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Impact Assessment of UBEC/SUBEB Continuous Professional Development Programmes on Teacher Productivity in Ekiti State, Nigeria

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ABSTRACT

Background: In response to declining educational standards, the Ekiti State Universal Basic Education Board (SUBEB), in collaboration with the Universal Basic Education Commission (UBEC), has made significant financial investments in Continuous Professional Development (CPD) programmes. Despite increasing investments in teacher development programmes in the area, concerns persist over declining teacher productivity and instructional effectiveness in public basic schools. There is limited empirical evidence on the extent to which these programmes have improved teacher productivity, particularly in Ekiti State. This study, therefore, assessed the impact of UBEC/SUBEB Continuous Professional Development programmes on teacher productivity in Ekiti State.
Objective: This study assessed the "Value for Money" (VFM) of these investments by evaluating their impact on teacher productivity in primary schools in Ekiti State.
Method: Underpinned by the Human Capital Theory (HCT), and adopting a descriptive survey research design, the study sampled 160 teachers selected via the simple random technique across 16 LGEAs in Ekiti State who participated in the 2023/2024 UBEC/SUBEB CTPD programmes. The completed questionnaire was analysed using the Statistical Package for the Social Sciences (SPSS) version 26. Face and content validity of the questionnaire were determined using the Cronbach alpha reliability coefficient of 0.83, depicting that the questionnaire was valid and reliable. Data was analysed using descriptive statistics (frequency counts and percentages, mean and standard deviation).
Result: Findings indicate moderate improvement in teachers' productivity. However, while training programmes are frequently conducted, the "transfer of learning" to classroom productivity is hindered by systemic bottlenecks, including inadequate post-training support and limited resources.
Conclusion: The study concludes that current CPD models emphasise "output" (number of teachers trained) over "outcome" (improved pedagogical efficiency).
Unique Contribution: This study fills a knowledge-practice gap by providing insights into the value chain of educational investment, particularly with respect to teachers' professional development and its impact on teachers' productivity.
Key Recommendation: It recommends a transition toward needs-based, school-located training to ensure a higher return on this capacity-building investment.

Keywords: Value for Money, Continuous Professional Development, Teacher Productivity, SUBEB, Educational Investment.

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INTRODUCTION

Anecdotal records indicate a decline in education standards across the states of Nigeria. In response to this, the federal government established the Universal Basic Education Commission (UBEC) at the federal level and the State Universal Basic Education Board (SUBEB) at the State level. Enhancing teacher effectiveness, quality instruction, student accomplishment, and institutional advancement all depend heavily on Continuing Teacher Professional Development (CTPD) (Asmare, 2025). The relationship between teacher quality and national development is well-documented, with the teacher being the most significant school-based determinant of student outcomes (Semako et al., 2025). Effective teaching is a crucial determinant of educational outcomes, necessitating continuous professional development for educators to adapt to evolving pedagogical demands and curriculum goals (Osiesi et al., 2024). This underscores the fact that teachers must continuously undergo professional development to keep them in the loop of emerging innovations in the field (Merino et al., 2025). In Nigeria, the significance of ongoing professional development is heightened by the dynamic and increasingly digital nature of education, requiring teachers to continually update their skills to remain effective (Osiesi et al., 2024).

Continuing Teacher Professional Development (CTPD) programmes significantly boost teacher productivity by enhancing subject knowledge, teaching skills, and classroom management techniques. Effective, needs-based PD improves instructional quality, increases teacher motivation, and positively impacts student performance, particularly when fostering collaboration and practical classroom application (Osiesi et al., 2024; Osiesi, 2025). Governments around the world use teacher continuous professional development (CPD) to promote teacher quality, boost student learning, and improve educational results (Hardy, 2012). In Nigeria, the Federal Government, through the Universal Basic Education Commission (UBEC), allocates 10% of its annual intervention fund specifically for the Teachers' Professional Development (TPD) programme. In Ekiti State, these funds are utilized by the State Universal Basic Education Board (SUBEB) to organize annual workshops and capacity-building sessions.

