

Fostering Positive Learning Impact and Satisfaction with Management Webinar Series

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ABSTRACT:

As one of the delivery units of the Northwest Samar State University, the College of Management (CoM) leads the way for the university to disseminate important skills and competencies in the area of trade, commerce, office administration, tourism and hospitality on its service areas. With this, annual management webinar series was conceived and implemented for the year 2021. The main objective of this continuing extension project is to conduct a series of webinars to address the information and competency needs of the virtual community in the field of business, tourism management, hospitality management, and office administration. The top knowledge and skills identified for possible topics in the webinars are Motivation and Leadership Skills, Moral and Work Ethics, Performance Management Skills, Business Communication Skills, Speaking Skills, and the Managing Information Skills. Majority of the participants of the Annual Management Webinar Series for 2021 were female students or government employees. Facebook was the very effective means of promoting the webinars. The webinar participants were very satisfied with the webinar series and rated excellent with the nature and scope of program topics and the performance of the speakers of the webinar series. The pretest and post-test results primarily revealed that the participants gained new skills and knowledge in their participation with the webinar series. Ceiling effect, convenience and technical aspects of the webinar, cultural and local context in the Philippines were identified as other factors that may also contribute to the positive learning impact and satisfaction for a management webinar series.

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1. Introduction

As one of the state universities in the country, the Northwest Samar State University (NwSSU) is mandated to undertake quality instructions, research, extension, and production in different fields of specializations. As one of the delivery units of the said university, the College of Management (CoM) leads the way for the

university to perform the four mandates in the area of trade, commerce, office administration, tourism, and hospitality. One of the best ways in attainment of these mandates as suggested by most literature is the use of webinars (Robinson and Poling, 2017). Bardon, Taylor, Hubbard, and Gharis (2013) acknowledge the importance of the environmental and economic benefits of

webinars. Webinars are also considered as effective learning tool for reaching new audiences of the college instructions, extension projects, and research outputs (Gharis, Tyhpina, Bardon, and Jeuck, 2013).

The Annual Management Webinar Series emerges as a critical platform at a time when organizations and professionals are grappling with unprecedented challenges, many of which were accelerated by the COVID-19 pandemic. As traditional in-person management training and professional development programs became impractical, webinars quickly filled the gap, providing a flexible, accessible alternative for sharing knowledge and fostering leadership skills.

Webinars have emerged as essential tools for professional education, particularly during the COVID-19 pandemic. Their convenience and accessibility have been widely studied, highlighting their utility in various fields. However, existing research predominantly examines webinars in global contexts, often neglecting the nuanced dynamics of their effectiveness in developing countries like the Philippines. Additionally, while general satisfaction with webinars has been documented, the specific link between webinar satisfaction and skill acquisition remains underexplored. This study addresses these gaps by investigating the impact of management-focused webinars on participant satisfaction and professional skill development in the Philippine context. The findings aim to provide valuable insights for educators and organizations seeking to enhance online learning experiences.

Specifically, the proponent tried to determine the profile and training needs of the participants, assess the satisfaction level, nature and scope of the program topics, and performance of the trainer or speaker of the said management webinar series. In order to measure the impact of the webinar on the learnings acquired, this project also determined the differences between the pretest scores and post-test scores of the participants of the management webinar series.

2. Methodology

The study employed the descriptive research design, which entailed collecting quantitative data presented in numerical form. The instrument used was survey questionnaires answered using Google Forms. A link to the online form was presented to all participants before, during and after the webinar to gather important data on their profile, assessment on the nature and scope of the program topics, performance of the speakers or trainers. Pretest and post-test related to the webinar topic were also administered.

All participants of the webinar series were considered as the respondents of this study. Filling up the survey questionnaires, pretest, and post-test were requirements for the receipt of their webinar certificates. The survey questionnaires, pretest and post-test used in the study were subjected to content validation and reliability testing. Feedbacks from experts in the field were gathered to evaluate if the questions were comprehensive and relevant. Collective qualitative feedback from respondents in the pilot phase were also collected to identify confusing or biased questions. Reliability coefficient using the Cronbach's Alpha of 0.87 or very good reliability were computed for the questionnaires of the study.

Inclusion criteria for the respondents of the study should focus on students currently enrolled in academic institutions and active government employees who attended a significant portion of the webinar, possess the necessary technological access, and consent to participate. Exclusion criteria include individuals who did not attend or completed negligible parts of the webinar, are ineligible as students or government employees, and fail to provide complete or valid responses.

