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Presenting a Model of Factors for Implementing Change Management in the Structure of the Education System Using a Qualitative Research Approach

ABSTRACT

The purpose of this study is to present a model of the factors influencing the implementation of change management within the structure of the education system. The research method employed in this study is qualitative and aims to identify, classify, and extract concepts based on document analysis and expert perspectives. The data collection method in this qualitative study consisted of exploratory interviews. The process of designing and conducting the exploratory interviews comprised four stages: defining the research problem, developing the interview protocol, selecting interviewees, and conducting the interviews. The statistical population of the study included experts and specialists in educational management, as well as university professors and academic experts possessing higher education qualifications and scientific research experience in the field of educational management. Sampling was conducted using a non-probability purposive sampling method, and ultimately, interviews were conducted with 10 experts. In this study, the Krosel method was applied to examine the reliability and validity of the data, and the results of the assessments indicated that the findings derived from the interviews possessed the required level of credibility. Based on the research findings, 177 initial codes were extracted from the conducted interviews, which were ultimately categorized into 23 secondary codes within four main factors: social factors, organizational factors, environmental factors, and legal factors. According to the findings, components such as empowering teamwork skills, defining appropriate goals and goal-setting, presenting new ideas and innovative plans, increasing the level of student participation in decision-making processes, creating communication opportunities, empowering resources, the existence of legal support for change management, developing specific regulations and guidelines for implementing changes, evaluating and monitoring the change process, creating a flexible organizational structure for the implementation of comprehensive changes, and identifying the need for change can play a highly significant role in managing change within the structure of the education system.

Keywords: Change management; Education system; Iran

Introduction

Educational systems across the globe are experiencing unprecedented transformation pressures arising from technological disruption, workforce evolution, socio-cultural change, and heightened expectations for accountability and performance. In this environment, the capacity of education systems to design, implement, and sustain effective change has emerged as one of the

most critical determinants of institutional resilience and societal development. Change management has therefore evolved from a peripheral administrative function into a core strategic competence for educational governance and organizational leadership. Contemporary research increasingly demonstrates that educational reform efforts fail not due to lack of vision or resources, but because of weaknesses in the mechanisms through which change is planned, communicated, implemented, and institutionalized (1, 2). As a result, scholars and policymakers now view systematic change management as a prerequisite for achieving sustainable educational improvement.

The concept of change management refers to the structured set of processes, leadership practices, and organizational mechanisms through which institutions move from a current state to a desired future state while minimizing disruption and resistance and maximizing stakeholder engagement and performance outcomes. Within educational contexts, change management encompasses curriculum reform, structural reorganization, leadership transformation, professional development, technological integration, and cultural renewal. Research confirms that when educational change is approached as an integrated management process rather than as a series of isolated interventions, outcomes related to institutional performance, staff motivation, innovation capacity, and student achievement improve significantly (3-5). This systemic view of change has become increasingly vital as educational institutions confront complex, interdependent challenges.

A growing body of literature emphasizes that successful change in education requires alignment among organizational structures, leadership behaviors, staff competencies, and external policy frameworks. Arabi et al. (6) demonstrated that employee performance increases substantially when organizational change strategies are coordinated across structural, behavioral, and strategic domains. Similarly, Yazdkhasti and Arablo Nareh (7) established that managerial characteristics such as transformational leadership, strategic vision, participatory decision-making, and emotional intelligence play a decisive role in ensuring the success of change initiatives in educational organizations. These findings indicate that educational change cannot be reduced to technical reform but must be understood as a comprehensive organizational transformation process.

Leadership occupies a central position in this transformation. Contemporary educational leadership theory recognizes leaders not merely as administrators but as architects of organizational learning, culture, and adaptation. Howard et al. (2) argue that effective educational change in the twenty-first century requires the creation of “living schools” grounded in shared vision, distributed leadership, and transformative governance. Similarly, Gear and Sood (8) contend that middle leaders in schools must increasingly operate from a strategic “balcony perspective” rather than being confined to operational routines, enabling them to anticipate systemic consequences and guide long-term change trajectories. Without such leadership orientation, change initiatives often remain fragmented, superficial, and unsustainable.

