



RESEARCH PAPER

Self-Perceived Interpersonal Skills: A Survey-Based Analysis of Key Soft Competencies in a Professional Sample

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ABSTRACT

This study evaluated self-perceived interpersonal competence among young professionals within a single corporate cohort to pinpoint relative strengths and growth opportunities. Effective soft skills are essential for workplace collaboration, yet comprehensive evaluations combining attitudinal and behavioural measures remain limited in professional samples. Understanding these self-perceived capabilities helps organizations design targeted professional development initiatives. A quantitative, cross-sectional survey design was used to examine early-career corporate hires. Data was collected online using a self-administered instrument. The survey integrated Likert-scale domains evaluating core competencies alongside select-all-that-apply checklists capturing practical workplace habits. Participants demonstrated a highly positive overall profile, showing strongest confidence in teamwork, clear communication, feedback processes, and conflict resolution. Conversely, assertiveness emerged as the primary area for growth, with lower relative confidence in setting boundaries and direct self-expression. Practical habits like active listening and showing appreciation were frequently endorsed. Soft skills training should focus on strengthening assertive communication skills while sustaining existing strengths in collaboration. Organizations should integrate practical behavioural indicators into routine coaching and development frameworks.

KEYWORDS Interpersonal Skills, Soft Skills, Teamwork, Workplace Communication, Professional Development

Introduction

Interpersonal capabilities, often grouped as soft skills, comprise the communicative, relational, and collaborative competencies required to navigate modern professional environments. Driven by global labor shifts, remote and hybrid work models, and cross-functional organizational structures, these non-technical capabilities increasingly determine individual career trajectories and overall operational effectiveness (OECD, 2023).

Despite extensive research on soft skills, empirical studies frequently isolate single competencies—such as communication or teamwork—without evaluating how multiple interpersonal skills co-occur within a single professional cohort. Furthermore, few studies pair attitudinal self-ratings with concrete behavioral indicators. To address this gap, this study assesses self-perceived proficiency across six primary interpersonal domains (Clear Communication, Empathy, Conflict Resolution, Assertiveness, Feedback Exchange, and Teamwork & Collaboration) among 38 professionals. Additionally, it tracks endorsed behavioral practices across four supplementary areas: Active Listening, Interpersonal Dynamics, Negotiation, and Nonverbal Cues.

Literature Review

Conceptualizing Interpersonal and Soft Skills

Interpersonal capabilities appear under various labels in academic literature, including soft skills, life skills, transversal competencies, and socio-emotional skills. The World Health Organization conceptualizes life skills as adaptive capacities that enable individuals to handle daily life demands effectively (Weisen et al., 1994). Similarly, Robles defines soft skills as interpersonal attributes and relational qualities that complement technical expertise to drive workplace performance (Robles, 2012). In this study, interpersonal skills are operationalized as non-technical capabilities that enable clear communication, mutual understanding, emotional regulation, conflict resolution, constructive feedback, and workplace collaboration.

Established Frameworks and Relevance of Interpersonal Skills

Multiple frameworks establish interpersonal capabilities as learnable, measurable skills central to career success and organizational integration. The WHO Life Skills framework highlights communication, relationship management, empathy, self-awareness, decision-making, problem-solving, critical thinking, and stress management as practical capabilities for positive adaptation (Weisen et al., 1994). Although developed initially for health and educational settings, this framework applies directly to professional contexts by treating interpersonal competence as a set of teachable skills that can be systematically evaluated and improved over time.

From an economic perspective, OECD labour models categorize communication, teamwork, adaptability, emotional control, and problem-solving as critical transversal skills required to complement technical knowledge in modern economies (OECD, 2023).

Emotional intelligence (EI) models reinforce this practical focus. Building on foundational work by Salovey and Mayer (1990), Goleman organized EI into four primary domains: self-awareness, self-management, social awareness, and relationship management. These domains encompass specific professional behaviours, including empathy, adaptability, conflict management, influence, and collaboration (Goleman, 1998; Goleman & Boyatzis, 2001). This conceptualization fits the present study by linking internal self-regulation to observable workplace actions.

