How relationship between religious and life skills with athlete's performance in volleyball

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How to Cite

Abstract

Purpose. This study aims to investigate the relationship between religious and life skills with the performance of athletes in volleyball.

Material and methods. This study adopted a correlational type of research. The participants involved in this study were athletes from Singaperbangsa University, Indonesia (n=45). The instrument used to measure religion was the Religious Faith Questionnaire, while Life Skills Scale for Sport was used to measure life skills. The measurement of athletes’ performance level covered skills, volleyball skills test, physical fitness test and psychological tests. All statistical tests were analyzed through IBM SPSS. First, conducting normality test. The second step of statistical descriptive testing was X±S. Third, assessing the relationship between religion and life skills with performance using Spearman's rank correlation coefficient analysis.

Results. First, there was a correlation between positive religious and performance (p<0.05), but negative religious did not have a significant correlation (p>0.05) towards performance. Second, life skills had a significant correlation with performance (p<0.05).

Conclusions. Thus, we emphasized that to possess a good level of performance was related to the level of positive religion and life skills of athletes. This research contributes as information to coaches/lecturers, athletes and stakeholders in volleyball about the importance of fostering and integrating religious and life skills among athletes, so that they will have good performance to take part in professional sports in the future.

Keywords: religious, life skills, athlete’s performance, volleyball

Анотація
Ирфан Зинат Ахмад, Эди Сетиаван, Дика Баю Маракхик, Алам Хади Косасих, Руслан Абдул Гани, Рама Нурвансия Сумарсоно, Дайан Пермана, Новри Газали, Мартин Хофмайстер. Как связаны религиозные верования и жизненные навыки с результативностью спортсменов в волейболе

**Цель.** Это исследование направлено на изучение связи между религиозными верованиями и жизненными навыками с результативностью спортсменов в волейболе.

**Материал и методы.** В этом исследовании принята корреляционный тип исследования. Участниками этого исследования были спортсмены из волейбольного клуба Singaperbangsa University, Индонезия (n=45). Инструментом, используемым для измерения религии, был вопросник религиозной веры, а шкала жизненных навыков для спорта использовалась для измерения жизненных навыков. Измерение уровня работоспособности спортсменов включало в себя проверку навыков, волейбольных навыков, проверку физической подготовленности и психологические тесты. Все статистические тесты были проанализированы с помощью IBM SPSS. Во-первых, проведение теста на нормальность. Второй шаг статистического описательного тестирования был х^2. В-третьих, оценка связи между религией и жизненными навыками с производительностью с использованием анализа коэффициента ранговой корреляции Спирмена.

**Результаты.** Во-первых, была корреляция между положительной религией и производительностью (p<0,05), но негативная религиозная не имела значимой корреляции (p>0,05) с производительностью. Во-вторых, жизненные навыки имели значительную корреляцию с производительностью (p<0,05).

**Выводы.** Таким образом, мы подчеркнули, что наличие хорошего уровня работоспособности связано с уровнем положительной религии и жизненными навыками спортсменов. Это исследование предоставляет информацию тренерам/лекторам, спортсменам и заинтересованным сторонам в волейболе о важности воспитания и интеграции религиозных и жизненных навыков среди спортсменов, чтобы они могли в будущем иметь хорошие результаты для участия в профессиональном спорте.

**Ключевые слова:** религия, жизненные навыки, работоспособность спортсмена, волейбол

**Introduction**

In early 2023, all professional sports activities including volleyball will begin to be competed face to face at the national and international levels, athletes must prepare their performance to participate in this competition. Previous studies reported that in order to achieve high achievements in volleyball, an athlete...
needed good performance [1]. Performance can be defined as the ability of athlete that related to physiological capacities such as strength, endurance, power [2], agility or flexibility [3], basic techniques [4, 5] and psychologically [6, 7, 8, 9]. The performance of athlete would continuously increase if it was influenced by unexpected environmental factors [10]. Performance is an important factor for athletes to be successful in carrying out professional sports activities [9]. An athlete would have a greater chance to win the competition and gain high achievements with a high level of performance [11]. Conversely, low performance would have an impact on unoptimal results, which cause poor achievement in professional sports activities. Religion and life skills included in the factors that were claimed to have a relationship with the performance of athletes in professional sports.

