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Effect of general competency on career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions

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Abstract

The study investigated the effect of general competency on career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions in South–West, Nigeria. Three research questions were answered and three hypotheses formulated were tested at 0.05 level of significance. The study adopted a correlation research design. The participants for this study comprised 169 lecturers in public tertiary institutions (universities and colleges of education). Data analyses were carried out using simple linear regression and multiple regression analysis. The finding revealed that general competency showed strong positive and significant relationship with career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions. This study found that general competency statistically and significantly mediated the career satisfaction and job performance relationship of electrical/electronic technology lecturers in tertiary institutions. It was therefore recommended, among others that educational administrators should be sensitized on important of general competency on career satisfaction and job performance of electrical/electronic technology lecturers for professional and organizational growth. Also, lecturers of EET should always strive to attend seminars, workshops, and conferences to update their general competency for optimal job performance. Furthermore, government and other employers of lecturers should always organize workshops and conferences, and sponsor interventions that can help lecturers improve their general competency which by extension can improve lecturers' career satisfaction and job performance.

Keywords *General competency; career satisfaction; job performance*

Introduction

Technical education deals with the training of technically oriented human resources for the purposes of initiating, facilitating, and implementing the technological development of a nation. It is a process through which proper training of citizens, specifically youths on the need to be technologically literate, leading to self-reliance and sustainability is been achieved. According to Cedefop (2008) and Simiyu (2009), technical education equips its recipients with knowledge, technology, and scientific knowhow, skills, and/or competences required in chosen occupations to make effective contributions to the technological development of the society. Similarly, technical education, as stated in the Nigerian national policy on education, is concerned with qualitative technological human resources development directed towards a national pool of skilled and self-reliant craftsmen, technicians, and technologists in technical and vocational education fields (Federal Republic of Nigeria, 2013). Thus, one of the career fields in Technical Education in Nigeria that prepares students for gainful employment is electrical/electronic technology.

Electrical/Electronic technology (EET) is a programme of study aimed at training its prospective students with necessary general competency required to become proficient in the EET labour market. In Nigeria, EET as a programme of study is offered at polytechnics, colleges of education, institute of engineering and technology, and universities. It is designed to training individuals that are interested in repair, maintenance, construction and installation of electrical and electronic systems found in residential, commercial, and industrial areas. It covers some contents such as electrical devices and machines; electrical generation, transmission, and distribution; electrical instrumentation and measurement; circuit theory and analysis; electronic communication; electrical installation; semiconductor devices; integrated circuits; digital logic circuits; electrical and electronics drafting; transistors; microprocessors; amplifier and electronic

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instruments among others (Ogbuanya & Salawu, 2024). EET is a twin complementary and interdependent field of study that prepares and exposes students to the principles and application of scientific knowledge and technological based skills in designs, selection of materials, construction, installation, operation, maintenance and entrepreneurial competences of electrical and electronic devices and appliances, as well as the teaching of electrical and electronic theory and practice (Chukwuedo, 2018; Ogbuanya and Ohanu, 2010). EET is a career oriented programme that equips students in this area with necessary practical skills, scientific knowledge and attitudes to be able to face the various opportunities and challenges with regards to EET occupational area. According to Caribbean Examination Council (2022), EET programme offers knowledge and skills for work and lifelong learning in EET. Hence, the responsibility of providing the adequate training for effective skill acquisition in EET rests on the quality of the EET lecturers because of the central role they play in the implementation of the specified EET curriculum across the levels of learning classification which the students are required to undergo before graduation.

It is believed that the future of any nation rest on its teachers because the qualities they possess and exhibit today will reflect in the behaviour of the citizen tomorrow. A lecturer is a person who is trained to facilitate teaching and learning formally for acquisition of the knowledge and skills. According to Teacher Registration Council of Nigeria (2012), a lecturer is a person who had undergone approved professional training in education and possesses certified pedagogical and technical skills and capable of imparting the acquired knowledge, skills and attitudes to students. EET lecturer is a person who had undergone approved professional training in EET and possesses both certified pedagogical technical skills in EET and capable of imparting the acquired knowledge, skills and attitude to students. According to Darling-Hammond (2010), competent teachers help students to learn by involving them in active learning, creating intellectually ambitious tasks, and using various teaching strategies. Furthermore, Ogbuanya and Yekinni (2020a) affirmed that for the purpose of inculcating basic principles, theories, law, knowledge and skills in electrical/electronic technology content in students in higher institutions, competent lecturers are needed.

