
SOCUT		-.116***
Teacher-student relationship		-.118***
Discipline Climate		.226***
R^2	0.15***	0.06***

Gender (Female = 1, Male = 0), Education Level (Undergraduate = 1, Postgraduate = 0), Choosing teaching as first career (Yes = 1, No = 0), *p < 0.05, **p < 0.01 ,***p < 0.001.

Looking at Table 4, the gender differences are as follows (γ1=-0.168, p<.05), which has a statistically significant effect among the contextual variables belonging to the teacher level in the first model. It is seen that this effect continues with the SOCUT, PERUT student-teacher relationship and disciplinary climate variables added in the model in the second step (γ_1=-0.217, p <.01). Similarly, it is seen that the level of education (γ1=0.306, p <.05) and teaching being the first career choice (γ_1=0.458, p <.001) have a statistically significant effect and it is seen that these effects continue with the four variables added to the model (level of education, γ_1=0.331, p <.05; teaching being the first career choice, γ_1=0.458, p <.001). Again, from the same table, there is no statistically significant effect on teachers' well-being and stress scores. Regarding education level, the first model observed a positive relationship with the job stress of those with a bachelor's degree. Accordingly, it can be said that teachers with postgraduate education have less job stress. Again, when the same table is examined, it is seen that choosing teaching as the first career profession positively predicts job stress. It is understood that this relationship continues with the addition of SOCUT, PERUT student-teacher relationship, and disciplinary climate variables in the second model. Another finding obtained from the research is that the social benefit motivations of secondary school teachers negatively affect their well-being and stress. Again, in the same table, there is a negative relationship between teacher-student relationship and teacher well-being and stress. Another finding obtained from the research is that the personal benefit motivations of secondary school teachers do not affect their job stress. According to the teachers' opinions, the effect of disciplinary climate on job stress was positive. The model in question explains 6% of the difference experienced among teachers in terms of job stress score.

Table 5. Regression analysis results between teachers' well-being, stress, and some variables (Level 2).

Variables	Coefficient	SE
TC3G10	0.205*	0.095
STRATIO	0.001	0.001
TC3G17C	0.117	0.090
T3PDELI	0.091**	0.030
T3PACAD	-0.036*	0.017
Fixed	9.016	0.331
R^2	0.091	0.022

**p < .01, *p < .05; TC3G10= The settlement where the school is located is coded as having a population under 100,000 (town and village) = 0 and a population over 100,000 (city and big city) = 1.

When the effects of school-level variables in Table 5 on teachers' well-being and stress index scores are examined, the school's location (γ_{01}=0.205, p < .01) has a statistically significant effect. As seen from Table 5, the effect of the student-teacher ratio and the number of socio-economically disadvantaged students on teachers' well-being and stress scores is insignificant. It is seen that school delinquency and violence index has a statistically significant effect (γ_{01}=0.091, p < .01). However, the effect of academic pressure (γ_{01}=-0.036, p < .05) on teachers' well-being and stress index scores is statistically significant. The location of the school positively affects teachers' well-being and stress. According to this finding, teachers in cities or big cities have higher well-being and stress scores. It can be said that a one-unit increase in school delinquency causes a 0.09-

unit increase in teachers' stress scores. In addition, there is a negative relationship between academic pressure at school and well-being and stress. A one-unit increase in academic pressure scores causes a 0.03-unit decrease in teachers' well-being and stress scores. The model explains 9% of the school variation regarding teachers' well-being and stress scores.

CONCLUSION and DISCUSSION

Teacher retention and high teacher turnover rates have emerged as a significant global issue in recent years. These phenomena are closely linked to teachers' well-being and stress levels in the workplace (Bermejo-Toro et al., 2015; Turner & Garvis, 2023). It is, therefore, essential to investigate teachers' well-being and stress levels. A literature search revealed no research examining school-level or teacher-level influences on well-being and stress. The present study was conducted using HLM analyses of the TALIS 2018 database. It showed that school- and teacher-level factors predict teachers' well-being and stress.

Furthermore, the current study examined the influence of teacher motivation, school delinquency, and violence on the outcomes of interest. According to the results of this study that relate teacher motivation to teacher well-being and stress, a model was first established with demographic variables at the teacher level. On the gender variable, female teachers experience less stress than male teachers. Studies have suggested that male teachers experience higher stress levels than their female counterparts (Jian et al., 2022), while other studies have suggested that female teachers are more vulnerable to stress than their male counterparts (Gloria et al., 2013). The current study suggests that male teachers experience more stress than female teachers because they are typically responsible for all after-school activities and primary responsibilities at school, which can result in a heavier workload.

