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Burnout and psychological well-being in higher education faculty through a Scopus-based bibliometric analysis

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Abstract

Faculty burnout and psychological well-being have emerged as important concerns in higher education because they influence motivation, emotional functioning, professional engagement, and instructional effectiveness. Despite growing scholarly attention, research on faculty mental health remains conceptually fragmented and geographically uneven, limiting a comprehensive understanding of the field. This study maps the intellectual structure of Scopus-indexed research on burnout and psychological well-being among higher education faculty through a bibliometric analysis of Scopus-indexed publications from 1979 to 2025 (N = 538). Bibliometric techniques were conducted using Bibliometrix and VOSviewer to examine publication trends, citation patterns, thematic development, and collaboration networks. The findings indicate sustained growth in scholarly interest, particularly following the COVID-19 pandemic. Research has evolved from an emphasis on individual experiences of burnout toward broader organizational and systemic perspectives that highlight the interaction between job demands and institutional resources. Dominant themes include workload, emotional exhaustion, resilience, mental health, and organizational support. The analysis also reveals a concentration of research output within institutions and countries in the Global North, alongside relatively limited international collaboration, raising concerns regarding the cross-cultural applicability of existing frameworks. This study provides a comprehensive overview of how higher education faculty burnout and psychological well-being have been conceptualized over time and identifies emerging directions for future research. The findings suggest that contemporary scholarship increasingly discusses faculty mental health as an important component of broader conversations concerning sustainable higher education systems and academic effectiveness.

Keywords: faculty burnout; higher education faculty; occupational psychology; psychological well-being; workplace mental health

Introduction

In addition to being areas where knowledge is created, colleges and universities have become psychologically demanding workplaces that require sustained cognitive effort, emotional regulation, and continued professional commitment. Academic work has been reshaped by increasing teaching responsibilities, administrative demands, performance evaluations, and research expectations [1-4]. Under these circumstances, the effectiveness of faculty cannot be separated from the mental health conditions under which faculty work [5-6].

According to Maslach and Jackson's seminal work on burnout [7], burnout is a multidimensional syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Subsequent work by Maslach and Leiter further conceptualized burnout as a response to chronic workplace stress arising from persistent mismatches between employees and their work environments [13]. In 2019, the World Health Organization (WHO) [8] recognized burnout as an occupational phenomenon associated with chronic workplace stress that has not been successfully managed. From an occupational psychology

perspective, burnout reflects an imbalance between job demands and the psychological resources available to meet them [14]. When demands consistently exceed available resources, faculty performance and well-being may decline [9-10]. Prolonged occupational stress can impair attention, cognitive flexibility, motivation, and social engagement. These capacities are essential for effective teaching and professional performance [11-12].

Psychological well-being extends beyond the absence of distress and encompasses positive functioning, personal growth, autonomy, environmental mastery, and a sense of purpose in life [15, 27, 31]. Recent research suggests that faculty members experiencing depleted psychological resources may demonstrate reduced instructional responsiveness, diminished mentoring capacity, and lower levels of engagement with students [1,4,5]. Recent studies increasingly view the classroom as a shared psychological environment. Faculty members' cognitive and emotional resources influence instructional interactions, student engagement, and learning quality [4-6,16]. Faculty well-being also plays an important role in pedagogical decision-making, classroom climate, assessment practices, and student engagement, highlighting its significance not only as an individual concern but also as a factor associated with the quality and sustainability of higher education systems [17].

Following the COVID-19 pandemic, scholarly attention to faculty mental health increased substantially as researchers examined the effects of rapid digital transitions, workload intensification, blurred work-life boundaries, and changing academic roles on faculty well-being. Faculty faced numerous challenges during the transition to remote and hybrid teaching, including blurred work-life boundaries, increased emotional labor, heightened technological demands, and disruptions to professional identity [18-21]. These developments exposed existing structural vulnerabilities in the psychological sustainability of academic work and intensified concerns regarding faculty burnout and well-being. However, even with a surge of new research on this topic, the literature continues to be divided among fields of study such as education, org. psychology, occupational health, and higher education studies, making it difficult for researchers to create integrative theoretical frameworks.

The purpose of this study is to analyze the bibliometric literature on faculty burnout and psychological well-being through an exploration of the intellectual and thematic structure of faculty burnout and well-being as well as the collaborative patterns of scholars represented within the Scopus-indexed literature. Through an analysis of publication trends, thematic networks and the pattern of scholarly output, this study clarifies the conceptualizations of burnout and well-being in the academic workplace from a psychological perspective.

Methodology

Research is a systematic process for generating knowledge and advancing understanding within a field of inquiry [24]. In this context, this study employed a bibliometric research design to examine the structure, development, and thematic evolution of research on faculty burnout and psychological well-being. Bibliometric analysis enables the systematic mapping of publication trends, citation structures, collaboration networks, and thematic developments within a research field [22, 23,25].

The Scopus database was used to obtain bibliographic information on January 20, 2026. The bibliographic search used a specific structure and four conceptual frameworks: burnout (e.g., burnout, emotional exhaustion, depersonalization), well-being (e.g., psychological well-being, mental health, resilience), faculty-related terms (e.g., faculty, academic staff, lecturer*, professor*), and higher education institutional contexts (e.g., universit*, tertiary education). The search was restricted to English-language publications published in Scopus between 1979 and 2025. Eligible documents comprised articles, reviews, conference papers, books, book chapters, editorial articles, letters, notes, short surveys, conference reviews, and data

papers. The complete list of 538 documents available from Scopus and included in our bibliometric dataset is shown in Supplementary Table S1.

The search string TITLE-ABS-KEY ((burnout OR "teacher burnout" OR "academic burnout" OR exhaustion OR "emotional exhaustion" OR depersonalization OR "occupational burnout") AND (wellbeing OR well-being OR "psychological well-being" OR "mental health" OR "occupational health" OR resilience OR "job satisfaction" OR "work engagement") AND (teacher* OR faculty OR "academic staff" OR lecturer* OR professor*) AND ("higher education" OR universit* OR college* OR "tertiary education" OR "postsecondary education")) AND (LIMIT-TO(PUBSTAGE,"final")) was applied systematically. Eligible document types included articles, reviews, conference papers, books, book chapters, editorials, letters, notes, conference reviews, short surveys, and data papers published between 1979 and 2025 in the English language.

