

Happiness at Work: Applying Positive Psychology and Psychological Well - Being to Academic Stress and Professional Excellence

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Abstract

In today's rapidly changing academic and professional ecosystems, happiness at work is no longer a peripheral luxury but a central determinant of human performance and institutional excellence. This research explores the intricate interplay between positive psychology principles and workplace wellbeing particularly within academic and creative professional domains. Drawing upon the frameworks of Seligman's PERMA - Positive emotions, Engagement, relationships, meaning and accomplishment this study shows and investigates how intrinsic motivation, meaning making and relational trust contribute to enduring happiness and professional fulfillment.

The contemporary academic and professional landscape is undergoing rapid transformation marked by increasing performance pressures, evolving institutional expectations and the demand for continuous innovation. Within this dynamic environment the concept of happiness at work has emerged as a critical psychological and organizational construct rather than a secondary or optional aspect of professional life. This study seeks to examine how principles derived from positive psychology contribute to the experience of workplace happiness particularly in academic and intellectually driven professions where stress and performance demands are inherently high.

Grounded in the theoretical foundations of positive psychology, the research draws extensively on multidimensional models of wellbeing that emphasise the cultivation of positive emotions, sustained engagement, meaningful interpersonal relationships, a sense of purpose and the pursuit of accomplishment. Rather than viewing happiness as a transient emotional state this study conceptualized it as a complex evolving experience shaped by internal psychological resources and external social environments. The research highlights how intrinsic motivation, value alignment and the ability to derive meaning from work significantly enhance both subjective wellbeing and professional effectiveness.

Adopting a qualitative phenomenological framework the study captures the lived experiences of individuals working within academic and creative professional contexts. Data were collected through indepth, semi structured interviews with educators, researchers and media professionals affiliated with prominent institutions allowing for a nuanced understanding of how individuals interpret and construct happiness within their work environments. The use of thematic analysis enabled the identification of recurring patterns and deeper psychological processes underlying workplace satisfaction and engagement.

Using a qualitative phenomenological approach, semi-structured interviews were conducted with educators, researchers and media professionals from leading institutions such as Banasthali and BHU. Thematic analysis revealed 5 interrelated pillars of workplace happiness :

1. Strengths utilization - alignment of tasks with personal abilities and creative flow.
2. Meaningful engagement- perceiving work as purpose driven and socially impactful.

3. Interpersonal resonance- the emotional climate of trust and recognition
4. Resilience and coping- adaptive responses to stress and institutional pressure
5. Integration of work and self - maintaining harmony between academic goals and personal well being.

The findings reveal that workplace happiness is not a singular construct but it is constituted by multiple interrelated dimensions. One of the most significant factors is the alignment between an individual's inherent strengths and the nature of their professional responsibilities. When individuals are able to utilize their core competencies and engage in tasks that resonate with their abilities they experience a heightened sense of flow, competence and intrinsic satisfaction. Additionally the perception of work as meaningful and socially valuable plays a central role in fostering long term engagement and motivation. Participants frequently associated happiness with the belief that their work contributes to a larger purpose whether through teaching, research or creative output.

Another critical dimension identified in the study is the quality of interpersonal relationships within the workplace. Supportive interactions, mutual respect, recognition and a sense of belonging were consistently highlighted as essential components of a positive work environment. These relational dynamics not only enhance emotional wellbeing but also facilitate collaboration, creativity and resilience in the face of professional challenges. Furthermore the ability to effectively cope with stress through adaptive strategies such as reflection, mindfulness and cognitive reframing emerged as a key determinant of sustained happiness.

The integration of professional responsibilities with personal wellbeing also surfaced as a crucial factor. Participants emphasized the importance of maintaining a balance between work demands and personal life suggesting that happiness is closely linked to the ability to harmonize professional ambitions with individual needs and values. This integrative perspective underscores the idea that workplace wellbeing cannot be achieved in isolation from broader life experiences.

Importantly the study expands the discussion of workplace happiness into the domain of innovation and intellectual productivity. It argues that environments characterized by psychological safety, autonomy and intrinsic motivation are more conducive to creative thinking and the generation of novel ideas. In such settings happiness functions as a catalyst for intellectual engagement leading to higher levels of research output, collaborative initiatives and the development of innovative solutions including patentable contributions. Thus the research positions happiness not only as a personal outcome but also as a strategic resource that enhances institutional performance and knowledge creation.

