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The Link between Emotional Awareness and Interpersonal Sensitivity: The Mediating Role of Alexithymia

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A B S T R A C T

This study aimed to investigate the relationship between emotional awareness and interpersonal sensitivity, focusing on the mediating role of alexithymia among adults in Egypt. The research employed a descriptive correlational design with a sample of 390 adult participants selected based on Morgan and Krejcie's sample size table. Participants were recruited from various Egyptian communities and completed standardized questionnaires measuring emotional awareness, alexithymia, and interpersonal sensitivity. Data analysis was conducted using SPSS-27 for Pearson correlation analysis and AMOS-21 for Structural Equation Modeling (SEM) to examine the proposed mediation model. Model fit was assessed using key indices including Chi-square/df, CFI, TLI, GFI, and RMSEA. Results indicated a significant negative correlation between emotional awareness and interpersonal sensitivity ($r = –.47$, $p < .01$), and a significant positive correlation between alexithymia and interpersonal sensitivity ($r = .59$, $p < .01$). Emotional awareness also showed a significant negative correlation with alexithymia ($r = –.54$, $p < .01$). SEM results confirmed that emotional awareness significantly predicted lower alexithymia ($\beta = –.54$, $p < .001$), which in turn significantly predicted higher interpersonal sensitivity ($\beta = .59$, $p < .001$). The direct path from emotional awareness to interpersonal sensitivity remained significant ($\beta = –.28$, $p = .002$), and the indirect effect through alexithymia was also significant ($\beta = –.32$, $p < .001$), indicating partial mediation. The overall model demonstrated good fit ($\chi^2/df = 2.34$, CFI = 0.97, RMSEA = 0.058). The findings underscore the critical role of emotional awareness in reducing interpersonal sensitivity, both directly and through the mediating influence of alexithymia. Enhancing emotional processing skills may serve as an effective target for interventions aimed at improving social functioning and emotional well-being.

Keywords: *Emotional Awareness; Interpersonal Sensitivity; Alexithymia; Structural Equation Modeling; Emotional Intelligence*

1. Introduction

In today's increasingly interconnected social environment, the quality of interpersonal relationships plays a critical role in psychological adjustment, emotional well-being, and social functionality. Among the various psychological constructs that contribute to the complexity of human relationships, emotional awareness and interpersonal sensitivity stand out as two interrelated yet distinct dimensions of emotional functioning. Emotional awareness—defined as the ability to recognize and understand one's own emotions and those of others—has been closely linked to effective communication and interpersonal functioning (Feng et al., 2024; Wang et al., 2023). On the other hand, interpersonal sensitivity refers to an excessive and often maladaptive awareness of the behaviors, emotions, and opinions of others, which can lead to social anxiety, rejection sensitivity, and interpersonal conflict (Lee & Joeng, 2020; Topalalioğlu, 2025).

The theoretical connection between these constructs suggests a complex interplay that may be mediated by additional psychological variables. One such mediator is **alexithymia**, which involves deficits in identifying and verbalizing emotions and has been associated with both poor emotional awareness and impaired interpersonal functioning (Razvaliaeva & Polskaya, 2023; Tajigharajeh et al., 2021). Alexithymia can distort an individual's internal emotional cues, impeding the ability to effectively interpret others' emotions, thus fostering interpersonal hypersensitivity or misinterpretation (Du et al., 2019). Recent empirical evidence underscores the necessity of examining these constructs collectively to better understand the mechanisms through which emotional dysfunction contributes to social difficulties.

Emotional awareness is a foundational element of emotional intelligence, which encompasses the ability to recognize, understand, regulate, and use emotions to navigate the social environment (Ekaterina & M, 2019; Sharma & Singh, 2024). When individuals have high emotional awareness, they are more likely to perceive social cues accurately, respond empathically, and engage in adaptive interpersonal interactions (Fadahunsi et al., 2025). Conversely, low emotional awareness has been linked to emotional dysregulation, withdrawal from social interactions, and increased interpersonal misunderstandings (Zaheer et al., 2024). For instance, research by Wang et al. (2023) confirmed the structural validity of the Emotional Awareness Questionnaire, revealing its predictive power in understanding emotional competency in educational settings (Wang et al., 2023). Emotional awareness is also thought to serve as a protective factor against social distress, promoting better self-regulation and resilience in high-stress interpersonal scenarios (Maitrianti, 2022).