General competency

Effective job performance require lecturer's general competency in the classroom. EET lecturers need to enhance job performance by improving their intellectual capabilities, psychosocial skills and aptitude. Olaitan (2018) stated that in order to achieve lecturers' better job performance, lecturers must have suitable general competency. Educational attainments should produce individuals who are not only academically sound, but who can also decipher knowledge into action for his/her own advantage as well as that of the society at large. According to Muzenda (2013), lecturers are the most imperative school-based factor that influences students' achievement levels, change their attitude and help them to accomplish better performance. Thus, EET graduates should have acquired the skills for self-confidence, wealth creation, employment generation, social mobility, and value reeducation. In order to ensure all these, lecturers must plan, organize, design, direct, motivate, and inspire students to learn, using standard teaching techniques to impact knowledge (Okolocha & Onyeneke, 2013). Klieme, Harting & Rauch (2008) defined competence as the skills, knowledge, attitudes, and motivational variables that form the basis for mastery of specific situations. Akiri & Ugborugbo (2009) regarded lecturers' competence as a multidimensional construct teaching that encompasses numerous interconnected elements towards transformation of knowledge to learners. Adediwura & Tayo (2007) identified the different elements of lecturers' competence as subject knowledge, teaching skills, attitude and attendance. Authors added that the ability of a lecturer to teach effectively depends on the depth of his/her knowledge. In other words, an EET lecturer whose understanding of the subject content is thorough uses clearer expressions comparative to the one whose background is weak. Impliedly, a lecturer cannot teach what he/she does not know. Ganyanpfu (2013) asserts that the competency of a lecturer can be determined by his/her ability to comprehend and transform knowledge concepts to be imparted to students. General competency is a combination of knowledge, abilities, traits and willingness to do a variety of tasks, elevating the importance of internal motivation. General competency is demarcated as capabilities that help organizations in achieving business goals and strategic objectives (Jackson & Chapman, 2012). Furthermore, Torres (2012) identified dimensions such as interpersonal skills, and Gómez- Arizaga et al. (2016) discerned sub- dimensions such as reflection, passion, and empathy as general competency instances required of teachers such as EET lecturers in tertiary institutions. Gómez-Arizaga et al. (2016) stated that general competency is a cluster of resources that are mobilized and reorganized by the individual to respond in an appropriate manner to a situation. A competent teacher such as EET lecturer in tertiary institutions is consistently warm and cheerful; has a clear vision of the set targets; carefully executes whatever is arranged; handles administrative issues inside and outside classroom in a practical manner; and presents academic themes in such a way that even the weak students are motivated (Olaitan, 2018). Meanwhile, Kunter, Klusmann, Baumert, Richter, Voss, and Hachfeld (2013) stressed that teachers' general competency comprises in-depth pedagogical content knowledge, constructivist beliefs, an intrinsic disposition toward their work, and self-regulatory abilities. Authors added that these variables predict better mastery of the instructional situation and produce positive effects in students. However, Panagiotis, et al (2015) found career satisfaction to be a precursor of general competency, which in turn exerts a positive impact on job performance.

Career satisfaction

Career satisfaction reflects how the employee feels about their career-related roles, accomplishments and success. According to Erdogan, Kraimer and Lide (2004), career satisfaction is an

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important variable outcome representing people career achievement and personal fulfillment and extent to which people believe that their career progress is in line with their own goals, values and preferences. Jen-Ruei (2010) stressed that career satisfaction involves the stage of total happiness experienced through someone's choice of career. Career satisfaction of EET lecturers is the extent to which they perceive advancement towards self-set career goals such as inspiring and educating their students and developing new skills in electrical/electronic technology. Satisfied employees tend to be more productive, have high involvement and creativity compared to those that are not satisfied with their career. EET lecturers who are satisfied with their careers show a stronger obligation to their institutions, a more positive motivation for teaching, and ultimately better performance. Lecturers who show more satisfaction with their careers also achieve greater performance while working. Invariable, poorly motivated EET lecturers may exhibit defective job performance. Osunde (2015); Trivellas, Kakkos, Blanas, & Santouridis (2015); Badrianto and Ekhsan (2020) submitted that career satisfaction has significant influence on job performance.