Labor market analyses consistently connect interpersonal proficiency with job execution, effective leadership, employee engagement, and organizational retention (Deloitte University Press, 2017; Hosseinioun et al., 2025; World Economic Forum, 2025). Synthesizing reviews indicate that soft skills frequently dictate whether technical expertise translates into successful workplace outcomes across sectors (Villegas, 2024). Similarly, Goleman notes that emotional and social intelligence account for a substantial proportion of the performance gap between average and superior organizational performers (Goleman, 1998).

Measurement Challenges in Soft Skills Research

Measuring soft skills presents unique methodological hurdles. Self-report instruments offer scalability, yet they remain vulnerable to social desirability bias, inaccurate self-assessment, and central tendency biases (Podsakoff et al., 2003). To mitigate these limitations, behaviour-focused indicators help anchor broad self-

perceptions to observable workplace actions that can directly inform training interventions.

Recent tools, such as the Multiple Soft Skills Assessment Tool, demonstrate progress toward unified multi-skill evaluations (Colledani et al., 2024). However, integrated tools combining domain-level self-ratings with concrete behavioural checklists remain scarce.

Empirical Research on Specific Interpersonal Skills

- **Clear Communication:** Keyton defines communication as an interactive process of generating and interpreting shared meaning (Keyton, 2011). Robles highlights communication as a core soft skill comprising speaking, listening, writing, and interacting effectively across professional settings (Robles, 2012). Here, communication competence is operationalized as the ability to organize, articulate, receive, and clarify information across verbal, written, listening, and nonverbal channels.
- **Empathy and Emotional Intelligence:** Goleman frames empathy as a core social-awareness component that allows individuals to comprehend others' perspectives, needs, and emotional states to build effective working relationships (Goleman, 1998). Cherniss links emotional regulation to navigating high-demand workplace environments (Cherniss, 2010). For this study, empathy reflects the capacity to recognize alternative viewpoints and respond with patience, objectivity, and fairness.
- **Assertiveness:** Assertiveness represents a balanced communicative style positioned between passivity and aggression. Rathus defines assertive behaviour as the direct expression of personal views, requests, and rights while maintaining mutual respect (Rathus, 1973). Colledani et al. emphasize assertiveness as a critical organizational competency linked to active participation and constructive boundary-setting (Colledani et al., 2024). Here, assertiveness is defined as the ability to state needs, express views, and establish professional boundaries clearly and respectfully.
- **Conflict Resolution:** De Dreu and Gelfand view workplace conflict as a social dynamic arising from interdependence, requiring parties to manage competing interests, goals, or perspectives (Gelfand & De Dreu, 2008). Rahim frames conflict management as applying constructive strategies to lower tension and drive productive solutions (Afzalur Rahim, 2002). In this research, conflict resolution is operationalized as remaining calm, separating personal biases from task issues, considering diverse viewpoints, and working toward mutually acceptable outcomes.
- **Feedback Processes:** Ilgen, Fisher, and Taylor characterize feedback as evaluative information on past performance that influences how individuals perceive and adjust their future behaviour (Ilgen et al., 1979). Kluger and DeNisi show that feedback interventions enhance performance primarily when focused on task execution, though effectiveness relies heavily on delivery and receptivity (Kluger & DeNisi, 1996). Here, feedback competence is defined as delivering specific, actionable, and respectful input while receiving feedback openly and seeking clarification.
- **Teamwork:** Salas, Sims, and Burke outline five core components of effective teamwork: leadership, mutual performance monitoring, backup behaviour, adaptability, and team orientation, supported by shared mental models and

communication (Salas et al., 2005). Kozlowski and Ilgen describe teams as dynamic systems where members coordinate actions and align efforts to meet shared goals (Kozlowski & Ilgen, 2006). In this study, teamwork reflects working cooperatively, sharing accountability, respecting varied work styles, and exchanging support as needed.

