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Social Vitality and Its Influencing Factors (Case Study: Primary Schools in Behshahr)

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A B S T R A C T

Purpose: This study aimed to investigate the components and influencing factors of social vitality among primary school students in Behshahr through a mixed-methods exploratory approach.
Methods and Materials: The research employed a sequential exploratory mixed-methods design consisting of qualitative and quantitative phases. In the qualitative phase, semi-structured interviews were conducted with primary school teachers and administrators to identify key components of social vitality. Thematic analysis was applied to extract codes, which were then refined through Delphi rounds and expert consultation. These findings informed the development of a 90-item researcher-made questionnaire. In the quantitative phase, data were collected from a statistically representative sample using Cochran's formula, and exploratory factor analysis was conducted to identify underlying factors.
Findings: Exploratory factor analysis revealed eight key factors influencing social vitality among students: environmental, teacher, perception and motivation of joy, socio-cultural, interpersonal relationships, art and aesthetics, health and well-being, and management. Together, these factors explained 27.4% of the variance in students' social vitality. Among them, the environmental factor had the highest explanatory power. The final model integrated 90 variables across these eight dimensions, validated through both statistical and qualitative methods.
Conclusion: The findings emphasize the multidimensional nature of social vitality in educational settings, highlighting the significance of school infrastructure, teacher-student relationships, emotional motivation, and leadership practices. Schools that adopt holistic strategies targeting these areas can better foster emotional well-being, engagement, and a sense of belonging among students. The study also contributes a validated model for assessing and enhancing social vitality in primary education within the Iranian context.
Keywords: *Social vitality, primary education, exploratory factor analysis, mixed-methods research, school environment, student engagement.*

1. Introduction

Social vitality is a central element of psychological well-being and societal cohesion. It reflects not only the emotional and cognitive engagement of individuals with their surroundings but also their ability to participate meaningfully in collective life. In the educational context, social vitality plays a foundational role in fostering healthy school environments, enhancing student motivation, and promoting academic and interpersonal success (Noorzahi et al., 2022; Talebzadeh Shoushtari & Mazginejad, 2021). The necessity of researching social vitality in primary schools is underscored by the documented correlation between social engagement and emotional development in early life. According to Niemiec and Ryan (2009), students flourish in environments that satisfy their basic psychological needs—autonomy, competence, and relatedness—needs that are directly tied to how socially connected and emotionally supported they feel within the school context (Niemiec & Ryan, 2009). Moreover, the classroom and school environment serve as primary social fields where children internalize norms of cooperation, emotional regulation, and social identity, all of which are fostered through experiences of vitality and joy (Izadi et al., 2012; Jafari & Talebzadeh, 2010).

Empirical studies have shown that social vitality is not merely an individual psychological state but also a socially constructed and context-sensitive phenomenon. For instance, Noorzahi et al. (2022) demonstrated that students with higher levels of social vitality showed stronger social adjustment, a factor essential for long-term educational and social integration (Noorzahi et al., 2022). Similarly, Talebzadeh Shoushtari and Mazginejad (2021), in their case study on Birjand, confirmed that structural, cultural, and economic conditions significantly influence how vitality is expressed and maintained within urban school systems (Talebzadeh Shoushtari & Mazginejad, 2021). Their findings suggest that interventions to enhance social vitality must go beyond individual-level initiatives and engage with broader systemic and environmental levers.

In Iran, although the conceptual importance of joy and happiness has deep cultural roots (Sarshar, 2009), its empirical investigation, especially in the realm of public education, is relatively nascent. Mardani (2019) argues that vitality functions as a preventative mechanism against social harms by promoting emotional resilience and social engagement among youth (Mardani, 2019). This preventive function of vitality is of particular importance in primary education, where early experiences of inclusion, safety, and positivity can shape long-term developmental trajectories. Furthermore, as emphasized by Ranjbar (2012), happiness in the Iranian sociological context is both a collective and subjective phenomenon, embedded in relational dynamics and institutional trust (Ranjbar, 2012).

Vitality is not only shaped by educational systems but is also influenced by family structures, peer relationships, and societal perceptions of childhood. Ghaffari and Shirali (2016), for example, found a positive correlation between young adults' sense of vitality and their perceptions of social security and inclusion within their communities (Ghaffari & Shirali, 2016). This reinforces the notion that students' sense of joy and participation in school life cannot be divorced from their broader social environments. Supporting this view, Ansari et al. (2013) found that workplace vitality is fostered through collective participation and motivational climates—factors that similarly translate to school contexts when applied to students and teachers alike (Ansari et al., 2013).

