



PARENTAL SUPPORT, TRAINING MOTIVATION, AND VOLLEYBALL TRAINING AMONG YOUTH ATHLETES: EVIDENCE FROM A COMMUNITY-BASED SPORT PROGRAM

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Article Info	ABSTRACT
Article History Submitted: 12-12-2025 Revised: 20-01-2026 Accepted: 01-02-2026 Published: 26-02-2026 Keywords: Community-based sport; Parental support; Training motivation; Volleyball training; Youth athlete development	Youth sport can function as a community-based educational environment in which young athletes develop physical, psychological, social, and interpersonal competencies. Within this environment, parental support and training motivation represent important psychosocial dimensions that may be associated with athletes' training experiences. However, evidence concerning their relationships with youth volleyball training remains limited, particularly in community-based sport settings. This study examined the associations of parental support and training motivation, individually and simultaneously, with volleyball training among youth athletes aged 10–15 years at The Black Volleyball Club, Majalengka, Indonesia. A quantitative cross-sectional correlational-regression design was employed using a census approach involving all 25 eligible athletes. Data were collected using five-point Likert-scale questionnaires measuring parental support, training motivation, and volleyball training, complemented by attendance, participation, and coaching records. Descriptive statistics, correlation analysis, diagnostic tests, and multiple linear regression were conducted using IBM SPSS Statistics. The results showed that parental support was not significantly associated with volleyball training ($p = 0.327$), and training motivation was likewise not significantly associated with volleyball training ($p = 0.571$). The overall regression model was not statistically significant, $F(2, 22) = 0.857$, $p = 0.438$, and accounted for 7.2% of the observed variance in volleyball training. These findings indicate that parental support and training motivation, considered jointly, provided limited explanatory coverage of volleyball training within the investigated sample. The findings support a multidimensional understanding of community-based youth sport as an educational and developmental environment in which individual, interpersonal, instructional, and organizational conditions may intersect. Given the small sample and cross-sectional design, the findings are context-specific. Future research should employ larger samples, longitudinal designs, and broader multidimensional models to examine youth athletes' training and development.

INTRODUCTION

Sport is increasingly recognized not only as a means of improving physical fitness but also as a multidimensional educational environment that contributes to psychological, social, and personal development. Regular participation in sport can foster discipline, perseverance,



teamwork, resilience, and life satisfaction, thereby supporting broader processes of human development (An et al., 2020). In educational and community settings, organized sport can therefore function as a form of non-formal learning in which young people develop competencies through participation, interaction, practice, and reflection. Volleyball provides a relevant context for this developmental process because participation requires athletes to integrate technical proficiency, tactical decision-making, communication, and collaborative problem-solving during gameplay (Siregar et al., 2021). Developing these competencies requires continuous, structured training, including opportunities to build fundamental skills such as serving, passing, blocking, and spiking (Nyatara et al., 2026). Accordingly, youth volleyball training can be understood not simply as physical practice but as a community-based learning environment in which athletic, interpersonal, and developmental experiences occur simultaneously.

The quality of this learning environment, however, cannot be understood solely from the technical content of training. Youth athlete development occurs through interactions between individual characteristics and the social and organizational environments in which training takes place. Physical condition, concentration, and psychological readiness may interact with contextual conditions such as training facilities, coaching quality, and social support to shape athletes' experiences and engagement in training (Sumarsono et al., 2022). From a sport psychology perspective, athletic behavior is embedded within interpersonal and social contexts, making relationships and supportive environments important dimensions of the developmental process (Piepiora et al., 2021). This perspective is particularly relevant in community-based sport programs, where young athletes experience training through continuing interactions with parents, coaches, peers, and sport organizations. Thus, understanding youth volleyball training requires attention to both the individual psychosocial characteristics of athletes and the social conditions that constitute their everyday learning environment.

Parental support represents one important psychosocial dimension of this environment. Parents provide more than financial and logistical assistance; they may also provide emotional encouragement, informational guidance, and positive reinforcement that support children's confidence and continued engagement in organized sport (Allam & Setyawati, 2022). Social support itself may take several forms, including emotional, instrumental, informational, and appraisal support (Fitria Evi Apriani & Nastiti, 2023). Previous research further indicates that parental involvement can contribute to children's psychological security, self-confidence, and opportunities to develop their potential (Zulia Syiva Salsabila & Rivan Saghita Pratama, 2024). Constructive parental support may likewise encourage children's confidence and facilitate the exploration and development of their talents (Rijkiyani et al., 2022). These findings suggest that parental support is an important resource within youth development, while also indicating that its relevance should be considered in relation to the broader environments in which young athletes learn and participate.

