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Emotional Intelligence, Optimism, and Peer Support as Predictors of Students' Psychological Well-Being: A Case Study to Enhance Educational Management Quality

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ABSTRACT

Background: The undergraduate thesis writing process is a critical phase that can adversely affect students' psychological well-being. From an educational management standpoint, addressing this is crucial for student retention, success, and institutional quality. Methods: This quantitative study investigated the influence of emotional intelligence, optimism, and peer support on the psychological well-being of 233 thesis-writing students from two Indonesian universities. Data were collected using validated scales and analyzed using Structural Equation Modeling (SEM) in LISREL. Results: The findings revealed that the three variables simultaneously had a positive and significant effect on psychological well-being, accounting for 89% of its variance ($R^2 = 0.89$). Each construct also contributed a significant positive effect individually. Conclusion and Implications: The results underscore the necessity for a proactive educational management approach. Higher education institutions are advised to move beyond a purely academic focus and develop comprehensive support systems. These systems should integrate structured training for emotional skills, programs to foster optimism, and university-facilitated peer support networks. Incorporating these elements into the core student affairs strategy is essential for creating a healthier learning environment and promoting sustainable academic success. This study is among the first to integrate emotional intelligence, optimism, and peer support within a single SEM-based model in the thesis-writing context, advancing the educational management literature by identifying peer support as the dominant institutional leverage point for student psychological well-being.

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INTRODUCTION

Working on a thesis is recognized as one of the most critical and demanding phases in higher education, with challenges that significantly impact students' psychological well-being (Brook et al., 2024; Fong et al., 2021; Ichsan et al., 2025; M. Suud & Na'imah, 2023; Pusvitasari & Zarkasyi, 2024; Shobihah, 2025; Solehuddin et al., 2024) In this phase, high academic pressure, strict methodological demands, and the transition to professional independence combine into a single burden, often leading to stress, anxiety, and fatigue (Aulia et al., 2024; Kosherbayeva et al., 2024; Lazarus & Folkman, 1984; Muslimin et al., 2025; R & Thohir, 2024; Rabbi et al., 2026; Sholihah et al., 2025) From the perspective of education management, this problem is not solely individual, but rather a systemic problem that has a direct impact on institutional performance indicators, such as student retention rates, duration of study completion, and overall quality of education (Imjai et al., 2024; Wang et al., 2022) Therefore, understanding and mitigating the factors that hinder student welfare during this phase is a strategic imperative for university leaders and managers.

The challenges students face during the thesis process are diverse and layered. From the inside, students are required to manage themselves independently and maintain consistent motivation (Baroroh & Prastowo, 2023; Devi & Neviyarni, 2025; Nasution et al., 2025). Meanwhile, on the external side, they have to deal with the dynamics of complex relationships with supervisors and limited access to the resources they need (Guo, 2025; Ringo, 2025). These challenges are felt increasingly in competitive disciplines, such as Engineering, where precision and technical precision are present as an additional burden on top of the already high demands of thesis writing (P Prajapati & Khatun, 2025; Terina, Priyadharishini, & Sadan, 2018; Rweyemamu, Mbotwa, Massawe, & Mramba, 2024; Sneha Ambwani, Arup Kumar Misra, 2017).

In response to these conditions, this study positions psychological well-being not as a fringe issue, but as a central component of academic success that requires proactive management. Based on a multidimensional model of psychological well-being (PWB) that includes self-acceptance, positive relationships, autonomy, mastery of the environment, life goals, and personal growth (Sarzhanova & Nurgabdeshov, 2025; Boylan, Choi, Kirsch, & Ryff, 2025), this study investigated a constellation of protective factors relevant to college students.