Three main gaps exist in current research:

1. Most empirical studies evaluate soft skills in isolation rather than exploring how communication, empathy, assertiveness, conflict resolution, feedback, and teamwork co-occur within the same cohort (Colledani et al., 2024).
2. Geographic and contextual representation remains skewed, with few empirical assessments examining defined professional samples in developing labour markets (Villegas, 2024).
3. Existing assessment tools rarely pair broad attitudinal self-ratings with concrete behavioural checklists capable of informing targeted HR development.

This study addresses these gaps by evaluating six core soft skills alongside four supplementary behavioural domains within a single professional sample in Nigeria. Combining Likert-scale domain evaluations with practical behavioural checklists links theoretical models to actionable workplace development applications.

Material and Methods

Research Design

We used a quantitative, cross-sectional survey design to capture self-perceived soft skills and concrete behavioural practices among early-career professionals. Data collection relied on a self-administered online questionnaire deployed via Google Forms.

Participants and Context

The sample consisted of 38 professionals ($N = 38$) surveyed between February 4 and February 20, 2026. All participants were newly hired employees at NNPC E&P Ltd. in Nigeria who physically assumed duty in September 2025. Because the study served as an exploratory evaluation of a specific corporate cohort, sample selection followed a non-probability sampling approach rather than a population-representative strategy. Demographic indicators—such as age, gender, previous sector experience, and total career length—were not recorded in the primary instrument. Consequently, demographic variables could not be statistically controlled or analysed, which limits the broader generalizability of the findings beyond this immediate cohort.

Instrument Design

Data collection relied on an original questionnaire structured into two primary parts: Likert-scale competency ratings and select-all-that-apply behavioural checklists.

- a. **Core Likert Subscales:** The first section evaluated six primary soft-skill domains: Clear Communication, Empathy, Conflict Resolution, Assertiveness, Giving & Receiving Feedback, and Teamwork & Collaboration. Each domain comprised

four items (24 items total) rated on a 5-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

- b. **Supplementary Behavioural Checklists:** The second section assessed four complementary behavioural domains: Active Listening, Interpersonal Relationships, Negotiation, and Nonverbal Communication. Participants selected specific observable actions they routinely perform in work settings.

Item formulation drew from core theoretical frameworks, including the World Health Organization's Life Skills Framework, Goleman's Emotional Intelligence Model, and OECD transversal skills definitions. Given that the instrument was developed specifically for this exploratory study without prior expert panel screening or formal external validation, it is classified as an exploratory survey instrument.

Instrument Reliability

We evaluated internal consistency for the six Likert-scale subscales using Cronbach's alpha (α) on the 5-point responses. Table 1 (in the Results section) outlines the subscale parameters, with the following reliability coefficients obtained:

- a. Clear Communication: $\alpha = 0.830$
- b. Empathy: $\alpha = 0.708$
- c. Conflict Resolution: $\alpha = 0.743$
- d. Assertiveness: $\alpha = 0.657$
- e. Giving and Receiving Feedback: $\alpha = 0.820$
- f. Teamwork and Collaboration: $\alpha = 0.823$

Overall, the subscales demonstrated acceptable to good internal consistency. Although the Assertiveness subscale fell slightly below the standard 0.70 benchmark, it remains acceptable for exploratory field research. Item-deletion diagnostics revealed that dropping individual items did not meaningfully improve the coefficient, confirming that the lower alpha was not driven by a single faulty item.

Data Processing and Statistical Analysis

Survey submissions were exported from Google Forms for data scrubbing and statistical computation. Descriptive statistics were computed for all subscales and checklist items, including domain means M , standard deviations SD , standard errors SE , absolute response frequencies, and favorable response rates (defined as the combined percentage of Agree and Strongly Agree responses). The overall sample mean M represents the group's central tendency per domain:

$$M = \frac{\Sigma X}{N} \quad (3.1)$$

where ΣX is the cumulative score sum for a domain and N is the total sample size. Higher mean values denote stronger self-assessed proficiency. Standard deviation SD measures response variance around domain means:

$$SD = \sqrt{\frac{\Sigma(X-M)^2}{N-1}} \quad (3.2)$$

Lower standard deviations indicate tight consensus among respondents, whereas higher values indicate dispersed self-evaluations. Standard error of the mean SE estimates the precision of the sample mean relative to the broader cohort population:

$$SE = \frac{SD}{\sqrt{N}} \quad (3.3)$$

Smaller standard errors indicate higher precision in mean estimation. All statistical operations were verified using spreadsheet processing software. Research ethics were maintained by guaranteeing full respondent anonymity, voluntary participation, and non-collection of personally identifiable information.

