

Impacts of Socioeconomic Status on Academic Achievements for Sustainable Learning

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Abstract—This article reports on the exploration of the impact of socioeconomic status on academic achievements promoting environmentally friendly education at a South African public Technical and Vocational Education Training College. This approach was founded on the idea that improving students' socioeconomic situation for sustainable learning has a big impact on their academic performance as well as their personal lives. Participatory Action Research was the research design used in this qualitative study. Two hundred and fifty students (18–21 years old), four lecturers, one member of each of the following, namely social worker, Student Representative Council, educational psychologist, student development practitioner, and assistant director for student support services made up the study's population. Students were selected through advertisement which invited them to participate voluntarily. Other participants were purposively and conveniently selected. Data were generated through participant observation, focus group discussions, and workshops conducted by social workers on psychosocial challenges and support in 2020. Data analysis was done using Critical Discourse Analysis. The study made use of Chickering and Resseir's Student Development Theory, which was centered on helping students build their identities. The findings showed that students at the surveyed college, mainly from low socioeconomic backgrounds, did not perform academically well enough for sustainable learning. Based on the findings of this study, we suggested that all co-researchers at this institution be cognizant of the implications of the variables that have a detrimental influence on students' socioeconomic position.

Keywords—academic achievements, public TVET college, socioeconomic status, South Africa, sustainable learning

I. INTRODUCTION

Among the most extensively studied aspects by educational professionals that affect Technical and Vocational Education Training College (TVETC)'s academic performance is socioeconomic status [1]. Students in TVET colleges' socioeconomic status has an impact on the caliber of their academic work [1]. According to most experts, students with poor socioeconomic levels perform worse academically because their basic requirements are not met, which hinders them from improving their performance. Environmental deficits brought on by public TVET

college students' low socioeconomic position may be the reason for their low self-esteem and subpar academic performance. Socioeconomic status is among the most studied and deliberated factors among educational professionals that can positively affect academic achievements of TVET college [1].

The cause of poverty in South Africa is attributed to the apartheid setup that disenfranchised and denied the black majority access to basic services, thus denying them the role to participate meaningfully in the economy. Due to this, Black people were unable to participate in the labour market or acquire new skills or education. This has perpetuated the unending cycle of poverty, which still continues unabated today. Such cycle of poverty affects the socioeconomic status and composition of college students' families, which adversely impacts their social and emotional development. A warm and inviting family fosters healthy personality development, which yields well-rounded students [2]. Unwelcoming homes are characterized by poor resources, unhealthy relationships, malnutrition, and stressful environments. The low socioeconomic level of college students has an impact on their behaviour and emotions [3]. Students' cognitive development is also impacted by malnutrition [4]. College students may suffer from low self-esteem, remorse, and poor academic performance as a result of this [5]. Many researchers have examined the impact of students' socioeconomic status on their academic performance for sustainable learning at TVET colleges across South Africa. As a result, there is a dearth of data and understanding of how students' socioeconomic status affects their academic performance for sustainable learning at these colleges. In such a public TVET institution, this study aimed to explore the impact of socioeconomic status on academic achievements for sustainable learning.

II. LITERATURE REVIEW

A. Lecturers and Student Development Practitioners at a Public TVET College

It has long been known that socioeconomic position and academic success are related [6]. Moreover, McLaughlin and Sheridan [7] reported a favourable correlation between social adversity and low socioeconomic status and subpar academic achievement. Thus, there exists a close and persistent relationship between academic accomplishment, social level, and sustainable learning. At

this college, the caliber and efficacy of the instructors and student development specialists might affect the academic achievement for long-term learning. Their importance cannot be taken for granted as they can influence directly the academic performance for sustainable learning. Lecturers and Student Development Practitioners' effectiveness and quality relate to socioeconomic status because students of low socioeconomic status, and low academic achievement, are more likely to be exposed to unqualified and ineffective lecturers and student development practitioners [8]. This is caused by the tendency for more qualified lecturers and student development practitioners to seek employment in public TVET colleges that have high-achieving students, good resources, and strong administrative support [9, 10]. The research intended to study the effects of lecturer and student development practitioner quality on academic performance and sustainable learning has demonstrated that having access to highly qualified student development practitioners and lecturers can have a significant influence on academic achievements for eco-friendly education in a public TVET institution. In a cross-national study of lecturer quality and academic achievement, Akiba, LeTendre, and Scribner [11] found that public TVET colleges with a higher percentage of students taught by highly qualified lecturers achieved academically sound results. Another factor that is important to the issue of lecturers and student development practitioners is their expectations' influence on academic achievements for eco-friendly education in a public TVET institution. Rosenthal and Jacobson [12] demonstrated that college students' academic performance and achievement for sustainable learning can be positively impacted by the expectations of their lecturers and student development practitioners. This is especially true if those professionals have high expectations for their students. On the other hand, to explore this finding, Harris and Rosenthal [13] studied meta-analysis on the impact of lecturers' and student development practitioners' expectations on the functioning of their students' intellect and found not only that these interpersonal expectancy impacts occur but their magnitudes are also important.