At the micro-level, emotional education, teacher-student relationships, and peer networks act as catalysts for enhancing students' social engagement. Paeizi et al. (2007) illustrated that assertiveness training significantly boosted happiness and academic performance among female high school students, indicating that emotional and social skill-building can be central to fostering school vitality (Paeizi et al., 2007). From a developmental psychology standpoint, Anbari and Haghi (2014) explored how social and individual factors differentially affect women's vitality in rural and urban areas, showing that spatial and gendered contexts shape how vitality is accessed and experienced (Anbari & Haghi, 2014).

Internationally, recent literature has emphasized the growing importance of social connectedness as a determinant of well-being among youth, particularly in the face of global disruptions such as the COVID-19 pandemic. For instance, Bariyyah et al. (2025) reported that demographic factors and connectedness significantly predicted emotional resilience among university students (Bariyyah et al., 2025), while Bano and Deka (2022) found that students' coping mechanisms during the pandemic were highly contingent on their levels of social connection and support (Bano & Deka, 2022). Similarly, Graupensperger et al. (2020) highlighted the psychological toll of disrupted social interactions among student-athletes, noting that reductions in vitality often co-occurred with declines in

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identity stability and mental health (Graupensperger et al., 2020).

In the same vein, Hunt and Burns (2017) established that students who reported stronger social identities and greater perceived connectedness also exhibited healthier behavioral profiles, including more moderate alcohol consumption and higher emotional well-being (Hunt & Burns, 2017). Brown and Murphy (2018) further emphasized that institutions must adopt systemic strategies that support social engagement, especially for first-year students adjusting to new social environments (Brown & Murphy, 2018). These international findings resonate with Iranian research suggesting that meaningful social interactions, institutional support, and a culture of respect and participation are essential to cultivating vitality in educational settings (Chelabi & Mousavi, 2008).

The school context plays a particularly strategic role in the formation of such environments. Jafari and Talebzadeh (2010) proposed a model for joy-centered schools, emphasizing design elements, emotional climate, and student participation as structural components of school vitality (Jafari & Talebzadeh, 2010). Izadi et al. (2012) supported these findings, concluding that revitalized school spaces contribute directly to students' emotional engagement and sense of belonging (Izadi et al., 2012). Such findings highlight the need for multidimensional strategies that incorporate spatial design, curriculum integration, and administrative leadership in fostering social vitality.

In addition to environmental and curricular factors, organizational culture and leadership play pivotal roles in fostering joy. Heydari and Ghorbani Dulatabadi (2017) emphasized the importance of leadership strategies that promote positivity and engagement among university staff, suggesting that similar approaches could be tailored for school leadership to foster student vitality (Heydari & Ghorbani Dulatabadi, 2017). Afshani (2017), focusing on youth in Yazd, confirmed that vitality is deeply shaped by perceptions of fairness, community participation, and meaningful inclusion, all of which schools are uniquely positioned to facilitate (Afshani, 2017).

Despite this rich body of literature, there remains a significant gap in context-specific research focusing on primary school settings in smaller cities like Behshahr. While existing studies offer insights into urban centers or university populations, the developmental needs, environmental constraints, and cultural realities of younger students in mid-sized cities demand focused empirical investigation. Furthermore, as Chelabi and Mousavi (2008) argued, the intersection of macro-sociological variables and micro-psychological experiences is where true social vitality is either formed or hindered (Chelabi & Mousavi, 2008). Thus, without understanding the dynamic interplay between educational infrastructure, family systems, and student experiences, policy and intervention strategies remain incomplete.

This study, therefore, sets out to identify and analyze the factors influencing social vitality among primary school students in Behshahr.

2. Methods and Materials

2.1. Study Design and Participants

The present study is applied in terms of its purpose and adopts a descriptive-survey methodology in terms of execution, utilizing a mixed-methods exploratory sequential design. Since the variables were not manipulated and the research aimed to assess the existing state by measuring the attitudes of teachers and school administrators, it falls within the domain of non-experimental descriptive research. The study was conducted in two phases: a qualitative phase for identifying key components and a subsequent quantitative phase to verify and statistically analyze those components. Due to the large sample size, participants were selected using thematic analysis in the qualitative phase and Cochran's formula in the quantitative phase. The research population consisted of teachers and school administrators working in primary schools in the city of Behshahr. Participants were initially selected through purposive sampling to identify experts knowledgeable about factors contributing to school vitality. Following this, a snowball sampling technique was used, in which interviewed individuals were asked to introduce others with similar expertise and experiences. In the quantitative phase, a random sample was drawn based on the factors identified during the qualitative analysis and used to develop a standardized questionnaire.