Results and Discussion

Descriptive Statistics for Core Interpersonal Skills

Table 1 summarizes the central tendency, variability, precision, and favorable response rates across the six primary soft-skill subscales.

- Clear Communication: $M = 4.37, SD = 0.72, SE = 0.12, 89.5\%$ favorable.
- Empathy: $M = 4.18, SD = 0.68, SE = 0.11, 86.8\%$ favorable.
- Conflict Resolution: $M = 4.27, SD = 0.70, SE = 0.11, 87.5\%$ favorable.
- Assertiveness: $M = 3.99, SD = 0.64, SE = 0.11, 74.2\%$ favorable.
- Giving & Receiving Feedback: $M = 4.27, SD = 0.71, SE = 0.12, 89.2\%$ favorable.
- Teamwork & Collaboration: $M = 4.39, SD = 0.74, SE = 0.12, 94.6\%$ favorable.

Table 1
Overall Performance on Core Interpersonal Skills

Skill Domain	N (participants)	Mean	SD	SE	Favourable Responses (%)
Clear Communication	38	4.37	0.72	0.12	89.5
Empathy	38	4.18	0.68	0.11	86.8
Conflict Resolution	38	4.27	0.70	0.11	87.5
Assertiveness	37	3.99	0.64	0.11	74.2
Giving & Receiving Feedback	37	4.27	0.71	0.12	89.2
Teamwork & Collaboration	37	4.39	0.74	0.12	94.6

Note: Favorable responses represent the combined proportion of "Agree" and "Strongly Agree" selections. Sample sizes reflect valid submissions per domain.

Item-Level Analysis for Core Skills

- Clear Communication** ($M = 4.37, SD = 0.72, SE = 0.12, 89.5\%$ favourable): Participants expressed strong confidence in their communicative clarity. The moderate standard deviation ($SD = 0.72$) reflects minor individual variance in endorsement strength, while the standard error ($SE = 0.12$) indicates high population mean precision. This domain evaluated four practices: (i) considering target audiences prior to communicating; (ii) utilizing simple, plain language; (iii) structuring thoughts before delivery; and (iv) verifying message comprehension.
- Empathy** ($M = 4.18, SD = 0.68, SE = 0.11, 86.8\%$ favourable): Respondents generally rated themselves as empathetic, though this domain registered slightly below top-performing skills. Tight variance ($SD = 0.68$) and solid precision ($SE =$

0.11) reflect consistent group consensus. Items measured: (i) seeking to understand alternative perspectives; (ii) inquiring about others' feelings before drawing conclusions; (iii) maintaining patience during emotional exchanges; and (iv) balancing empathy with objective judgment.

- **Conflict Resolution** ($M = 4.27$, $SD = 0.70$, $SE = 0.11$, 87.5% favourable): Scores confirm positive self-assessment in managing workplace friction. Moderate dispersion ($SD = 0.70$) indicates minor variations in personal confidence. Items assessed: (i) remaining calm during disputes; (ii) focusing on task issues rather than personalities; (iii) pursuing win-win solutions; and (iv) listening to all sides before acting.
- **Assertiveness** ($M = 3.99$, $SD = 0.64$, $SE = 0.11$, 74.2% favourable): Assertiveness yielded the lowest domain mean and favourable response rate across the instrument. The low standard deviation ($SD = 0.64$) shows that lower scores were shared across the cohort rather than driven by outliers. Items evaluated: (i) articulating needs confidently; (ii) saying "no" politely when necessary; (iii) expressing views directly without aggression; and (iv) preparing statements ahead of sensitive conversations.
- **Giving & Receiving Feedback** ($M = 4.27$, $SD = 0.71$, $SE = 0.12$, 89.2% favourable): High mean ratings highlight feedback exchange as a core self-perceived strength. Response distribution ($SD = 0.71$, $SE = 0.12$) demonstrates consistent group agreement. Items evaluated: (i) maintaining an open mindset when receiving feedback; (ii) asking clarifying questions; (iii) delivering actionable feedback; and (iv) implementing feedback for growth.
- **Teamwork & Collaboration** ($M = 4.39$, $SD = 0.74$, $SE = 0.12$, 94.6% favourable): Teamwork recorded the highest mean rating and favourable response percentage in the study. A standard deviation of $SD = 0.74$ points to broad endorsement across respondents. Subscale items included: (i) communicating transparently with teammates; (ii) fulfilling team commitments reliably; (iii) respecting diverse work habits; and (iv) exchanging support when needed.