Furthermore, this study situates the concept of happiness at work within the modern context of intellectual property and patent culture, proposing joy and intrinsic motivation are essential for genuine innovation. Institutions that nurture psychological safety and creative autonomy tend to generate more patentable ideas, groundbreaking research and collaboration networks demonstrating that happiness directly fuels intellectual capital.

In conclusion this study underscores the need to reconceptualize happiness at work as a foundational element of professional excellence rather than a peripheral concern. By integrating insights from positive psychology with empirical findings from qualitative inquiry it provides a comprehensive understanding of how psychological wellbeing can be cultivated within academic and professional environments. The findings suggest that fostering strength based engagement, meaningful work experiences, supportives relationships and resilience oriented coping mechanisms can significantly enhance both individual flourishing and organisational success. Ultimately the study advocates for a shift toward more human centered work cultures where emotional wellbeing and intellectual achievement are viewed as mutually reinforcing dimensions of professional life.

INTRODUCTION

Workplaces whether in academia, corporate structures or creative industries are the living laboratories of human potential spaces where intellect, emotion and social interaction continuously shape the rhythm of productivity and fulfillment. Yet despite similar external demands of deadlines, assessments and expectations some individuals seem to flourish with sustained enthusiasm and creativity while others experience burnout and emotional fatigue. This paradox invites a deeper exploration : What truly makes people happy at work?

The answer, as emerging research suggests, lies within the framework of positive psychology, a scientific movement pioneered by Martin Seligman (2011) that shifts focus from repairing weaknesses to nurturing strengths, optimism and meaning. Instead of asking, " What is wrong with people?" positive psychology asks " What is right with people?" It emphasises cultivating inner resources like resilience, gratitude, flow and purpose that lead to lasting wellbeing and optimal functioning. Within the context of the workplace happiness is not simply an outcome or emotional luxury, it is a strategic psychological resource that enhances creativity, engagement and interpersonal collaboration (Lyubomirsky, King & Diener, 2005).

In academia, particularly within higher education and research ecosystems, happiness carries an even deeper significance. Universities like Banasthali Vidyapith and Banaras Hindu Universities (BHU) represent not only centers of knowledge creation but also emotional ecosystems where educators, scholars and innovators coexist. Faculty members often balance multifaceted roles like teachers, mentors, researchers and administrative contributors while students and young researchers strive to align personal aspirations with institutional expectations. Amid this complexity, happiness at work becomes both a challenge and a necessity for sustainable excellence.

Moreover, in creative and scientific professions happiness has a direct correlation with innovation and intellectual property creation. When researchers and professionals feel psychologically safe, appreciated and intrinsically motivated they are more likely to generate novel ideas and are more likely to generate novel ideas, pursue interdisciplinary research and contribute to patentable innovations. A positive work environment doesn't just enhance emotional well being, it becomes a catalyst for intellectual

productivity, innovation culture and knowledge based growth. Research in positive organizational psychology suggests that positive emotional climates in workplaces significantly enhance productivity, motivation and long term professional success (Achor,2008; Diener & Biswas- Diener,2008).

Therefore, understanding happiness in the workplace especially within academic and research contexts is no longer a peripheral concern. It represents the foundation for nurturing emotionally intelligent, self driven and innovative professionals who can sustain excellence over time. The application of positive psychology in professional spaces enables institutions to move beyond rigid performance metrics and cultivate cultures of meaning, purpose and engagement. Flexible work structures and remote work opportunities have also been linked to improved work life balance and psychological wellbeing among professionals (Allen et al.,2015).

This paper thus aims to explore the dimensions of workplace happiness through the lens of positive psychology examining how emotional well being, social trust and strengths based engagement contribute to academic and professional excellence. The job demands resources framework engagement emerges when job resources effectively balance professional demands (Bakker & Demerouti,2017; Taris & Schaufeli,2016). It also highlighted how this psychological empowerment intertwines with creative innovation and patent culture making happiness not only a personal virtue but a professional imperative for the future of academia and research.