In recent years, the digital transformation of education has further intensified the complexity of managing change. Digitalization affects curriculum design, teaching methodologies, assessment systems, communication channels, and organizational workflows simultaneously. Komariyah (9) empirically demonstrated that digital transformation and change management are strongly interdependent, and that employee engagement serves as a critical mediating mechanism linking change management practices to organizational performance. These findings suggest that educational change must integrate technological, human, and structural dimensions into a unified strategic framework, particularly in public sector and non-profit educational organizations.

Resistance to change represents one of the most persistent obstacles in educational reform. Teachers, administrators, students, and parents often perceive change as threatening established identities, routines, and professional autonomy. Nwisagbo et al. (10) emphasize that successful educational change depends on leaders’ capacity to manage resistance, cultivate psychological safety, and build collective commitment through transparent communication and participatory processes.

Without addressing resistance proactively, even well-designed reforms risk stagnation or reversal. This underscores the importance of understanding social dynamics, trust formation, and stakeholder inclusion within change management models.

Cultural and social factors further complicate educational change processes. Weissberg et al. (11) argue that social and emotional learning strategies must be embedded within institutional change efforts to support staff well-being, collaboration, and adaptive capacity. Their work highlights that emotional competencies are not peripheral but foundational to sustaining organizational transformation. In parallel, Troyani (12) demonstrates how participant roles and peer dynamics influence behavioral change within educational environments, reinforcing the notion that change management must address social structures and interpersonal relationships alongside formal policies and procedures.

In the Iranian context, the challenge of managing educational change is particularly acute. Iran's education system operates within a complex environment shaped by centralized governance, extensive regulatory frameworks, cultural traditions, demographic pressures, and rapidly evolving social expectations. Papi et al. (13) reveal that although Iran's upstream policy documents emphasize the necessity of internal transformation, implementation gaps persist due to structural rigidity, limited stakeholder participation, and weak coordination mechanisms. Similarly, Yoonesi and Jafari (14) identify significant shortcomings in human resource specialization and recruitment processes within Iran's Ministry of Education, which hinder the system's capacity to absorb and institutionalize change.

Empirical studies conducted within Iranian educational organizations further confirm these challenges. Ilka (4) demonstrates that structured change management significantly improves the performance of educational staff, yet such frameworks remain inconsistently applied across provinces. Yazdkhasti and Arablo Nareh (7) show that gaps between required managerial competencies and actual leadership practices undermine the success of reform initiatives in Iranian schools. Moreover, Kuhgivi (5) provides evidence that change management directly enhances organizational innovation in government offices, with employee innovative behavior functioning as a powerful mediating factor—an insight highly relevant for educational bureaucracies.

International experiences offer valuable comparative insights. Thi Thu and Thi Thu (15) document how the application of Kotter's change model in Vietnamese higher education institutions produced measurable improvements in institutional alignment and performance. Their findings reinforce the universal applicability of systematic change frameworks while also highlighting the need for contextual adaptation. Similarly, Khalifeh et al. (16) emphasize the inseparability of leadership development and change management in educational systems, arguing that reform efforts collapse when leadership capacity fails to evolve alongside organizational structures.

More recent research highlights the growing importance of adaptive leadership during periods of crisis and uncertainty. Mazhabi (17) illustrates how public school principals in Indonesia navigated complex educational disruptions by combining strategic flexibility, emotional intelligence, and participatory governance—capabilities that mirror the challenges faced by Iranian educational leaders in the post-pandemic era. These findings reinforce the necessity of equipping educational leaders with sophisticated change management competencies to navigate volatile institutional environments.

Despite the breadth of existing scholarship, a critical gap remains: the absence of an integrated, context-specific model that systematically identifies the key factors shaping change management implementation within Iran's education system. Existing studies tend to examine isolated components such as leadership, innovation, resistance, or performance, but rarely synthesize social, organizational, environmental, and legal dimensions into a comprehensive framework. Without such a model, policymakers and practitioners lack a coherent roadmap for designing and implementing effective change strategies tailored to Iran's unique institutional conditions. Furthermore, most prior research relies heavily on quantitative methods that capture outcomes but fail to illuminate the complex mechanisms through which change unfolds in practice. Qualitative approaches,