This study focused solely on a specific population sample comprising students and government employees in the Philippines, which may restrict the generalizability of its findings to other groups. Future researches may broaden the scope of its respondents to include diverse populations, private corporate employees and professionals across various fields.

To ensure the effectiveness and relevance of the webinar series, the proponent employed a Training Needs Analysis (TNA) approach to systematically identify the key topics that meet the immediate and future development needs of the participants. Each webinar was conducted for the maximum of an hour. Each webinar shall be conducted with 1 to 2 weeks' interval from each other to give ample time for the preparations of the next webinars and evaluation of the previous webinars.

This project considered the steps for creating and delivering effective webinars as recommended in the study of Gharis, Typhina, Bardon, and Jeuck (2013). The steps involve selecting an interactive webinar platform, developing audience-relevant content, recruiting participants thru suitable channels, working a compelling presentation, and conducting follow-up after the webinar. The webinar series addressed the current needs and give important updates for the participants using the Facebook Live features.

3. Results

The Annual Management Webinar Series started from the month of February, 2021 to November, 2021. The said webinar series was composed of introduction to cabin crew profession, sexual harassment, Spark Samar in the New Normal, business writing skills, interview tips and

recruitment, business opportunities for tourism and hospitality in the New Normal, career readiness in tourism and hospitality industry, banking services, telephone etiquette, providing quality food and beverage service, common office and household first aid, health and safety operations of tourism establishments in the New Normal, healthy food for a healthy living, records management as function of business continuity, and from staycation to safetycation.

Table 1 presents the frequency and percentage distribution on the profile of the participants on Annual Management Webinar Series. A frequency distribution was conducted to identify the frequency and percentage of the participants in terms of sex, source, and affiliation.

Out of the 3206 participants, 1324 (41.30%) were males and 1882 (58.70%) were females. 2418 (75.42%) participants learned about the webinar series through Facebook, 389 (12.13%) through friends/colleagues, 173 (5.40%) through websites, and 226 (7.05%) through other sources. In terms of affiliation, 2938 (91.64%) were students, 151 (4.71%) were government employees, 46 (1.43%) were private employees, 24 (0.75%) were self-employed, 34 (1.06%) were unemployed, and 13 (0.41%) were other affiliations.

Table 1. Frequency and Percentage Distribution on the Profile of the Participants of the Annual Management Webinar Series

Profile Variables	Frequency	Percentage
Sex		
Male	1324	41.30
Female	1882	58.70
TOTALS	3206	100.00
How Did You Learn of This Webinar?		
Website	173	5.40
Facebook	2418	75.42
Friends/Colleague	389	12.13
	226	7.05

Profile Variables	Frequency	Percentage
Others		
TOTALS	3206	100.00
Affiliation	1438	44.85
Student	1151	35.90
Government Employee	546	17.03
Private Employee	24	0.75
Self-employed	34	1.06
Unemployed	13	0.41
Others		
TOTALS	3206	100.00

Table 2 presents the descriptive scores from the Training Needs Assessment for the Annual Management Webinar Series. The data reveals the learning and development needs of the participants to become more effective and productive in their present and future responsibilities. As can be gleaned from the table,

the top knowledge and skills identified for possible topics in the webinars are Motivation and Leadership Skills, Moral and Work Ethics, Performance Management Skills, Business Communication Skills, Speaking Skills, and the Managing Information Skills.

Table 2. Overall Descriptive Scores from Training Needs Assessment for the Annual Management Webinar Series

Knowledge and Skills	Mean	Description	Standard Deviations
Moral and Work Ethics	4.62	VHN	0.65
Business Communication Skills	4.57	VHN	0.66
Speaking Skills	4.57	VHN	0.69
Managing Information Skills	4.57	VHN	0.68
Customers Service Skills	4.52	VHN	0.69
Records Management Skills	4.52	VHN	0.69
Time Management Skills	4.56	VHN	0.71
Problem Solving Skills	4.52	VHN	0.71
Computer and Technical Skills	4.47	HN	0.75
Performance Management Skills	4.59	VHN	0.67
Motivation and Leadership Skills	4.63	VHN	0.66
OVERALL	4.56	VHN	0.59

Legend:

4.51 – 5.00	(VHN)	Very Highly Needed
3.51 – 4.50	(HN)	Highly Needed
2.51 – 3.50	(MN)	Moderately Needed
1.51 – 2.50	(SN)	Slightly Needed
1.00 – 1.50	(NN)	Not Needed

Table 3 exhibits the descriptive scores from the satisfaction level of the participants on the Annual Management Webinar Series. Webinars on the Introduction to Cabin Crew Profession, Business Writing Skills Webinar, Interview Tips and Recruitment, Travel Arrangements, Career Readiness in Tourism and Hospitality Industry, Banking Services, Telephone Etiquette, Food and

Beverage Services: Health Crisis Pivot, and Healthy Food for Healthy Living were rated as Very Satisfied by the participants of the Annual Management Webinar Series. Overall, the satisfaction level of the participants on the Annual Management Webinar Series was very satisfied.

Table 3. Descriptive Scores from the Satisfaction Level of the Participants on the Annual Management Webinar Series

Webinar Topics	Mean	Description	Standard Deviations
Introduction to Cabin Crew Profession Webinar	4.68	VS	0.678
Sexual Harassment Webinar	4.48	S	0.628
Spark Samar in the New Normal Webinar	3.97	S	1.711
Business Writing Skills Webinar	4.72	VS	0.556
Interview Tips and Recruitment Webinar	4.64	VS	0.616
Business Opportunities for Tourism and Hospitality in the New Normal Webinar	4.21	S	0.949
Travel Arrangements Webinar	4.69	VS	0.611
Career Readiness in Tourism and Hospitality Industry Webinar	4.68	VS	0.543
Banking Services Webinar	4.57	VS	0.702
Telephone Etiquette Webinar	4.63	VS	0.663
Food and Beverage Service: Health Crisis Pivot Webinar	4.57	VS	0.670
Common Office and Household First Aid Webinar	4.40	S	0.814
Health and Safety Operations of Tourism Establishments in the New Normal Webinar	4.40	S	0.732
Healthy food for a Healthy Living Webinar	4.63	VS	0.508
Records Management as Function of Business Continuity Amidst Pandemic Webinar	4.45	S	0.741
Staycation to Safetycation Webinar	4.45	S	0.765
OVERALL	4.51	VS	0.743

Legend:

4.51 – 5.00	(VS)	Very Satisfied
3.51 – 4.50	(S)	Satisfied
2.51 – 3.50	(N)	Neutral
1.51 – 2.50	(D)	Dissatisfied
1.00 – 1.50	(VD)	Very Dissatisfied

Table 4 exposes the descriptive scores from the nature and scope of program topics of the Annual Management Webinar Series. Webinars on the Introduction to Cabin Crew Profession, Sexual Harassment, Spark Samar in the New Normal, Business Writing Skills Webinar, Interview Tips and Recruitment, Career Readiness in Tourism and Hospitality Industry, Banking Services, Telephone Etiquette, Food and Beverage Services: Health Crisis Pivot, Healthy

Food for Healthy Living, Records Management as Function of Business Continuity Amidst Pandemic, and Staycation to Safetycation were rated as Excellent by the participants of the Annual Management Webinar Series. The nature and scope of the program topics were described in terms of course objectives, course expectations, duration of the program, selection of topics, and usefulness of the program.

Table 4. Descriptive Scores on the Nature and Scope of Program Topics of the Annual Management Webinar Series

Webinar Topics	Mean	Description	Standard deviations
Introduction to Cabin Crew Profession Webinar	4.67	E	0.533
Sexual Harassment Webinar	4.56	E	0.606
Spark Samar in the New Normal Webinar	4.67	E	0.571
Business Writing Skills Webinar	4.71	E	0.512
Interview Tips and Recruitment Webinar	4.67	E	0.623
Business Opportunities for Tourism and Hospitality in the New Normal Webinar	4.50	VG	0.609
Travel Arrangements Webinar	4.70	VG	0.501
Career Readiness in Tourism and Hospitality Industry Webinar	4.65	E	0.572
Banking Services Webinar	4.65	E	0.605
Telephone Etiquette Webinar	4.65	E	0.559
Food and Beverage Service: Health Crisis Pivot Webinar	4.64	E	0.647
Common Office and Household First Aid Webinar	4.38	VG	0.751
Health and Safety Operations of Tourism Establishments in the New Normal Webinar	4.50	VG	0.568
Healthy food for a Healthy Living Webinar	4.59	E	0.515