Interpersonal sensitivity, though sometimes viewed as a form of social attunement, is often maladaptive when it involves excessive preoccupation with others' opinions and potential rejection. This construct has been implicated in a range of psychological difficulties, including depression, anxiety, and interpersonal dependency (SalehiT & Davarani, 2025; Topalalioğlu, 2025). According to Zhang (2023), individuals high in interpersonal sensitivity tend to experience heightened negative affect and lower perceived social support, which further exacerbates emotional and social vulnerabilities (Zhang, 2023). Additionally, interpersonal sensitivity is associated with emotion regulation problems, which compromise one's ability to maintain stable relationships (Roy, 2023). These findings collectively suggest that while emotional awareness is essential for healthy interpersonal functioning, it may not be sufficient in the presence of alexithymia, which can distort emotional cues and amplify interpersonal sensitivity.

Alexithymia has gained increasing attention in psychological research due to its transdiagnostic nature and its mediating role in various psychological outcomes. Individuals with high levels of alexithymia often struggle with emotion processing, which results in social detachment, poor empathy, and inappropriate affective responses (Amarat et al., 2023). Razvaliaeva and Polskaya (2023) found a significant positive correlation between alexithymia and interpersonal sensitivity, suggesting that emotion processing deficits may lead to hypervigilance in social contexts (Razvaliaeva & Polskaya, 2023). This mediating effect is further supported by Ding et al. (2021), who revealed that negative emotions mediate the relationship between mindfulness and interpersonal sensitivity, highlighting the role of internal emotional dysfunctions in external relational issues (Ding et al., 2021).

Further complicating this interaction is the cultural context in which emotional experiences are expressed and interpreted. Studies have shown that emotional awareness and interpersonal sensitivity vary across cultures due to differences in emotional socialization and expression norms (Laurensius et al., 2023; Фещенко, 2024). For example, in collectivist societies where harmony and group affiliation are emphasized, individuals may develop heightened interpersonal sensitivity, especially when emotional

expressiveness is culturally restrained (Noor & Rehman, 2023; Ramón-Ramón et al., 2024). This context underscores the importance of culturally adapted measurement tools and analytical frameworks in examining the proposed model of emotional awareness, alexithymia, and interpersonal sensitivity.

Emotional intelligence, as a broader construct encompassing emotional awareness, has consistently been shown to improve relationship quality, reduce emotional distress, and enhance social competence (Kumar et al., 2025; Mandloi & Pandey, 2025). For instance, Kumar et al. (2025) reported that gender differences in emotional intelligence significantly predicted interpersonal harmony, suggesting that interventions targeting emotional skills could mitigate relational conflict (Kumar et al., 2025). Similarly, emotional regulation skills have been found to mediate the link between emotional intelligence and interpersonal problems, indicating that poor regulation skills, often rooted in alexithymia, compromise the positive effects of emotional awareness (Lee & Joeng, 2020; Roy, 2023).

The educational and clinical implications of these findings are substantial. As Ding et al. (2020) note, enhancing trait mindfulness and emotional clarity can reduce interpersonal sensitivity by lowering negative emotions (Ding et al., 2020). Similarly, Melenets et al. (2022) highlight the role of emotional education, such as humor training in teachers, in improving emotional intelligence and reducing interpersonal conflict (Melenets et al., 2022). These approaches align with research by Sharma and Singh (2024), who argue that modernization and emotional intelligence development go hand-in-hand in fostering psychological resilience among adolescents (Sharma & Singh, 2024). Therefore, promoting emotional awareness and addressing alexithymia in youth may serve as a preventive strategy against the development of excessive interpersonal sensitivity.