particularly those grounded in expert perspectives and experiential knowledge, offer deeper insight into the contextual realities, power structures, and cultural dynamics that shape educational change. By eliciting the lived experiences of educational leaders, managers, and scholars, qualitative inquiry can uncover latent patterns and critical success factors that remain invisible in survey-based research. Given the accelerating pace of social transformation, technological advancement, and global educational competition, the urgency of strengthening Iran's capacity for effective educational change management cannot be overstated. Educational systems that fail to adapt risk declining relevance, diminished human capital development, and widening social inequities. Conversely, systems that master change management cultivate innovation, resilience, and sustainable progress. Therefore, the aim of this study is to identify and model the key social, organizational, environmental, and legal factors that influence the effective implementation of change management in the structure of Iran's education system.

Methods and Materials

The selection of the research method depends on the objectives, the nature of the research problem, and the available implementation resources. The present study employs a qualitative research approach aimed at identifying, classifying, and extracting concepts based on document analysis and expert perspectives. The qualitative analysis used in this section was based on thematic analysis. Qualitative thematic analysis in this study can be considered a research method for the subjective interpretation of textual data content through systematic categorization processes.

The stages of qualitative research in the present study are as follows:

- (a) selecting the research topic and formulating the problem related to the factors influencing change management in the structure of Iran's education system;
- (b) reviewing the research background and defining the theoretical foundations related to change management in the structure of Iran's education system;
- (c) stating the research objectives and questions and identifying the individuals to be observed;
- (d) selecting and justifying the qualitative research design;
- (e) collecting data and analyzing and interpreting them through coding.

The data collection method in the present qualitative study was exploratory interviews. The reason for choosing exploratory interviews as the data collection method is that this approach is highly flexible, can be applied in almost any setting, and has the capacity to generate very rich and in-depth information. Moreover, this method is one with which most research participants (interviewees) feel comfortable and, compared with other qualitative techniques such as participant observation, enjoys a higher level of acceptance and effectiveness. The process of designing and implementing the exploratory interviews in this qualitative study consisted of four stages: (1) defining the research problem; (2) developing the interview guide; (3) selecting interviewees; and (4) conducting the interviews.

Prior to each interview, the interview protocol form was provided to the interviewee either in person or via email, and an appropriate time for the interview was scheduled. At the beginning of each interview, after self-introduction and restating the research title and purpose, a brief explanation of the main and subsidiary research questions was provided to eliminate ambiguities and, considering the novelty of the research topic, to ensure the interviewee's adequate understanding of the subject under investigation. Most follow-up questions were asked after the key questions in order to obtain more detailed explanations from the interviewees. Throughout the interviews, ethical protocols were strictly observed, and the duration of the interviews ranged from 30 to 45 minutes. At the end of each interview, the interviewees were also asked to express any additional comments or viewpoints regarding the interview process.

The research questions of the present study were as follows:

- (a) In your view, how can change management in the structure of the education system be defined?
- (b) What are the main components influencing the formation of a change management model in the structure of Iran's education system?
- (c) What factors should be considered for the implementation of change management in the structure of Iran's education system?

The statistical population of the present study consisted of experts and specialists in educational management as well as university professors and academic experts who possessed higher education qualifications and scientific research experience in the fields of educational management and change management. In interview-based studies, it is not possible to determine in advance the exact number of participants required to fully identify the phenomenon of interest in a qualitative study. Ideally, data collection continued until data saturation was achieved, that is, when newly collected data no longer differed from previously collected data and no new information emerged. In other words, when the research reached a point of diminishing returns in data collection efforts, it could be reasonably concluded that a comprehensive study had been conducted. Based on these considerations, the researcher continued conducting interviews until data saturation was reached. Furthermore, utmost care was taken in selecting the research experts to ensure that the most knowledgeable individuals were engaged in data collection. Sampling in this study was conducted using a non-probability purposive sampling method. Accordingly, individuals who possessed the necessary professional competencies in the field of change management were selected. The criteria for participant selection included holding at least a master's or doctoral degree in education-related fields and having a minimum of five years of professional and research experience. Ultimately, interviews were conducted with 10 experts.