Webinar Topics	Mean	Description	Standard deviations
Records Management as Function of Business Continuity Amidst Pandemic Webinar	4.57	E	0.479
Staycation to Safetycation Webinar	4.64	E	0.618
OVERALL	4.61	E	0.579

Legend:

4.51 – 5.00	(VS)	Excellent
3.51 – 4.50	(S)	Very Good
2.51 – 3.50	(N)	Good
1.51 – 2.50	(D)	Fair
1.00 – 1.50	(VD)	Poor

Table 5 displays the descriptive scores from the performance of the speakers/trainers of the Annual Management Webinar Series. All webinar

speakers/trainers in the different topics discussed on the Annual Management Webinar were rated as Excellent.

Table 5. Descriptive Scores on the Performance of the Speakers/Trainers of the Annual Management Webinar Series

Webinar Topics	Mean	Description	Standard Deviations
Introduction to Cabin Crew Profession Webinar	4.78	E	0.463
Sexual Harassment Webinar	4.63	E	0.609
Spark Samar in the New Normal Webinar	4.70	E	0.538
Business Writing Skills Webinar	4.63	E	0.609
Interview Tips and Recruitment Webinar	4.70	E	0.576
Business Opportunities for Tourism and Hospitality in the New Normal Webinar	4.53	E	0.610
Travel Arrangements Webinar	4.74	E	0.509
Career Readiness in Tourism and Hospitality Industry Webinar	4.65	E	0.582
Banking Services Webinar	4.67	E	0.577
Telephone Etiquette Webinar	4.65	E	0.645
Food and Beverage Service: Health Crisis Pivot Webinar	4.70	E	0.639
Common Office and Household First Aid Webinar	4.51	E	0.738
Health and Safety Operations of Tourism Establishments in the New Normal Webinar	4.51	E	0.591
Healthy food for a Healthy Living Webinar	4.63	E	0.531

Webinar Topics	Mean	Description	Standard Deviations
Records Management as Function of Business Continuity Amidst Pandemic Webinar	4.66	E	0.508
Staycation to Safetycation Webinar	4.64	E	0.618
OVERALL	4.61	E	0.584

Legend:

4.51 – 5.00	(VS)	Excellent
3.51 – 4.50	(S)	Very Good
2.51 – 3.50	(N)	Good
1.51 – 2.50	(D)	Fair
1.00 – 1.50	(VD)	Poor

Table 6 exhibits the test of significant differences between the pretest and post-test scores of the participants of the Annual Management Webinar Series. The positive mean difference between the pretest and post-test scores of the webinar participants on the different webinar topics showed that their scores on post-test is greater than their scores on the pretest.

In addition, there are significant differences on the pretest and post-test scores of the participants

on the webinars on Sexual Harassment, Interview Tips and Recruitment, Travel Arrangements, Career Readiness in Tourism and Hospitality Industry, Banking Services, Telephone Etiquette, and Food and Beverage Service: Health Crisis Pivot Webinar. This shows that the participants gained higher scores for the post-test compared to their pretest on the aforementioned webinar topics. This data means more knowledge and skills gained on their participation.

Table 6. Test of Significant Differences between the Pretest Scores and Post-Test Scores of the Participants of the Annual Management Webinar Series

Webinar Topics	Mean Difference	t-value	df	p-value
Introduction to Cabin Crew Profession Webinar	0.544	0.845ns	141	0.398
Sexual Harassment Webinar	0.564	0.290**	167	0.000
Spark Samar in the New Normal Webinar	0.400	0.593ns	277	0.553
Business Writing Skills Webinar	0.921	0.074ns	364	0.357
Interview Tips and Recruitment Webinar	0.332	0.245**	408	0.000
Business Opportunities for Tourism and Hospitality in the New Normal Webinar	0.245	0.156ns	383	0.876
Travel Arrangements Webinar	1.345	0.923**	368	0.001
Career Readiness in Tourism and Hospitality Industry Webinar	0.445	0.009**	343	0.001
Banking Services Webinar	1.005	0.533*	82	0.011
Telephone Etiquette Webinar	0.443	0.495**	127	0.001