LITERATURE REVIEW

Positive psychology and workplace happiness

Positive psychology pioneered by Seligman and Csikszentmihalyi (2000) shifted the focus of psychology from pathology to well being. The framework emphasizes cultivating strengths ,fostering positive emotions,building resilience and finding meaning in life. In organizational contexts happiness is increasingly recognized not as a luxury but as a strategic resource that enhances productivity, creativity and job satisfaction (Lyubomirsky, King & Diener, 2005). Research shows that individuals who experience frequent positive emotions at work are better problem solvers and more engaged and more willing to innovate (Fredrickson, 2001).

Happiness and engagement in academic settings

In academic environments especially in higher education and research happiness plays a critical role in sustaining motivation and engagement. Faculty members, researchers, and students face multifaceted demands including teaching, research, content creation and administrative responsibilities. Shuck and Reio (2014) highlight that employee engagement mediates the relationship between well being and performance outcomes. When academics feel supported, recognized, and intrinsically motivated, they report higher satisfaction and creativity.

Studies on momentary work happiness indicate that people who experience higher engagement levels tend to report lower burnout and greater job satisfaction (Bakker & Oerleman, 2016). Humans possess a fundamental psychological need for belongingness and supportive social relationships at work significantly enhance emotional wellbeing (Baumeister & Leary, 1995).

In media and communication studies, where storytelling, creativity and audience engagement are central, positive emotions directly influence the quality of output. A study by Kim and Park (2017) found that journalists who reported higher work satisfaction were more likely to produce content that resonated with the audience, highlighting the link between happiness and professional impact.

Strengths and meaning as predictors of happiness

Positive psychology emphasizes the role of personal strengths and meaningful engagement in promoting workplace happiness. Employees who use their strengths regularly report higher levels of wellbeing and job satisfaction (Hodges & Clifton, 2004). In qualitative studies, participants often describe happiness at work as feeling competent or capable or being able to contribute something significant to others (Kashdan & Steger, 2007). Experiences of deep engagement during meaningful work tasks can significantly contribute to professional fulfillment and creativity (Csikszentmihalyi, 1990).

Meaningful work, defined as tasks that align with one's values and passions is strongly correlated with intrinsic motivation and engagement (Wrzesniewski et al., 2003). In academia, meaningful work often emerges from mentoring students, publishing research that impacts society or creating media content that educates or entertains. These experiences enhance both personal fulfillment and professional performance.

Resilience, coping and positive workplace interactions

Qualitative studies highlight that resilience often emerges from social support, reflective practices and reframing challenges as opportunities for growth (Luthans, 2002). Workplace interactions also play a pivotal role where collaborative, supportive and appreciative environments enhance wellbeing whereas toxic or unsupportive settings diminish engagement (Bakker & Demerouti, 2008). Self-determination theory suggests that autonomy, competence and relatedness are essential psychological needs that foster intrinsic motivation and wellbeing (Deci & Ryan, 2000). Positive psychology research has consistently demonstrated that positive affect enhances creativity, social cooperation and performance outcomes (Fredrickson & Joiner, 2018).

Cultural and contextual considerations

In collectivist cultures such as India, relational dynamics and team harmony are often emphasized over individual achievements (Chow et al., 2014). In academic and media settings recognizing and nurturing

these cultural dimensions can amplify positive outcomes. Psychological wellbeing has been widely recognized as a multidimensional construct encompassing emotional satisfaction, life meaning and positive functioning (Huppert & So,2013). Self actualization and psychological growth are also essential aspects of human flourishing and long term wellbeing (Kaufman,2020).

Research questions:-

1. How do individuals perceive and define happiness at work in academic and creative professional contexts ?
2. What factors contribute to the experience of happiness at work?
3. How does happiness influence professional performance, creativity and interpersonal dynamics?

METHODOLOGY

Research Design

A qualitative research design was employed to gain in depth insights into individual experiences of happiness at work. Semi-structured interviews were chosen to allow participants to freely express perceptions and narratives. Modern organizational research highlights the importance of relational & proactive work design in fostering employee engagement and innovation (Grant & Parker,2009).

Participants

The study included 12 participants from academic and media professions including faculty members, researchers, content creators and editors. Participants were selected using purposive sampling based on experience and willingness to discuss their work experience.Character strengths such as gratitude,curiosity and perseverance have been identified as essential contributors to human flourishing (Peterson & Seligman,2004).

Data collection

Interviews were conducted virtually and in person lasting between 40–60 minutes each. Open ended questions encouraged participants to reflect on daily work routines, sources of motivation, challenges and strategies for maintaining positivity .