Religious in the context of sports was an interesting topic and became popular in the world [12, 13]. Basically, religious is a behavior, attitude or action of an athlete who is obedient to God [14]. A religious athlete showed positive behaviors such as praying before training or competing [15]. In football, a religious behavior could be seen when an athlete thank to God by making the cross sign and pointing his finger up after scoring a goal [16] or prostrating to the earth as a sign of gratitude. Several previous studies had documented the benefits and importance of the role of religious in professional sports activities, for example, religious was used as a coping strategy to reduce levels of depression, anxiety, stress among athletes [17, 18]. According to Wiese-Bjornstal et al [19], many athletes prayed before training or big competition, so that athletes felt calm and can increase their self-confidence [20], self-esteem and mental toughness [21]. In fact, a study reports that religion was related to success or failure in sports [22].

Life skill can be defined as an ability related to positive behavior, for example being able to establish good teamwork, set goals, emotional skills, interpersonal communication, social skills, leadership and problem solving [23, 24]. Life skill is an important aspect that can be applied not only in the context of school, business, friendship but also can be used in sports activities [25, 26]. According to Ronkainen, Aggerholm, Allen-Collinson & Ryba [27], an athlete who has high life skills would have a greater chance of success than other athletes in sport activities. In addition, there were other benefits of life skill, namely: increase self-confidence, respect [28], able to overcome obstacles and always think positively [29]. According to Duz & Aslan [30], life skills could encourage a person to adapt and succeed in competitive living conditions and continue to experience changes from time to time.

According to previous studies, many factors affected the level of good and bad performance of an athlete in sports [31, 32, 33], but it was not yet known accurately whether religious factors and life skills were related to athlete performance in volleyball. In addition, there was limited research on religious and life skills with athlete performance and this research presented a novelty in terms of combining religious and life skills with volleyball sports performance. This research contributes to provide important information about the importance of religious and life skills for the development of performance among athletes. Therefore, this study aims to investigate the relationship between religious and life skills towards athlete performance in volleyball.

Material and methods

Participants

There were 45 athletes of volleyball at Singaperbangsa University, Karawang (Indonesia) participated in this study. It was identified that the participants adhered to different religions such as Islam (n=30) and Christian (n=15). Participants were selected randomly, 45 out of 65 athletes gave a positive response and wanted to be further involved in this study. This recruitment activity was carried out before the research begins, namely on December 21, 2022. This study involved 25 men (age: 18.60±1.15 years, weight: 57.68±2.4 kg, height: 1.59±5.1 cm) and 20 women (age: 18.60±0.9 year, weight: 58.25±1.6 kg, height: 1.61±2.9 cm). The inclusion criteria of participants was physically active and healthy in the last 5 months. Before the research started, all participants were given information about the rules. Then they were required to write and sign a statement about their willingness to participate in this research. Participants involved in this study were given a reward of 10 USD as a gratitude sign. The researchers used the correlation type study. This study aims to investigate the relationship between religious and life skills variables towards athlete performance. The correlational design is presented in Fig. 1.
Instruments

**Religious.** An instrument for measuring the religious level of an athlete was the Religious Faith Questionnaire (RFQ) [34]. The original version of the instrument consists of 10 question items. However, in our research, this instrument was modified so that it has a positive religious subscale, for example: "Before competing, I always pray to God." This question was answered using a Likert scale from a value of 1 (strongly disagree) to 4 (strongly agree). Meanwhile, the negative subscale consists of 4 question items, for example: "praying does not affect my performance". This answer was answered using a Likert scale from 1 (strongly agree) to 4 (strongly disagree). When this instrument was tested in this study, the internal consistency reliability value was obtained from 0.75 to 0.89.