Bibliometrix (version 5.2.1) and VOSviewer (version 1.6.15) were used to analyze the bibliometric dataset. Descriptive bibliometric indicators included publication productivity, citation performance, collaboration patterns, geographic distribution, source productivity, and thematic development across the entire dataset of 538 Scopus-indexed documents published between 1979 and 2025. Co-authorship, keyword co-occurrence, and co-citation analyses were conducted to identify collaboration structures, thematic relationships, and influential intellectual foundations within the field. Thematic evolution was examined across four reporting periods (1979–2000, 2001–2010, 2011–2020, and 2021–2025) to assess changes in research emphasis over time. Data preparation involved the removal of duplicate records, normalization of author names, standardization of institutional affiliations, and verification of citation metadata against Scopus records. Records containing incomplete reference information were retained to preserve dataset integrity and were processed using the analytical procedures available within the software packages.

Results

Table 1. General information of the dataset from Scopus

Category	Metric	Value
General Information	Study period	1979–2025
	Total documents	538
	Total sources	475
	Annual growth rate (%)	2.37
	Average document age (years)	6.1
	Average citations per document	23.43
Document Contents	Index keywords of all documents	2604
	Author keywords of all documents	2039
	Authors	3688
Collaboration Metrics	Authors contributing single-authored documents	108
	Single-authored documents	118
	Co-authors per document	4.15
	International co-authorships (%)	14.55
Document Types	Article	380
	Book	5
	Book chapter	31

Category	Metric	Value
	Conference paper	38
	Conference review	1
	Data paper	1
	Editorial	4
	Letter	7
	Note	16
	Review	53
	Short survey	2

The basic bibliometric features given in table 1 show that there is steady annual growth of 2.37% across the entire data set. This suggests that there has been moderate but consistent growth from scholars. The average document age of 6.1 years indicates that most of the documents have been produced within the last ten years. These indicators suggest increasing scholarly attention to faculty burnout and psychological well-being over recent years. Furthermore, with an average of 23.43 citations per document, there is a great deal of research impact associated with this topic. Thus, publications associated with faculty burnout and well-being receive a significant amount of scholarly attention and influence the direction of research within the realms of higher education and occupational health.

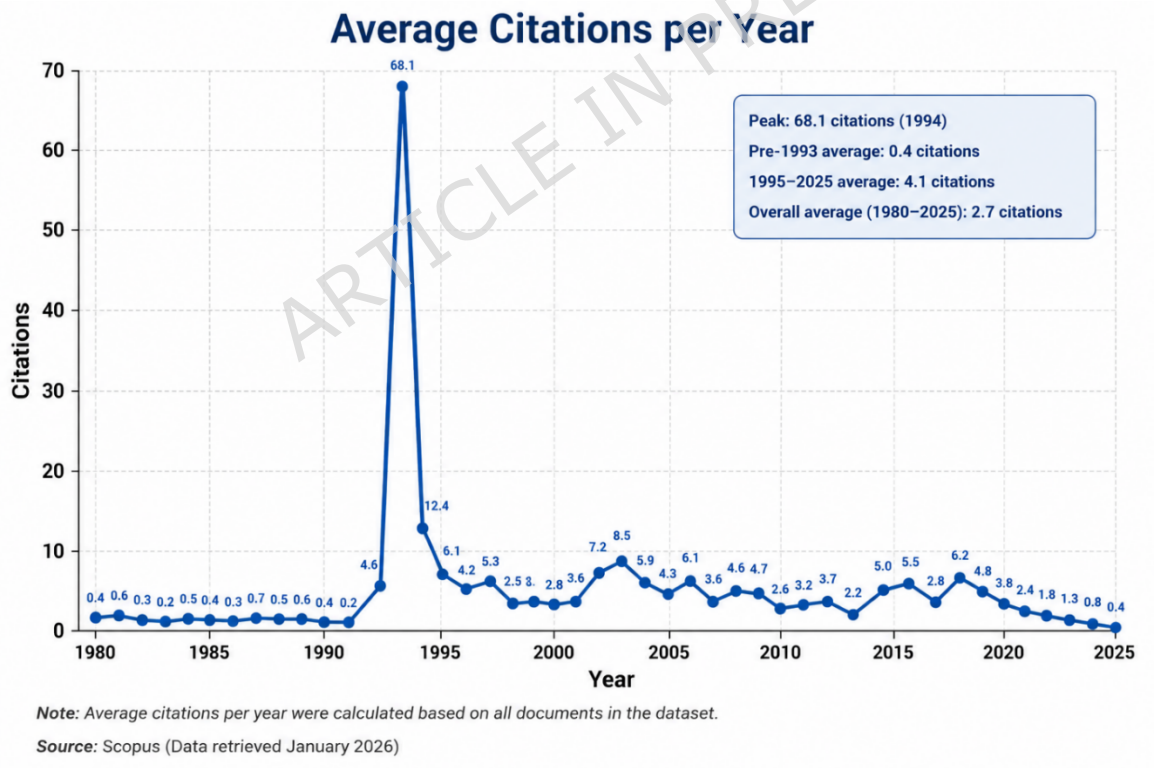

Figure 1. Average Article Citation Per Year
Source: Authors' bibliometric analysis based on Scopus-indexed publications on burnout and psychological well-being among higher education faculty (N = 538) using Bibliometrix 5.2.1.

Figure 1 shows substantial fluctuations in average citations per year rather than a consistent upward trend. Citation activity peaked during the mid-1990s, suggesting the influence of several highly cited foundational publications. Citation rates vary across years because of differences in publication volume, article visibility, and citation accumulation time. Lower citation counts for recent publications are expected because these studies have had less time to accumulate citations. Overall, the pattern indicates that early influential studies continue to shape contemporary research on faculty burnout and psychological well-being.