Alongside external social support, motivation represents an important individual psychosocial dimension of youth sport learning. Motivation concerns the psychological processes that initiate, direct, and sustain goal-oriented behavior, including persistence when

individuals encounter challenges during learning and practice (Fatimah et al., 2022; Pangestu et al., 2021). Athletes with stronger motivation may demonstrate greater persistence, achievement orientation, and commitment to continued skill development (Farida, 2022). Nevertheless, motivation among young athletes is not necessarily stable; it may vary according to emotional experiences, social interactions, perceived competence, and characteristics of the surrounding learning environment. Recent evidence concerning children's participation in organized sport also highlights the relevance of parental support and pressure to children's sport experiences (Kouvelas et al., 2026). Consequently, youth sport development may be better understood through an integrated perspective in which individual motivation operates in interaction with supportive family relationships, coaching practices, and psychologically enriching training environments (Gu et al., 2023).

Despite the growing literature on parental involvement and athlete motivation, important empirical, contextual, and conceptual gaps remain. Empirically, previous research has frequently examined parental support, motivation, participation, achievement, or competitive performance as separate or closely related outcomes, whereas comparatively less attention has been given to how parental support and training motivation are associated, individually and simultaneously, with training-related outcomes among youth volleyball athletes. Contextually, evidence from community-based youth sport programs in Indonesia remains limited, particularly in grassroots settings where sport operates simultaneously as a training activity and a social-developmental environment. Conceptually, parental support and individual motivation are often discussed as influential factors without sufficiently situating them within the broader educational ecology in which youth training occurs. Existing findings also vary across developmental stages, sporting contexts, coaching environments, and sociocultural settings. Therefore, the absence of consistent findings should not simply be interpreted as evidence for or against the importance of either variable; rather, it indicates the need to examine how these psychosocial dimensions relate to youth training within specific community contexts.

The Black Volleyball Club in Majalengka Regency provides a relevant community-based setting for examining these relationships. The club serves youth athletes aged 10–15 years and provides structured volleyball training within a community environment in which athletes interact continuously with coaches, peers, parents, and the organization. Such a setting represents more than a location for technical practice because it provides opportunities for young people to learn discipline, cooperation, persistence, communication, and responsibility through sustained participation. Within this context, parental support and training motivation can be viewed as two complementary psychosocial dimensions of a broader youth sport learning environment rather than as isolated determinants of training. Examining their relationships with volleyball training may therefore provide context-specific evidence concerning how individual and social conditions are associated with young athletes' training experiences. Such evidence can contribute to a more comprehensive understanding of community-based sport as an educational and developmental space.

Accordingly, this study aims to examine the relationships between parental support and training motivation, both individually and simultaneously, with volleyball training among

youth athletes aged 10–15 years at The Black Volleyball Club, Majalengka. The study does not seek to establish causal effects but to identify whether statistically significant associations are evident within the investigated community context. By examining these two psychosocial dimensions together, the study seeks to contribute empirical evidence concerning youth volleyball training while extending the discussion of community-based sport beyond physical and competitive development toward its educational and human-development dimensions. The findings are expected to provide context-specific insights for coaches, parents, and sport organizations in developing supportive, engaging, and developmentally appropriate training environments in which athletic learning and broader youth development can be addressed together.

METHOD

Research Design

This study employed a quantitative approach with a correlational-regression design to examine the associations between parental support, training motivation, and volleyball training among youth athletes. The analysis considered parental support (X_1) and training motivation (X_2) as predictor variables and volleyball training (Y) as the outcome variable. The study was conducted at The Black Volleyball Club, Majalengka Regency, Indonesia, from April to July 2026. Given the cross-sectional and observational nature of the design, the analysis was intended to identify statistical relationships and predictive contributions rather than establish causal effects.