At the internal level, this research focuses on emotional intelligence and optimism as resources that are not only important but also trainable, thus enabling students to face academic difficulties more adaptively (Abdelrahman et al., 2025; Hwang & Kim, 2023; Lie, Suherman, & Utomo, 2025; Mayang, 2025; Rahmayanti & Nashori, 2024). At the external level, this study examines the support of fellow students as a resource that can be systematically developed through institutional policies and program design, as well as a means of fostering empathy among students (Cooper et al., 2024; Merga & Mason, 2021; Pointon-Haas et al., 2024; Rahmayanti & Nashori, 2024). The integration of these two dimensions aligns with a holistic education management approach, which seeks to build a supportive learning ecosystem by going beyond academic orientation alone to foster overall student empowerment (Koul & Nayar, 2021; Maity & Yadav, 2024; Suud, 2020).

Although previous research has examined many of these variables, existing studies are generally conducted separately, so the collective and relative contributions of each variable to students' psychological well-being during stressful thesis writing remain limited, especially from an educational management perspective. This research aims to fill this gap by building a model that can identify the main leverage points as a foothold for institutional action.

Specifically, this study seeks to empirically assess the extent to which emotional intelligence, optimism, and peer support, both collectively and individually, predict the psychological well-being of undergraduate students engaged in the thesis writing process. The findings are expected to provide actionable insights for higher education institutions in designing targeted support systems, relevant

training programs, and peer-based initiatives that effectively strengthen student resilience and well-being. Ultimately, these efforts are expected to contribute to improved academic outcomes and to fulfilling the institutional quality assurance mandate.

This research contributes in three complementary ways. First, the study simultaneously modeled three protective factors, rather than examining them individually as was common in previous studies. Second, the analysis uses Structural Equation Modeling (SEM) with a strict conformity index, yielding stronger empirical evidence than the previously widely used regression-based approach. Third, the findings of this study are explicitly positioned within the framework of education management by translating psychological constructs into institutional strategies that can be implemented by higher education managers, both in Indonesia and in the broader context.

METHODS

This study uses a quantitative explanatory research design with a cross-sectional survey to objectively examine the relationships among emotional intelligence, optimism, and peer support as independent variables and psychological well-being as the dependent variable. The selection of this methodology aligns with the perspective of educational management that emphasizes evidence-based decision-making, as it produces empirical data essential for developing effective institutional policies and interventions in higher education settings (Creswell & Creswell, 2012) The cross-sectional design is particularly appropriate for capturing the current state of these psychological variables during the critical thesis writing period, providing an overview of the student's experience at this challenging academic stage.

The research sample consisted of 233 final-year undergraduate students who were actively writing theses at two private universities in Yogyakarta, Indonesia, namely the University of Muhammadiyah Yogyakarta and the Islamic University of Indonesia. Through proportional random sampling, participants were selected from civil engineering students, who typically faced unique challenges, including limited laboratory access and complex data analysis requirements (Asghar et al., 2024) This sampling approach adheres to educational management principles that prioritize representative data collection to design targeted student support programs. The sample size of 233 participants met the heuristic requirements for Structural Equation Modeling (SEM), which recommends a minimum of 200 cases for robust analysis (Kline, 2016)

Data collection used a self-administered questionnaire featuring four validated scales, all measured using a 4-point Likert scale ranging from 1 (Highly Unsuitable) to 5 (Highly Appropriate). The psychological well-being scale, adapted from Ryff et al(2018) Psychological Well-Being Scale, contains 30 items that assess dimensions that are highly relevant to academic perseverance, including environmental mastery (e.g., "I can manage my time effectively to complete a thesis"), life goals, and personal growth, demonstrating excellent reliability (α = 0.965). The emotional intelligence scale, adapted by Goleman (1999), consists of 25 items that assess students' ability to assess and regulate emotions, which are essential for navigating supervisory relationships and handling critical feedback (α = 0.959). The optimism scale adopted from Seligma includes 27 items that measure the expectation of general outcomes (α = 0.985), while the peer support scale, developed based on the conceptual framework of Sarafino and Smith (2011), contains 29 items that assess perceived support from peers in an academic context (α = 0.991). The application of these standardized instruments ensures high reliability and validity, which are essential for generating trustworthy data to inform managerial decisions in educational settings.