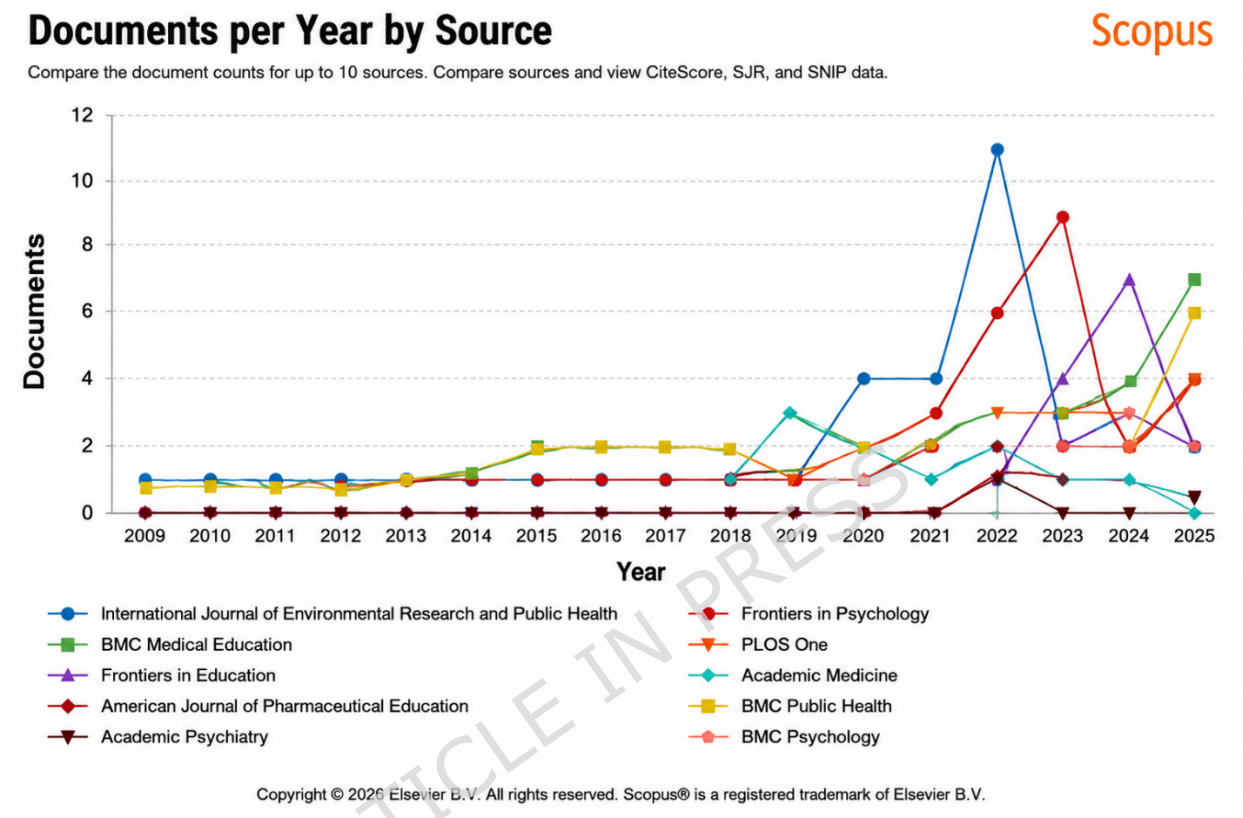

Figure 2. Annual Publication Output by Leading Sources
Source: Authors' bibliometric analysis based on Scopus-indexed publications on burnout and psychological well-being among higher education faculty (N = 538) using Bibliometrix 5.2.1.

As outlined in Figure 2, most of the literature on faculty burnout and psychological well-being tends to be found in public and global health, environmental health, higher education, and occupational psychology. Many of the same journals also appear prominently among the references cited in their reviews (e.g., IJERPH; BMC Public Health) are increasingly treating faculty mental health as both a function of education/organization and of larger public health. Also, this distribution demonstrates a developing interdisciplinary acknowledgment that occupational stress, emotional exhaustion, and faculty well-being are increasingly examined in relation to environmental, institutional, and systemic factors.

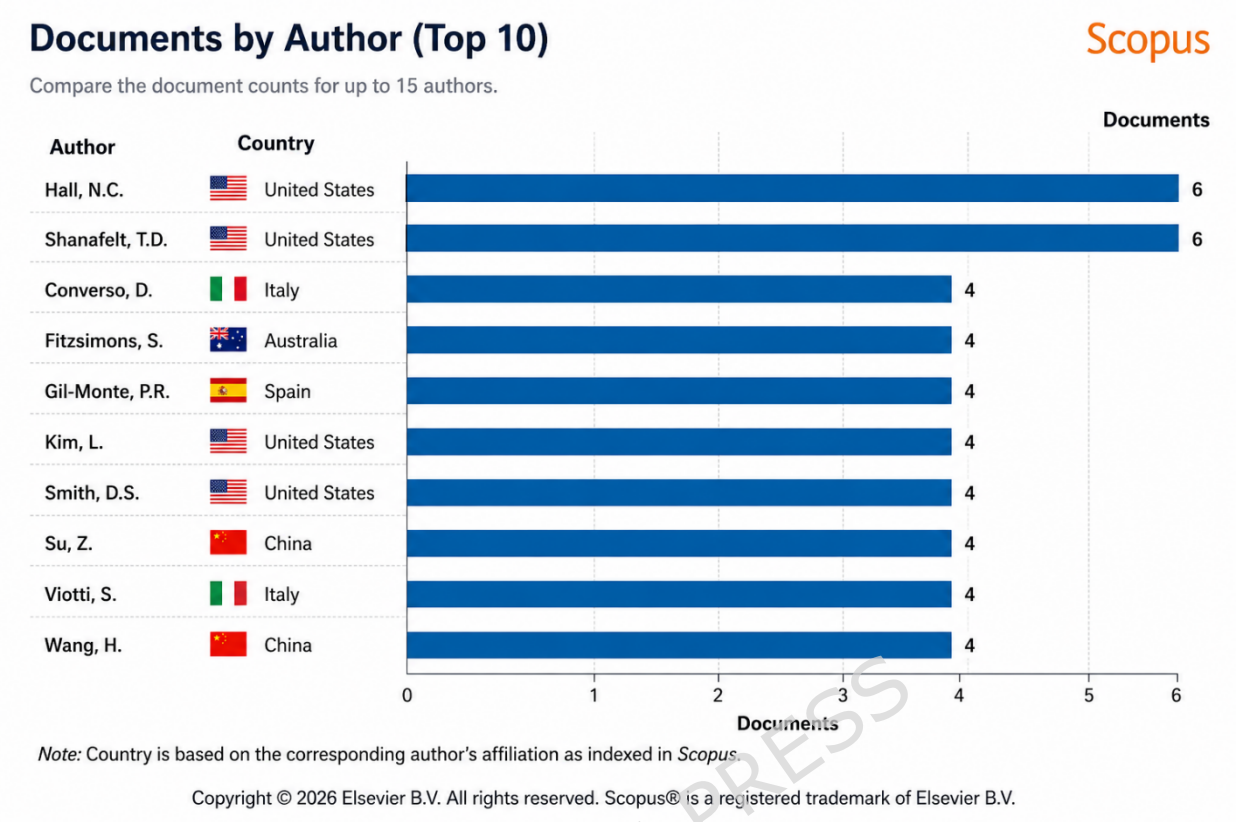

Figure 3. Top Ten Most Productive Authors
Source: Authors' bibliometric analysis based on Scopus-indexed publications on burnout and psychological well-being among higher education faculty (N = 538) using Bibliometrix 5.2.1.