Participants

The study population comprised all 25 registered youth athletes who were actively participating in training at The Black Volleyball Club. A census or total population sampling approach was employed because all members of the accessible population who met the eligibility criteria were included in the study. The inclusion criteria were: (1) active membership in the volleyball club; (2) regular participation in scheduled training sessions for at least six consecutive months; (3) age between 10 and 15 years; and (4) no injury or physical condition that prevented participation in regular training. All 25 registered athletes met the eligibility criteria and were therefore included in the final sample ($N = 25$). The use of the entire accessible population does not eliminate the limitations associated with the small sample size. The relatively small number of participants limits statistical power and the precision of the regression estimates and restricts the generalizability of the findings beyond the investigated club. Accordingly, the findings are interpreted as context-specific and exploratory evidence concerning youth athletes within this community-based sport setting rather than as population-level estimates.

Research Instruments

Data were collected using a structured self-administered questionnaire with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of three constructs: parental support, training motivation, and volleyball training. Parental support was operationalized through four dimensions: emotional support, instrumental support, informational support, and appraisal support. These dimensions

represent forms of support through which parents may provide encouragement, practical assistance, information, and evaluative feedback to young athletes (Allam & Setyawati, 2022; Fitria Evi Apriani & Nastiti, 2023). Training motivation was operationalized through five dimensions: intrinsic motivation, achievement orientation, perseverance, enjoyment of training, and enthusiasm for self-development. These dimensions represented the motivational conditions associated with athletes' willingness to participate, persist, and develop through training (Fatimah et al., 2022; Pangestu et al., 2021; Farida, 2022).

Volleyball training was operationalized as a composite training-related construct reflecting athletes' participation and engagement in the organized training process. It comprised five indicators: training frequency, training duration, attendance and participation, discipline during training, and mastery of fundamental volleyball techniques. Because these indicators cover both process-related aspects of training and a skill-related dimension, the construct should be interpreted as a broader measure of training-related experience and performance rather than as a pure measure of attendance or training engagement. In particular, mastery of fundamental techniques represents a skill-related outcome associated with training and should therefore not be interpreted independently as a direct measure of training participation. In addition to questionnaire responses, observational records concerning athletes' attendance and participation, as well as available coaching documentation, were collected to provide contextual information about the training process. These records were used as supplementary contextual information and were not treated as separate predictor variables in the regression model.

Instrument Validity and Reliability

Before data collection, the questionnaire underwent content validation through expert judgment. Two to three specialists with expertise in physical education and volleyball coaching evaluated the relevance, clarity, and representativeness of the measurement indicators. The expert judgment process was used to assess whether the items adequately represented the intended constructs before the questionnaire was administered. Following expert review, item validity was examined using the Pearson Product-Moment correlation coefficient. The analysis indicated that all 25 questionnaire items across the three constructs met the predetermined item-validity criterion and were retained for subsequent analysis. The item-validity assessment was based on the comparison between the obtained correlation coefficient and the applicable critical criterion at the selected significance level.

Instrument reliability was assessed using Cronbach's Alpha. The parental support scale obtained a reliability coefficient of 0.931, the training motivation scale obtained 0.950, and the volleyball training scale obtained 0.910. All coefficients exceeded the commonly applied minimum criterion of 0.70, indicating satisfactory internal consistency of the three scales. For methodological transparency, the final manuscript should report the exact number of items assigned to each construct, the observed item-validity coefficient range, the exact number and disciplinary expertise of the validators, and the specific item-retention criterion used in the validity analysis. These details are necessary to enable readers to evaluate the measurement procedure and replicate the study.

Data Analysis

Data were analyzed using IBM SPSS Statistics. Descriptive statistics were first calculated for each study variable, including the minimum, maximum, mean, standard deviation, and variance. These statistics were used to describe the distribution and variability of parental support, training motivation, and volleyball training within the sample. Before conducting regression analysis, the relevant statistical assumptions were examined. The distributional characteristics of the variables were evaluated using skewness and kurtosis statistics. The results were interpreted in terms of whether the observed values indicated a substantial departure from normality rather than as definitive evidence that the variables followed a perfectly normal distribution. Multicollinearity between the predictor variables was assessed using Tolerance and Variance Inflation Factor (VIF) values. Heteroscedasticity was examined through Spearman correlations between standardized residuals and the predictor variables.