**Life skills.** The instrument for measuring the life skills level of an athlete was the Life Skills Scale for Sport (LSSS) adopted from [23, 35], with internal consistency reliability from 0.84 to 0.92. This instrument consists of 43 question items that can assess the extent of life skills in sports. The first subscale was teamwork (TW) which has 7 question items, for example: "I work well in a team". The second subscale was goal setting (GS) which has 7 question items, for example: “set challenging goals”. The third subscale was time management (TM) which has 4 question items, for example: "manage my time well". The fourth subscale was emotional skills (ES) with 4 question items, for example: "use my emotions to stay focused". The fifth subscale was interpersonal communication (IC) which has 4 question items, for example: "speak clearly to others". The sixth subscale was social skills (SS) which has 5 question items, for example: "get involved in group activities". The seventh subscale was leadership skills (LS) which has 8 question items, for example: "organize team/group members to work together" and the eighth subscale was problem solving skills (PSS) has 4 question items, for example: "think carefully about a problem". To answer all question items, you can use a Likert scale from 1 (not at all) to 5 (very much) [35].

Instruments for measuring athlete performance include several test items, namely volleyball skills, physical fitness and psychological test.

The volleyball skills test in this study included:

- **Serving test.** Participants stood behind the end line of volleyball court. Then the participant served (with or without jumping) which was directed to the target area which has a value from 1 to 3 on the field. Participants were given 10 chances. The scoring system was by counting the number of balls that entered the target area and if the ball hit the net or went out of the field, the score was 0.

- **Forearm pass test.** The participants stood and after the whistle sounded the participants passed to the target area which has a value from 1 to 3 on the field [36]. Participants got 10 chances. The scoring system...
was by counting the number of balls that entered the number box and if the ball hit the net or went out of the field, the score was 0.

One-hand spike test [36]. Participants stood in an attack position on the left side of the field. Participants spike 10 times at the target area that has a value of 1 to 3 on the field. The scoring system was by counting the number of balls that enter the target area and if the ball hit the net or went out of the field, the score was 0.

Physical fitness tests included:

Sprinting performance over 20 meters (SPO20m) [37]. Participants must run continuously for 20 meters following the “bleep” sound. The participant stood in cone A after the sound of “bleep”, the participant runs towards cone B. Repeat this running motion until the participant was no longer able or unable to adjust to the speed set in the audio recording. Assessment was conducted by calculating the number of levels and return, then it was converted into $\overline{V}O_{2}^{\text{max}}$. This instrument shows Intraclass Correlation Coefficients of 0.73 to 0.75.

Vertical countermovement jump (CMJ). Participants stood in an upright position with their knees bent at about 90° then jump vertically up as high as possible. The test was carried out by swinging the arms to mimic playing real game volleyball. The assessment was carried out by recording the highest jump from three times repetition. This instrument shows Intraclass Correlation Coefficients from 0.87 to 0.93.

Standing broad jump (SBJ). The participant stood upright on the jump mat and after the instructions was given the participant jumped with bent knees then pushed forward as far as possible. The assessment was carried out by recording the farthest jump from 3 times repetition and the distance was measured from the start of takeoff board to the footstool when landing. This instrument has a high reliability from 0.91 to 0.92.

Medicine ball toss (MBT). The participants were standing by holding the ball in their chest, after the instruction was given the participant threw the ball using two hands as far as possible. Assessment was carried out by recording the score of the farthest ball from 3 times repetition. This instrument shows intraclass correlation coefficients of 0.85 to 0.90.

The psychological skills test in this study adopted from previous studies [38]. This instrument consists of 18 question items that can assess the extent of the Psychological Skills of athletes in sports. The first subscale was related to motivation and has 3 question items, for example: "I want to train hard to gain the top score in sport", the second subscale, namely self-confidence, has 3 question items, for example: "In most competitions, I am confident that I can do the best", the third subscale was anxiety control which has 3 question items, for example: “I often feel panic during the last few minutes before the performance”, the fourth subscale was mental preparation which has 3 question items, for example: “I often “rehearse” my performance in my head before I perform”, the fifth subscale was team emphasis which has 3 question items, for example: “I think team spirit is very important”, the sixth subscale was concentration which has 3 question items, for example: “I often have trouble in concentrating during my performance.” These questions were answered using a Likert scale from 1 (almost never) to 5 (almost always) [38].