Given the intricate interplay among emotional awareness, alexithymia, and interpersonal sensitivity, there is a clear need for integrative models that account for both cognitive and emotional factors in social functioning. Wang and Zhang (2024) propose such a framework in the domain of preschool education, emphasizing emotional modeling as a cornerstone of early development (Wang & Zhang, 2024). This framework can be extended to adolescence and adulthood, where emotional self-awareness and regulation become critical for managing complex social dynamics. The findings of Zaheer et al. (2024) also support this view, demonstrating that higher emotional insights among medical students are linked to better interpersonal and intrapersonal understanding, contributing to overall academic and social success (Zaheer et al., 2024).

Despite the growing literature, gaps remain in understanding how alexithymia functions as a mediator between emotional awareness and interpersonal sensitivity, particularly in diverse cultural contexts such as the Middle East and North Africa.

2. Methods and Materials

2.1. Study Design and Participants

This research employed a descriptive correlational design to examine the relationships between emotional awareness, alexithymia, and interpersonal sensitivity among adults. The study sample consisted of 390 participants selected from the general population of Egypt. The sample size was determined based on Morgan and Krejcie's (1970) table, which specifies the appropriate number of participants for populations of various sizes to achieve adequate statistical power in correlational research. Participants were recruited through a combination of online platforms and in-person invitations at community centers, universities, and public events. All participants were adults (aged 18 years and above), provided informed consent, and were fluent in Arabic. The inclusion criteria required that participants had no diagnosed psychiatric conditions and were not currently undergoing psychological treatment.

2.2. Measures

2.2.1. Interpersonal Sensitivity

The Interpersonal Sensitivity Measure (IPSM), developed by Boyce and Parker in 1989, is a widely used self-report tool designed to assess individual differences in interpersonal sensitivity, defined as undue awareness and concern about the behavior and feelings of others. The IPSM comprises 36 items and is divided into five subscales: Interpersonal Awareness, Need for Approval, Separation Anxiety, Timidity, and Fragile Inner-Self. Respondents rate each item on a 4-point Likert scale ranging from 1 (very unlike me) to 4 (very like me). Higher scores indicate greater interpersonal sensitivity. Numerous studies have supported the validity and reliability of the IPSM. For instance, Boyce and Parker (1989) reported a Cronbach's alpha of 0.87 for the full scale, and later research has confirmed the measure's strong internal consistency and construct validity across clinical and non-clinical populations.

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2.2.2. *Alexithymia*

The Toronto Alexithymia Scale–20 (TAS-20), developed by Bagby, Parker, and Taylor in 1994, is the most widely validated instrument for measuring alexithymia, a construct characterized by difficulties in identifying and describing emotions and a tendency toward externally oriented thinking. The TAS-20 includes 20 items across three subscales: Difficulty Identifying Feelings (DIF), Difficulty Describing Feelings (DDF), and Externally Oriented Thinking (EOT). Items are rated on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating greater levels of alexithymia. The TAS-20 has demonstrated robust psychometric properties, including high internal consistency (Cronbach's alpha ranging from 0.74 to 0.87) and test-retest reliability. Its factorial structure has been confirmed across diverse populations and cultural contexts.

2.2.3. *Emotional Awareness*

The Levels of Emotional Awareness Scale (LEAS), developed by Lane et al. in 1990, is a performance-based measure designed to assess the complexity of individuals' emotional awareness in both self and others. The LEAS includes 20 scenarios that describe emotionally charged interpersonal situations. For each scenario, respondents are asked to describe how they would feel and how another person involved would feel. Responses are scored on a 0–5 scale based on the differentiation and integration of emotional terms, with higher scores reflecting greater emotional awareness. The LEAS comprises two subscales: Self-Awareness and Other-Awareness, which can also be combined into a total score. Studies have demonstrated that the LEAS has good inter-rater reliability, internal consistency ($\alpha > 0.80$), and construct validity, making it a well-regarded tool in both clinical and research settings.

2.3. *Data Analysis*

Data were analyzed using SPSS version 27 and AMOS version 21. Descriptive statistics (mean, standard deviation, frequency, and percentage) were used to summarize demographic information and variable distributions. To examine bivariate relationships between the dependent variable (interpersonal sensitivity) and the independent variables (emotional awareness and alexithymia), Pearson correlation coefficients were computed. Furthermore, to test the hypothesized mediating role of alexithymia, a Structural Equation Modeling (SEM) approach was conducted in AMOS. The model fit was assessed using multiple indices, including the Chi-square test, Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR).