The significance of behaviours that lecturers and student development practitioners may exhibit—like complimenting, encouraging, and grinning—that mediate expectation effects was upheld by this meta-analysis. In addition, these analyses had provided support for a theoretical framework that involved the mediation of interpersonal expectancy effects. Lecturers and student development practitioners who hold positive expectations for a student will tend to display a warmer affect, express more positive feedback, provide more input with regard to the quantity and difficulty of material that is taught, and increase the amount of student participation by offering more response opportunities, according to [13]. This research is relevant to the discussion of socioeconomic status on academic achievements for sustainable learning at a public TVET college because previous research has indicated that lecturers and student development practitioners hold higher expectations for students with

high socioeconomic status as compared to students with low socioeconomic status [14]. Additionally, it was found in [15] that students with lower socioeconomic backgrounds were more susceptible to expectation effects. They hypothesized that students from lower socioeconomic backgrounds could have fewer psychological and social tools available to them to counteract misconceptions about lecturers and student development practitioners.

B. Programmes for Intervention at a TVET Institution

Although the usefulness of intervention programmes at a public TVET institution is up for discussion, some of these programmes have reduced the achievement gap between high and poor socioeconomic groups. For many nations, closing the attainment gaps has grown in importance [16]. Globally, reform initiatives have been explored and implemented with the goal of improving low-performing students' learning and closing the achievement gap [17–19]. In order to give educational resources to low-income areas, the South Korean government initiated the education welfare action zone policy. Positive educational activities were able to increase among the participating colleges as a result of this intervention. Their research, however, did not identify any appreciable differences in low socioeconomic class students' academic performance [20]. The French government launched the Zone of Education Priority Program in the hopes of influencing academic results and performance gaps. This programme intervention created new educational initiatives and provided greater funding to institutions in low-socioeconomic-status locations [16]. However, in assessing the program's efficacy, Bénabou, Krammarz, and Prost [21] discovered data indicating that there was no effect on students' achievement as determined by a number of metrics, including earning a certificate, among others. Regarding extracurricular activities, Kelepolo [22] demonstrated the beneficial effects of involvement in college-sponsored extracurricular activities on academic success using a sample of $N = 654$ participants and 1107 non-participants. Assessment of math and science achievement on Utah's criterion-referenced assessments serves as the study's outcome measure. It has been demonstrated that high-achieving, high-poverty universities that are successful take steps to include every student in extracurricular activities. It was discovered that these extracurriculars served as a motivator for students to choose to stay in college as opposed to leaving [23].

C. Academic Climate at a Public TVET College

The academic environment that affects the correlation between academic achievement and socioeconomic status is experienced by students at this public TVET college. Determining the messages college students hear about education and academic success from their classmates, lecturers, and student development practitioners might be one way to assess the academic atmosphere. An evaluation of a public TVET college's academic atmosphere may also include a look at student safety and the typical amount of time students spend on assignments each week [10]. For a

more thorough understanding of academic climate, it is necessary to take into account the following aspects, both inside and outside the college: family environment and neighbourhood unemployment rate have out research on the relationship between student social support and college academic stress and academic accomplishment for sustained learning [24]. The study's definition of student social support is the interpersonal connections that students have with lecturers, student development practitioners, and peers who can help and support them both within and outside of the classroom. The degree to which academic accomplishment and meeting standards of achievement are stressed by college staff members, including lecturers, student development practitioners, and administrative staff, is known as the academic press. According to their research, academic success for sustained learning was favourably connected with social support and the academic press. Moreover, they discovered that students attending colleges with low socioeconomic status were not likely to encounter high levels of social support and academic pressure.