Research procedure

This research was conducted in December 2022 at Singaperbangsa University Karawang (Indonesia) with approval number: 274/SP2H/UN64.10/LL/2022. The execution of this research followed the guidelines of the World Medical Association Code of Ethics (Helsinki Declaration for Humans). On December 24, 2022 the participants carried out the test by filling in the religious questionnaire from 08.00 am to 11.00 pm. On the second day, December 28, the participants carried out the second test, namely filling out the life skills questionnaire from 09.00 am to 12.00 noon. On the third day, December 29, the participants carried out a performance test from 08.00 in the morning until finished.

Statistic analysis

All statistical tests were analyzed with IBM SPSS version 25.0 (Armonk, NY: IBM Corp). First, testing the normality of data (p>0.05). Second, conducting statistical descriptive testing, namely the mean (X)±(S) standard deviation. Third, because the data is not normally distributed, nonparametric calculations are used to determine whether there is a relationship between the variables studied. We used Spearman’s rank correlation coefficient (r).
Results

This study shows that the data from the religion, life skills and performance variables are not normally distributed (p<0.05). Table 1 shows the values of the descriptive statistics which include the mean and standard deviation. While Table 2 shows that there was a correlation between positive Religious and performance (p<0.05), but negative religious did not have a significant correlation (p>0.05) on performance. Table 4 shows that all Life skills indicators have a significant correlation with performance (p<0.05).

Table 1

<table>
<thead>
<tr>
<th>Variabel</th>
<th>X±S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious positive (points)</td>
<td>25.8±4.23</td>
</tr>
<tr>
<td>Religious negative (points)</td>
<td>13.7±1.61</td>
</tr>
<tr>
<td>Teamwork (points)</td>
<td>26.0±4.75</td>
</tr>
<tr>
<td>Goal Setting (points)</td>
<td>26.3±4.75</td>
</tr>
<tr>
<td>Time Management (points)</td>
<td>17.3±2.03</td>
</tr>
<tr>
<td>Emotional Skills (points)</td>
<td>17.8±2.05</td>
</tr>
<tr>
<td>Interpersonal Communication (points)</td>
<td>17.7±2.19</td>
</tr>
<tr>
<td>Social Skills (points)</td>
<td>29.7±3.47</td>
</tr>
<tr>
<td>Leadership Skills (points)</td>
<td>30.0±3.52</td>
</tr>
<tr>
<td>Problem Solving Skills (points)</td>
<td>18.4±1.75</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>Performance</th>
<th>Spearman's rho</th>
<th>Religious Positive</th>
<th>Religious Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve test (points)</td>
<td>r 0.700**</td>
<td>0.280</td>
<td></td>
</tr>
<tr>
<td>Forearm pass test (points)</td>
<td>r 0.757**</td>
<td>0.167</td>
<td></td>
</tr>
<tr>
<td>One-hand spike test (points)</td>
<td>r 0.603**</td>
<td>0.125</td>
<td></td>
</tr>
<tr>
<td>Physical Fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprinting Performance Over 20 Meters (cm)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing Broad Jump (cm)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine Ball Toss (cm)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable</td>
<td>r</td>
<td>p</td>
<td>r</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Sprinting Performance Over 20 Meters (ml/kg/min)</td>
<td>0.671**</td>
<td>0.000</td>
<td>0.236</td>
</tr>
<tr>
<td>Vertical Countermovement Jump (cm)</td>
<td>0.717**</td>
<td>0.000</td>
<td>0.157</td>
</tr>
<tr>
<td>Standing Broad Jump (cm)</td>
<td>0.385**</td>
<td>0.009</td>
<td>0.270</td>
</tr>
<tr>
<td>Medicine Ball Toss (cm)</td>
<td>0.416**</td>
<td>0.004</td>
<td>0.271</td>
</tr>
<tr>
<td>Psychological</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation (points)</td>
<td>0.684**</td>
<td>0.000</td>
<td>0.082</td>
</tr>
<tr>
<td>Self-confidence (points)</td>
<td>0.791**</td>
<td>0.000</td>
<td>0.111</td>
</tr>
<tr>
<td>Anxiety control (points)</td>
<td>0.837**</td>
<td>0.000</td>
<td>0.119</td>
</tr>
<tr>
<td>Mental preparation (points)</td>
<td>0.442**</td>
<td>0.002</td>
<td>0.114</td>
</tr>
<tr>
<td>Team emphasis (points)</td>
<td>0.677**</td>
<td>0.000</td>
<td>0.183</td>
</tr>
<tr>
<td>Concentration (points)</td>
<td>0.639**</td>
<td>0.000</td>
<td>-0.042</td>
</tr>
</tbody>
</table>
Table 3