Figure 3 presents the ten most productive authors in the field based on publication output. The concentration of publications among a small group of authors suggests the presence of influential research communities that contribute substantially to knowledge production within the field [23]. These scholars have played an important role in shaping discussions within occupational psychology, higher education, and faculty well-being research.

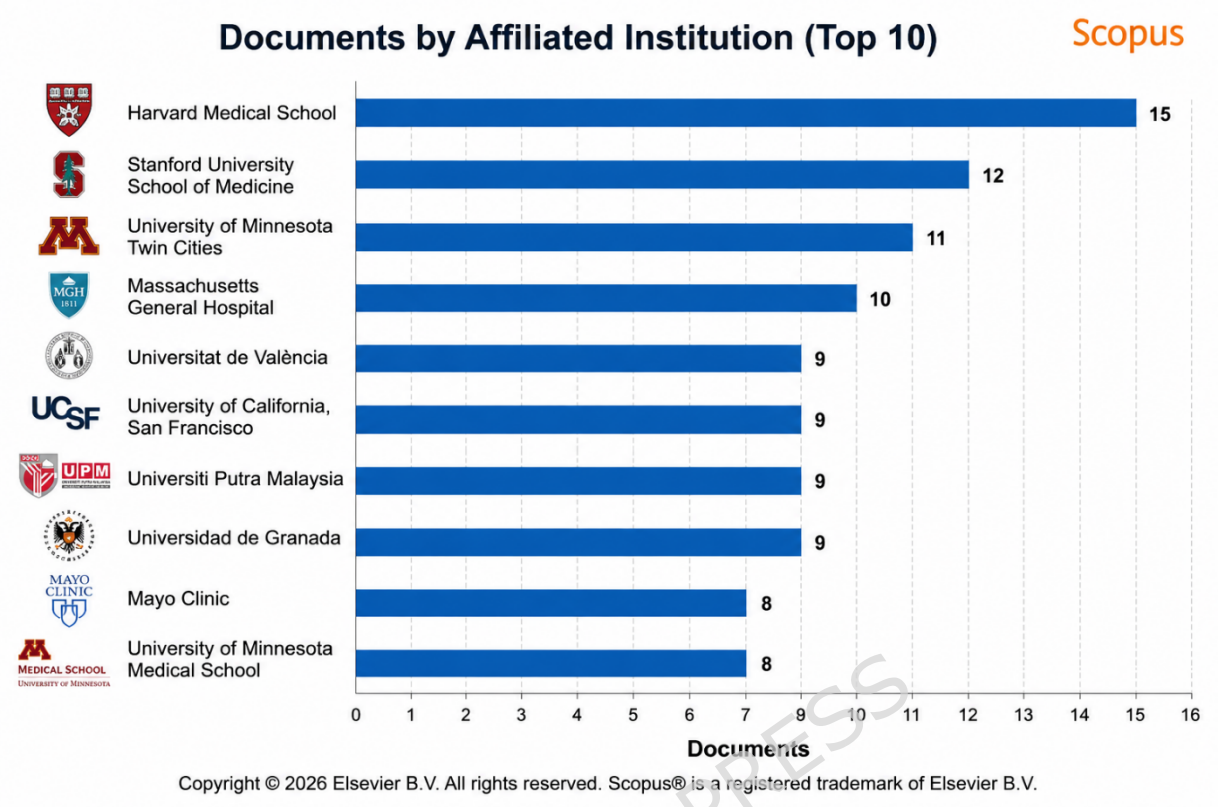

Figure 4. Top Ten Institutional Affiliations by Publication Output
Source: Authors' bibliometric analysis based on Scopus-indexed publications on burnout and psychological well-being among higher education faculty (N = 538) using Bibliometrix 5.2.1.

Figure 4 shows that research productivity is concentrated within institutions located primarily in high-income countries. Research-intensive universities and academic medical centers account for a substantial proportion of the publications in the dataset, highlighting their prominent role in shaping scholarly discussions on faculty burnout and psychological well-being. This concentration of research output may reflect differences in research funding, institutional infrastructure, publication support systems, and access to international scholarly networks. As a result, dominant conceptualizations of burnout and well-being may be influenced by the organizational realities of well-resourced academic environments. The relative underrepresentation of institutions from lower-income and resource-constrained settings suggests a need for broader institutional participation in future research. Greater institutional diversity may help capture variations in workload, organizational support, and well-being across different higher education contexts [27-28].