Job performance

The achievement of any organization can obviously be determined by the performance of employees in an establishment particularly in the educational sector (Ogbuanya & Salawu, 2024). Hughes, Ginneth and Curphy (2009) stressed that job performance are those behaviours directed towards achievement of organization's goals or goal directed behaviours under the individual control that support organizational objectives. Performance might be classified as task performance, contextual performance and adaptive performance. Task performance means actions that are part of the formal reward system and addresses the requirements as specified in job descriptions (Williams & Karau, 1991). Contextual performance comprises of behaviour that does not directly contribute to organizational performance but supports the establishment social and psychological environment (Sabine, Volmer & Spychala, 2008). The more 'proactive ' view on contextual performance includes personal initiative (Frese et al., 1996), taking charge (Morrison and Phelps, 1999), and proactive behaviour (Crant, 1995). Adaptive performance is a multidimensional construct which involves solving problems creatively; handling emergencies or crisis situations; handling work stress; technologies and procedures; dealing with uncertain and unpredictable work situations; learning work tasks; and demonstrating interpersonal adaptability, cultural adaptability and physically oriented adaptability (Pulakos et al. 2000). Job performance encompasses specific behaviour such as teaching electrical/electronic technology in tertiary institutions. This may also be the case with EET lecturers who are likely to compare the time - expended studying for a lesson, planning and writing lesson plans, teaching and evaluating students and so on with the learning outcome of their students to determine how worthwhile their teaching effort was. Motowildlo (2003) submitted that job performance is an individual output in terms of quality and quantity expected from every employee in a particular job determined by motivation and ability to do the job. Similarly, EET lecturer's job performance is an output in terms of expected quality and quantity student's achievement.

Purposes of the Study

The general purpose of this study was to determine the effect of general competency on career satisfaction and job performance of electrical/electronic technology lecturers in South – West, Nigeria**.** Specifically, the study examined the following purposes:

1. effect of general competency on career satisfaction of electrical/electronic technology lecturers in tertiary institutions;
2. effect of general competency on job performance of electrical/electronic technology lecturers in tertiary institutions; and
3. mediating role of general competency in the relationship between career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions;

Research Questions

The following research questions guided the study:

1. What is the influence of general competency on career satisfaction of electrical/electronic technology lecturers in tertiary institutions?
2. What is the influence of general competency on job performance of electrical/electronic technology lecturers in tertiary institutions?
3. What is the mediating role of general competency in the relationship between career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. General competency does not significantly predict career satisfaction of electrical/electronic technology lecturers in tertiary institutions.
2. General competency does not significantly predict job performance of electrical/electronic technology lecturers in tertiary institutions.
3. General competency of electrical/electronic technology lecturers does not significantly mediate the relationship between career satisfaction and job performance.

Methodology

The study adopted a correlation research design.

Participant of the study

The participants comprised 169 lecturers in public tertiary institutions (universities and colleges of education) offer electrical/electronic technology in South – West, Nigeria. These groups of lecturers teach electrical/electronic

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technology courses at different levels and trained as professional

Measures

Structured questionnaire containing 49 items was used as instrument for data collection. The questionnaire was adapted from previous studies. The sections of the questionnaire include general competency, career satisfaction and job performance scale.

General competency measure

General competency of lecturers was measured using 26 items general competency evaluation questionnaire developed by Gabriel (2018). The results of alpha value obtained for general competency was .709. The questionnaire items were scored on a five-point Likert rating scale response ranging from very important (5) to not important (1).

Career satisfaction measure

Career satisfaction of lecturers was measured using 5 items career satisfaction questionnaire developed by Greenhaus et al (1990). The results of alpha value obtained for career satisfaction was .839. Each item of the instrument was based on five point Likert rating scale response of strongly agree (5) to strongly disagree (1).