Figure 1 provides a visual comparison of mean domain scores, with error bars indicating standard deviations.

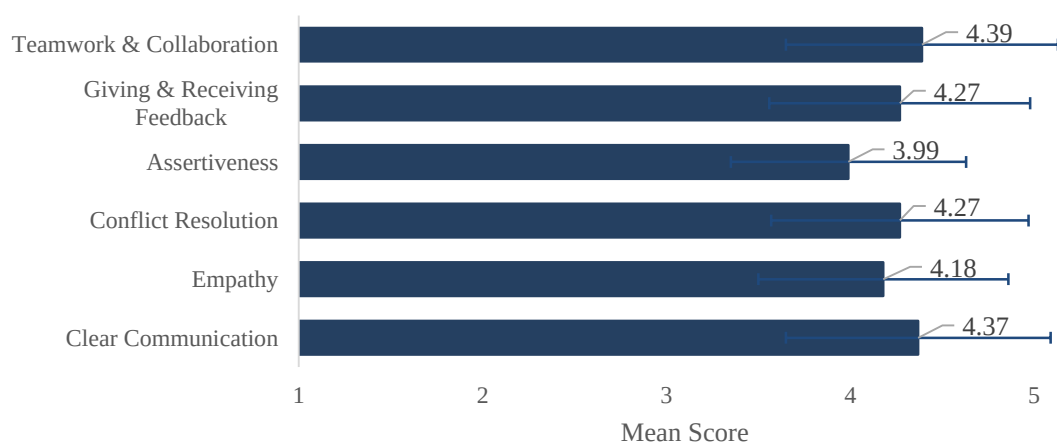


Figure 1. Mean Scores with Standard Deviation

Behavioural Checklists

The select-all-that-apply behavioral checklists detail specific, observable workplace actions endorsed by participants across four supplementary domains.

Active Listening. The most frequently endorsed active listening behaviours were observing tone and body language (35/38, 92.1%), asking clarifying questions (28/38, 73.7%), and avoiding interruptions (27/38, 71.1%). Active Listening checklist frequencies are illustrated in Figure 2.

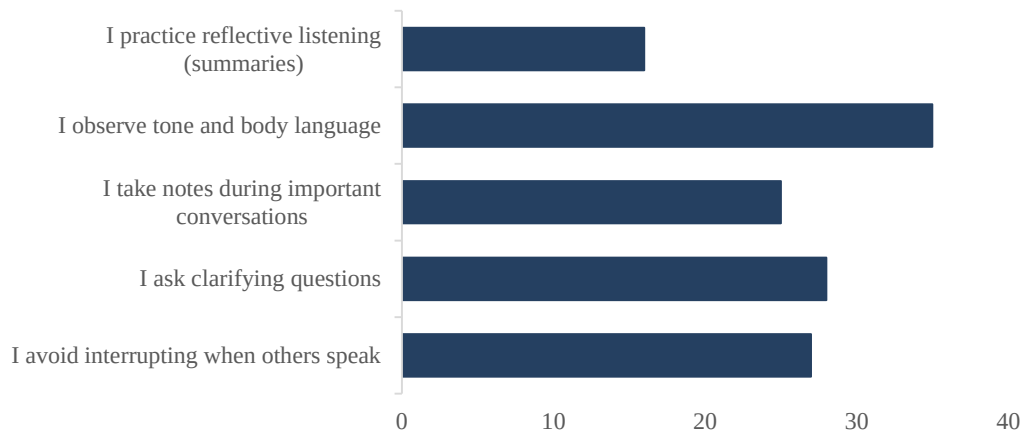


Figure 2. Active Listening

Interpersonal Relationships. The most frequently endorsed interpersonal relationship behaviours were showing appreciation and gratitude (36/38, 94.7%), maintaining appropriate boundaries (33/38, 86.8%), and initiating friendly, respectful conversations (29/38, 76.3%). Figure 3 illustrates interpersonal relationships checklist.