Bivariate associations between the study variables were initially examined using Pearson or Spearman correlation analysis, depending on the distributional characteristics of the data. Multiple linear regression was subsequently used to examine the predictive contributions of parental support and training motivation to volleyball training, both individually and jointly. The individual contributions were evaluated through the regression coefficients and corresponding significance tests, whereas the joint contribution was assessed through the overall regression model. The coefficient of determination (R^2) was used to estimate the proportion of variance in volleyball training accounted for by the predictors included in the model. Importantly, the unexplained proportion of variance was not attributed to specific variables because those variables were not measured in the present study. Statistical significance was evaluated at $\alpha = 0.05$. A p-value below 0.05 was interpreted as evidence of a statistically significant association or predictive contribution within the observed sample. A non-significant result was interpreted as an absence of sufficient statistical evidence for the hypothesized association, rather than as evidence that the relationship does not exist. Given the small sample size ($N = 25$), the regression analysis was treated as exploratory. Accordingly, the magnitude and statistical significance of the regression coefficients were interpreted cautiously, with particular attention to statistical power, uncertainty, and the context-specific nature of the findings. The results were not interpreted as strong evidence of population-level relationships.

Ethical Considerations

Before data collection, research permission was obtained from the management of The Black Volleyball Club, Majalengka. Participation was voluntary, and the athletes and their parents or legal guardians were informed about the objectives, procedures, and use of the research data before participation. Confidentiality was maintained throughout the research process, and individual responses were used exclusively for research purposes and reported in aggregated form. No personally identifiable participant information was presented in the manuscript.

RESULT

Participant Characteristics and Descriptive Statistics

The study included 25 youth volleyball athletes from The Black Volleyball Club, Majalengka, who met the established eligibility criteria. Descriptive statistics were calculated to summarize the distributions of parental support, training motivation, and volleyball training. The results are presented in Table 1.

Table 1. Descriptive Statistics of the Research Variables

Variable	N	Min	Max	Mean	SD	Variance
Parental Support (X_1)	25	84	117	96.04	9.370	87.790
Training Motivation (X_2)	25	69	110	86.64	10.307	106.240
Volleyball Training (Y)	25	72	112	88.60	10.928	119.417

As shown in Table 1, parental support had a mean score of 96.04 ($SD = 9.37$), with observed scores ranging from 84 to 117. Training motivation had a mean score of 86.64 ($SD = 10.31$), with scores ranging from 69 to 110. Volleyball training had a mean score of 88.60 ($SD = 10.93$), with scores ranging from 72 to 112. The observed standard deviations indicate variability in participants' scores across the three constructs.

Assumption Testing

Prior to the regression analysis, the distributional characteristics of the data and the relevant regression assumptions were examined. Skewness values ranged from 0.779 to 0.827, while kurtosis values ranged from -0.433 to -0.036 . These values did not indicate substantial departures from normality. The multicollinearity assessment showed a Tolerance value of 0.942 and a Variance Inflation Factor (VIF) value of 1.062 for both predictor variables. These values indicate no apparent multicollinearity between parental support and training motivation. Heteroscedasticity was assessed using Spearman correlations between standardized residuals and the predictor variables. The correlations were not statistically significant for parental support ($p = 0.815$) or training motivation ($p = 0.987$), providing no statistical evidence of heteroscedasticity in the present sample. Taken together, the diagnostic results did not indicate substantial violations of the assumptions examined for the subsequent regression analysis. Given the small sample size ($N = 25$), however, these diagnostic results should be interpreted cautiously.

Multiple Linear Regression Analysis

The explanatory performance of the regression model was first assessed using the coefficient of determination. The results are presented in Table 2.

Table 2. Model Summary

R	R ²	Adjusted R ²	Standard Error of the Estimate
0.269	0.072	-0.012	10.993

The regression model produced a multiple correlation coefficient of $R = 0.269$, indicating a weak overall association between the two predictor variables and volleyball training. The coefficient of determination ($R^2 = 0.072$) indicates that parental support and training motivation jointly accounted for 7.2% of the observed variance in volleyball training within the sample. Consequently, 92.8% of the variance remained unexplained by the variables included in the present model. The adjusted R^2 was negative (-0.012), indicating that the model had very limited explanatory performance after accounting for the sample size and number of predictors. The standard error of the estimate was 10.993.

The statistical significance of the overall regression model was subsequently examined using the ANOVA F-test (Table 3).

Table 3. ANOVA Results

Source	Sum of Squares	df	Mean Square	F	p
Regression	207.173	2	103.587	0.857	0.438
Residual	2658.827	22	120.856		
Total	2866.000	24			

The regression model was not statistically significant, $F(2, 22) = 0.857$, $p = 0.438$. Thus, the combined inclusion of parental support and training motivation did not provide sufficient statistical evidence of a significant predictive relationship with volleyball training in the present sample.