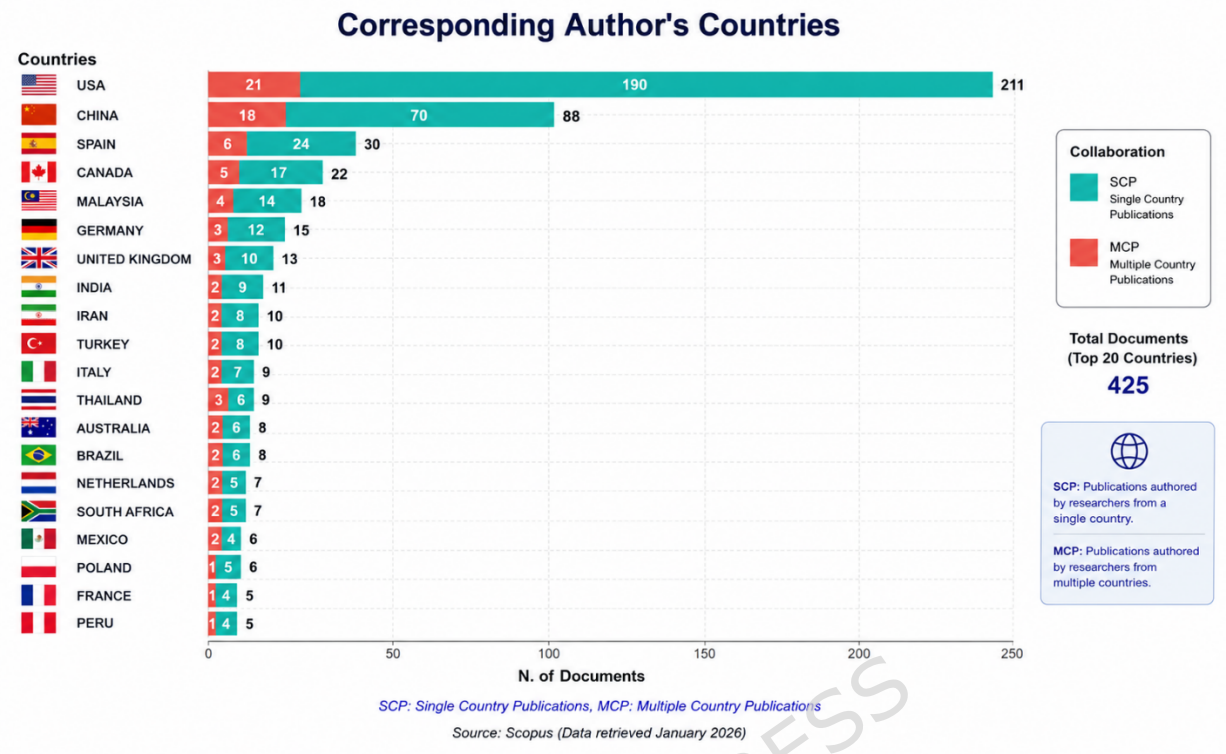

Figure 5. Corresponding Authors' Countries and International Collaboration Patterns
Source: Authors' bibliometric analysis based on Scopus-indexed publications on burnout and psychological well-being among higher education faculty (N = 538) using VOSviewer 1.6.15.

Figure 5 presents the geographical distribution of corresponding authors and distinguishes between single-country publications (SCP) and multiple-country publications (MCP). The United States demonstrates the highest publication output, followed by China and several European countries. The predominance of SCP publications suggests that much of the scholarship is produced within national research systems, while MCP publications indicate a comparatively lower level of international collaboration. These patterns highlight the concentration of knowledge production within a limited number of countries and suggest opportunities for stronger cross-national research partnerships.

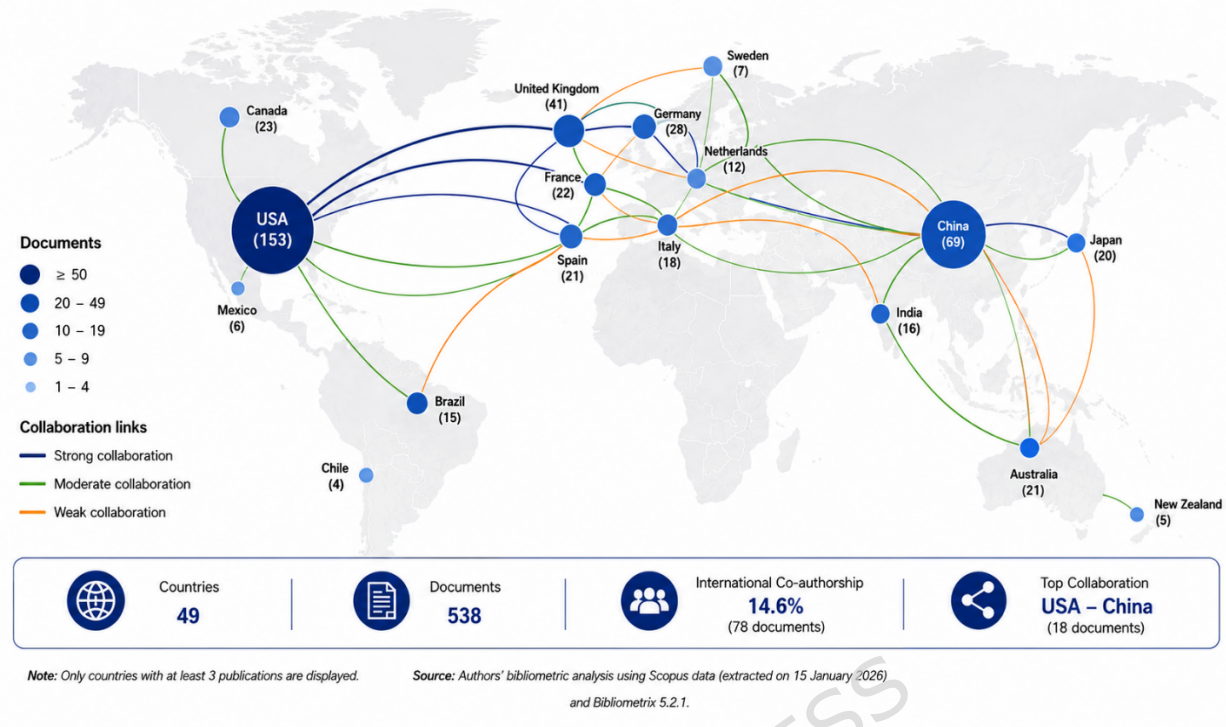

Figure 6. Countries of Collaboration Network
Source: Authors' bibliometric analysis based on Scopus-indexed publications on burnout and psychological well-being among higher education faculty (N = 538) using Bibliometrix 5.2.1.

Figure 6 presents the international collaboration network derived from the 538 publications included in this study. The network indicates that research collaboration is concentrated among a relatively small number of countries. The United States occupies a central position within the network, reflecting its prominent role in knowledge production and international collaboration. Several European countries and emerging contributors from the Asia-Pacific region also demonstrate collaborative connections. Despite evidence of international partnerships, collaboration remains unevenly distributed across countries. Greater participation from underrepresented regions may enhance the diversity of perspectives and improve understanding of faculty burnout and psychological well-being across different higher education contexts [1,3,27–28,42–46].