The specific hypotheses guiding this study were:

H1: Low socioeconomic status students, regardless of which college students attend, will perform more poorly than high socioeconomic status students on measures of academic achievement for sustainable learning.

H2: Students from colleges that provide high-quality education would accomplish more academically, paving the way for long-term learning than students from public colleges that do not provide high-quality education.

H3: Students from low socioeconomic backgrounds who attend a public college with excellent educational standards will fare better than students from low socioeconomic backgrounds who attend a college with inferior educational standards. This is because the former group will perform more similarly to the latter group.

III. METHODS

A. Research Methodology

This study used a participatory action research methodology, generating data from co-researchers through motivational presentations, focus groups, and participant observation. In addition to one of the following: Assistant Director (SSS), student development practitioner, social worker, educational psychologist, member of the Student Representative Council (SRC), and one hundred and fifty students (eighty from NC(V) programmes and seventy from Report 191 programmes), PAR was conducted with four lecturers (two from NC(V) programmes and two from Report 191 programmes). In a span of two months, there were four meetings. The language of these meetings was English. Every meeting was captured on audio.

PAR is a research philosophy that acknowledges that subjects must be included in all stages of the design and execution of any study in which they are involved [25]. PAR is distinct from other research methodologies in that it aims to effectuate positive change rather than merely explore or characterize a problem [26]. At this college,

PAR was utilized to explore how students' socioeconomic status affected their academic performance in order to support sustainable learning.

B. Research Design

Because the research strategy is grounded in philosophy and psychology, the study employed a qualitative methodology [27]. We were able to describe the experiences and actual practices of our co-researchers with the help of the qualitative research approach. The study allowed for rich narrative descriptions and gave us more opportunities to comprehend the environment in which the research was conducted. We were able to identify the influence of our own worldview and the nature of our interaction with co-researchers, as well as the experience of our fellow researchers, through qualitative research [28]. Thus, by understanding the realities of our co-researchers and providing insightful explanations for their responses, we aimed to ascertain the impact of socioeconomic status on students' academic achievements for sustainable learning at the college.

C. Data Generation

Meetings, focus groups, participant observation, and responses to motivational speeches were the methods used to gather data. Co-researchers created the agenda for the meetings, participant observation, focus groups, and motivational speeches; the strategy took the study's objectives into consideration. The proceedings were recorded in voice, and the notes were kept in a secure location. Co-researchers convened to exchange introductions and receive an overview of the study's historical context. The researchers created a plan that was followed in this study, assigning duties to each other.

D. Data Analysis

The ability to analyze qualitative data depends on the interdependence of data collection, reporting, and processing [29]. Data analysis for this research project was done using Critical Discourse Analysis (CDA). When the goal of CDA is to discern meaning and provide recommendations, it is appropriate [30]. In this research study, CDA was employed because, with the help of participating co-researchers, it transformed an intolerable circumstance. In this study, co-researchers used discussion meetings. As a researcher, I interpreted generated data and looked for correlations between co-researchers' discussions and the transcribed text. Based on generated data, each co-researcher provided an interpretation. Lastly, a description of the co-researchers' interactions was given, and the voice recordings were verbatim transcribed.

E. Sampling

In 2020, this study was carried out in a single public TVET college in South Africa. The SSS's makeup is described in research methodology. The following made-up the co-researchers for this study, namely 150 students, Social Worker, Student Development Practitioner, four lecturers, Educational Psychologist, Assistant Director (SSS) from Central Office, and an SRC member.

We were able to choose the important co-researchers with solid subject-matter expertise to participate in the study by using purposive sampling. The co-researchers listed earlier that were selected for purposive sampling were the SRC nominee, Social Worker, Educational Psychologist, Assistant Director, and Student Development Practitioner. This worked to my benefit since, as a previous lecturer and chair of SSS at this college, I knew the important co-researchers who were delving into the relationship between students' socioeconomic position and academic accomplishment for sustainable learning. Until the intended sample size was reached, I kept choosing the other researchers. For this study, convenience sampling with ten students (five enrolled in NCV programmes and five enrolled in Report 191 programmes) and four lecturers (two instructing NCV students and two instructing Report 191 students) was the best option because the co-researchers were all located at the same research site and were therefore easily accessible.