Webinar Topics	Mean Difference	t-value	df	p-value
Food and Beverage Service: Health Crisis Pivot Webinar	1.667	0.594**	60	0.009
Common Office and Household First Aid Webinar	0.355	0.334ns	62	0.455
Health and Safety Operations of Tourism Establishments in the New Normal Webinar	0.981	0.215ns	143	0.829
Healthy food for a Healthy Living Webinar	0.333	0.125ns	86	0.225
Records Management as Function of Business Continuity Amidst Pandemic Webinar	0.857	0.339ns	107	0.735
Staycation to Safetycation Webinar	0.345	0.063ns	72	0.950

Legend:

ns – Difference is not statistically significant at the 0.05 level (p-value > 0.05)

** – Difference is highly statistically significant at the 0.05 level (p-value < 0.01)

* – Difference is statistically significant at the 0.05 level (p-value < 0.05)

On the other hand, there are no significant post-test score gains results on the webinars on Introduction to Cabin Crew Profession, Spark Samar in the New Normal, Business Writing Skills, Business Opportunities for Tourism and Hospitality in the New Normal, Common Office and Household First Aid, Health and Safety Operations of Tourism Establishment in the New Normal, Healthy Food for a Healthy Living, Records Management as Function of Business Continuity Amidst Pandemic, and Staycation to Safetycation.

4. Discussion

Majority of the participants were female students or government employees. Facebook was the very effective means of promoting the webinars. The same characteristics of participants of the webinar series were experienced in the study of Arnilla (2022) on the utilization of free webinars to promote professional development during the Philippine COVID-19 crisis.

In the study of Cerezo et al. (2022), the participants also considered the leadership skills, lifelong learning skills and personal development, interpersonal competencies, and cultural competencies as the much-needed trainings for

their webinar series. The interdisciplinary trends of business management skills were also revealed as the most needed topic on webinar series for public library staff who are government employees (Moen et al., 2020).

Based on these results, the proponent made 16 webinars to cater with the training needs of the participants of the webinar series. For this webinar series, the following topics were presented Introduction to Cabin Crew Profession, Sexual Harassment, Spark Samar in the New Normal, Business Writing Skills Webinar, Interview Tips and Recruitment, Career Readiness in Tourism and Hospitality Industry, Banking Services, Telephone Etiquette, Food and Beverage Services: Health Crisis Pivot, Healthy Food for Healthy Living, Records Management as Function of Business Continuity Amidst Pandemic, and Staycation to Safetycation.

The Very Satisfactory level of participants on the conducted Annual Management Webinar Series is in agreement with the previous study of Chougule et al. (2021) where a good number (90.7%) of their participants of the webinar series were very satisfied. However, satisfaction on the conduct of the webinar series does not associate

with the learnings of the participants (Ebner & Gegenfurtner, 2019). This means further measures may be conducted in order to determine the degree of learnings from the participants.

In terms of the overall nature and scope of the program topics, the Annual Management Webinar Series was Excellent. Kumar & Chetan Kumar (2021) described the nature and scope of the program topics of a webinar series on the intrinsic factors like ease of access, registration process, hands-on experience, academic networking, and clarity of understanding.

The Excellent description of the performance of the speakers/trainers is in agreement with the studies of Cerezo et al and Radoslaw. Cerezo et al. (2022) found out that a trainer or speaker of a webinar series is expected to exhibit expertise in the subject matter, competent, proficient in communicating target learning areas, and to be respectful and encouraging when making comments, critiques, or responses to the participants' ideas or questions. These are also the characteristics of a webinar trainer or speaker as mentioned in the study of Radoslaw (2022).

The significant improvement in participants' knowledge and skills resulting from their active engagement in the webinar series underscores the effectiveness of webinars as a viable and impactful modality for remote learning. These findings on impact were also evident on the study of Ramos & Soliven (2020) on the impact of webinar learning from the perspectives of the students. This study found a statistically significant increase in respondents' knowledge levels, as measured by pre-webinar and post-webinar evaluations. The post-webinar results indicated substantial learning gains, particularly in the effective use of video conferencing. This is further confirmed in the study of Sivasanker (2022) where the behavioral change that leads to learnings of the participants are very apparent with the significantly higher mean post-test knowledge score when compared to the mean pretest knowledge score.