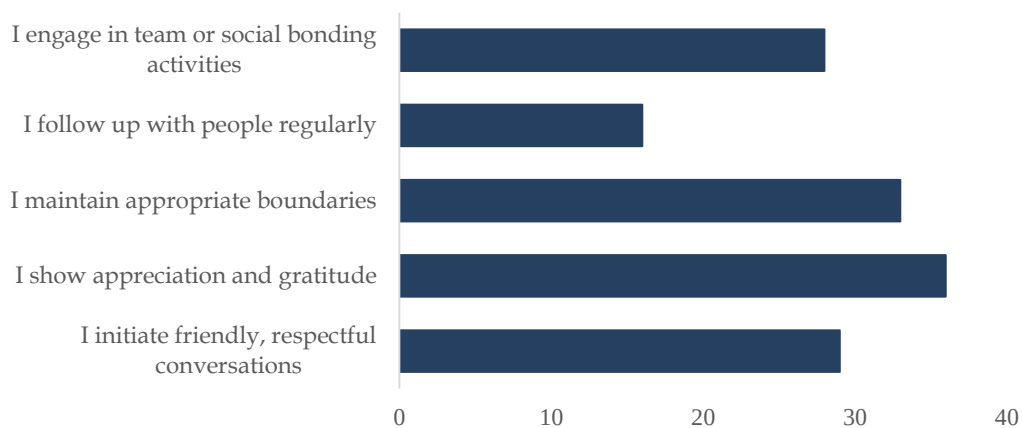


Figure 3. Interpersonal Relationships

Negotiation. The most frequently endorsed negotiation behaviours were listening to the other party's needs and staying calm and confident (both 29/38, 76.3%), followed by preparing information or research beforehand (28/38, 73.7%). Negotiation checklist frequencies are illustrated in Figure 4.

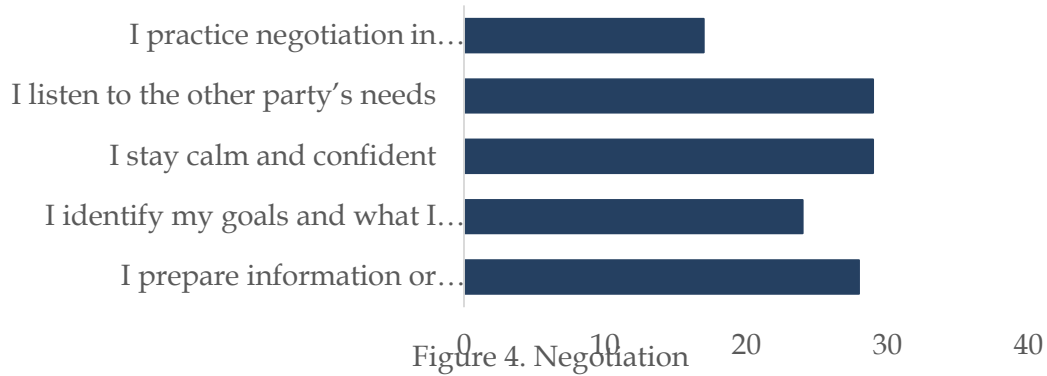


Figure 4. Negotiation

Nonverbal Communication. The most frequently endorsed nonverbal communication behaviours were monitoring how others respond to one's body language (27/38, 71.1%), asking privately when misunderstanding a cue (25/38, 65.8%), and maintaining appropriate eye contact (24/38, 63.2%). Figure 5 shows participants checklist relation in nonverbal communication.