3. Findings and Results

Of the 390 participants included in the study, 224 (57.44%) were female and 166 (42.56%) were male. In terms of age, 97 participants (24.87%) were between 18–25 years, 161 participants (41.28%) between 26–35 years, 83 participants (21.28%) between 36–45 years, and 49 participants (12.56%) were aged 46 years and above. Regarding educational background, 103 individuals (26.41%) held a high school diploma, 179 (45.90%) had a bachelor's degree, and 108 (27.69%) had postgraduate education. The majority of the participants (242 individuals or 62.05%) were employed, while 148 (37.95%) reported being unemployed, students, or homemakers.

Table 1

Descriptive Statistics for Research Variables

Variable	Mean (M)	Standard Deviation (SD)
Emotional Awareness	68.45	9.72
Alexithymia	54.38	8.91
Interpersonal Sensitivity	61.77	10.26

The descriptive statistics in Table 1 indicate that participants had a moderately high level of emotional awareness (M = 68.45, SD = 9.72) and interpersonal sensitivity (M = 61.77, SD = 10.26), with a mid-range mean for alexithymia (M = 54.38, SD = 8.91). These values suggest relatively balanced variability across participants in all three constructs.

Prior to conducting inferential analyses, all statistical assumptions were examined and met. Normality was assessed using the Kolmogorov–Smirnov test, and results showed non-significant values for all main variables (e.g., p

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= 0.087 for interpersonal sensitivity, p = 0.129 for emotional awareness), indicating that data followed a normal distribution. Linearity and homoscedasticity were confirmed through scatterplots of standardized residuals, which demonstrated a random and homogenous distribution. Additionally, multicollinearity was assessed via Variance Inflation Factor (VIF) values, all of which were below 2.13, well below the critical threshold of 10, indicating no multicollinearity issues. The Mahalanobis distance test identified no significant multivariate outliers (maximum value = 21.63, below the critical χ^2 threshold of 22.46 for df = 3, $p < 0.001$). These results confirmed that the assumptions for Pearson correlation and SEM were adequately satisfied.

Table 2

Pearson Correlation Coefficients Between Emotional Awareness, Alexithymia, and Interpersonal Sensitivity

Variable	1	2	3
1. Emotional Awareness	—		
2. Alexithymia	–.54**	—	
3. Interpersonal Sensitivity	–.47**	.59**	—

Table 2 shows that emotional awareness is significantly negatively correlated with both alexithymia (r = –.54, p < .01) and interpersonal sensitivity (r = –.47, p < .01). Additionally, alexithymia is positively correlated with interpersonal sensitivity (r = .59, p < .01), supporting the hypothesis that lower emotional awareness is associated with higher emotional dysfunction and greater interpersonal distress.

Table 3

Fit Indices of the Structural Equation Model

Fit Index	Value
Chi-square (χ^2)	84.23
Degrees of Freedom (df)	36
χ^2/df	2.34
GFI	0.96
AGFI	0.94
CFI	0.97
TLI	0.95
RMSEA	0.058

The model fit indices in Table 3 suggest that the proposed structural model has a good fit to the data. The χ^2/df ratio of 2.34 is within the acceptable range (≤3), and other indices such as GFI (0.96), CFI (0.97), and TLI (0.95) all exceed the recommended threshold of 0.90. The RMSEA value of 0.058 also indicates an acceptable error of approximation, further confirming the model's suitability.

Table 4

Total, Direct, and Indirect Path Coefficients in the Structural Model

Path	B	S.E.	β (Beta)	p
Emotional Awareness → Alexithymia	–0.43	0.05	–.54	< .001
Alexithymia → Interpersonal Sensitivity	0.56	0.06	.59	< .001
Emotional Awareness → Interpersonal Sensitivity (Direct)	–0.21	0.07	–.28	.002
Emotional Awareness → Interpersonal Sensitivity (Indirect via Alexithymia)	–0.24	0.04	–.32	< .001
Emotional Awareness → Interpersonal Sensitivity (Total)	–0.45	0.06	–.60	< .001