The concept of teacher productivity encompasses the interaction of several aspects in the school workplace, with inputs potentially pertaining to diverse resources such as labour, materials, and capital (Semako et al., 2025). According to Shamaki (2015), a teacher's productivity could be assessed based on what they really accomplish and control in the classroom, such as effective instruction and students' performance (output). According to Darling-Hammond et al. (2017), CTPD research offers consensus on key elements that enhance effectiveness: topic emphasis, sustained duration, active and collaborative learning, and opportunities to incorporate new information into classroom scenarios. Few empirical studies have examined the actual learning from CPD experiences and teachers' strategies for implementing/contextualizing the new information in various classroom contexts, despite the abundance of research on the former (Hinojosa, 2022). Thus, this study assesses the effects of the CTPD programme in Ekiti State, Nigeria, run by the State Universal Basic Education Board (SUBEB) and the Universal Basic Education Commission (UBEC).

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A pertinent question in the economics of education is whether investments in education represent Value for Money (VFM). VFM in education is defined through the "3Es": Economy (spending less), Efficiency (spending well), and Effectiveness (spending wisely to achieve results). Osiesi (2025) argues that many Nigerian CPD programmes are "compliance-driven" rather than "impact-driven," leading to a situation where huge budgetary allocations do not translate into improved classroom productivity. Ola (2024) further notes that in Ekiti State, despite the high frequency of training, primary school teachers often revert to traditional pedagogical methods shortly after training sessions. Moreso, existing research may have focused on different geographical contexts, adopted alternative methodologies, or examined the issue from other conceptual perspectives. However, none may have investigated the phenomenon from the standpoint adopted in the present study. There is also a "knowledge-practice gap," which suggests a leakage in the value chain of educational investment. Consequently, there is a need to conduct a study on the impact of these CPD programmes on teachers' productivity in primary schools in Ekiti State.

RESEARCH QUESTIONS

1. What is the impact of the CTPD programmes on teachers' productivity in Ekiti State primary schools?
2. What are the learning outcomes occasioned by CTPD programmes on primary school teachers in Ekiti State?
3. What are the difficulties encountered by teachers in the implementation of CTPD programmes gains in classrooms and school management?

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

In the twenty-first century, Continuing Teacher Professional Development (CTPD) seems to have become essential to raising educational standards and advancing society. Teachers who participate in lifelong learning are better equipped to handle these challenges, and their effectiveness directly translates into better student outcomes, which ultimately benefit society, according to a growing number of countries, both developed and developing (Darling Hammond et al., 2017). A key component of educational improvement is continuing teacher professional development (CPD), which includes both the intentional, planned activities meant to improve the calibre of classroom instruction as well as the unintentional learning that happens via everyday practice (Li & Gu, 2026). Effective teacher CPD is defined as "structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes" (Darling-Hammond et al., 2017, p. 2).

Improving teachers' effectiveness and productivity has always been fuelled by training and development (Khan & Abdullah, 2019). The Teachers' Registration Council of Nigeria's Mandatory Continuing Professional Development Programmes for primary school teachers, for instance, underscores this commitment by focusing on lifelong developmental programmes aimed at improving teacher productivity (Osiesi et al., 2024). Such programmes typically involve seminars, workshops, and conferences designed to bolster teachers' professional teaching

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skills and ensure they remain adept at managing the educational system to achieve curriculum objectives (Osiesi et al., 2024; Tilije & Victoria, 2024).

Recent studies suggest that the "efficacy" of training is not merely a function of the content but of the environment. Egbo and Okeke (2025) found that in many Nigerian states, instructional resources provided during training are often unavailable in the teachers' home schools, rendering the training moot. Furthermore, Tzafilkou et al. (2022) emphasise that "Teacher Attitude" acts as a mediator; if teachers perceive training as a mere formality to access allowances, the impact on productivity remains negligible. Semako et al. (2025) investigated the connection between teachers' productivity and professional development in public senior secondary schools in Education District V, Lagos State, Nigeria. The study shows that teachers' productivity is significantly correlated with their participation in workshops, conferences, artificial intelligence training, seminars, and in-service training.

Khan and Abdullah (2019) investigated how staff development and training affected their performance and productivity in both their administrative and classroom teaching roles. The study concludes that teacher productivity, training, and development are positively and significantly correlated. Ogunbayo and Mhlanga (2022) investigated how training affected teachers' ability to teach technical and engineering-based subjects in public secondary schools. The results of the study showed that both students' academic achievement and instructors' work performance are enhanced when they receive training in teaching technical and engineering-based subjects in secondary schools. Teachers' perspectives on ongoing professional development were examined in Asmare's mixed research from 2025. Results show that CTPD improves teachers' collegial connections, knowledge, and abilities. Ventista and Brown's (2025) systematic review indicates that CTPD enhances teachers' professional learning and students' learning outcomes, improves teachers' formative assessment knowledge and skills (Li & Gu, 2026), and implementation of curricula changes.