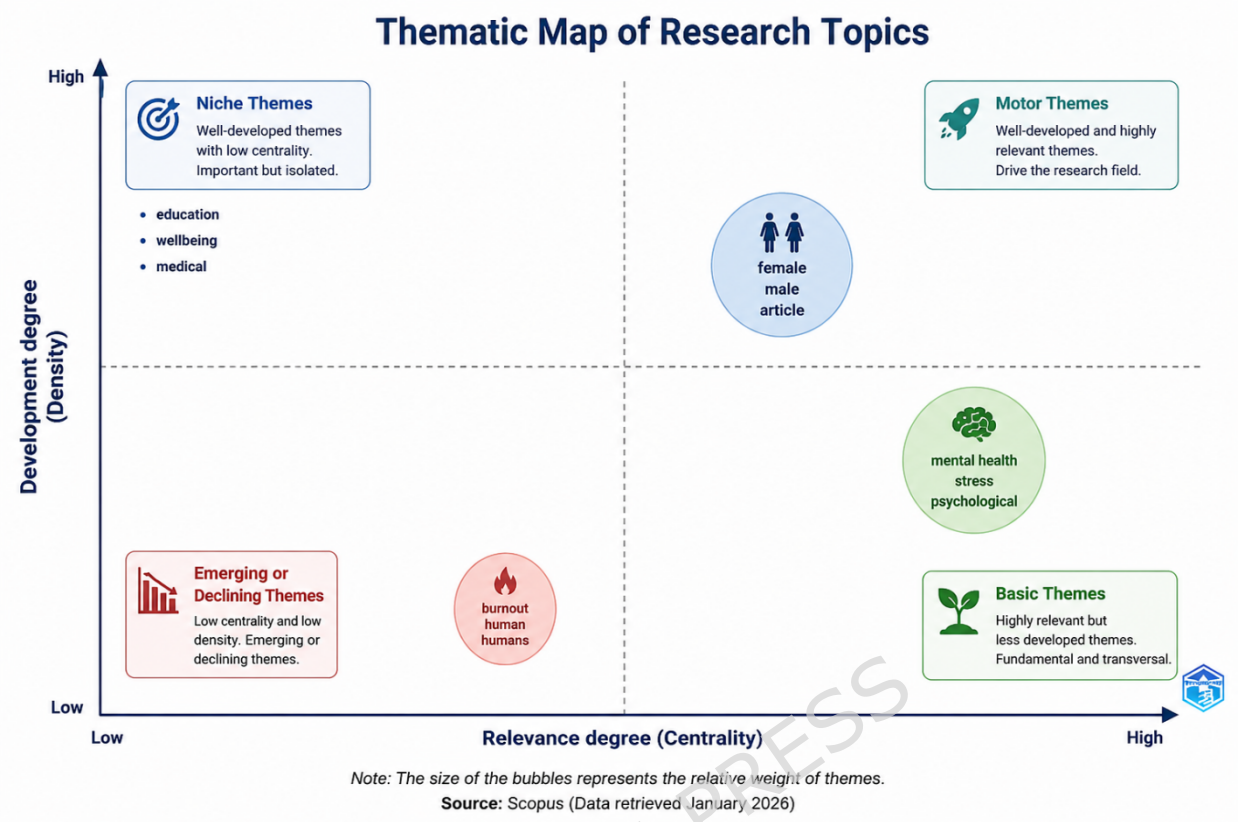

Figure 7. Thematic Map in a Strategic Diagram
Source: Authors' bibliometric analysis based on Scopus-indexed publications on burnout and psychological well-being among higher education faculty (N = 538) using Bibliometrix 5.2.1.

Figure 7 shows a strategic thematic map that gives an overview of how research related to faculty burnout and psychological well-being is organized intellectually and thematically. The thematic cluster containing the terms *female*, *male*, and *article* appears prominently within the strategic thematic map. These terms are common indexing and classification descriptors frequently used in bibliographic databases to categorize study populations and document types. Their prominence within the thematic structure suggests that a substantial portion of the literature incorporates demographic classifications and population-based analyses when examining faculty burnout and psychological well-being. Rather than representing a distinct theoretical perspective, these terms reflect the organizational and descriptive characteristics of the published literature. Their presence highlights the continued use of demographic variables in investigating patterns of occupational stress, mental health, and well-being among higher education faculty.

The cluster containing *mental health*, *stress*, and *psychological* occupies a central position within the thematic structure, indicating that these concepts remain foundational to the field. These terms serve as core organizing concepts within the literature and are frequently associated with studies examining occupational strain, emotional exhaustion, psychological functioning, and workplace well-being in higher education settings.

The emerging or declining thematic cluster represented by *burnout*, *human*, and *humans* reflects broader human-centered investigations of occupational stress and well-being. Because bibliometric mapping cannot determine whether a theme is definitively emerging or declining without longitudinal thematic analysis, this cluster is best interpreted as representing a general area of continuing scholarly attention. The presence of these terms suggests sustained interest in understanding the human dimensions

of burnout while also indicating a gradual movement toward more specialized and theoretically differentiated areas of inquiry.

Overall, the thematic map suggests that research on faculty burnout and psychological well-being has evolved from broad descriptions of occupational stress toward more differentiated investigations of psychological, organizational, and demographic factors. These interpretations should be understood as patterns within the published literature rather than as direct evidence of the empirical importance or explanatory power of specific concepts.