Data analysis continued through two consecutive stages using Structural Equation Modeling (SEM) with LISREL 10. The initial stage involves evaluating the measurement model through

Confirmatory Factor Analysis (CFA) to establish the construct validity, convergent validity, and discriminant validity of the four latent variables. The fit model was rigorously assessed using several indices, including $\chi^2/df < 3$, CFI > 0.95, GFI > 0.90, RMSEA < 0.08, and SRMR < 0.08, following established methodological standards (Hu & Bentler, 1999). The next stage examines structural models to test hypothetical relationships between variables, analyzing their path coefficient (γ) and their statistical significance (t-value > 1.96) to address the research hypothesis. At the same time, the R-squared value (R^2) determines the proportion of variance in psychological well-being described by the three predictor variables.

The study maintains strict adherence to ethical standards during its implementation. Ethical consent is obtained from the university's research ethics committee before data collection, and informed consent is guaranteed from all participants, guaranteeing anonymity, confidentiality, and the right to withdraw from the research at any time without penalty. Data management follows institutional data protection protocols, ensuring the secure handling and storage of all research materials.

RESULT AND DISCUSSION

Result

Measurement Model

Confirmatory Factor Analysis (CFA) is used to assess the aspects that comprise a factor (latent variable) in the measurement model (Ferdinand, 2005, 2014). CFA is designed to evaluate the dimensions of a theoretical construct and is commonly used to test validity, in which an indicator is declared valid if the loading factor is≥ 0.50, calculated from standardized regression weights (Ghozali, 2019).

The results of the CFA analysis are presented in Figure 1. The results in the image show that all indicators in the four latent variables, Psychological Well-Being, Emotional Intelligence, Optimism, and Peer Support, have met the criteria of validity and good reliability in the standardized solution estimation. All indicators were declared valid because they met the requirement of a loading factor value ≥ 0.50, and the AVE (Average Variance Extracted) value of each variable was greater than 0.50, indicating that each latent variable was able to explain more than half of the variance of the indicator on average (Fornell & Larcker, 1981). In addition, all variables were deemed reliable, as their CR (Construct Reliability) values exceeded 0.70 (Hair et al., 2019).

In detail, convergent validity is demonstrated by the high factor loadings across each construct: Psychological Well-Being (λ = 0.75–1.00), Emotional Intelligence (λ = 0.85–0.90), Optimism (λ = 0.83–0.84), and Peer Support (λ = 0.84–0.88). Cronbach's alpha values across the entire scale were above the minimum standard of 0.75 (Azwar, 2018): Psychological Well-Being (α = 0.965), Emotional Intelligence (α = 0.959), Optimism (α = 0.985), and Peer Support (α = 0.991). Thus, all research instruments are declared to have sufficient validity and reliability to proceed to the structural model analysis stage.