One of the most critical issues in qualitative research is research credibility. Without scientific rigor, any research (quantitative or qualitative) becomes worthless and loses its value. Therefore, concerns regarding reliability and validity have been emphasized by many researchers across all research methodologies. In this regard, Creswell identifies eight strategies for validating findings in qualitative research, and in the present study, the Creswell approach was employed to assess the reliability and validity of the data.

The evaluations conducted based on the stated stages demonstrated that the interview findings possessed adequate credibility. In this study, according to Stage 1, the interviews were carefully listened to, and the various codes derived from the experts' interviews were categorized. In Stage 2, the codes from each interview were extracted, and their accuracy was examined through consultation with the respective interviewee. In Stage 3, the descriptions associated with each code were presented to the interviewee. In Stage 4, after confirming the codes with the experts, the researcher conducted a second review of the codes to examine potential coding bias, which resulted in the identification of no bias in the codes. In Stage 5, positive and negative codes regarding the characteristics of the examined generations and their positive and negative differences derived from the interviews were categorized. In Stages 6, 7, and 8, the codes obtained from the interviews concerning change management in the structure of Iran's education system were discussed with several managers, and their feedback confirmed the existence of such statements regarding the manner of implementing change management in the structure of Iran's education system.

The present study employed thematic analysis to analyze the data obtained from the interviews. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. At its most basic level, this method organizes data and describes them in detail.

Findings and Results

Table 1 presents the findings related to the demographic characteristics of the study participants, including mean age, mean years of work experience, and educational qualifications in the research domain.

Table 1. Demographic Characteristics of the Interviewed Experts

No.	Position	Age	Experience (years)	Education	Field of Expertise
1	Change Management Expert in Educational Systems	39	10	PhD	Change Management
2	Change Management Expert in Educational Systems	41	11	Master's Degree	Change Management
3	Change Management Expert in Educational Systems	40	11	Master's Degree	Change Management
4	Change Management Expert in Educational Systems	38	9	Master's Degree	Change Management
5	University Faculty Member	44	12	PhD	Educational Management
6	University Faculty Member	48	18	PhD	Educational Management
7	University Faculty Member	52	19	PhD	Educational Management
8	University Faculty Member	55	20	PhD	Educational Management
9	University Faculty Member	45	15	PhD	Educational Management
10	University Faculty Member	42	13	PhD	Educational Management

An examination of the mean age of the interviewed experts indicated that the participants in this study had an average age of 44.40 years. The analysis of work experience revealed that the participants had an average of 13.80 years of professional experience. Among the participants, 7 individuals held doctoral degrees and 3 individuals held master's degrees.

Interview Transcript No. 1: "In response to your question, I would state that, from my perspective, various facilitators can be employed to manage change in the structure of Iran's education system. Creating educational opportunities and preparing staff and managers to confront change strengthens change management competencies. These opportunities may include training courses, team workshops, communication and participatory sessions, and individual and group consultations. During structural changes, identifying and preserving successful characteristics and factors within the organization is essential. Rather than completely dismantling the previous structure, efforts should focus on utilizing elements that have demonstrated effective performance and modifying and improving them within the new framework; this approach fosters continuity and trust in the change process. Additionally, during structural transformations, resistance may emerge from certain members and stakeholders. Managing and addressing resistance in an organized and constructive manner can serve as a critical facilitator of change management. Identifying the sources of resistance, providing explanations and clarifying benefits, resolving errors and conflicts, and facilitating the adaptation process are among the strategies for managing resistance. These facilitators, combined with careful planning and effective implementation, can contribute significantly to managing structural change in Iran's education system and achieving desired objectives.

Furthermore, from my perspective, broad participation of members and stakeholders in managing change within the structure of Iran's education system is crucial. Such participation includes listening to their opinions, ideas, and suggestions regarding structural changes. This participation can be realized through group meetings, surveys, suggestion boxes, or other participatory mechanisms. Members and stakeholders may take part in decision-making processes related to structural changes. This participation may involve providing opportunities for expressing viewpoints, attending workshops and specialized sessions, forming working groups and consultation teams, or engaging in joint decision-making processes. Members and stakeholders can also present their ideas and proposals regarding structural changes in the education system. These ideas and proposals may relate to improving processes, enhancing educational quality, utilizing technology, developing resources, and other aspects associated with the structure of education.