This study is anchored on the Human Capital Theory (HCT), developed by Becker (1962), which explains teachers' continuing professional development (CPD) as a strategic investment to enhance their knowledge, skills, performance, pedagogical techniques, and quality of education. By upgrading teacher capabilities, schools improve their productivity, resulting in better student performance and, ultimately, higher economic value (Musengamana & Hou, 2025). Human Capital Theory views individuals as assets whose productivity can be enhanced through education and training. When applied to teachers, CPD (courses, workshops, mentoring, etc.) is framed as an investment in knowledge, pedagogical skills, subject-matter expertise, and professionalism that has costs (time, money) but is expected to yield returns in improved teaching quality and student achievement (Gillies, 2017). Within the purview of this study, the SUBEB and UBEC train teachers in Ekiti State to enhance their effective classroom delivery and transactions, proficiencies, collegial relationships, and productivity

METHODOLOGY

The study adopted a descriptive survey research design. A descriptive survey research design is a non-experimental quantitative research technique used to methodically map the present traits, behaviours, or attitudes of a population or phenomenon. It provides answers to "what," "where,"

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"when," and "how" queries instead of "why," which makes it perfect for collecting, examining, and summarising data trends (Aggarwal & Ranganathan, 2019). The target population of the study consists of 274 teachers who participated in the UBEC/SUBEB TPD training programmes of 2023/2024 in Ekiti North Senatorial District. The purposive and stratified sampling techniques were adopted in selecting a sample of 160 of these participants across school types, teacher categories, and geographical locations within the State. This was deemed adequate by using the Sample Size Calculator (Calculator.net).

The 160 sample included teachers drawn from both urban and rural schools (via the simple random technique), representing 70.6 percent (of those from the urban) and 29.4 percent (of those from the rural) of the respondents, respectively, selected from the official list of teachers who attended the various TPD training programmes, as obtained from the Department of Teachers' Professional Development of the Ekiti State Universal Basic Education Board (EKSUBEB). A questionnaire developed from the training manuals of the training programmes by experts in educational tests and measurement and teacher education was used as the data collection instrument (α=0.83). The completed copies of the questionnaire were coded and analysed using the Statistical Package for the Social Sciences (SPSS) version 26. Data were presented in Tables of frequency counts and percentages, mean, and standard deviation.