Job performance measure

Job performance of lecturers was measured usind18 items individual work performance questionnaire developed by Koopmans (2015). The results of alpha value obtained for job performance was .854. The questionnaire items were scored on a five-point Likert rating scale response ranging from strongly agree (5) to strongly disagree (1).

Research ethics

Head of departments of all selected institutions were contacted prior to the commencement of the study for permission through writing. Thus, approval was obtained through similar medium. Afterwards, target institutions were visited, the participants were informed about the purpose of the study, and assured that information to be collected from them will be used for research purpose only. Meanwhile, consent of all study participants was requested while addressing them before the commencement of the study and through the letter attached to the instrument. Thus, questionnaires were distributed to consented participants with the help of two research assistants from each of the eight institutions. The copies of the questionnaire were collected after two weeks from the respondents after completion.

Analytical procedure

The data collected ware analyzed using Statistical Package for the Social Science (SPSS) version 23. Simple linear regression analysis was used to answer research question 1 and 2 while multiple regression was used to answer research questions 3 to assess the effect of relationship between the variables. Cohen (1988); Pallant, (2011) guidelines were used as basis for decision taken in answering research questions. Correlation coefficient (r) ranged between .10 to .29 is small, correlation coefficient (r) ranged between .30 to .49 is medium and correlation coefficient (r) ranged between .50 to 1.0 is high. Meanwhile, simple regression was used to test the null hypotheses 1-3 at 0.05 level of significance. On the hypotheses tested, a hypothesis was accepted where the p-value is greater than 0.05 level of significance shows that there is no significance difference in the mean scores of the groups of respondents on the item, while the hypothesis was rejected where the p-value is less than 0.05 level of significance this shows that there is significant difference in the mean scores of the groups of respondents on that item.

Results

Research question 1

Table 1

Simple Linear Regression Summary of the Influence of General Competency on Career Satisfaction of Electrical/Electronic Technology Lecturers in Tertiary Institutions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803[a]	.644	.642	.36869

a. Predictors: (Constant), General Competency, b. Dependent Variable: Career Satisfaction

The result presented in Table 1 explained the influence of general competency on career satisfaction of electrical/electronic technology lecturers in tertiary institutions using Simple Linear Regression. The data in Table 1 depicted strong, positive relationship between general competency and career satisfaction of electrical/electronic technology lecturers in tertiary institutions (r = .482). Thus, this inferred that the higher the general competency of electrical/electronic technology lecturers in tertiary institutions, the better their career satisfaction. The data in Table 1 also depicted that coefficient of determination R Square is .644. This inferred that 64.4% of variance in career satisfaction of electrical/electronic technology lecturers in tertiary institutions was accounted for by their general competency.

Hypothesis 1

Table 2

Simple Regression Summary of the Influence of General Competency on Career Satisfaction of Electrical/Electronic Technology Lecturers in Tertiary Institutions

Model	Sum of Squares	Df	Mean Square	F	Sig.	Beta	T	Sig	95.0% C I (UB-LB)
1 Regression	41.116	1	41.116	302.476	.000	.803	17.392	.000	1.391-1.107
Residual	22.700	167	.136						
Total	63.816	168							

a. Dependent Variable: Career Satisfaction, b. Predictors: (Constant), General Competency

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Data presented in Table 2 revealed that general competency of electrical/electronic technology lecturers in tertiary institutions is significantly contributed to their career satisfaction (F= 302.476, p= .000). Thus, null hypothesis which stated that general competency do not significantly influence career satisfaction of electrical/electronic technology lecturers in tertiary institutions is rejected**.** Similarly, data in table 2 showed that the predictive/influential index (beta) of general competency is .803. Thus, general competency has the influential power on career satisfaction.

Research question 2

Table 3

Simple Linear Regression Summary of the Influence of General Competency on Job Performance of Electrical/Electronic Technology Lecturers in Tertiary Institutions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747[a]	.558	.555	.35829

a. Predictors: (Constant), General Competency, b. Dependent Variable: Job Performance

The data in Table 3 explained the influence of general competency on job performance of electrical/electronic technology lecturers in tertiary institutions using Simple Linear Regression. The data in Table 3 depicted strong, positive relationship between general competency and job performance of electrical/electronic technology lecturers in tertiary institutions (r = .747). Thus, this inferred that the higher the general competency of electrical/electronic technology lecturers in tertiary institutions, the better their job performance. The data in Table 3 also depicted that coefficient of determination R Square is .558. This inferred that 55.8% of variance in job performance of electrical/electronic technology lecturers in tertiary institutions was accounted for by their general competency.