To achieve effective public participation, it is necessary to establish an environment that enables the expression of opinions, the presentation of ideas and suggestions, and the exchange of information. Moreover, organizations associated with the education sector must promote a culture of participation and take feedback and viewpoints seriously."

Based on the examination of the identified open codes extracted from the reviewed interviews, the final stage involved defining and labeling the themes. The results of the analysis indicated that various factors influence change management in the structure of the education system. These factors were classified into four categories, each consisting of several subcomponents. The outcomes of this classification are presented in Table 2.

Table 2. Main Components and Subcomponents Derived from Extracted Open Codes

No.	Objective	Extracted Factors	Main Components (Secondary Codes)	
1	Factors influencing change management in the structure of Iran's education system	Social factors	Project management training	
2			Empowerment of teamwork skills	
3			Establishing effective and two-way communication with staff and stakeholders	
4			Increasing the level of student participation in decision-making processes	
5			Encouraging innovation and initiative	
6			Presenting new ideas and innovative plans	
7			Organizational factors	Managers' commitment to the values and objectives of the education system
8				Creating a flexible organizational structure for the implementation of comprehensive changes
9				Identifying the need for change
10				Providing organizational feedback on the progress of the change management process
11				Familiarizing teachers and executive staff of the education system with change management theories and models
12		Environmental factors		Effective communication with higher-level institutions
13				Empowerment of resources
14			Providing essential information in the field of change management	
15			Creating communication opportunities	
16			Developing knowledge in the field of change and change management	
17			Diagnosing the current situation	
18		Defining goals and appropriate goal-setting		
19		Legal factors	Existence of legal support for change management	
20			Attention to national and local regulations of the education system	
21			Developing specific bylaws and guidelines for implementing changes	
22			Implementing changes in accordance with the legal and managerial procedures of the education system	
23			Evaluating and monitoring the change process	

The final model derived from the study is illustrated in Figure 1. Based on the research results, the study variables were classified into four main categories: social variables, organizational variables, environmental variables, and legal variables.