The results of the Spearman's rho test between Life skills and Performance (n=45)

<table>
<thead>
<tr>
<th>Performance</th>
<th>Life skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TW</td>
</tr>
<tr>
<td>Volleyball Skills</td>
<td></td>
</tr>
<tr>
<td>Serve test (points)</td>
<td>0.673** 0.000 0.717** 0.000 0.652** 0.000 0.757** 0.000 0.779** 0.000 0.904** 0.000 0.849** 0.000 0.537** 0.000</td>
</tr>
<tr>
<td>Forearm pass test (points)</td>
<td>0.482** 0.001 0.507** 0.000 0.539** 0.000 0.490** 0.001 0.460** 0.001 0.626** 0.000 0.627** 0.000 0.382** 0.010</td>
</tr>
<tr>
<td>One-hand spike test (points)</td>
<td>0.417** 0.004 0.458** 0.002 0.399** 0.007 0.418** 0.004 0.439** 0.003 0.465** 0.001 0.436** 0.003 0.424** 0.002</td>
</tr>
<tr>
<td>Physical Fitness</td>
<td></td>
</tr>
<tr>
<td>SPO20m (ml/kg/min)</td>
<td>0.403** 0.006 0.439** 0.003 0.484** 0.001 0.473** 0.003 0.439** 0.003 0.506** 0.000 0.446** 0.002 0.320** 0.009</td>
</tr>
<tr>
<td>CMJ (cm)</td>
<td>0.318* 0.034 0.340* 0.022 0.448** 0.002 0.378* 0.010 0.415* 0.005 0.485** 0.001 0.535** 0.000 0.395** 0.007</td>
</tr>
<tr>
<td>SBJ (cm)</td>
<td>0.296 0.048 0.330* 0.028 0.490** 0.001 0.485** 0.000 0.384* 0.009 0.487** 0.001 0.521** 0.000 0.319* 0.006</td>
</tr>
<tr>
<td>MBT (cm)</td>
<td>0.312* 0.037 0.350* 0.018 0.578** 0.000 0.491** 0.000 0.399* 0.006 0.530** 0.000 0.419** 0.001 0.344* 0.009</td>
</tr>
<tr>
<td>Psychological</td>
<td></td>
</tr>
<tr>
<td>Motivation (points)</td>
<td>0.794** 0.000 0.679** 0.000 0.498** 0.001 0.440** 0.003 0.380** 0.010 0.408** 0.005 0.440** 0.003 0.331* 0.027</td>
</tr>
<tr>
<td>Self-confidence (points)</td>
<td>0.321* 0.031 0.777** 0.000 0.461** 0.001 0.562** 0.000 0.425** 0.004 0.523** 0.000 0.562** 0.000 0.512** 0.000</td>
</tr>
<tr>
<td>Anxiety control (points)</td>
<td>0.858* 0.000 0.496* 0.001 0.545** 0.002 0.543** 0.000 0.382** 0.009 0.506** 0.000 0.543** 0.000 0.350* 0.020</td>
</tr>
<tr>
<td>Mental preparation (points)</td>
<td>0.334 0.009 0.390* 0.007 0.423** 0.004 0.362* 0.016 0.395* 0.016 0.382** 0.011 0.337* 0.021 0.525** 0.000</td>
</tr>
<tr>
<td>Team emphasis (points)</td>
<td>0.360* 0.014 0.421** 0.004 0.390* 0.008 0.512** 0.000 0.313* 0.006 0.398* 0.009 0.512** 0.000 0.487** 0.000</td>
</tr>
<tr>
<td>Concentration (points)</td>
<td>0.458* 0.003 0.360* 0.009 0.350* 0.011 0.427** 0.003 0.383** 0.009 0.382** 0.010 0.427** 0.003 0.415** 0.006</td>
</tr>
</tbody>
</table>