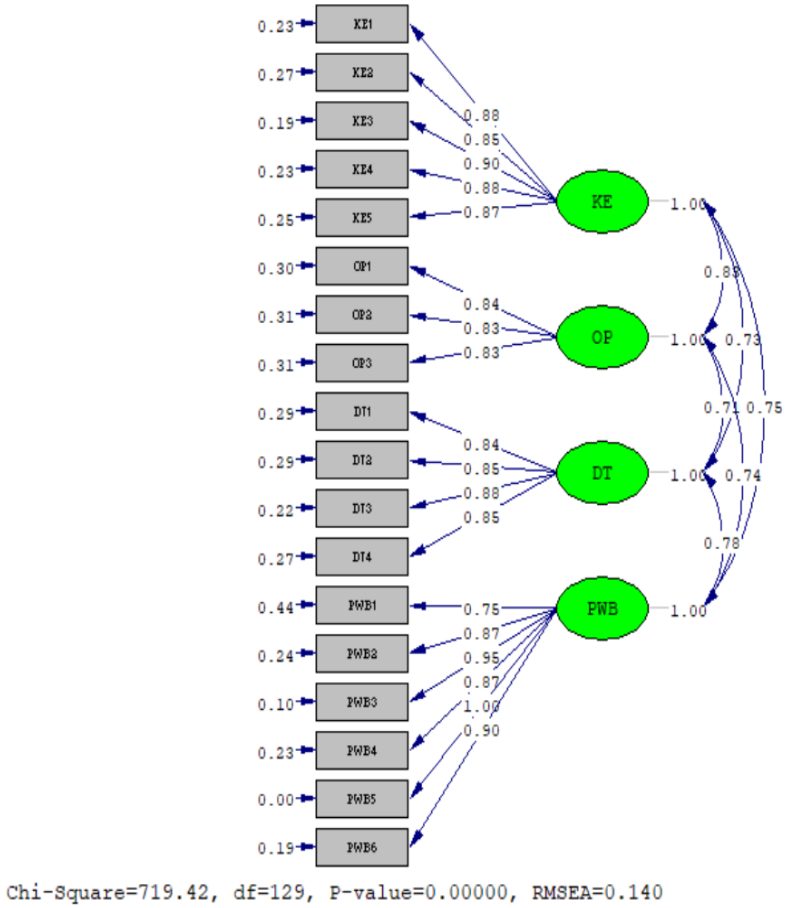


Figure 1. Confirmatory Factor Analysis (CFA)

Structural Model Analysis

Based on the Structural Equation Modeling (SEM) analysis, the proposed model shows a high level of suitability. This is shown by the *Chi-Square* value of 183.45 with a degree of freedom (df) = 129 and *a p-value* of 0.00116. Although the *p-value* is significant, this is tolerable because the Chi-Square test is very sensitive to sample size (Hair et al., 2019). In addition, an RMSEA value of 0.043 indicates that the model has an excellent fitrate , as it is below the cut-off limit of 0.05 (Hu & Bentler, 1999). Thus, the constructed structural model is deemed feasible and can be used for further analysis.

Furthermore, based on the evaluation of the measurement model (*outer model*), it is known that all indicators have loading *factor* values that are in the high range, which is between 0.80 and 0.88. The value exceeds the minimum limit of 0.70, indicating that the indicators used have good convergent validity and represent the latent constructs optimally (Hair et al., 2019). This indicates that the research instrument used has met the criteria for validity and reliability.

In the structural model (inner model), the analysis shows that all independent variables have a positive influence on psychological well-being. In detail, emotional intelligence has a path coefficient of 0.30, indicating a significant positive influence. This means that the higher an individual's emotional intelligence, the higher their level of psychological well-being. This aligns with the view that individuals' ability to manage emotions plays an important role in improving psychological well-being (Goleman, 1999). Furthermore, optimism shows a coefficient of 0.23, indicating a positive influence but

one that is relatively weaker than those of other variables. These findings corroborate that optimism still contributes to psychological well-being, although not as strongly as other factors (Carver & Scheier, 2014).

On the other hand, peer support showed the strongest path coefficient of 0.50. This shows that social support, especially from peers, plays a dominant role in improving students' psychological well-being. These findings align with the theory of social support, which holds that supportive social relationships can be an important resource for reducing psychological distress and improving individual well-being (Cohen & Wills, 1985). Thus, in the context of students who are preparing their thesis, social factors are proven to be more dominant than internal factors.

In addition, the error values for some indicators are relatively small, suggesting that most of the construct's variance has been explained by the model. This indicates that the model has strong predictive ability for *the psychological well-being* variable. Overall, the results of this analysis show that the model meets the feasibility criteria statistically and has the power to explain the relationship between the research variables.

Thus, the psychological well-being of students is influenced by a combination of internal and external factors, with peer support being the most dominant factor, followed by emotional intelligence and optimism. These findings underscore the importance of a holistic approach to understanding psychological well-being, focusing not only on individual aspects but also on the social context that surrounds them.