IV. SUMMARY OF FINDINGS

The presentation in this study concentrated on the PAR results. The resulting statistics made it abundantly evident that, in order to support sustainable learning at the evaluated institution, it is imperative to explore the impact of students' socioeconomic situation on their academic performance for sustainable learning.

Conversations with fellow researchers revealed that, despite the existence of the National Student Financial Aid Scheme (NASFAS), which was designed to cover accommodation and transport costs, students on campus continued to face obstacles like poverty and transit costs. Report 191 students 1 and 2, NC(V) students 1, 2, and 3, as well as Report 191 professor 1, all pointed to this. In addition to money, socioeconomic status also includes things like financial stability, academic success, social status, and opinions of one's own place in society. The study also discovered that there was an underutilized cafeteria at the research location, which students were asked to use in an effort to alleviate poverty. Studies have indicated that students with lower socioeconomic positions tend to possess inferior academic abilities compared to those with better socioeconomic status [31]. A family environment marked by a lack of resources, a poor socioeconomic level, and malnutrition can result in unhealthy relationships and stressful situations.

Desperation brought on by a low socioeconomic background can affect behaviour issues and emotional stability [31]. Conditions at home, like low socioeconomic origins, have an impact on the social and emotional well-being of the majority of students, which in turn has an impact on their academic success on campus. The considerations that co-researchers had regarding how socioeconomic status affected students' academic performance for conducive learning at this college are listed below.

Researcher:

I sincerely appreciate you making yourself available and leading this crucial workshop on psychosocial issues and

support, Mr. E (Pseudonym), social worker. Well, I don't want any guys that lie. This workshop has taught me a lot, and I hope it has taught you a lot too. It's possible that some of us have encountered or seen similar difficulties, as the social worker indicated. Would you kindly let us know about the present state of psychosocial issues and support on campus, as well as the difficulties you have personally faced or witnessed?

Report 191 student 1:

Greetings to all of you. Poverty is the biggest problem, in my opinion. As students, we deal with money issues. Some students had only one course failure but were unable to return to college due to financial difficulties.

Researcher:

By financial problems, are you talking about parents who cannot afford to pay your fees at a college. What about NASFAS? I was thinking that you guys receive NASFAS.

Report 191 student 2:

Err...yes we do receive NASFAS. Noma kunjalo [however] take for instance myself. I do not have parents and they all passed on last year (2018). At home, I have two young sisters (both still going to school) and two brothers who are both older than me. My big brother is the only one who is working. He is expected to support us all financially and that becomes difficult for him. Last year, I never received NASFAS for transport or accommodation. So my brother had to do everything for us. Even this year (2019), I am still struggling to get last year's NASFAS. That is why when I received NASFAS for this year; nayo encane nami ngize ngathenga ngayo ukudla ekhaya [was very little, in such a way that I had to buy food at home with it]. ...you know Sir, as we are speaking now; there are students who did not receive NASFAS for this year. If you go to student affairs to enquire, they tell you to wait for three months and after three months, it is another three months. That is part of our daily lives here at the college.

Researcher:

Could I inquire how that negatively impacts your academic performance?

NC(V) student 1:

It affects a lot Sir (researcher). For instance, if you do not have money to come to the college because of financial problems or poverty, you miss classes. For your information, there are lecturers who do not care about us whether you attend or not [laugh...]. They even tell us that they cannot repeat their lessons because of our financial problems. Those negative comments really kill our self-identity, self-esteem and well-being and we end up dropping out from the college.

Report 191 lecturer 1:

Just to come in. What the students are saying is accurate. During her previous lecture, one of my colleagues boasted about pursuing absent pupils. In my opinion, teachers should be pastoral rather than punitive towards their students for their low socioeconomic status and the fact that NSFAS is not paying them on time. In any case, I agree that these kinds of workshops ought to be the norm.

Sengivala nje [finally], I would want to express my gratitude to Mr. B and the social worker for setting up this session. We all benefited much from it.

NC(V) student 1:

Ngiyaxolisa [sorry] Sir. I forgot to mention something very important. There are lecturers who are very supportive. They even assist us financially if we have financial problems, mhlampe uma abanye bengakayitholi ngisho nemali ye grant (perhaps, if some of us have not yet received social grants from Government).