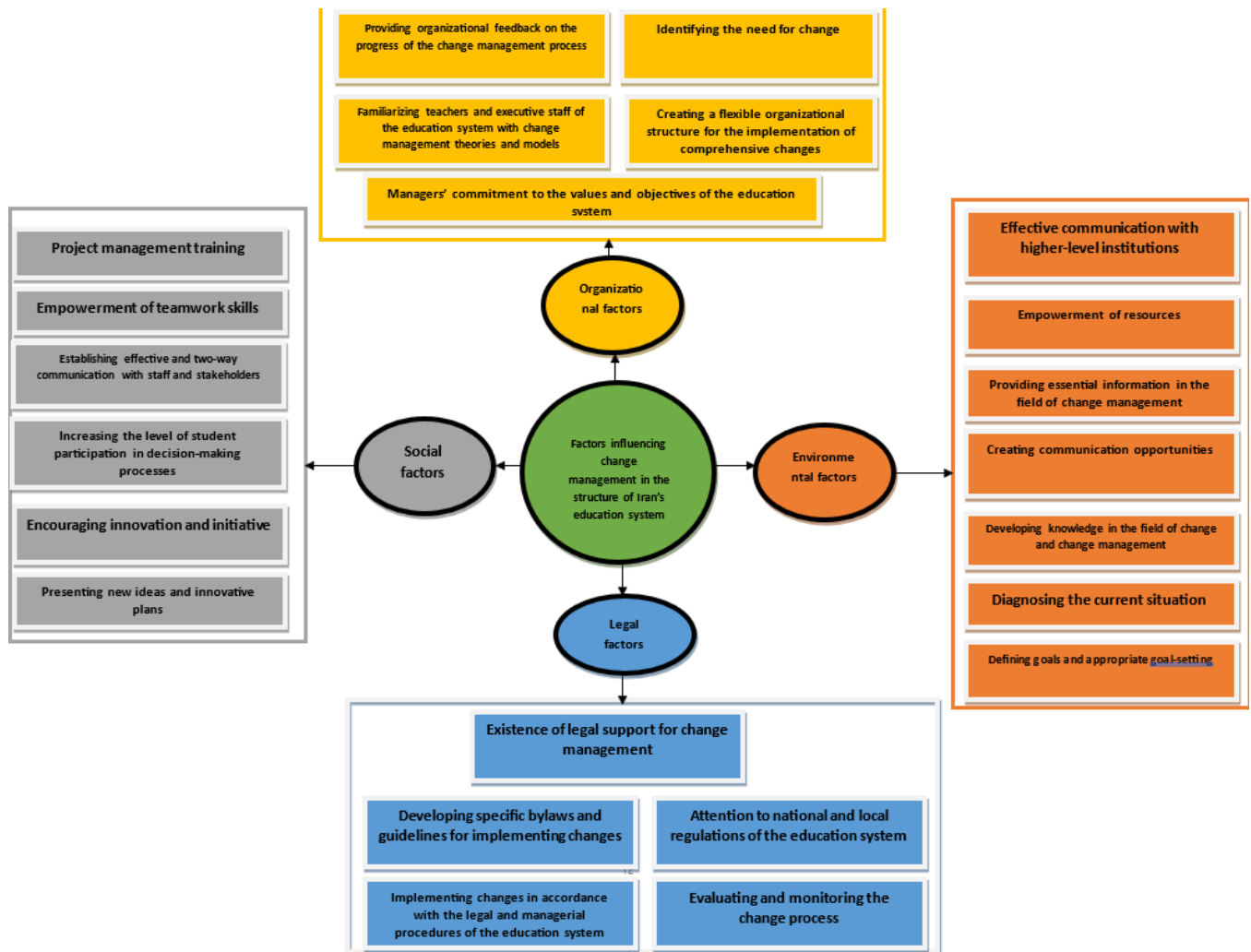


Figure 1. Final Model

Discussion and Conclusion

The findings of the present study provide strong empirical support for the multidimensional nature of change management in the structure of Iran’s education system and demonstrate that effective change is not driven by a single dominant factor but emerges from the dynamic interaction of social, organizational, environmental, and legal dimensions. The qualitative results revealed that social factors—such as empowering teamwork skills, strengthening communication, promoting innovation, encouraging idea generation, and increasing student participation in decision-making—constitute the foundational layer of successful change. This result is fully aligned with the theoretical position of Weissberg et al. (11), who emphasize that social and emotional competencies, collaborative culture, and participatory engagement are essential for institutional transformation in schools. Similarly, Edwards and Attia (3) demonstrated that student engagement and authentic learning environments significantly reinforce the success of organizational change initiatives in educational settings, a finding that directly supports the central role of social participation identified in this study. The emphasis on empowering teamwork skills and creating communication opportunities is also consistent with the arguments of Nwisagbo et al. (10), who identify trust-building,

transparent communication, and stakeholder inclusion as the primary mechanisms for overcoming resistance and fostering long-term commitment to change.

The organizational factors extracted in this study—including managerial commitment, flexible organizational structures, systematic identification of change needs, continuous feedback mechanisms, and professional development in change management—reflect the internal governance architecture required to translate reform intentions into operational reality. These findings closely correspond with the work of Arabi et al. (6), who found that organizational performance improves substantially when change strategies are coherently aligned across leadership behavior, structural design, and operational systems. Likewise, Ilka (4) empirically demonstrated that structured change management significantly enhances the performance of education staff, confirming the importance of internal organizational readiness. The identification of flexible organizational structures as a core component resonates with Gear and Sood's (8) argument that educational leaders must shift from routine management toward systemic, adaptive leadership in order to manage complexity effectively. Moreover, the role of managerial commitment highlighted in the present findings strongly supports Yazdkhasti and Arablo Nareh's (7) conclusion that leadership characteristics are decisive predictors of successful change outcomes in Iranian educational institutions.

The environmental dimension uncovered by this study—including effective communication with higher-level institutions, resource empowerment, information dissemination, knowledge development, situational diagnosis, and strategic goal-setting—captures the broader ecosystem within which educational organizations operate. These findings are highly consistent with Errida and Lotfi's (1) comprehensive review, which identifies external alignment, resource availability, and strategic clarity as central determinants of organizational change success. The emphasis on continuous knowledge development and environmental awareness also reflects the insights of Howard et al. (2), who argue that educational change in the twenty-first century requires adaptive governance structures capable of integrating environmental feedback into strategic decision-making. The importance of environmental communication identified in this study further echoes the work of Komariyah (9), whose research demonstrates that digital transformation and organizational performance are mediated by effective change management practices that actively engage both internal and external stakeholders.