RESULTS

Demographic Characteristics of Respondents

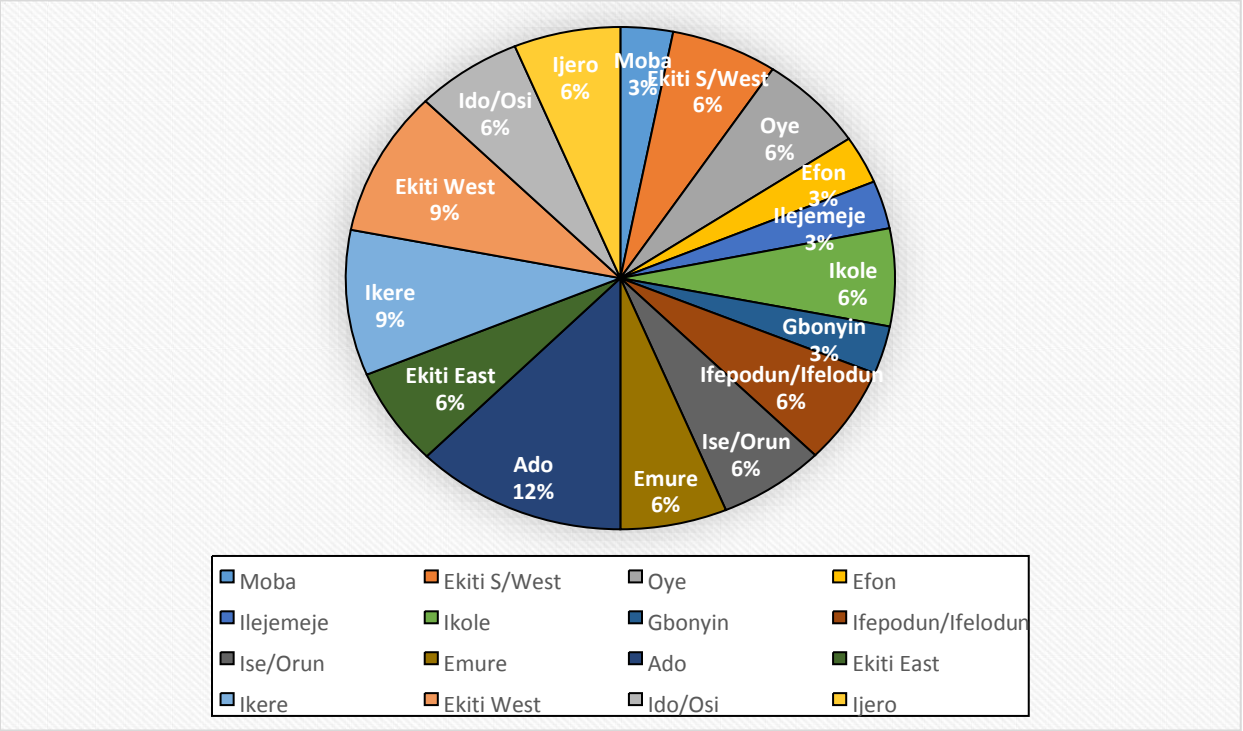

Figure 1: Local Government Areas and the Number of Teachers Assessed

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The distribution of respondents across the 16 Local Government Education Authorities (LGEAs) in Figure 1 shows broad statewide coverage, with Ado LGEA having the highest number of assessed teachers (12.5%), followed by Ikere and Ekiti West (9.4% each). Most other LGEAs contributed between 6.3% and 3.1% of the sample, indicating a balanced spread of participants across all LGAs.

Table 1: Distribution of Teachers by Gender

Gender	Frequency	Percentage (%)
Male	25	15.6
Female	135	84.4
Total	160	100.0

Table 1 shows that female teachers constituted the largest group of respondents, accounting for 84.4%, while male teachers accounted for 15.6% of the sample. This reflects that females were the most predominant gender.

RQ 1: *What is the impact of the CTPD programmes on teachers' productivity in primary schools in Ekiti State?*

Impact of the CTPD Programmes by Competency Domains

This subsection presents the measured impact of the CTPD programmes across seven key competency domains. Using descriptive statistics, specifically mean scores and standard deviations, the analysis captures teachers' perceived levels of improvement following the training. Higher mean values reflect stronger self-reported gains in knowledge, skills, and instructional practices across the assessed domains.

Lesson Preparation and Delivery

This domain assesses teachers' ability to effectively plan, organize, and deliver instructional content following the CTPD programmes. It measures improvements in lesson structuring, clarity of instructional objectives, and alignment of teaching activities with curriculum standards**.**

Table 2: Descriptive Statistics on Lesson Preparation and Delivery

Lesson Preparation and Delivery	Mean	Std. Deviation
Preparation of your lesson plan	4.31	.78
Stating behavioural objectives for your lessons	4.29	.78
Distinguishing between behavioural and instructional objectives	4.21	.77
Identifying learners' entry behaviours	4.20	.71
Choosing instructional aids for effective learning outcomes	4.28	.86
Differentiating between teachers' activities and learners' activities	4.23	.77
Allocating time to every part of the lesson plan	4.25	.79
evaluating lesson objectives	4.46	.73
Pooled Mean	**4.28**	

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Table 2 shows that teachers reported a high level of improvement in lesson preparation and delivery following the TPD programmes, with a pooled mean score of 4.28, indicating performance between good and very good. The table demonstrates that CTPD programmes significantly strengthened teachers' competence in planning and delivering effective lessons.

Mastery of Subject

This domain evaluates the extent to which the CTPD programmes enhanced teachers' understanding of subject content, their ability to explain key concepts, and their confidence in delivering subject-specific instruction.

Table 3: Descriptive Statistics on Mastery of Subject

Mastery of Subject	Mean	Std. Deviation
Determining subjects and topics that require reading from textbooks	4.20	.74
Teaching of difficult topics in your subject area	4.23	.75
Giving difficult concepts to learners as assignments	4.07	.90
Managing time to the extent that detailed explanations can be given	4.18	.77
Mastery of the subject I am to teach	4.7125	3.28
Making use of instructional materials in my lesson	4.34	.69
Measuring learning outcomes among learners	4.19	.71
Setting questions for learners in my subject	4.34	.82
Pooled Mean	**4.28**	

Table 3 indicates strong perceived improvement in teachers' mastery of subject matter, with a pooled mean score of 4.28, reflecting performance between good and very good. Overall, the results demonstrate that the CTPD programmes substantially strengthened teachers' subject-matter expertise and instructional confidence across multiple subject areas.