Hypothesis 2

Table 4

Simple Regression Summary of the Influence of General Competency on Job Performance of Electrical/Electronic Technology Lecturers in Tertiary Institutions

Model	Sum of Squares	df	Mean Square	F	Sig.	Beta	T	Sig	95.0% C I (UB-LB)
1 Regression	27.029	1	27.029	210.553	.000	.747	14.510	.000	1.150-.875
Residual	21.438	167	.128						
Total	48.468	168							

a. Dependent Variable: Job performance, b. Predictors: (Constant), General Competency

Data presented in Table 4 revealed that general competency of electrical/electronic technology lecturers in tertiary institutions is significantly contributed to their job performance (F= 210.553, p= .000). Thus, null hypothesis which stated that general competency does not significantly influence job performance of electrical/electronic technology lecturers in tertiary institutions is rejected**.** Similarly, data in table 4 showed that the predictive/influential index (beta) of general competency is .747. Thus, general competency has the influential power on job performance.

Research question 3

Table 5

Total and Direct effects of Career Satisfaction and Job Performance

	Effect	se
Total effect	.763	.033
Direct effect (**Career Satisfaction →Job Performance)**	.677	.054

Table 6

Summary of Indirect (mediation) Bootstrap Test Effects of General Competency

	Effect	BootSe
Indirect effect (**Career Satisfaction →General Competency →Job Performance**)	.086	.043

The outcome variable for the analysis was job performance, predictor was career satisfaction and mediating variable was general competency. Thus, unmediated result (direct effect) of career satisfaction and job performance relationship as shown in Table 5, was found to be statistically strong, effect = .677, se =.054. Thus, career satisfaction of EET lecturers has direct effect on their job performance. Similarly, indirect effect of career satisfaction - general competency -job performance path based on 5000 bootstrap samples as shown in Tables 6, was found to be statistically strong, effect = .086, BootSe = .043. This result implied that general competency statistically mediated the career satisfaction and job performance relationship.

Hypothesis 3

Table 7

Total and Direct effects of Career Satisfaction and Job Performance

	Effect	se	**T**	**P**	**LLCI**	**ULCI**
Total effect	.763	.033	23.424	.000	.699	.827
Direct effect (**Career Satisfaction →Job Performanc**	.677	.054	12.496	.000	.570	.783

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e)

Table 8: Summary of Indirect (mediation) Bootstrap Test Effects of General Competency

	Effect	BootSE	BootLLCI	BootULCI
Indirect effect (**Career Satisfaction →General Competency →Job Performance**)	.086	.043	.001	.168

The outcome variable for the analysis was job performance, predictor was career satisfaction and mediating variable was general competency. Thus, unmediated result (direct effect) of career satisfaction and job performance relationship as shown in Table 7, was found to be statistically significant, effect = . 677, se =.054, t= 12.496, p = .000. Thus, career satisfaction of EET lecturers has significant direct effect on their job performance. Similarly, indirect effect of career satisfaction - general competency - job performance path based on 5000 bootstrap samples as shown in Tables 8, was found to be statistically insignificant, effect = .086, BootSE = .043, BootLLCI =.001, BootULCI =.168. This result implied that general competency statistically mediated the career satisfaction and job performance relationship.

Discussions

Effect of general competency on career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions

The influence of general competency in this study showed strong positive relationship with career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions. Also, general competency was significantly contributed to career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions However, the higher the general competency, the better their career satisfaction and the higher the general competency, the better their job performance. This results support the findings of Leme (2012) who stressed that employees are expected to demonstrate competencies such as creativity, collaboration, and complexity to succeed in their job. Generally, general competency demarcated as capabilities that help organizations in achieving business goals and strategic objectives. Employees need to improve their knowledge and skills consistently to become a knowledge worker and remain competitive (Jermsittiparsert & Boonratanakittiphumi, 2019). General competencies of electrical/electronic technology lecturers are the repertoire of operational and dynamic capabilities recognized by peers, and leaders in particular, as contributing to the achievement of institutional goals and strategic objectives. Such operational and dynamic capabilities constitute the knowledge gained from schools, universities, training centers, or workplaces and the ability to use this knowledge and the acceptable values and attitudes that help institution achieving its education goals and strategic objectives. Jalagat (2017) stressed that employee would perform better in their tasks throughout their improvement of competency, which makes them moving forward to achieve organizations strategic objectives and goals. Therefore, for electrical/electronic technology lecturers to be successful, they need to demonstrate the general competency expected.