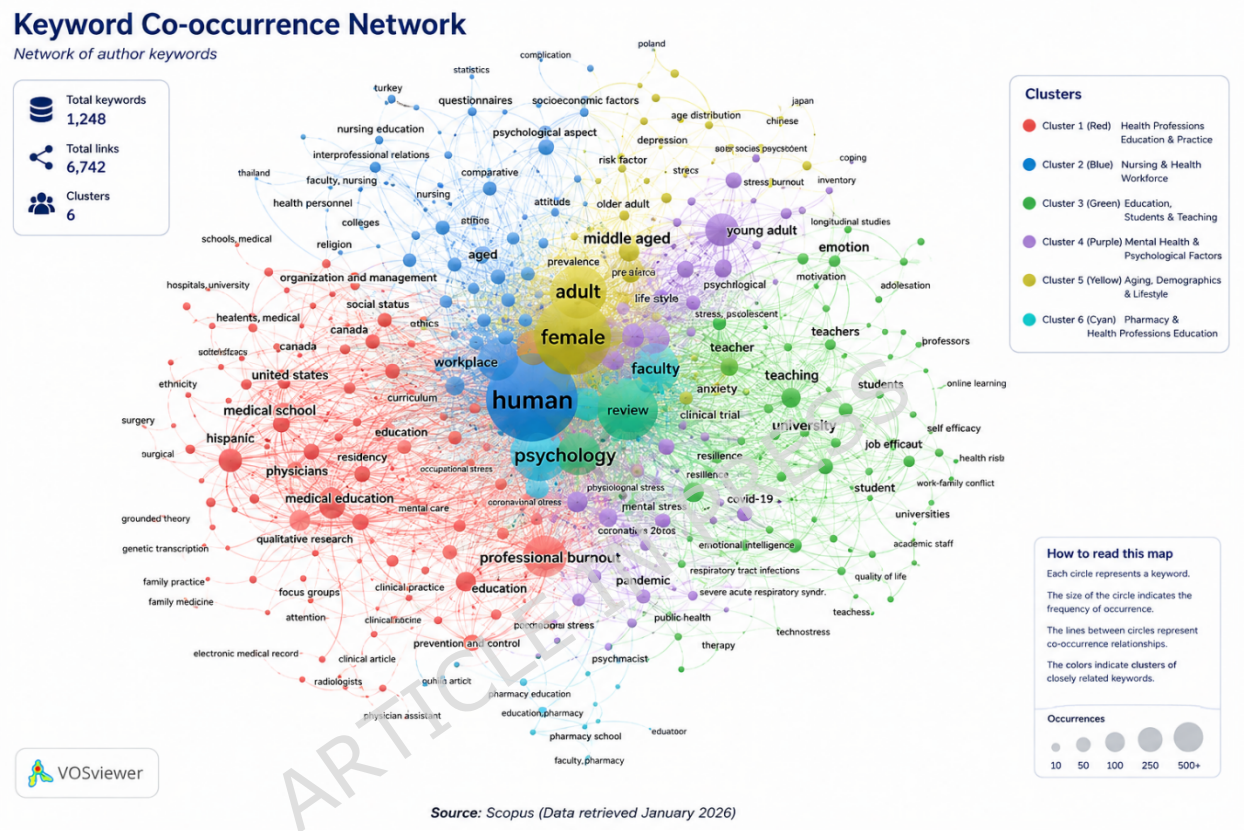

Figure 8. Keyword Co-occurrence Network
Source: Authors' bibliometric analysis based on Scopus-indexed publications on burnout and psychological well-being among higher education faculty (N = 538) using VOSviewer 1.6.15.
Figure 8 visualizes the conceptual structure of the field through keyword co-occurrence analysis. The network reveals several interconnected thematic clusters centered on terms such as burnout, mental health, psychology, resilience, faculty, education, and occupational well-being. Larger nodes indicate more frequently occurring keywords, while links represent the strength of co-occurrence relationships. The prominence of burnout, mental health, and psychological concepts suggests that the literature is increasingly organized around occupational well-being and organizational support frameworks. The interconnected nature of the clusters further indicates the multidisciplinary character of research on faculty well-being [29-30].

Discussion

The findings indicate that faculty burnout and psychological well-being have become increasingly prominent topics within higher education and occupational psychology research. The steady growth of

publications suggests sustained scholarly interest in the psychological conditions that shape academic work. The prominence of themes such as workload, emotional exhaustion, resilience, and organizational support aligns with the Job Demands–Resources (JD-R) model, which emphasizes the interaction between job demands and available resources [31–32]. Collectively, the literature suggests that faculty performance and professional engagement are closely linked to workplace conditions and psychological well-being.

The thematic structure of the field reflects a shift from individual-centered explanations of burnout toward broader organizational and systemic perspectives. Earlier studies often emphasized coping strategies, self-regulation, and personal resilience. More recent research increasingly examines how leadership, organizational culture, workload allocation, and institutional policies influence faculty well-being [2,9]. This shift is consistent with contemporary organizational psychology, which views workplace mental health as a product of interactions between individuals and their work environments.

The rapid increase in publications following the COVID-19 pandemic highlights growing concern regarding the psychological sustainability of academic work. The transition to remote and hybrid teaching exposed faculty to intensified workloads, technological demands, blurred work-life boundaries, and heightened emotional labor [18–21]. These disruptions renewed scholarly interest in burnout and well-being while emphasizing the importance of institutional support during periods of organizational change.

The collaboration patterns identified in this study suggest that knowledge production remains concentrated within a relatively small number of countries and institutions. The United States and several European countries account for a substantial proportion of the literature, reflecting their established research infrastructures and longstanding investment in higher education research. Although contributions from Asia-Pacific countries have increased, important disparities in research visibility and productivity remain. Consequently, dominant theoretical perspectives may continue to reflect the institutional and cultural contexts in which most research is conducted [26,42–46].

The concentration of research within a limited range of institutional contexts raises questions regarding the representativeness of existing knowledge. Faculty experiences differ across higher education systems because of variations in workload, organizational support, employment conditions, funding structures, and institutional resources [1,3,27–28]. Expanding participation from underrepresented institutions and regions may strengthen the cross-cultural relevance and contextual sensitivity of future research.

Faculty members are also not a homogeneous population. Experiences of burnout and well-being vary according to career stage, disciplinary culture, employment status, leadership responsibilities, and institutional mission. Early-career faculty, contingent faculty, research-intensive academics, and faculty working in resource-constrained institutions often encounter different psychological and organizational demands. Therefore, the patterns identified in this study should be interpreted as broad trends rather than a single representation of faculty experience.

Another notable finding concerns the maturation of the field. The coexistence of well-developed themes and emerging areas of inquiry suggests that research on faculty burnout and psychological well-being is evolving into a more theoretically established domain. The growing emphasis on resilience reflects broader developments in positive and occupational psychology [38–39]. However, resilience should not be viewed as a substitute for organizational responsibility. Effective approaches to faculty well-being require attention to both individual adaptation and institutional conditions.

Although occupational and organizational psychology frameworks remain dominant, opportunities exist for broader theoretical development. Clinical, phenomenological, psychoanalytic, and existential perspectives were less visible within the mapped literature. This does not indicate a lack of relevance.

Instead, it reflects prevailing publication trends and disciplinary priorities. Future studies may benefit from incorporating alternative theoretical lenses to provide a more comprehensive understanding of burnout, identity, meaning-making, and occupational distress in academic work.

The findings suggest that faculty well-being is increasingly understood as both a psychological and organizational concern. Contemporary scholarship extends beyond individual experiences of stress and increasingly examines how institutional structures, workplace conditions, and organizational resources shape faculty functioning. These trends should be interpreted as developments within the scholarly literature rather than direct evidence of changes in faculty experiences themselves.