Individual and Simultaneous Associations

The individual associations of the two predictor variables with volleyball training were examined through the regression analysis. Parental support was not significantly associated with volleyball training ($p = 0.327$). Therefore, the hypothesized association between parental support and volleyball training was not supported in the present sample. Similarly, training motivation was not significantly associated with volleyball training ($p = 0.571$). Thus, the hypothesized association between training motivation and volleyball training was also not supported. The simultaneous regression analysis likewise did not provide sufficient statistical evidence of a significant association between the two predictors considered jointly and volleyball training, $F(2, 22) = 0.857$, $p = 0.438$. The regression model accounted for 7.2% of the observed variance in volleyball training, while the remaining 92.8% was not explained by the variables included in the model. Overall, the results indicate that no statistically significant associations were detected between parental support, training motivation, and volleyball training, either individually or jointly, within this sample of youth athletes. These findings should be interpreted as context-specific evidence given the small sample size and exploratory nature of the analysis.

DISCUSSION

The present study found that parental support was not significantly associated with volleyball training among youth athletes aged 10–15 years ($p = 0.327$). This finding differs from

previous studies that have emphasized parental involvement as an important psychosocial resource for children's participation and development in sport (Thomas et al., 2020; Rani Puspita et al., 2024). Parental support may contribute to children's confidence, psychological security, and opportunities for talent development, particularly when support is aligned with children's developmental needs (Umi Fityatul Millah & Rivan Saghita Pratama, 2024; Rijkiyani et al., 2022). However, the non-significant finding in the present study should not be interpreted as evidence that parental support is unimportant. Rather, it indicates that variation in parental support was not statistically associated with the measured volleyball training construct within this sample. One possible explanation is that the meaning and value of parental support may depend on how young athletes perceive and experience such support (Umi Fityatul Millah & Rivan Saghita Pratama, 2024). The quality of parental communication may also be relevant because supportive behaviors may not be experienced uniformly by children (Tao & Xu, 2022). Previous evidence has likewise shown that psychosocial experiences can shape children's participation in physical activity and sport in diverse ways (Desti Kartikasari et al., 2023). The present finding differs from studies reporting significant relationships between parental support and sport-related outcomes in other contexts (Hasmarita & Meirizal, 2024; Lengkana et al., 2020), suggesting that the relationship may vary across developmental and sporting settings.

Training motivation was also not significantly associated with volleyball training ($p = 0.571$). This finding does not indicate that motivation is irrelevant to youth sport development; rather, the present data provide insufficient statistical evidence for the hypothesized association within this sample. Motivation is theoretically related to behavioral direction, effort, persistence, and self-regulation in achievement-oriented activities (Gerber et al., 2025; Morris et al., 2022; Leo et al., 2022). However, motivation is also dynamic and context-dependent, potentially varying according to emotional experiences, perceived competence, social interactions, and immediate training conditions (Jordalen et al., 2020). Because motivation was measured at a single point in a cross-sectional study, the measure may not capture changes in motivational experiences across training sessions or developmental periods. Evidence from learning research also indicates that behavioral responses may vary according to characteristics of the learning environment and the structure of learning activities (Vanbecelaere et al., 2020). In addition, research on volleyball development highlights the relevance of interactions among parents, coaches, and peers in athletes' longer-term development (Coutinho et al., 2021). Thus, motivation may be more appropriately understood as one psychosocial dimension within a broader training environment rather than as an isolated predictor of training. The present finding therefore supports a cautious interpretation in which motivation remains theoretically relevant, while its relationship with training requires examination within broader and more longitudinal models.

The combined model provides the most important interpretive finding of the study. Parental support and training motivation jointly accounted for 7.2% of the observed variance in volleyball training, while the overall regression model was not statistically significant, $F(2, 22) = 0.857$, $p = 0.438$. The remaining 92.8% of variance was not explained by the variables included in the model. This result should not be interpreted as evidence that particular

unmeasured factors explain the remaining variance, because those factors were not examined. Instead, it indicates that the two psychosocial variables provided limited explanatory coverage of the measured training construct in this sample. This finding is consistent with broader perspectives of youth sport development that emphasize interactions among multiple social and developmental conditions (Dorsch et al., 2021; Muñoz-Llerena et al., 2021). Research has also identified the coach–athlete relationship as relevant to athlete engagement and positive developmental experiences (Gu et al., 2023). Although coaching quality, peer relationships, training climate, and organizational conditions may therefore be relevant areas for future investigation, their contribution cannot be established from the present data. Conceptually, the findings support viewing community-based youth sport as a multidimensional educational environment in which family support and individual motivation represent only two components of a broader developmental process.