Pedagogy

This domain assesses the extent to which the CTPD programmes improved teachers' use of appropriate pedagogical strategies, including learner-centred approaches, instructional techniques, and methods that enhance learner participation and understanding.

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Table 4: Descriptive Statistics on Teaching Pedagogical Competence

Pedagogy	Mean	Std. Deviation
Choosing a method of teaching based on learners' characteristics	4.14	.68
Determining teaching methods suitable for the topics to be taught	4.28	.75
Management of time allotted for lessons	4.17	.74
How to use more than one teaching method at a time for a lesson	4.21	.73
Use of illustrations in aiding thorough understanding	4.26	.68
Allowing learners to think on their own	4.30	.68
Treating learners based on their individual differences	4.24	.71
Attending to all learners in the classroom	4.36	.748
Pooled Mean	**4.25**	

Table 4 shows that teachers reported substantial improvement in pedagogical competence, with a pooled mean of 4.25, indicating performance between good and very good. These results indicate that the CTPD programme effectively improved teachers' pedagogical practices, promoting more interactive, inclusive, and adaptive classroom instruction.

Classroom Management

This domain evaluates the extent to which the CTPD programmes enhanced teachers' ability to organize the classroom environment, manage learner behaviour, maintain discipline, and create conditions that support effective teaching and learning.

Table 5: Descriptive Statistics on Classroom Management

Classroom Management	Mean	Std. Deviation
Knowing the names of all learners in the classroom	4.53	.726
Disciplining learners in the classroom	4.1313	.87
Rewarding obedient learners in the classroom	4.32	.76
Sitting arrangement based on learners' characteristics	4.17	.82
Maintaining orderliness in the classroom	4.46	.73
Ensuring that all learners participate in the class activities	4.49	.70
Maintaining positive interpersonal relationships with the pupils	4.36	.76
Encouraging learners who dislike difficult subjects	4.23	.82
Gaining learners' attention without the use of cane and abusive language	4.41	.752
Equal distribution of questions irrespective of the shortage of time	4.20	.78
making learners show seriousness irrespective of the teacher's personality	4.31	.67
Use of classroom decorations in promoting learning	4.11	.87
Pooled Mean	**4.31**	

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Table 5 indicates a strong perceived improvement in teachers' classroom management skills, with a pooled mean of 4.31, reflecting performance between good and very good. Overall, the results demonstrate that the CTPD programmes substantially strengthened teachers' ability to manage diverse classroom situations effectively and promote an orderly, supportive learning environment.

Instructional Materials

This domain examines the extent to which the CTPD programmes improved teachers' capacity to select, improvise, and effectively utilize instructional materials to support lesson delivery and enhance learner understanding.

Table 6: Descriptive Statistics on Instructional Materials

Instructional Materials	Mean	Std. Deviation
Use of instructional materials based on learners' age and interest	4.28	.70
Use of a variety of instructional materials without confusion	4.30	.75
Improvisation of instructional materials despite poor funding	4.20	.72
Acquiring some special skills in craft for improvisation	4.11	.73
Teaching topics that do not require instructional materials	4.00	.95
Pooled Mean	**4.17**	

Table 6 shows that teachers reported substantial improvement in the use of instructional materials following the CTPD programmes, with a pooled mean of 4.17, indicating performance within the good range. Overall, the results demonstrate that the CTPD programmes strengthened teachers' capacity to integrate instructional materials effectively into lesson delivery.

RQ 2: What are the learning outcomes occasioned by CTPD programmes on primary school teachers in Ekiti State?

Evaluation of Learning Outcomes

This domain assesses the extent to which the CTPD programme strengthened teachers' skills in designing assessments, monitoring learner progress, providing feedback, and using evaluation results to inform instructional decisions.