The legal dimension of the model—comprising legal support for change, alignment with national and local regulations, formalized guidelines, procedural compliance, and continuous evaluation—emerged as a critical stabilizing force in the change process. This finding is particularly significant in the Iranian context, where educational governance is highly centralized and strongly regulated. Papi et al. (13) have previously shown that although Iran's upstream policy documents strongly endorse internal transformation, the lack of coherent regulatory implementation mechanisms undermines effective change. The present study advances this literature by demonstrating that formal legal frameworks are not merely administrative constraints but can serve as powerful enablers of sustainable change when they are clearly articulated, consistently applied, and integrated with organizational practice. The importance of regulatory alignment also reinforces Khalifeh et al.'s (16) assertion that leadership and change management in education must be grounded in institutional legitimacy and policy coherence.

The integrated nature of the four-factor model derived in this study offers a comprehensive explanation for why many educational reforms fail when they focus exclusively on technical or structural interventions. The results demonstrate that change initiatives succeed only when social engagement, organizational readiness, environmental alignment, and legal infrastructure evolve simultaneously. This integrative perspective strongly corresponds with Thi Thu and Thi Thu's (15) findings from Vietnamese higher education, which show that the systematic application of change management frameworks—such as Kotter's model—produces significantly stronger institutional outcomes than fragmented reform efforts. Similarly, Kuhgivi (5) found that change management enhances organizational innovation in government institutions, particularly when

employee innovative behavior is actively supported, a conclusion that parallels the emphasis on social empowerment and participatory mechanisms observed in the present study.

Furthermore, the study's findings concerning resistance management and stakeholder participation reinforce the growing body of research emphasizing the human dimension of change. Nwisagbo et al. (10) highlight that resistance is not merely an obstacle but a diagnostic indicator of poorly aligned change processes, and that constructive engagement with resistance strengthens institutional resilience. The current study's identification of participatory decision-making and feedback systems as core components of change management directly supports this perspective. In addition, the emphasis on innovation, idea generation, and creative problem-solving aligns with Troyani's (12) work on participant roles in educational interventions, which underscores the importance of peer dynamics and collective agency in behavioral change processes.

The relevance of these findings extends beyond Iran's education system and contributes to the broader theoretical discourse on organizational change in complex public-sector environments. By synthesizing social, organizational, environmental, and legal dimensions into a unified framework, the present study advances change management theory toward a more holistic and context-sensitive paradigm. This contribution is particularly important in developing and transitional societies where institutional constraints, regulatory pressures, and cultural traditions significantly shape reform trajectories. The model derived from this study thus provides both conceptual advancement and practical guidance for policymakers, educational leaders, and reform designers.

In sum, the findings confirm that effective change management in the education system is not a linear administrative procedure but a dynamic socio-organizational process requiring strategic coherence, leadership capacity, stakeholder engagement, regulatory support, and continuous learning. These results are strongly corroborated by prior international and national studies (1-17), thereby reinforcing the credibility and generalizability of the proposed model.

The present study, while offering a comprehensive qualitative model, was limited by the size of the expert sample and its concentration within specific professional groups, which may restrict the generalizability of the findings. In addition, the reliance on self-reported interview data may introduce subjective bias despite rigorous validation procedures. The cross-sectional nature of the data also prevents direct observation of change dynamics over time.

Future studies should employ mixed-methods designs that integrate large-scale quantitative validation of the proposed model with longitudinal qualitative analysis to examine how change factors evolve across different stages of reform. Comparative studies across provinces and educational levels would further enhance the robustness and applicability of the framework.

Educational policymakers and administrators should adopt the proposed model as a diagnostic and planning tool, ensuring that reform initiatives simultaneously address social engagement, organizational readiness, environmental alignment, and legal infrastructure, and that leadership development and stakeholder participation are systematically embedded into all phases of educational change.

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Authors' Contributions

All authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

All ethical principles were adhered in conducting and writing this article.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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