On the other hand, there are no significant post-test score gains results on the webinars on

Introduction to Cabin Crew Profession, Spark Samar in the New Normal, Business Writing Skills, Business Opportunities for Tourism and Hospitality in the New Normal, Common Office and Household First Aid, Health and Safety Operations of Tourism Establishment in the New Normal, Healthy Food for a Healthy Living, Records Management as Function of Business Continuity Amidst Pandemic, and Staycation to Safetycation. This means little to no measurable change in participants' responses after their participation to the aforementioned webinar topics. This may indicate that participants already had a high level of knowledge or skill before the webinar intervention on those topics, resulting to little room for improvement on their post-test scores. The high scores of the participants on the pretest leads to little room for improvement on the post-test scores, creating a ceiling effect. This can be reduced by combining qualitative and quantitative test responses (Bahnsen et al., 2023).

There were also studies that highlighted that satisfaction does not always correlate with increased knowledge or learning outcomes in educational settings. Wright et al. (2023) found that while students might express high satisfaction with certain teaching methods, such as online learning, this does not necessarily translate to improved academic performance. Similarly, research on online education noted that satisfaction could sometimes be more influenced by convenience and technical aspects than by actual learning effectiveness. Additionally, Doménech-Betoret et al. (2017) suggested that factors like self-efficacy and task value might mediate the relationship between satisfaction and learning outcomes, indicating that high satisfaction might result from motivational beliefs rather than substantive knowledge gains.

Cultural and local contexts in the Philippines, such as collectivism, high power distance, linguistic diversity, and socio-economic disparities, significantly influence participants' satisfaction and learning effectiveness in webinars. Filipinos value interactive and community-oriented approaches, formal and authoritative speakers, and practical outcomes like certifications (Hofstede, 2001). However,

challenges such as varying internet access and digital literacy necessitate user-friendly platforms and asynchronous options to ensure inclusivity. Improving internet access and digital literacy involves expanding infrastructure, offering affordable connectivity, and integrating digital education through partnerships with governments, NGOs, and private institutions. Webinars tailored to local languages, aligned with cultural values like "bayanihan," and mindful of participants' family and work-life balance, are more likely to resonate and succeed. Addressing these factors ensures webinars are impactful, accessible, and well-received in the Philippine context.

There is a need also to make the necessary modifications on the conduct of the said webinars to improve knowledge and skills of the participants. In order to conduct effective webinars, interactive elements like live polls, breakout rooms, and gamified activities were necessary to create a more engaging virtual learning environment (Douglas, 2023; Read et al., 2022). To enhance webinars for Filipino participants, organizers may use platforms optimized for low bandwidth and mobile compatibility, with real-time technical support and accessible features like subtitles in Filipino and English. Provide pre-session tutorials and backup options such as session recordings and downloadable materials. Design concise, interactive webinars with polls, quizzes, and anonymous Q&A to encourage participation, incorporating localized content and practical applications. Focus on professional development by offering certifications and aligning topics with community priorities. Flexible scheduling with live and on-demand options, along with engaging presenters who use visual aids and relatable

examples, may ensure inclusivity and relevance for diverse audiences.

5. Conclusion

In summary, majority of the participants of the Annual Management Webinar Series for 2021 were female students or government employees. Facebook was the very effective means of promoting the webinars. The top knowledge and skills identified for possible topics in the webinars are Motivation and Leadership Skills, Moral and Work Ethics, Performance Management Skills, Business Communication Skills, Speaking Skills, and the Managing Information Skills. The webinar participants were very satisfied with the webinar series and rated excellent the nature and scope of the program topics and the performance of the speakers/trainers. The pretest and post-test results primarily revealed that the participants gained new skills and knowledge in their participation with the webinar series.

In conclusion, the Annual Management Webinar Series for 2021 was very successful. Although there were challenges and problems encountered, the webinar series was done properly and the participants were generally satisfied. Many students, government, and private employees with their households benefitted with the said webinar series. With these positive outcomes, the proponent recommends webinars as one of the tools for the delivery of trainings and other academic programs. Other studies may be conducted to explore factors that can influence the satisfaction and learning of the webinar participants on other topics, long-term retention of knowledge gained through webinars and comparison of webinar effectiveness in different sectors.

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7. Author Declaration

I certify that this manuscript is an original work of the author and has not been previously published, either in whole or in part, nor is it currently under consideration for publication by any other journal or publisher. The author further declare that there are no financial, professional, personal, or institutional conflicts of interest that could have influenced the conduct, interpretation, or reporting of this research.