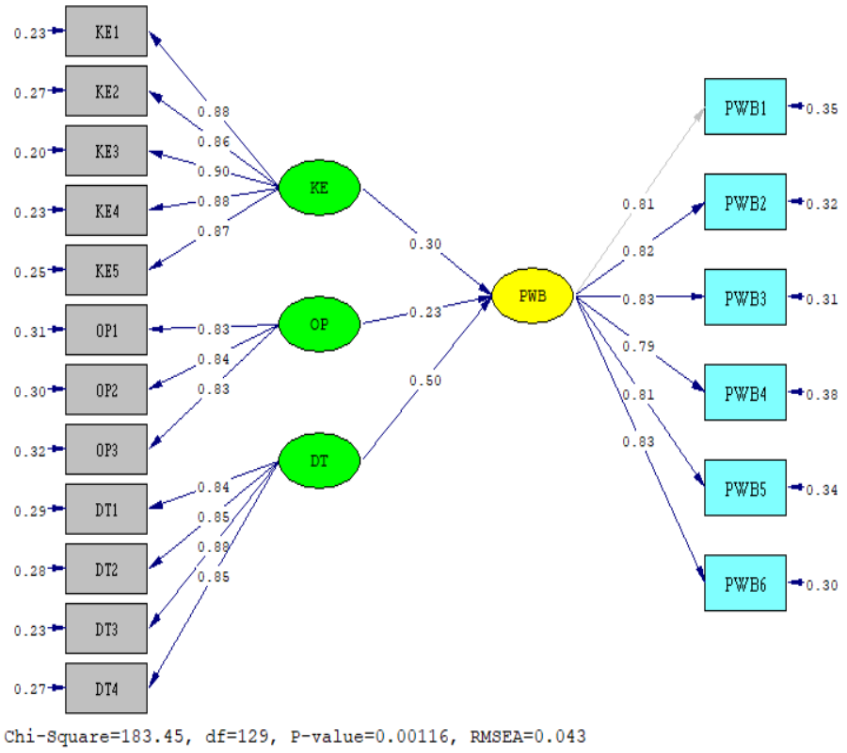


Figure 2. Structural model analysis

Conformity Test Model (Goodness of Fit Model)

Based on the results of *the goodness-of-fit* test, the proposed structural model shows a generally acceptable level of fit. This is evident from several model suitability indices that meet the recommended criteria. An RMSEA value of 0.043 indicates a *good fit* category because it is below the cut-off limit of ≤ 0.08, which indicates that the model has a low rate of approximation error (Hu

& Bentler, 1999). In addition, the GFI value of 0.91 indicates *a good fit*, as it exceeds the minimum limit of 0.90, indicating that the model explains the data's covariance well.

Furthermore, the AGFI value of 0.88 falls within the acceptable *fit* range, as it exceeds the ≥ 0.85 threshold. This suggests that after considering the complexity of the model, the level of suitability is still in the acceptable category. Other suitability indices such as CFI of 1.00 and IFI of 1.00 show excellent *good fit*, as they have exceeded the minimum limit of ≥ 0.95. This value indicates that the model built has a very high match compared to the base model (*null model*).

On the other hand, an NFI value of 0.99 also indicates a *good fit* category, because it is close to the ideal value ≥ 0.90. This reinforces that the model has a good overall fit rate. However, there are several indicators that show *poor fit*, namely the Chi-Square value of 183.450 which is greater than the cut-off value of ≤ 156.5075, and the probability value of 0.0012 which is smaller than 0.05. However, this condition is understandable because the Chi-Square test is very sensitive to sample size, so it often results in *poor fit* results in relatively large samples (Hair et al., 2010).

Based on all these indicators, it can be concluded that although several indices indicate *poor fit*, the majority of model suitability indices meet *the good fit* criteria. Therefore, the structural model built in this study is practically feasible and can be used to test the relationships among the study's variables.