NC(V) student 2:

We are particularly anxious about NASFAS. If only they could provide us a monthly stipend, we could make a budget and avoid academic difficulties. Receiving an NASFAS after three months is a serious issue. To be honest, NASFAS has to be addressed. We are all dependent on it for transportation, accommodation, and food. For us to receive assistance on time, their offices ought to be decentralised.

NC(V) student 4:

Peer counselling and peer tutoring, in my opinion, ought to be offered on our campus. We used to have peer tutoring, thus I'm curious as to what happened to it. If we can revive that, together with peer therapy, I believe we can succeed emotionally, academically, and even socially.

Report 191 lecturer 2:

I concur with NC(V) student 4 regarding the peer counselling and peer tutoring. In 2014, we started peer tutoring at our research site, and it was assisting for academic achievement and there were no drop-outs due to peer tutoring. I will propose that we bring peer tutoring back and also start peer counselling especially for students.

Report 191 student 3:

I can still clearly recall my initial registration visit to the college. Every lecturer was telling us about 80% of students' attendance. This means that in order to write an exam, a student must have 80% attendance. Should I expect to receive 80% attendance if my transportation and lodging costs have not been covered by NASFAS? Some individuals truly do not remember that the majority of us students—if not all of us—come from underprivileged homes, where nobody works from home and our ability to attend class is dependent upon NASFAS. NASFAS, in my opinion, promotes low self-esteem and a loss of sense of self on its own. This explains why our campus has a high absentee and dropout rate.

NC(V) student 3:

It sometimes relies on the lecturer. Certain lecturers are aware that we students come from underprivileged families. Some people are worried about our welfare as students. ...If, as an example, you could not write a test, they will question why you missed it. Some will chase you out of the class before asking you the reasons for missing the test.

Researcher:

How does the lack of support adversely affect you?

NC(V) student 1:

[eish...] such things disturb us psychologically, academically and even socially. That is why we tend to drop out before we even write our final examination. In our campus like NC (V) student 4 has indicated, we used to have peer-tutoring which was really assisting students to improve academically. I do not know what really happened to it.

NC(V) student 3:

Sir, you are aware that I arrived to write my internal examination at the final hour of the three-hour paper last year due to poverty and lack of funds for transportation. However, the hike made me late. As per the examination regulations, candidates are prohibited from entering the exam venue if they have less than one hour to complete the paper. To make matters worse, not even the invigilator bothered to inquire as to why the person was running late. Rather, she pushed me away. Furthermore, that was only an internal examination. As a student, I ended up not qualifying to write final examination because if you miss one test, you can end up not meeting the ICASS requirements. I think another solution to eradicate poverty amongst us is to use cafeteria that is now used as an examination venue. Perhaps as students we can contribute money and start selling to other students. But that will happen if the campus management, together with SRC allows us.

NC(V) lecturer 2:

I am very happy that the students are deliberating on these challenges and support without any fear. To concur with Report 191 lecturer 1, I think as lecturers, we really need these workshops or even trainings. It is a pity that we cannot have all the students and lecturers to partake. I hope that the researcher will continue with these workshops or trainings for effective teaching and learning. Another issue that I think is important is for us to be trained when it comes to dealing with social and emotional needs of students. Perhaps, training will really assist us since we have not been trained on how to deal with emotional and social needs of students. I also think that peer counselling and peer tutoring can also have positive impact on developing students emotionally, socially, and academically. Thank you.

During the discussions with students, one of the aspects raised as a concern was low socioeconomic status, as iterated by co-researchers:

SRC Nominee:

In my opinion, there are significant issues with our socioeconomic status. We deal with issues in our office every day involving students who arrive on campus hungry. To share with you just. When we brought up the sick student's situation with the student development practitioner and social worker, the social worker informed us that the student was experiencing an issue at home. Basically, the reason she felt sick was because she was really hungry. To put it briefly, is it possible for us to receive assistance about our socioeconomic status or background?

NC(V) student 1:

It has a big impact, Sir (researcher). For example, you miss lessons if you are impoverished or have financial difficulties that prevent you from attending the college. Just so you know, some lecturers don't really care if you show up or not [laughs]. They even warn us that our financial difficulties prevent them from being able to teach us their teachings again. These derogatory remarks seriously damage our sense of self, our sense of worth, and our wellbeing, and we end up leaving college.