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Table 7: Descriptive Statistics on Evaluation of Learning Outcomes

Evaluation of Learning Outcomes	**Mean**	**Std. Deviation**
Marking and grading of learners' scripts/workbooks	4.40	.78
Setting questions in the three domains	4.28	.74
How to effectively allocate marks	4.31	.80
Managing time in carrying out the serious evaluation process	4.46	3.32
Effective use of questioning techniques during lessons	4.27	.77
Pooled Mean	**4.34**	

Table 7 reveals strong improvement in teachers' competence in evaluating learning outcomes, with a pooled mean of 4.34, indicating performance between good and very good. These results show that the CTPD programmes significantly enhanced teachers' skills in evaluating learning outcomes and using assessment data to support teaching and learning

Information and Communication Technology

This domain evaluates the extent to which the CTPD programmes enhanced teachers' knowledge and practical application of ICT tools for instructional delivery, classroom management, and professional tasks. It assesses improvements in digital competence, use of educational technologies, and integration of ICT into teaching and learning processes.

Table 8: Descriptive Statistics on Information and Communication Technology

Information and Communication Technology	**Mean**	**Std. Deviation**
Provision of ICT equipment in the school	3.03	1.38
Learning ICT through self-effort	3.48	1.24
Improvisation of ICT materials for teaching any subject	3.43	1.18
Source of energy to power the ICT materials	3.10	1.44
Accessing and use of ICT materials in the school	3.12	1.45
Accessing ICT materials from the internet	3.34	1.39
Pooled Mean	3.25	

Table 8 shows that teachers reported moderate improvement in ICT-related competencies, with a pooled mean of 3.25, indicating performance within the neutral to good range. The findings indicate that while teachers show willingness and some capacity to engage with ICT, systemic

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challenges related to equipment, power supply, and access significantly limit the full integration of ICT into teaching and learning.

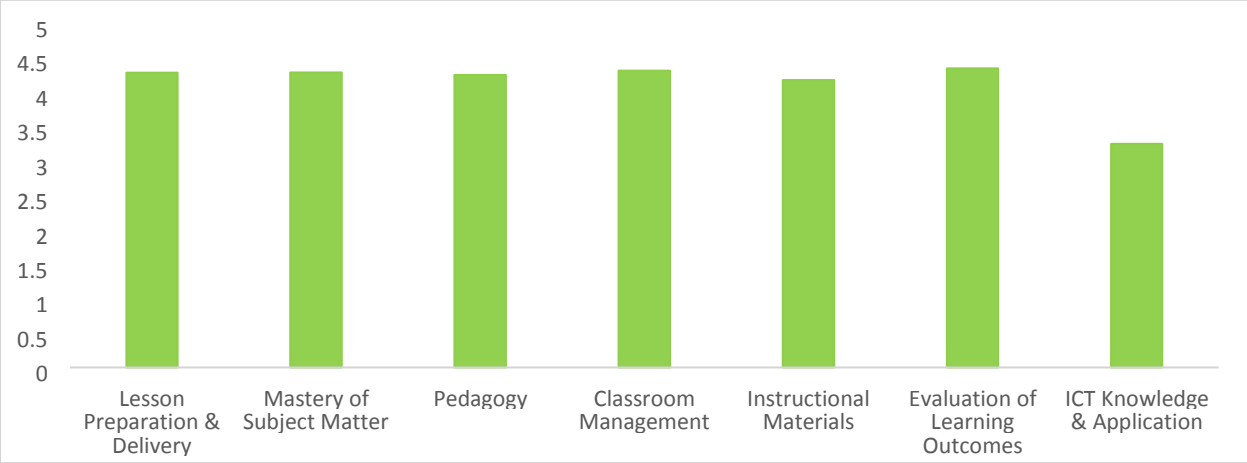

Figure 2: Bar Chart showing the overall Teachers' Competency Domains

The combined pooled mean across all seven competency domains is 4.13, indicating that, on average, teachers rated the impact of the CTPD programmes between good and very good. These aggregated results confirm that the CTPD programmes produced a substantial positive impact across most core teaching competencies.

RQ3: What are the difficulties encountered by teachers in the implementation of CTPD programmes gains in classrooms and school management?

Subject-Area Difficulties

Teachers identified several topics across subject areas that they still find challenging to teach effectively. These difficulties highlight content areas where additional capacity building may be required.