Table 4 illustrates both the direct and indirect paths in the structural model. Emotional awareness had a significant negative direct effect on alexithymia (B = –0.43, β = –.54, p < .001), and alexithymia significantly predicted interpersonal sensitivity (B = 0.56, β = .59, p < .001). Emotional awareness also exerted a significant direct effect

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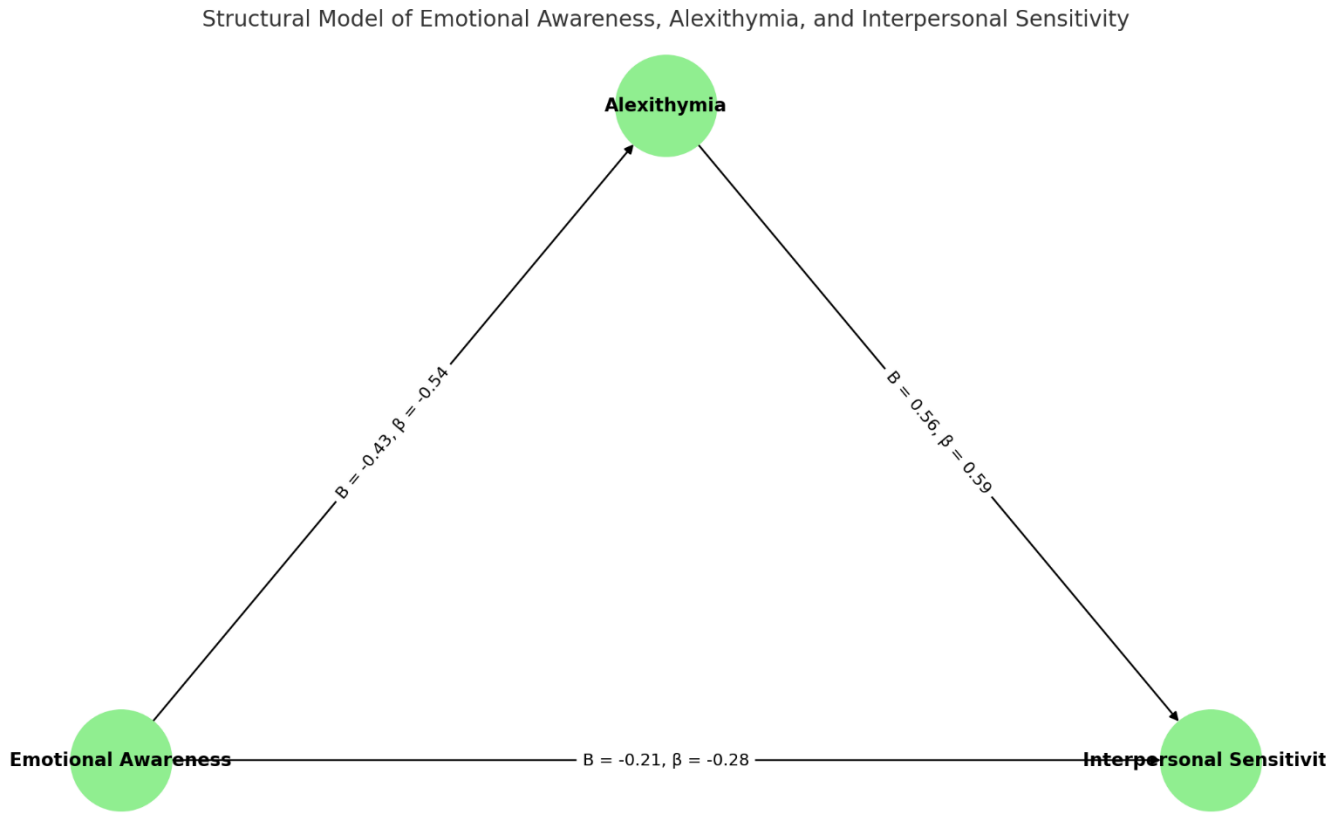
on interpersonal sensitivity (B = –0.21, β = –.28, p = .002), as well as a stronger indirect effect through alexithymia (B = –0.24, β = –.32, p < .001). The total effect of emotional awareness on interpersonal sensitivity was large and significant (B = –0.45, β = –.60, p < .001), confirming alexithymia's mediating role.