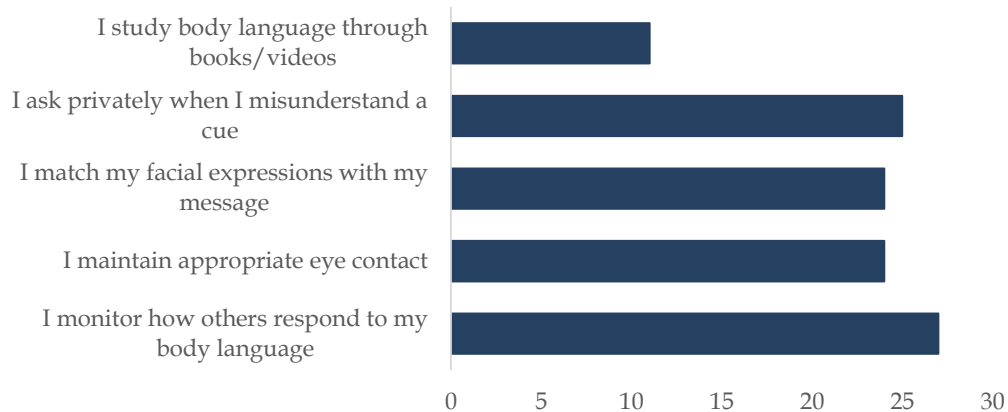


Figure 5. Nonverbal Communication

Discussion

The findings provide a multidimensional profile of self-perceived interpersonal competence in a professional sample. Overall, respondents reported favourable levels of competence across the six-core Likert-scale domains and frequent endorsement of positive behaviours across the four supplementary checklist domains, suggesting that the sample generally viewed itself as interpersonally capable in both attitude-based and behaviour-based terms.

Among the six core skills, Teamwork & Collaboration recorded the highest mean ($M = 4.39$, $SD = 0.74$, $SE = 0.12$, 94.6% favourable), indicating that collaborative behaviours were the clearest collective strength in the sample. Clear Communication also performed strongly ($M = 4.37$, $SD = 0.72$, $SE = 0.12$, 89.5% favourable), followed by Conflict Resolution ($M = 4.27$, $SD = 0.70$, $SE = 0.11$, 87.5% favourable) and Giving & Receiving Feedback ($M = 4.27$, $SD = 0.71$, $SE = 0.12$, 89.2% favourable). Empathy was positively rated ($M = 4.18$, $SD = 0.68$, $SE = 0.11$, 86.8% favourable), although somewhat less strongly than the highest-performing domains. By contrast, Assertiveness recorded the lowest mean ($M = 3.99$, $SD = 0.64$, $SE = 0.11$, 74.2% favourable), suggesting that respondents were less confident in behaviours related to stating needs, setting boundaries, and handling sensitive interactions directly. Taken together, the pattern

indicates stronger self-perceptions in collaborative, communicative, and conflict-management domains than in assertive self-expression.

The behavioural checklists reinforced this generally positive profile. In Active Listening, the most frequently endorsed behaviours were observing tone and body language (92.1%), asking clarifying questions (73.7%), and avoiding interruptions (71.1%). In Interpersonal Relationships, the strongest behaviours showed appreciation and gratitude (94.7%), maintaining appropriate boundaries (86.8%), and initiating friendly, respectful conversations (76.3%). For Negotiation, listening to the other party's needs and staying calm and confident were each endorsed by 76.3% of respondents, followed closely by preparing information or research beforehand (73.7%). In Nonverbal Communication, the leading behaviours were monitoring how others respond to one's body language (71.1%), asking privately when a cue is misunderstood (65.8%), and maintaining appropriate eye contact (63.2%). Together, these behavioural frequencies confirm that high domain self-ratings correspond to concrete, routine workplace practices.

Theoretical Implications: These findings support multidimensional models of interpersonal competence by demonstrating that soft skills do not operate as a single, uniform trait. The distinct divergence between high teamwork/communication scores and lower assertiveness ratings indicates that individuals evaluate specific relational competencies independently. Methodologically, this study demonstrates the analytical value of combining broad Likert self-assessments with discrete behavioural checklists to capture a complete profile of organizational soft skills.