Table 1. Structural equation model analysis testing

Goodness of Fit Index	Cut of Value	Analysis Results	Model Evaluation
Chi Square	≤ 156.5075	183.450	Poor Fit
Probability	≥ 0,05	0,0012	Poor Fit
RMSEA	≤ 0,08	0.043	Good Fit
GFI	≥ 0,90	0,91	Good fit
AGFI	≥ 0,85	0,88	Acceptable
NFI	≥ 0,90	0,99	Good Fit
CFI	≥ 0,95	1,00	Good Fit
IFI	≥ 0,95	1,00	Good Fit

Significance Test

Based on the results of *the Structural Equation Modeling (SEM) analysis* on the structural model drawing, several important findings were obtained related to the testing of the research hypothesis. Significance testing was carried out by looking at *t-statistical* values, where a relationship is declared significant if the t> value is 1.96 (Hair et al., 2019).

The results of the analysis showed that emotional intelligence had a positive and significant effect on psychological well-being with a path coefficient value of 0.30 and a t-statistical value of 3.87 (> 1.96), with a partial contribution of 20.4%. This shows that the higher the emotional intelligence of students, the higher the level of psychological well-being. Thus, the first hypothesis (H1) is declared accepted. These findings are in line with the theory that an individual's ability to understand and manage emotions plays an important role in improving psychological well-being (Goleman, 1999).

Furthermore, optimism was also proven to have a positive and significant effect on psychological well-being with a path coefficient value of 0.23 and a t-statistical value of 2.98 (> 1.96), with a partial contribution of 12.0%. This suggests that individuals who have a high level of optimism tend to have better psychological well-being. The more positive an individual's perspective on the future, the higher the level of psychological well-being felt. Therefore, the

second hypothesis (H2) is accepted. These findings support the view that optimism is an important factor in improving individual well-being (Carver & Scheier, 2014).

On the other hand, peer support has a positive and significant influence on psychological well-being, with the greatest strength, a path coefficient value of 0.50 and a t-statistical value of 4.12 (> 1.96), as well as the largest partial contribution of 56.6%. This shows that social support, especially from peers, is the dominant factor in improving the psychological well-being of students.

Based on the overall results of the test, it can be concluded that all independent variables in this study have a positive and significant influence on psychological well-being. However, the peer support variable is the most dominant factor in influencing students' psychological well-being compared to emotional intelligence and optimism.

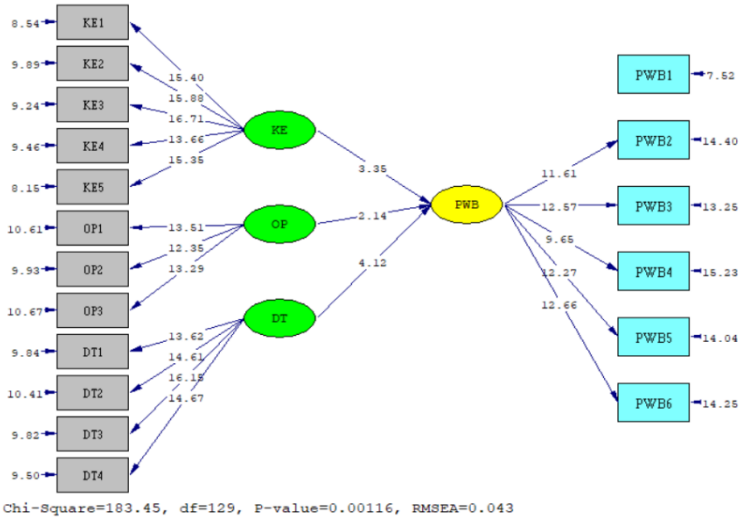


Figure 3. T Test

Discussion

The Central Role of Peer Support in Psychological Well-Being

The finding that peer support was the most substantial influence on psychological well-being (β = 0.50) underscores the important role of the social learning environment in higher education. These results are in line with McLeod's (2024), emphasizing that learning and psychological development occur through social interaction and collaboration. For thesis writing students, peers provide various forms of support such as emotional support through shared experiences and normalization of stress, informational support through the exchange of knowledge about research methodologies and institutional processes, and instrumental support through practical assistance and resource sharing (van Zoonen et al., 2024)