Mediating role of general competency on the relationship between career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions

Finding of this study showed that general competency statistically and significantly mediated the career satisfaction and job performance relationship. This concurs with Panagiotis, et al (2015) who found career satisfaction to be a precursor of general competency, which in turn exerts a positive impact on job performance. The effects of career satisfaction on individual performance can be mainly realized through the improvement of general competency. General competency is "a cluster of resources that are mobilized and reorganized by the individual (knowledge, procedures, and attitudes) to respond in an appropriate manner to a situation. Similarly, individual general competency including interpersonal understanding, commitment, critical thinking, persuasiveness and information gathering have been found also to contribute to effective performance (Zhang et al., 2001). One's job performance could be influenced by his/her career success satisfaction and this is likely to be the case for his/her general competencies developed over time. Findings indicate that employees equipped with high levels of general competency will lead to enhance levels of job performance. On the other hand, low level of job performance and career satisfaction associated with "unskilled or inappropriately trained staff, laborious tasks such as documentation, repetition of duties, tensions within role expectations, role ambiguity, role conflict, feeling overloaded" (Illies & Judge, 2003). Following this argumentation, several scholars report that training guiding the development of general competencies such as interpersonal relations and communication abilities reinforce employee satisfaction and subsequently individual performance (Harel & Tzafrir, 1999).

Conclusion

The study examined the effect of general competency on career satisfaction and job performance of EET lecturers in tertiary institutions in South- West, Nigeria. This study established that general competency showed strong positive relationship with career satisfaction and job performance of EET lecturers in tertiary institutions. Also, general competency was significantly contributed to career satisfaction and job performance of electrical/electronic technology lecturers in tertiary institutions. This study revealed that general competency was statistically and

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significantly mediated the career satisfaction and job performance relationship. This means that sponsoring of interventions that can help EET lecturers improve on their general competency plans will assist in improving the EET lecturer's career satisfaction and job performance to maintain teaching effectiveness and high quality institution standard.

Recommendations

The findings of this study necessitated the following recommendations.

1. The educational administrators should provide adequate information through workshops, conferences and seminars on electrical/electronic technology lecturers' general competency for more effective job performance to maintain high quality institution standard.
2. Lecturers of EET should strive to attend seminars, workshops and conferences to update their general competency for optimal job performance.
3. The level of individual lecturers' general competency should be the critical factors to be considered during lecturers' recruitment to achieve optimal teaching performance.
4. Governments and other employers of lecturers should constantly sponsor interventions that can help lecturers of electrical/electronic technology improve their general competency which by extension can improve lecturers' career satisfaction and job performance.
5. Educational administrators should be sensitized on important of general competency on career satisfaction and job performance of electrical/electronic technology lecturers for professional and organizational growth.

Limitation of the Study

This study is been limited to participants who were predominately from the field of EET. Therefore, the finding cannot be generalized to lecturers of other fields. Future studies should be carried out the same study from different fields to give room for generalization of finding. Secondly, this study did not really examine internal and external variables such as human capital, family and environmental factors influencing career satisfaction and job performance. This will affect the generalization of this study. Therefore, future researchers should examine the influence of various internal and external variables on career satisfaction and job performance.

Disclosure statement

No potential conflict of interest was reported by the author.

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Data availability statement

All data generated or analysed in this study are included in this article (and its supplementary information files).

Ethical statement

The author declare that the work is original; adhere to specific rules for acquiring, selecting and processing data. The work has not been submitted to any other journal for simultaneous consideration or published elsewhere in any form or language (partially or in full).

Informed consent

Informed consent was obtained from all individual participants included in the study.

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