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Table 9: Thematic Analysis of Difficult Topics in Basic Education

Subject Area	Difficult Topic Identified	Frequency Category
Mathematics	Algebraic expressions	High
	Geometry (shapes, measurement, angles)	High
	Fractions and decimals	High
	Word problems and application tasks	High
English Studies	Comprehension skills (literal/inferential)	Moderate
	Phonology (sound recognition, pronunciation)	Moderate
	Vocabulary development	Moderate
Basic Science	Electricity (circuits and components)	Moderate
	Chemical changes (reversible/irreversible)	Moderate
	Human reproductive system	Moderate
Social Studies	Government and citizenship education	Low–Moderate
	Map reading and interpretation	Low–Moderate
Other Prim Subjects	ICT application in teaching and learning	Low
	Creative Arts improvisation	Low

Table 9 shows that teachers reported the highest concentration of difficulties in Mathematics, with algebraic expressions, geometry, fractions/decimals, and word problems identified as high-frequency challenges, indicating significant gaps in numeracy instruction. Overall, the pattern highlights Mathematics as the most problematic area, with additional content-related support needed in English Studies and Basic Science to strengthen teacher competence across basic education.

DISCUSSION

Teachers' professional development has continued to attract financial and research attention from governments, organisations, and stakeholders of education. The evaluation of the impact of several CTPD programmes, irrespective of context, is critical. Findings accruing from this current study indicate that the UBEC/SUBEB CTPD programmes significantly strengthened teachers' competencies and teaching effectiveness. These findings are in tandem with past research, which reiterates the criticality and effect of CTPD programmes in diverse contexts

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(Darling Hammond et al., 2017; Li & Gu, 2026; Gillies, 2017; Khan & Abdullah, 2019; Osiesi et al., 2024; Osiesi, 2025; Semako et al., 2025; Ogunbayo & Mhlanga, 2022; Ventista & Brown, 2025). Concerning the teachers' learning outcomes from CTPD programmes, the findings of the study denote that these programmes strengthened teachers' skills in designing assessments, monitoring learner progress, providing feedback, and using evaluation results to inform instructional decisions. These programmes enhance capacity for formative assessment, enabling teachers to clarify learning targets, analyze evidence, and provide immediate feedback. Sustained training fosters professional growth, resulting in improved pedagogical decisions, increased learner engagement, and improved student achievement (Li & Gu, 2026).

Furthermore, the study's CTPD teachers, despite having undergone the training, still expressed reservations about the persistent difficulties they encounter in their teaching endeavours. Our data show that the main difficulties teachers face are highest in Mathematics (numeracy instruction), with algebraic expressions, geometry, fractions/decimals, and word problems identified as most challenging. Difficulties were also found in English Studies and Basic Science at a moderate level, reflecting recurring challenges in comprehension, phonology, vocabulary development, electricity, chemical changes, and human reproductive concepts. Research indicates that these difficulties are frequently linked to gaps in the training itself, such as a lack of focus on practical application, as well as systemic constraints within schools (Salmerón Aroca et al., 2022).

CONCLUSION AND RECOMMENDATIONS

This study concludes that CTPD and its evaluation are essential. The findings of the study have indicated several positive impacts of the UBEC/SUBEB CTPD programmes on primary school teachers' productivity and learning outcomes. Thus, based on this study's findings, the study recommends that UBEC/SUBEB should strengthen training capacity in mathematics, social studies, and creative arts to ease the challenges teachers still face in these subjects. Primary schools should be provided with basic ICT tools, along with an ICT support staff. School-based CTPD Clusters should be established in several primary schools in the State, for ongoing support. Officials of UBEC/SUBEB should conduct regular classroom observations and provide follow-up coaching to help teachers apply training gains. The Education Ministry should supply essential teaching aids and train teachers for effective improvisation where materials are limited. The Ministry should also produce easy-to-use guides and model lesson samples for high-difficulty subject areas and conduct a "pedagogical gap analysis" before designing training modules. Lastly, the career progression of teachers should be linked to the innovative use of CPD techniques.

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Ethical clearance
Ethical consent was sought and obtained from the participants used in this study. They were made to understand that the exercise was purely for academic purposes, and their participation was voluntary.

Sources of funding
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Conflict of Interest
The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Authors' Contributions
Fajobi, O.O. and Osiesi, M.P. conceived the study, including the design. Fajobi, O.O. and Adeoye, A.C. collated the data, and Fajobi, O.O., and Osiesi, M.P. handled the analysis and interpretation, while Fajobi, O.O. wrote the initial manuscript. All authors have critically reviewed and approved the final draft, and are responsible for the content and similarity index of the manuscript.

Artificial Intelligence (AI) Use Disclosure
The author(s) declare that no generative Artificial Intelligence (AI) or AI-assisted technologies were used in the writing, analysis, or preparation of this manuscript.

Data availability statement
The datasets on which conclusions were made for this study are available on reasonable request.

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