SRC Nominee:

It is good that the cafeteria issue has been brought up. We pitched the concept to the campus administration as SRC members, but nothing came of it. In addition, we suggested that since our programmes don't include any practical training on campus, why don't they empower students by setting them up with co-ops so they can earn money? We felt that such proposals will eradicate poverty and make students independent and also contribute to decreasing the dropout rate of students because of poverty.

NC(V) lecturer 3:

There are numerous approaches to addressing students' poor socioeconomic status. In my capacity as a lecturer, I will recommend that our campus take the following actions: enhance teaching and learning strategies; establish an environment rich in information; boost funding; supply sufficient resources; establish a learning community; include parents; and continuously cultivate professionalism. I believe that if our campus administration can successfully handle all of these tasks, the issue of low socioeconomic status can be readily resolved.

Report 191 lecturer 3:

Public TVET college administrators should be made aware of the laws and policies aimed at eradicating socioeconomic disparities and should be encouraged to implement them. Planning and execution oversight should also be done by representatives of public TVET colleges.

V. DISCUSSIONS

A. Recommendations of the Study

This study set out to explore the impact of socioeconomic status on academic achievements for favourable learning conditions at this college. In order to decrease students' low socioeconomic status, a campus should: enhance instruction; establish a more information-rich environment; investigate ways to boost student funding; supply sufficient resources; establish a learning community; include parents; and continuously enhance professionalism. It is recommended that senior management work with a skills development practitioner to develop entrepreneurial skills modules for students that will help them with financial literacy in order to reduce poverty that is brought on by psychosocial challenges on a campus. They should also invite the South African Social Security Agency (SASSA) to visit the research site on a monthly basis in order to distribute grants to qualified students. In addition, the campus social worker and the

student development practitioner ought to extend an invitation to the nearby town to provide food packages to students in need. The report makes the recommendation that laws and policies aimed at reducing socioeconomic differences be supported and put into effect on campuses, and that university administrators be aware of the expectations these policies create. Personnel on campus should also plan and monitor the implementation of such policies. By helping students launch their own businesses while they are still in school, a campus should empower its students. This will help students—especially those who don't qualify for NASFAS—become independent and be able to pay for their study expenses.

VI. ETHICAL CONSIDERATIONS

Concerning ethical issues, I respect my co-researchers' rights, confidentiality, and sense of dignity. When conducting this work, ethical considerations were taken into account, and the obtained data did not pose harm to other researchers. To ensure that ethical concerns were addressed, I applied for and was granted an Ethical Clearance Certificate from the University of Limpopo Research Ethics Committee to perform this study. The principal of this public TVET college was asked for permission to carry out this study prior to data gathering, and she granted it. Each participant was given a consent form to sign that explained the goal of the study. Additionally, prior to holding focus groups, motivational talks, participant observation, and meetings, I made sure that the study had been given permission to be conducted. The research site's and every co-researcher's confidentiality was respected. Co-researchers' personal information was kept private to maintain confidentiality. After PAR was finished, the co-researchers received feedback regarding the study's findings. I thus agreed to take responsibility for upholding confidentiality during the course of the investigation.

VII. FUTURE RESEARCH

Researchers should conduct studies with a larger sample size and in various contexts to better understand the impact of socioeconomic status on academic achievements of students for sustainable learning at public TVET colleges. This will allow the impact of socioeconomic status on academic achievements of students for sustainable learning to be studied on a more comprehensive comparative basis. Furthermore, a bigger sample size can be obtained in order to study the gender elements of socioeconomic status and gain a deeper understanding of the concept and its influence on students' academic performance for sustainable learning.

VIII. LIMITATIONS

This study had just one significant limitation. This had to do with the sample's tiny size and the SSS's composition, which is described under research methodology. Because of this, extra caution should be used when extrapolating the research findings. Notwithstanding this drawback, the study supported the

notion that academic success and socioeconomic status are positively correlated among public TVET college students for sustainable learning.

IX. CONCLUSION

The results demonstrated that the majority of the students at the institution under study were from low socioeconomic backgrounds, and their academic performance was insufficient for sustainable learning. It is suggested that all co-researchers from this college be aware of the ramifications of the variables that negatively affect students' socioeconomic situation based on the study's findings.

CONFLICT OF INTEREST

The author declared that there were no potential conflicts of interest with respect to the research, authorship, and publication of this article.

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