Several limitations should be considered. First, the sample consisted of only 25 athletes from a single community volleyball club. Although the census approach included all eligible athletes within the accessible population, the small sample limits statistical power and the generalizability of the findings. Second, the cross-sectional design prevented examination of changes in parental support and motivation or temporal relationships with volleyball training. Third, the regression model included only two psychosocial predictors, while other potentially relevant dimensions of youth sport development were not measured. These variables should therefore be regarded as candidate areas for future research rather than explanations of the unexplained variance. Fourth, the volleyball training construct combined process-related indicators, including frequency, duration, attendance, participation, and discipline, with mastery of fundamental volleyball techniques. Because technical mastery may represent a skill-related outcome rather than a pure indicator of training participation or engagement, this operationalization may limit construct clarity. Future studies should consider distinguishing training participation or engagement from technical skill development, or provide a stronger theoretical justification for combining them.

Despite these limitations, the findings have educational and practical implications. The absence of statistically significant associations does not justify disregarding parental support or athlete motivation. Instead, the results suggest that youth volleyball training may be better understood as a multidimensional learning and developmental process involving individual, interpersonal, instructional, and organizational conditions. The development of athletic expertise similarly depends on sustained and structured practice rather than on a single determinant (Ericsson, 2020). In practice, coaches and sport organizations can continue to encourage parental involvement that is responsive to athletes' developmental needs (Kramers et al., 2023), while creating training environments that are supportive, engaging, and developmentally appropriate. These recommendations should be understood as practice-oriented implications rather than effects demonstrated by the present regression model. Future research using larger samples, longitudinal designs, and multidimensional models should examine how family support, motivation, coaching, peer relationships, instructional practices, and organizational environments interact in shaping youth athletes' training and broader human development.

CONCLUSION

This study examined the associations between parental support, training motivation, and volleyball training among youth athletes aged 10–15 years at The Black Volleyball Club, Majalengka. The findings showed that parental support and training motivation were not significantly associated with volleyball training, either individually or simultaneously. The regression model accounted for 7.2% of the observed variance, indicating limited explanatory coverage of the measured training construct within this sample. These findings should not be interpreted as evidence that parental support or motivation is unimportant; rather, they indicate that these two psychosocial dimensions alone provide insufficient explanation of variation in youth volleyball training in the investigated context. From an educational and human-development perspective, the findings support a multidimensional view of community-based youth sport in which training represents not only physical and technical practice but also a broader learning and developmental experience. The study therefore highlights the importance of considering the wider social, instructional, and organizational context surrounding young athletes rather than focusing exclusively on individual psychosocial variables. Given the small sample and cross-sectional design, the findings are context-specific and should not be generalized beyond the investigated setting. Future research should employ larger and more diverse samples, longitudinal designs, and broader multidimensional models to examine how family support, motivation, coaching, peer relationships, training environments, and other developmental conditions are associated with youth athletes' training and broader development.

ADDITIONAL INFORMATION

Authors should provide the following information where applicable. Statements that are not relevant to the manuscript may be omitted.

Statement	Description
Acknowledgements	The authors express their sincere gratitude to the management, coaches, athletes, and parents of The Black Volleyball Club, Majalengka, for their cooperation and participation throughout the research process. Appreciation is also extended to the Faculty of Teacher Training and Education, Universitas Majalengka, for providing academic support during the completion of this study.
Funding	This research received no external funding from any public, commercial, or non-profit funding agency. The study was conducted independently by the authors.
Author Contributions	Conceptualization: M.Y., U.S.; Methodology: M.Y., U.S.; Investigation: M.Y.; Data Curation: M.Y.; Formal Analysis: M.Y., U.S.; Writing – Original Draft: M.Y.; Writing – Review & Editing: U.S., A.P.; Supervision: U.S., A.P. All authors have read and approved the final version of the manuscript.

Conflict of Interest	The authors declare that there are no financial or non-financial conflicts of interest related to this research or its publication.
Data Availability	The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request.
Statement	The data are not publicly available because they contain information that could potentially compromise participant confidentiality.

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