Data Analysis

Interviews were transcribed verbatim and analyzed using thematic analysis (Braun & Clarke, 2006). Themes were derived inductively focusing on recurrent patterns related to happiness, engagement and

performance. Researchers also emphasize the importance of controlling methodological biases to ensure validity in social science research (Podsakoff et al.,2012).

DATA AVAILABILITY

The present study is based on qualitative data collected through in-depth ,semistructured interviews with participants from academic and professional settings. In line with principles of transparency and research integrity the authors have ensured that all relevant materials supporting the findings of this study are systematically documented and available for scholarly review. The materials gathered and analysed during study include anonymized interview transcripts, thematic coding frameworks ,interview protocols, consent procedures and detailed methodological documentation outlining the processes of data collection and analysis. Additionally coding schemes, theme development matrices and analytical notes used during the interpretive process have been maintained to support the credibility and traceability of findings. However due to the sensitive and personal nature of qualitative data particularly involving participants' experiences of academic stress, psychological wellbeing and workplace dynamics the complete raw dataset cannot be made publicly accessible. Public sharing of such data may pose a potential risk to participant confidentiality as qualitative narratives may obtain contextual or indirect identifiers that cannot be entirely eliminated without compromising the integrity of the data. To address this all data have been carefully anonymized and any identifying details have been removed or modified. Selected portions of anonymized data along with coding frameworks and methodological details can be made available to editors and reviewers during the peer review process. Furthermore access to additional supporting materials may be granted to qualified researchers upon reasonable request subject to ethical considerations and data protection requirements. The authors remain committed to maintaining a balance between research transparency and the ethical obligation to protect participant privacy. All data sharing practices comply with institutional ethical guidelines and internationally recognized standards for research involving human participants. But here are few prominent samples without disclosing participants identity

FINDINGS

Theme 1 - Strengths utilization

Participants emphasized that working on tasks aligned with their core strengths led to a sense of mastery and satisfaction. One participant stated, “ When I focus on writing and storytelling, I feel energized after long working hours”.

Theme 2 : Meaningful engagement

Tasks perceived as meaningful such as mentoring students or creating impactful media content enhanced motivation. Meaning making was identified as a critical pathway to professional fulfillment.

Theme 3 : Positive Interpersonal Dynamics

Supportive colleagues, constructive feedback and recognition contributed to feelings of happiness. Informal gestures such as verbal appreciation or collaborative problem solving were significant.

Theme 4 : Resilience and coping

Participants described strategies to maintain positivity in the face of challenges including mindfulness, reflection and reframing failures as opportunities for growth.

Theme 5 : Integration of work and well being

Happiness at work was often achieved through balance incorporating both professional challenges and personal interests. Participants highlighted the importance of small rituals such as breaks, hobbies and gratitude practices. Strength based leadership approaches encourage employees to focus on their natural talents and capabilities by enhancing workplace satisfaction (Rath & Clifton,2004).

DISCUSSION

Participants in this study described happiness as more than pleasure or comfort. It was a feeling of alignment between their internal values and external actions. When individuals felt they were contributing to something that truly mattered they reported a sense of vitality and intrinsic motivation that transcended monetary rewards or institutional recognition. This sense of purpose has been termed EUDAIMONIC WELLBEING, distinguishing it from fleeting hedonic pleasure (Ryan & Deci,2001). Such inner meaning drives sustainable effort and resilience even amid workload pressures and emotional strain. Work engagement has been shown to mediate the relationship between organizational resources and proactive professional behaviour (Salanova& Schaufeli,2008). Positive psychological traits such as gratitude have also been linked with higher life satisfaction and emotional wellbeing (Watkins,2014).

Another key insight from this study is the relational dimension of workplace happiness. Positive interpersonal dynamics, mutual respect, open communication and recognition were repeatedly described as the oxygen of professional wellbeing. This aligns with the broader and built theory of Fredrickson (2001), which posits that positive emotions broaden cognitive and behavioural repertoires leading to better collaboration, creative thinking and adaptive coping. Employees often actively shape their roles and responsibilities to align work tasks with personal strengths, a process known as job crafting (Wrzesniewski& Dutton,2001). Earlier organizational research also suggests that positive emotional states are associated with improved managerial performance and decision making abilities (Straw & Barsade,1993).