Figure 1

Model with Beta Coefficients



4. Discussion and Conclusion

The present study aimed to explore the relationship between emotional awareness and interpersonal sensitivity with a particular focus on the mediating role of alexithymia among adults in Egypt. The findings demonstrated that emotional awareness was significantly and negatively associated with interpersonal sensitivity, indicating that individuals with higher levels of emotional awareness are less likely to exhibit heightened sensitivity to interpersonal interactions. Furthermore, alexithymia was found to mediate this relationship, suggesting that emotional awareness influences interpersonal sensitivity both directly and indirectly through its impact on emotional processing deficits. These results provide empirical support for the hypothesized model and contribute to a growing body of literature examining the emotional foundations of interpersonal functioning.

The negative correlation observed between emotional awareness and interpersonal sensitivity aligns with prior research underscoring the protective role of emotional awareness in managing interpersonal dynamics (Feng et al., 2024; Wang et al., 2023). Individuals with greater emotional awareness are more capable of interpreting emotional cues, regulating their emotional responses, and engaging in socially adaptive behaviors. These emotional competencies buffer against the maladaptive vigilance and emotional over-responsiveness that characterize interpersonal sensitivity (Amarat et al., 2023; Ekaterina & M, 2019). As highlighted in the work of Zaheer et al. (2024), emotional insight significantly predicts interpersonal harmony and stress regulation in high-pressure academic environments, a finding echoed in our study's results (Zaheer et al., 2024).

Our results also confirmed that alexithymia plays a significant mediating role in the pathway from emotional awareness to interpersonal sensitivity. Individuals with poor

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emotional awareness are more likely to experience alexithymia, characterized by difficulty identifying and describing feelings and a tendency to adopt an externally oriented thinking style. These deficits, in turn, make individuals more prone to misinterpreting social cues and overreacting to perceived interpersonal threats, thereby increasing interpersonal sensitivity (Razvaliaeva & Polskaya, 2023; Tajigharajeh et al., 2021). The mediating role of alexithymia is consistent with previous findings indicating that it acts as an emotional processing bottleneck, distorting the self-other emotional distinction and leading to relational misattunement (Ding et al., 2021; Roy, 2023).

These findings are further supported by Zhang (2023), who showed that emotional awareness indirectly affects interpersonal sensitivity through negative emotional states, suggesting a chain reaction whereby emotion regulation deficits impair social functioning (Zhang, 2023). Similarly, Ding et al. (2020) reported that mindfulness, a construct related to emotional awareness, was inversely related to interpersonal sensitivity, and this relationship was partially explained by underlying negative emotional experiences and emotional inauthenticity (Ding et al., 2020). These results mirror our findings and provide cross-cultural validation for the importance of emotional clarity in navigating social interactions.

The study also sheds light on the role of cultural context in shaping emotional and social behaviors. In Egypt, a collectivist society where interpersonal harmony is valued and emotional restraint is culturally reinforced, individuals may be particularly susceptible to developing interpersonal sensitivity when emotional competencies are lacking. As noted by Ramón-Ramón et al. (2024), cultural environments that emphasize emotional conformity can increase sensitivity to perceived disapproval and rejection (Ramón-Ramón et al., 2024). Similarly, the findings of Фещенко (2024) illustrate how emotional culture and emotional intelligence development influence interpersonal effectiveness in different sociocultural environments (Фещенко, 2024).

The gender implications of our results also merit attention. Prior research indicates that women tend to score higher in emotional awareness and emotional intelligence but may also experience greater interpersonal sensitivity due to increased socialization around relational concerns (Kumar et al., 2025; Mandloi & Pandey, 2025). While our study did not directly examine gender as a moderator, future research could further investigate how gender norms interact with emotional processing styles to influence social sensitivity. The potential for different pathways between emotional awareness and interpersonal sensitivity across gender groups is supported by research from Lee and Joeng (2020), who identified gender-specific vulnerabilities in emotion regulation and interpersonal problem patterns (Lee & Joeng, 2020).