About the other demographic variable, namely the choice of teaching as a first career, it was established that those who had selected teaching as their initial career path exhibited elevated stress levels compared to those who had not. This finding may be attributed to teachers having high expectations at the beginning of their careers but later experiencing stress as they perceived that their needs were not being met. The research indicates that seniority, one of the demographic variables, does not affect teachers' well-being and stress. The extant literature on this subject presents a range of findings. The research findings indicate that teachers with more excellent experience tend to exhibit lower stress levels (Collie, 2014).

The study added teacher variables to the model after the demographic variables. The results of this study, which related teacher motivation to teacher welfare and stress, showed that the social benefit motivation for teaching was negatively related to teachers' stress; this means that if they think that they contribute to society as teachers, the less job stress teachers experience. According to the study of Richardson and Watt (2014), teachers prefer teaching more with social benefit motivation. These results have implications for Turkish culture. As Hofstede (1991) asserts, the cultural structure of Türkiye is collectivist, with a strong emphasis on collective values. As a result, instead of individual interests and personal priorities, social benefits and collective

values are of higher importance. This shows that individuals prioritize society and the common good over personal benefits and individual interests. This tendency indicates that individuals see their social responsibilities and shared goals as superior to their personal goals. These findings have significant implications for the design of school policies and practices that can enhance teacher well-being and, consequently, student outcomes in secondary schools in Türkiye. Teachers who contribute to society gain an awareness of their social values.

One of the variables under examination is the impact of the teacher-student relationship on teachers' well-being and stress levels. The findings indicated that the quality of the teacher-student relationship has a detrimental impact on teacher well-being and stress levels. A positive teacher-student relationship has been demonstrated to have a beneficial effect on teacher stress levels. Indeed, studies (Spilt et al., 2011) provide empirical evidence to support this finding. Specifically, reducing teachers' stress levels has enhanced the quality and nature of the student-teacher relationship (Carroll et al., 2021). Once more, a positive correlation is observed between teachers' disciplinary climate and their well-being. As the disciplinary climate within the educational institution increases, teachers report experiencing higher levels of stress individually. The second objective of this research is to ascertain the impact of school-level variables on teacher well-being and stress.

The initial finding was that the variable of school location had a positive effect on teacher well-being and stress. In other words, teachers in urban and metropolitan areas experience more significant stress than those in rural and suburban contexts. There are several potential explanations for this finding. Given the financial constraints imposed by low teacher salaries, it is plausible to hypothesize that teachers in urban settings may experience heightened stress levels. Furthermore, traffic congestion in urban areas has been identified as contributing to elevated stress levels among teachers (Kalkan, 2018). Secondly, the results indicated a significant and positive correlation between school delinquency and violence and teacher well-being and stress. In other words, as the prevalence of school delinquency and violence increased, so did the levels of teacher well-being and stress.). The number of teachers exposed to violence by students increases every year in Türkiye and around the world (Çalık et al., 2018). This situation negatively affects teacher stress. The result of the current research provides an essential finding on this subject. According to another research finding, a negative relationship exists between academic pressure at school and well-being and stress. When academic pressure at school increases, teachers' stress decreases. According to the research of Gregory et al. (2011), academic pressure at school reduces the number of students receiving disciplinary punishment and decreases the delinquency rate at school. Teachers are less stressed due to increased academic pressure, possibly related to decreased student delinquency rates.

SUGGESTIONS

When variables at the teacher level are considered, it is recommended that policy makers conduct studies to improve the conditions of the teaching profession to reduce teacher stress. Given that incidents of violence

and delinquency in educational settings are not exclusive to students, it is imperative to establish a psychological counseling department and develop programs (such as violence prevention and conflict resolution) for both students and teachers. Furthermore, in light of the finding that elevated rates of criminal activity and violence are associated with heightened stress levels among educators, it is recommended that stakeholders collaborate to ensure the creation of a secure and supportive learning environment. It is recommended that policies about delinquency and violence be formulated at the school level and that students be informed of and understand the consequences of such policies. For researchers, the factors that influence teacher well-being and stress can be examined in future studies using a variety of variables. Furthermore, this study encompasses school and teacher-level factors but does not consider student-level variables. In subsequent studies, variables at the student level can be considered to examine the impact of teacher well-being and stress levels on student academic achievement.

ETHICAL TEXT

"This article followed the journal writing rules, publication principles, research and publication ethics, and journal ethical rules. The author (s) is responsible for any violations that may arise regarding the article. Ethics committee authorization is not required."

Author(s) Contribution Rate: The author's contribution rate is 100%.

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