From a broader institutional perspective the implications are significant. When happiness is intentionally cultivated through strengths based leadership, flexible work design and emotional support systems it leads to a virtuous cycle of enhanced engagement, better teamwork and greater creative output.

Happiness and wellbeing nurture creative confidence and the belief that one's ideas are valuable and worth pursuing. Institutions that balance emotional wellbeing with structures innovation frameworks can thus become incubators for both human and intellect capital. In such settings happiness becomes an enabling condition for the generation of patents, publications and transformative solutions. Evidence based coaching grounded in self determination theory can further enhance motivation, goal pursuits and professional development (Spence & Oades,2011). Comprehensive frameworks in positive psychology literature also highlight the integration of wellbeing ,character strengths and life satisfaction in human flourishing (Snyder& Lopez ,2009; Keyes & Haidt,2003).

CONCLUSION

This qualitative exploration affirms that happiness at work is a multidimensional and dynamic construct shaped by individual strengths, meaningful purpose, interpersonal trust and resilience. It cannot be reduced to external rewards or job satisfaction metrics; it thrives on inner alignment, emotional safety and personal growth.

This present study offers a comprehensive and nuanced understanding of workplace happiness by demonstrating that it is not a singular or surface level experience but rather a deeply layered psychological phenomenon shaped through the interaction of personal, relational and institutional factors. The findings reinforce the idea that happiness in professional contexts cannot be adequately explained through external indicators such as salary, promotions or workplace alone. Instead it emerges from a more profound alignment between an individual's internal psychological landscape and the external structure of their work environment.

At its core, workplace happiness appears to be rooted in the ability of people to engage authentically with their roles in ways that reflect their inherent strengths ,personal values and sense of purpose. When professionals perceive their identity they are more likely to experience a sustained sense of motivation, vitality and psychological fulfillment. This form of engagement goes beyond momentary satisfaction and contributes to a deeper more enduring sense of wellbeing that supports long-term productivity and resilience.

Another critical insight emerging from his study is the indispensable role of social and emotional dynamics within the workplace. Human interactions characterised by trust,respect, empathy and recognition serve as the emotional foundation upon which professional satisfaction is built. In environments where individuals feel psychologically safe and socially valued they are more inclined to collaborate, share ideas and take intellectual risks. Such environments not only enhance individual wellbeing but also strengthen collective functioning ultimately contributing to a more cohesive and innovative organizational culture.

The study also highlights the importance of adaptive coping mechanisms and psychological resilience in sustaining happiness under conditions of stress and institutional pressure. Rather than eliminating stress entirely, the ability to reinterpret challenges, regulate emotions and maintain perspective allows individuals to navigate demanding professional contexts without experiencing chronic burnout. This suggests that happiness is not the absence of difficulty but the presence of inner resources that enable individuals to respond constructively to those difficulties.

Equally significant is the recognition that workplace happiness is closely linked to the integration of professional and personal domains of life. Individuals who are able to maintain a sense of balance where professional responsibilities do not overshadow personal wellbeing are more likely to experience a stable and holistic form of happiness. This integrative approach emphasizes that wellbeing is not confined to the workplace alone but is influenced by broader life experiences, habits and priorities. The application of positive psychology in professional contexts offers powerful insights into how people can flourish even amid systemic challenges. By nurturing strengths rather than only correcting weaknesses individuals can experience higher engagement and creative fulfillment. Similarly when institutions invest in the emotional well being of their members through supportive leadership, autonomy and recognition they build environments that encourage innovation, cooperation and ethical excellence.

In academia this translates into more enthusiastic teaching, inspired research and a climate where creativity naturally transforms into knowledge assets, publications, patents or social innovation. Happiness in this sense becomes a bridge between emotional energy and intellectual achievement. It empowers professionals to not just survive in their workspaces but to grow, mentor and innovate meaningfully.

Ultimately happiness at work should not be viewed as a luxury or an afterthought it is the foundation of sustainable excellence. Positive psychology gives us the language, tools and scientific grounding to understand how flourishing institutions are. As this study shows, happiness is not merely an emotion to be felt but it is a culture to be cultivated, one interaction and one mindset at a time.