These findings carry immediate institutional implications; universities must implement structured peer mentoring programs, facilitate support groups, and create physical and virtual spaces that encourage collaborative learning (Page & Hanna, 2008). These initiatives represent high-impact educational practices that can significantly improve student well-being and academic success with a relatively modest investment of resources. These findings resonate with evidence from diverse international contexts. According to Rweyemamu et al. (2024), a similar social support deficit was documented among students in Tanzania, while Asghar et al. (2024) identified peer community building as a key protective factor in engineering programs in Western Australia, suggesting that the virtue of peer support for student well-being transcends cultural and institutional boundaries.

Emotional Intelligence as a Critical Academic Skill

The significant influence of emotional intelligence on psychological well-being ($\beta = 0.30$) reinforces the growing recognition that academic success requires more than just cognitive abilities. Thesis writing represents an emotionally challenging process that involves receiving critical feedback, managing frustrations, dealing with uncertainty, and maintaining motivation over long periods of time. Students with higher emotional intelligence show better capacity to manage these emotional challenges, maintain productive relationships with supervisors, and survive through adversity (Hamid, 2025; Husnaeni & Burga, 2024)

These findings have important implications for curriculum development and student support services. Universities should consider integrating emotional intelligence training into academic skills programs, especially for students undertaking large research projects (Attaufiqi et al., 2024; Harahap, 2024; Riyanti et al., 2024) Workshops that focus on receiving feedback, managing academic stress, and maintaining work-life balance can substantially improve students' emotional coping strategies. In addition, academic staff development should include training to recognize and support students' emotional needs during the proctoring process.

Optimism as an Academic Resource

A positive association between optimism and psychological well-being ($\beta = 0.23$) suggests the importance of positive future orientation in academic perseverance. Optimistic students tend to interpret challenges as temporary and overcome, maintain motivation despite setbacks, and implement more adaptive coping strategies (Hajra et al., 2024) These findings support an expanded and constructed theory of positive emotions (Fredrickson, 2001), which suggests that positive emotional states increase an individual's capacity to overcome difficulties and build lasting personal resources.

Educational institutions can foster optimism through several strategies. This includes creating a clear and achievable milestone structure in the thesis writing process, providing positive feedback regularly alongside constructive criticism, sharing stories of successful thesis completion, and helping students develop realistic expectations about the research process (John & Larsen, 2025) Academic advisors and supervisors play a crucial role in modeling optimistic attitudes and helping students reframe challenges as opportunities for growth.

Theoretical and Practical Implications

The integrated nature of our findings provides strong evidence for a holistic approach to supporting students in thesis writing. The high explanatory power of our model ($R^2 = 0.89$) suggests that psychological well-being during this challenging period results from the interaction between individual psychological resources (emotional intelligence and optimism) and social-environmental factors (peer support). These findings are in line with the ecological systems theory of Paquette & Ryan (2020) emphasizing the importance of considering different levels of influence on student development.

This outcome requires a comprehensive institutional support system that addresses multiple dimensions simultaneously. Effective interventions may include blended programs that improve students' emotional skills while building a supportive peer network (van der Meulen et al., 2021) Universities should consider establishing thesis preparation courses that combine emotional intelligence development, optimism training, and structured peer collaboration activities.

Support time is also important. Given the specific pressures of the thesis period, targeted interventions should be used during this phase, rather than relying solely on generic student support services (Khatri et al., 2024) Department-level initiatives, such as thesis support groups facilitated by academic staff, can provide a specific combination of the emotional, informational, and social support

students need during this critical period (Almaziyah et al., 2025; Karmina et al., 2024; Wicaksono et al., 2024).