The educational context also provides a relevant backdrop for interpreting our findings. As shown by Wang and Zhang (2024), early emotional modeling in education is crucial for long-term social development, especially in promoting emotional resilience and peer relationships (Wang & Zhang, 2024). Laurensius et al. (2023) emphasized the integration of emotional and interpersonal intelligence in informatics education to improve collaboration and reduce social conflict (Laurensius et al., 2023). In this vein, our findings underline the importance of embedding emotional awareness training and alexithymia screening in educational and clinical settings to enhance social integration and psychological well-being.

Importantly, our findings are congruent with Noor and Rehman's (2023) study of marginalized populations, where low emotional awareness and dysregulated emotions were strong predictors of interpersonal problems in transgender individuals, reinforcing the mediating mechanism of internal emotional disconnect in social dysfunction (Noor & Rehman, 2023). Likewise, SalehiT and Davarani (2025) demonstrated that emotion-focused interventions reduced interpersonal sensitivity in couples facing relational distress, suggesting the clinical relevance of targeting emotional processing and regulation (SalehiT & Davarani, 2025).

While the present study makes a significant contribution by examining a comprehensive model of emotional awareness, alexithymia, and interpersonal sensitivity, it also raises several theoretical questions. One such issue concerns the differentiation between adaptive interpersonal sensitivity and its pathological form. As highlighted by Topalalioğlu (2025), interpersonal sensitivity is not inherently maladaptive; rather, its impact depends on emotional flexibility and contextual interpretation (Topalalioğlu, 2025). Thus, future research should distinguish between sensitivity that promotes empathy and sensitivity that contributes to emotional fragility.

The broader implications of emotional education and psychological development are echoed in the work of Melenets et al. (2022), who showed that emotional intelligence can be cultivated through targeted interventions such as humor and social cognition training (Melenets et al., 2022). Maitrianti (2022) further emphasized the importance

of intrapersonal intelligence for recognizing talent and building emotional self-awareness among students (Maitrianti, 2022). These insights reinforce our conclusion that the root of many social challenges may lie not in external relational dynamics, but in internal emotional incoherence and unawareness.

Despite its contributions, the study has several limitations. First, the cross-sectional design precludes any causal inferences regarding the directionality of the observed relationships among emotional awareness, alexithymia, and interpersonal sensitivity. While mediation analysis offers insight into potential mechanisms, longitudinal designs are needed to verify temporal ordering. Second, the reliance on self-report questionnaires introduces the possibility of social desirability bias, especially in cultural contexts like Egypt where emotional expressiveness may be constrained. Third, while the sample size was sufficient for SEM analysis, the study did not stratify participants by demographic subgroups such as age, gender, or education level. Future studies could benefit from stratified sampling or multigroup modeling to explore moderator effects. Lastly, cultural generalizability remains a concern, as findings from Egypt may not be applicable to individualist cultures with differing emotional norms.

Future research should consider employing longitudinal or experimental designs to better establish causal pathways and changes over time in emotional awareness and interpersonal functioning. Studies might also explore how emotion-focused therapeutic interventions, such as mindfulness training, compassion-based therapy, or expressive writing, influence the mediating role of alexithymia in diverse populations. Given the cultural specificity of emotional expression, future research should investigate how sociocultural factors like family emotional socialization, gender role expectations, and collectivist versus individualist values shape emotional awareness and interpersonal sensitivity. Additionally, incorporating physiological or behavioral measures—such as heart rate variability or facial expression analysis—could provide a more objective understanding of emotional processing deficits in individuals with high interpersonal sensitivity.

The findings of this study have meaningful applications in both clinical and educational settings. Clinicians should assess alexithymia in clients presenting with relational difficulties, as emotional processing deficits may be at the root of many interpersonal challenges. Emotion-focused therapies that increase awareness, labeling, and regulation of emotions can significantly reduce maladaptive interpersonal sensitivity. In educational contexts, emotional intelligence training programs should include components focused on improving emotional awareness and reducing alexithymia to foster healthier peer relationships. Lastly, organizations and institutions working with adolescents and young adults—particularly in collectivist societies—should incorporate psychoeducational modules on emotional self-awareness as a proactive measure to enhance interpersonal functioning and overall mental health.

Authors' Contributions

Authors contributed equally to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethics Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

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