Declarations

RESEARCH PROBLEM STATEMENT - Despite the rapid expansion of research in the field of positive psychology, the concept of happiness remains only partially understood particularly when examined across different stages of the human lifespan. While existing studies have contributed significantly to identifying general predictors of happiness there is still limited clarity regarding how psychological traits such as resilience, optimism, personality dimensions and coping mechanisms interact with age related experiences to shape overall wellbeing. Happiness is not a static construct rather it evolves dynamically as individuals encounter changing social roles, responsibilities and life challenges from youth to old age.

A major limitation within the existing body of literature is its strong reliance on quantitative methodologies which, although useful for generalisation, often fail to capture the depth and complexity

of individuals' lived experiences. Additionally many studies tend to focus on specific age groups in isolation thereby comprehensive comparative insights across younger, middle aged and older populations. Moreover there is a noticeable gap in integrating psychological traits with broader mental health variables and subjective wellbeing within a unified analytical framework.

ETHICAL STATEMENT AND FUNDING

No funding provided by any institution for this research. There is no conflict of interest and all authors have equally contributed to this research ensuring that all ethics are well followed especially while collecting data and interviews. This study was conducted following established ethical guidelines for research involving human participants. Ethical approval for the research was obtained from the Institutional Ethical Committee of Banasthali Vidyapith , Rajasthan, India (Approval reference no: IEC/BV/PSY/2025/017). The committee reviewed the research design ,participant recruitment procedures, data collection methods and confidentiality safeguards prior to granting approval. In addition to institutional clearance all necessary local permissions were obtained from the respective academic departments and institutional authorities where the study was conducted. The research adhered to the ethical norms and guidelines prescribed for social and behavioural sciences research in India. Furthermore the study was carried out in full compliance with internationally recognized ethical standards including the principles outlined in the declaration of Helsinki (World Medical Association 2013) and other relevant ethical frameworks for research involving human participants. Special care was taken to ensure that the research process respected the dignity, rights, safety and wellbeing of all participants throughout the study. All participants were informed about the objectives and procedures of the research prior to data collection. Written and verbal informed consent was obtained from each participant and they were assured that their participation was entirely voluntary and that they could withdraw from the study at any stage without any consequences. Informed consent was obtained from all participants prior to their inclusion in the study. Each participant was provided with a clear and comprehensive explanation of the research objectives, procedures and expected duration of participation. They were also informed about the voluntary nature of their involvement and their right to withdraw from the study at any stage without any penalty or adverse consequences. Participants were assured that all information shared during the interviews should remain confidential and would be used solely for academic and research purposes. To maintain anonymity personal identifiers were removed from transcripts and replaced with coded references. Both written and verbal consent were obtained before conducting interviews and permission was sought for audio recording. No vulnerable populations were involved in the study and no form of coercion or undue influence was exercised at any stage. The research ensured that participants' privacy, autonomy and psychological comfort were prioritized throughout the data collection and analysis process. Confidentiality and anonymity of participants were strictly maintained throughout the research process. Furthermore the study was conducted in accordance with internationally recognized ethics; principles for research involving human participants including guidelines in Helsinki's declaration as Banasthali doesn't have any ethical committee yet .

AUTHOR CONTRIBUTIONS

All authors contributed substantially to the conception, design, execution and writing and writing of this study. The research work titled “ Happiness at work: Applying positive psychology and psychological wellbeing to academic stress and professional excellence” was developed through collaborative efforts and all authors have approved the final version of the manuscript.

AS played a primary role in conceptualizing the research idea, developing the framework and designing the overall structure of the study. She was actively involved in conducting the literature review ,developing the research questions and drafting major sections of the manuscript, including the introduction, methodology and discussion. She also contributed to data interpretation and the integration of positive psychology concepts within the academic context.

RDS contributed significantly to refining the research design and ensuring the academic rigor of the study. She provided critical inputs in the development of the theoretical framework and supervised the alignment of the study with established psychological theories. Additionally she reviewed and edited the manuscript for intellectual content, clarity, coherence and academic quality ensuring that the paper meets scholarly standards.

TD was involved in supporting the data analysis process and contributed to the organization and presentation of findings. He assisted in reviewing relevant literature, structuring the result section and ensuring consistency in referencing and formatting . He also contributed to proofreading, technical corrections and improving the overall presentation of the manuscript.

All authors contributed equally in terms of intellectual input, critical revisions and final approval of the manuscript. Each author agrees to be accountable for all aspects of the work and ensures that any questions related to the accuracy or integrity of any part of the study are appropriately investigated and resolved.

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