Note: **p<0.05, *p<0.01, TW: Teamwork, GS: Goal Setting, TM: Time Management, ES: Emotional Skills, IC: Interpersonal Communication, SS: Social Skills, LS: Leadership Skills, PSS: Problem Solving Skills, SPO20m: Sprinting Performance Over 20 Meters, CMJ: Vertical Countermovement Jump, SBJ: Standing Broad Jump, MBT: Medicine Ball Toss
Discussion

Our research aims to investigate the relationship between religious and life skills and athlete performance in volleyball.

The first finding in this study shows that religious with positive indicators has a high relationship with athlete performance, but not for religious with negative indicators. Since athletes with positive religion showed good behaviors, for example, discipline, responsible, have a strong mentality and did not easily anxious so they were more active in participating sports activities. This was in accordance with O’Brien et al [39], who mentioned that religious was closely related to mental and physical health. In line with previous studies which reported that athletes who have a high religious level were more discipline in carrying out physical fitness exercises [40], feel happier and more active in participating in sports activities [41, 42, 34], so that they can more optimal in mastering a skill. Other research also confirmed that religious can help increase self-esteem, provide emotional comfort and hope, and help achieve optimal goals [21, 16]. Praying also can reduce anxiety, stress [43], increasing self-confidence, motivation and when an athlete was injured, praying can help them feel calm and reduce pressure in facing a competitive environment [15]. In addition, according to Hagan, Schack & Schinke [44], a religious athlete and religion can support them to gain better achievement. Akgül & Karafil [45], emphasized that the religious and religion of a soccer athlete can improve their performance and can help coaches and athletes to deal with stressful situations. Meanwhile, athletes with negative religious showed easily to create or trigger conflict, for example arguing with coaches, teammates or opponents [39]. Other studies reported that athletes who did not practice the spiritual religion or not religious would be tended to have more harmful behavior such as using illegal drugs [46, 14], or free sex. Thus, this study showed a unique novelty, in which there was a positive religious relationship with performance related to volleyball skills, physical fitness and psychological.

The second finding in this study showed that life skills have a high relationship with athlete performance. Since athletes with high life skills tended to have skills in goal setting, time management, social and emotional skills, good communication and teamwork and have the ability to lead and solve a problem [23, 47, 27], all of these skills were closely related to the good or bad performance of an athlete in sports activities [30]. This is in line with research by Jacobs & Wright [28], that life skills can trigger an athlete to be more confident and have a strong mentality to compete and be successful in competitive professional sports. Life skills play an important role in sports activities [48], for example assisting athletes to deal with a problem, supporting physical, mental, social development, so that they have a greater chance to success in sports. It can even help athletes stay away from alcohol, cigarettes and illegal drugs. Hardcastle, Tye, Glassey & Hagge [29], revealed that life skills must be well developed, because they have an impact on improving athlete performance and avoiding them from unhealthy or negative behaviors [49]. Furthermore, a recent study reported that Life skills can be the main force for athletes to have good performance, because with Life skills they were more motivated, work hard and never give up in the training process [50]. Thus, this research showed a unique novelty, it is proven that there was a relationship between life skills and performance related to volleyball skills, physical fitness and psychology.

Conclusions

Based on the results and discussion of this study, it can be concluded that there was a significant relationship between positive religious and life skills towards athlete performance in volleyball. Nonetheless, our research still has limitations in terms of only involved volleyball athletes, so it was still unknown whether the results would be similar in other sports. It is recommended that this research needs to be carried out in the future to investigate the relationship between religious and life skills towards the performance of athletes in individual sports (e.g., martial arts, swimming, cycling, horse riding, golf). This research contributes as information to coaches/lecturers, athletes and stakeholders in volleyball about the importance of fostering and integrating religious and life skills among athletes, so that they will have good performance to take part in professional sports in the future.

Conflict of Interest
All authors declare that there is no conflict of interest in this research.

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