Study Limitations

Several limitations should be considered when interpreting the findings. First, the analysis relied exclusively on Scopus-indexed publications. Although Scopus is widely used in bibliometric research, dependence on a single database may introduce coverage bias because English-language, internationally visible journals are more likely to be indexed than regional or non-English publications [23,25,47–48]. Recent bibliometric studies have further demonstrated that database selection can influence publication counts, collaboration networks, thematic structures, and the interpretation of a field's intellectual landscape [42–46].

Second, the dataset was shaped by the search terms used to identify relevant studies. Although the search strategy was intentionally broad, studies employing alternative terminology such as psychological distress, faculty strain, compassion fatigue, work-life conflict, role overload, or academic precarity may not have been fully captured [49–53].

Third, bibliometric methods identify publication trends, citation patterns, collaboration networks, and thematic structures, but they do not evaluate the methodological quality or empirical rigor of individual studies. Citation frequency and network centrality should therefore be interpreted as indicators of scholarly influence rather than evidence of conceptual validity or practical effectiveness [49,52,54–55].

Fourth, bibliometric analysis maps how knowledge is organized and communicated within a field. It does not directly examine the lived experiences of faculty members or determine the validity of competing theoretical perspectives [22–25,42–46]. Consequently, the findings should be interpreted as representations of patterns within the scholarly literature rather than direct evidence of faculty experiences or theoretical validity. Fifth, the dataset provides limited insight into cultural, institutional, disciplinary, and employment-related differences across higher education systems. Faculty experiences vary according to national context, institutional resources, career stage, employment conditions, and organizational culture. The predominance of research from Western and other highly visible academic systems may therefore limit the global applicability of some conclusions [1,27–28,42–46,56].

Finally, the study represents a time-bound snapshot of a rapidly evolving research field. Publication counts, citation patterns, and thematic structures may change as new studies are indexed and emerging topics gain visibility. Future research may strengthen the evidence base by incorporating multiple databases, multilingual sources, updated retrieval periods, and complementary qualitative or mixed-method approaches.

Implications for Psychological Research

This study maps five decades of scholarship on faculty burnout and psychological well-being. The findings indicate that contemporary research increasingly adopts multilevel perspectives when examining faculty mental health. Recent studies focus not only on individual outcomes but also on the institutional conditions

that shape academic work. This trend highlights the importance of understanding faculty well-being within organizational and professional contexts.

The findings also suggest that the academic profession should be viewed as a psychologically regulated work environment. Faculty experiences are influenced by workload, organizational support, institutional culture, and professional expectations. As a result, occupational psychology research may benefit from greater attention to higher education settings.

Future research should place greater emphasis on intervention-oriented studies. While existing scholarship has documented the prevalence of burnout, fewer studies have examined effective strategies for reducing chronic occupational stress. Areas for future investigation include workload redesign, autonomy-supportive leadership, social support systems, and organizational approaches that promote long-term faculty well-being.

Implications for Higher Education Systems

The findings highlight the broader role of institutional leadership in shaping the conditions under which faculty work. While educational improvement efforts often emphasize curricular innovation and technological advancement, the literature increasingly suggests that the effectiveness of these initiatives may be influenced by faculty members' psychological well-being and workplace conditions. Thus, providing mental health support for faculty members should be seen not only as a welfare program but also as an investment in the sustainability of the organization. Institutions that create psychologically supportive systems will be in a better position to maintain high-quality teaching and promote faculty engagement and adaptability in response to changes affecting faculty work and institutional operations. In contrast, scholarship increasingly cautions that insufficient attention to faculty well-being may contribute to organizational environments characterized by persistent occupational stress and reduced professional engagement.

Integrative Interpretation

Overall, the literature reflects a growing shift toward preventive approaches to faculty well-being. Contemporary scholarship increasingly conceptualizes burnout as the result of interactions between individual psychological resources and workplace demands. This perspective expands attention beyond individual coping strategies and highlights the importance of creating supportive and sustainable academic environments.

Contribution to Psychology

This research enhances the field of psychology by combining 5 decades of findings on faculty burnout and wellbeing, placing these concepts at the core of faculty functioning within higher education settings. The mapping of this body of knowledge illustrates how contemporary scholarship increasingly examines relationships among work demands, organizational resources, institutional climate, and faculty psychological functioning. Recent scholarship increasingly conceptualizes faculty mental health through multilevel perspectives that consider both individual and institutional influences on professional experiences and outcomes. By synthesizing five decades of scholarship, this study extends occupational and organizational psychology into the context of higher education and provides a foundation for future intervention-oriented research

Conclusion

This bibliometric study mapped the intellectual structure, thematic development, and publication trends of research on burnout and psychological well-being among higher education faculty published between 1979 and 2025. The findings reveal sustained growth in scholarly attention to faculty mental health, particularly following the COVID-19 pandemic, alongside increasing interest in organizational, institutional, and systemic perspectives on academic work.

The thematic and citation patterns identified in this study suggest that contemporary scholarship increasingly examines faculty burnout and psychological well-being within broader discussions of workload, organizational support, resilience, occupational health, and institutional sustainability. The literature has increasingly expanded beyond individual-level explanations and now places greater attention on workplace conditions, organizational resources, and institutional contexts associated with faculty well-being.

The analysis further highlights the concentration of research output within institutions and countries in the Global North, as well as relatively limited international collaboration. These patterns suggest opportunities for greater geographical diversity and broader cross-cultural engagement in future research. In addition, the limited visibility of alternative theoretical perspectives indicates the potential value of expanding future investigations beyond dominant occupational psychology frameworks.

This study contributes to the field by providing a systematic map of how burnout and psychological well-being have been represented, conceptualized, and studied within the higher education literature over time. Future research may benefit from integrating bibliometric approaches with empirical, qualitative, and mixed-methods investigations capable of examining how the patterns identified in the literature relate to the lived experiences of faculty members across diverse institutional and cultural contexts.

Author contributions. **FMM**: Drafted the manuscript, made substantial contributions to the conception and design of the work, and participated in the acquisition, analysis, and interpretation of data. **FNMJr:** Revised and reviewed the manuscript critically for important intellectual content, assisted in the writing process, and contributed to improving the clarity and quality of the paper.

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Declarations

Ethical approval. Not applicable**.**

Consent to participate. Not applicable.

Consent to publish. Not applicable.

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