Limitations and Future Research Directions

While this research provides valuable insights, some limitations must be acknowledged. The cross-sectional design limits our ability to make causal inferences about the relationships between variables. Future research can use a longitudinal design to examine how these relationships develop throughout the thesis writing process (Ludlow et al., 2011; Widiawati & Firman, 2025) The samples, while adequate for statistical analysis, come from specific universities and disciplines, which could potentially limit generalization. Replication across a wide range of institutional contexts and academic fields will strengthen the validity of the findings.

Future research should also explore potential moderation factors, such as gender differences, disciplinary variations, and supervisory relationship roles (Doughty & Leddick, 2007) Qualitative investigations can provide a deeper understanding of the mechanisms by which peer support operates and how students develop emotional intelligence strategies during the thesis process. In addition, intervention studies evaluating the effectiveness of specific support programs based on these findings will contribute valuable evidence to educational practice (Albarqouni et al., 2018)

In conclusion, this study shows that psychological well-being during thesis writing is largely influenced by a combination of emotional intelligence, optimism, and peer support. These findings provide a strong evidence base for educational institutions to develop comprehensive and diverse support strategies that address individual psychological resources and social learning environments. By implementing such an approach, universities can significantly improve not only student well-being but also academic success and their long-term relationship with knowledge creation.

CONCLUSION

This study makes an original contribution by being one of the first to simultaneously model emotional intelligence, optimism, and peer support as predictors of psychological well-being in the context of thesis writing using SEM. This study shows the combined and unique role of these three variables in the education management framework. This study succeeded in achieving its research objective by establishing a comprehensive model that explains the determinants of psychological well-being among undergraduate students who are preparing their theses. The study's findings show that a synergistic combination of emotional intelligence, optimism, and peer support collectively explains 89% of psychological well-being variances. Each construct contributes a significant, unique effect. The dominance of peer support ($\beta = 0.50$) over emotional intelligence ($\beta = 0.30$) and optimism ($\beta = 0.23$) challenged conventional approaches in student support that have been more focused on individual-level interventions.

These results indicate the need for a paradigm shift in education management towards a more integrated support system. This approach needs to simultaneously pay attention to the individual's psychosocial competence and the social environment of learning. Theoretically, this study confirms that psychological well-being during the peak phase of academics is the result of a complex interaction between personal resources and social-environmental factors, rather than simply a reflection of an individual's psychological state. For institutional policy, these findings provide three concrete directions. First, universities need to implement structured peer mentoring programs in each department as part of the thesis support infrastructure. The program should not be left to the informal dynamics alone, but rather to become a systemic component in academic services.

Second, the development of emotional intelligence needs to be integrated into research preparation courses. This is important to equip students with affective skills in dealing with supervisory dynamics, academic criticism, and uncertainty during the thesis writing process. Third,

institutions need to build practices that support optimism, such as recognition of achievements, exhibition of thesis results, and a positive guidance approach as part of the academic calendar.

Overall, this policy reflects a shift towards strengthening the psychosocial ecosystem in thesis completion. Institutions that invest in this aspect have the potential to increase graduation rates, accelerate study completion times, and increase student satisfaction.

For further research, several development directions need to be carried out. Longitudinal studies are needed to understand the dynamics of changes in protective factors throughout the thesis writing process. In addition, cross-cultural replication across higher education systems, such as in East Asia, Africa, and Latin America, is important to test the generalization of findings, particularly regarding the dominance of peer support. Further research also needs to consider moderator variables, such as the quality of the relationship with the supervisor, the style of faculty support, and the academic culture in each discipline. Finally, *randomized controlled trials are needed* to evaluate the effectiveness of these model-based interventions. Currently, advanced research is being designed in the form of a multi-institutional study focusing on the implementation of peer support programs. The evaluation will be carried out by measuring psychological well-being and academic performance indicators as the main output.

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Conflict of Interest

The author states that there is no conflict of interest. The funding sponsor has no role in the design of the research; in data collection, analysis, or interpretation; in scriptwriting; or in the decision to publish the results. All professional relationships and financial support that could be considered potentially influencing research have been transparently disclosed in the funding section of this manuscript.

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