Practical Implications: From an applied human resource development perspective, training interventions for early-career hires should prioritize assertiveness modules—specifically boundary management, direct self-expression, and confident communication during sensitive exchanges. Existing strengths in teamwork, clear communication, conflict management, and feedback exchange provide a reliable baseline for broader leadership development. Furthermore, highly endorsed checklist actions (e.g., expressing appreciation, asking clarifying questions, and observing nonverbal cues) offer practical behavioural targets for targeted executive coaching and performance reviews.

Limitations: Several methodological constraints should be considered when interpreting these results: **Sample Size:** The small sample ($N = 38$) restricts generalizability beyond the specific corporate cohort studied. **Self-Report Bias:** reliance on self-assessments leaves data vulnerable to social desirability and cognitive self-evaluation biases. **Demographic Gaps:** Uncollected demographic metrics (age, gender, prior experience) prevented subgroup comparative analyses. **Instrument Validation:** The survey instrument was conceptually derived but lacked prior formal psychometric validation, framing findings as exploratory. **Study Design:** The cross-sectional, descriptive design precludes causal conclusions and prevents comparative validation against objective performance metrics.

Conclusion

This study analysed self-perceived interpersonal competence across six core subscales and four supplementary behavioural checklist domains among 38 young professionals. Results show strong overall self-assessed competence, led by Teamwork and Collaboration ($M = 4.39, SD = 0.74, 94.6\%$ favorable), Clear Communication ($M =$

4.37, SD = 0.72), Conflict Resolution ($M = 4.27$, $SD = 0.70$), and Feedback Exchange ($M = 4.27$, $SD = 0.71$). Empathy was similarly evaluated positively ($M = 4.18$, $SD = 0.68$). Assertiveness recorded the lowest rating ($M = 3.99$, $SD = 0.64$, 74.2% favorable), establishing direct self-expression as the primary focus for targeted skills training.

Behavioural checklists supported these attitudinal metrics, displaying high usage rates for concrete actions like expressing gratitude (94.7%) and tracking nonverbal signals (92.1%). Pairing Likert self-ratings with behavioural checklists offers a practical diagnostic framework for organizational talent development. Future research should expand sample sizes, incorporate multi-rater evaluations (e.g., peer and supervisor ratings), formally validate assessment instruments, and track longitudinal competency gains following structured training programs.

Recommendations

Based on the findings, organizations should prioritize targeted training in assertive communication, as this emerged as the primary development area for early-career professionals. Workshops and coaching focused on setting professional boundaries, navigating delicate conversations, and expressing needs directly – without timidity, anxiety, undue fear, or aggression – will help close this gap. At the same time, workplace development programs should leverage existing cohort strengths in teamwork, communication, and conflict resolution through peer mentoring, collaborative projects, and structured feedback to ensure these core competencies are sustained.

Human resource teams should also integrate practical behavioural checklists into routine onboarding, performance reviews, and professional development frameworks. Using these combined attitudinal and behavioural indicators offers a clearer, actionable approach to tracking soft skill growth. Finally, future research should expand beyond single-cohort self-reports by using larger sample sizes, longitudinal designs, and multi-source evaluations from peers and supervisors to validate self-perceptions against observed workplace performance.

Declarations

Authors' Contribution

Both authors contributed equally to the research design, data collection, statistical analysis, literature synthesis, and drafting of the manuscript. Isioma Emmanuel Osawe served as the principal investigator, leading the primary data processing, instrument design, and empirical interpretation. Merit Prince Ekeregbe contributed to structuring the manuscript, and final editing.

Conflict of Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Ethical Considerations

Ethical standards were rigorously maintained throughout the study. Participation was voluntary, fully informed, and anonymous, with no personally identifiable information collected from respondents. Data collection strictly observed organizational guidelines and non-disclosure standards.

AI Use Statement

Artificial intelligence tools were utilized strictly for structural formatting and stylistic editing during manuscript preparation. The study design, empirical analysis, literature selection, and final synthesis were performed exclusively by the authors.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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