2.2. Measures

Data collection in this study was conducted through two primary tools: semi-structured interviews and a researcher-made questionnaire on social vitality. In the qualitative phase, semi-structured interviews were designed based on existing literature and previous research, and were validated by the research supervisor and relevant experts in psychology and education. Participants were asked open-ended questions to explore their perceptions and experiences

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regarding factors that enhance or hinder social vitality in primary schools. Additionally, official documents and existing school records related to the research topic were also reviewed to supplement the data. After the completion of interviews and documentation analysis, the collected qualitative data were subjected to thematic analysis to extract key dimensions of social vitality, which were then used to construct the items of the final questionnaire.

2.3. Data Analysis

The first phase of data analysis employed a qualitative method, specifically thematic analysis, to categorize and interpret the findings from interviews and documents. This phase aimed to determine the primary factors influencing social vitality in schools. Once the themes were extracted, they were translated into questionnaire items for the second phase. The second phase involved exploratory factor analysis (EFA) to identify the underlying structure of social vitality components using the SPSS software. This statistical procedure helped validate the thematic categories and reduce the dimensions into more concise and interpretable factors, providing a robust basis for understanding how various variables contribute to the development of social vitality among primary school students.

3. Findings and Results

In the qualitative phase of this study, the identified indicators included 70 items derived from scientific literature and 36 indicators extracted from expert interviews. These were consolidated into a combined table and presented to subject matter experts for further evaluation. The primary objective of this phase was to compare overlapping and distinct items, allowing for refinement through the removal or addition of indicators to ultimately compile a final list of factors influencing students' social vitality. This coding process was carried out using cognitive components derived from textual and interview data and was operationalized through expert consultations using interviews, the Delphi technique, and brainstorming sessions. As a result of these procedures, 16 indicators were removed.

To verify the validity of the identified themes, a two-stage validation process was conducted. In the first stage, the themes extracted from documents and literature were shared with a panel of 10 experts. An initial coding was then carried out, showing that 133 of the 140 codes matched the proposed themes, while 7 did not align. In the second stage, the non-matching codes were removed, and the revised list was once again presented to the same expert group. A second round of coding was conducted, confirming 138 out of the 140 codes. Thus, across both rounds, a total of 204.5 shared codes were validated. The Holsti reliability coefficient for these shared codes was calculated to be 0.93, indicating a high level of reliability.

Following the validation phase, the finalized codes were used to design a structured questionnaire comprising 90 items to be utilized in the quantitative phase of the research. The questionnaire aimed to capture the most relevant factors influencing students' social vitality. To ensure content validity, the Delphi technique was employed across three rounds, during which 10 curriculum planning experts reviewed and provided feedback on the questionnaire items based on the model developed in the qualitative phase. Based on expert suggestions, several items were edited and ultimately, all 90 items were approved. The finalized questionnaire used a Likert scale ranging from 1 to 5 to rate each item.

To identify the final factors contributing to social vitality among primary school students, exploratory factor analysis (EFA) was conducted. After developing the questionnaire, the coefficient of variation was used to rank and prioritize the factors. The results, as viewed by primary school teachers in Behshahr, showed that 90 distinct factors were associated with the enhancement of students' social vitality. Among these, the top five factors, ranked based on their coefficient of variation, were: revising the quality of educational activities and addressing vitality indicators (CV = 0.859), creating fun and joyful programs for students (CV = 0.870), preventing the dissemination of violence-promoting content (CV = 0.780), ensuring family tranquility (CV = 0.784), and improving school architecture and recreational facilities (CV = 0.778). The remaining 85 factors were ranked accordingly from 6 to 90.

To identify and determine the underlying factors influencing students' social vitality in schools, exploratory factor analysis (EFA) was employed. Prior to conducting EFA, statistical measures were calculated to assess the adequacy of data for factor analysis. These included the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity. The KMO value was calculated as 0.491, which, while relatively low, still indicates that the sample size is acceptable for conducting factor analysis. Additionally, Bartlett's test produced a chi-square statistic of 6933.232, which was significant at the 0.01 level, confirming the presence of sufficient

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intercorrelations among variables to justify the use of factor analysis.

The exploratory factor analysis yielded eight distinct factors, determined based on eigenvalues and varimax orthogonal rotation. The results are summarized in Table 1, which shows the eigenvalues, variance explained by each factor, and the cumulative variance.

Table 1

Extracted Factors

Factor	Eigenvalue	Variance (%)	Cumulative Variance (%)
Factor 1	4.579	5.088	5.088
Factor 2	3.543	3.936	9.024
Factor 3	3.114	3.460	12.485
Factor 4	3.022	3.358	15.843
Factor 5	2.775	3.084	18.927
Factor 6	2.608	2.897	21.824
Factor 7	2.540	2.823	24.647
Factor 8	2.478	2.753	27.400

As shown in Table 1, the first factor had the highest eigenvalue (4.579) and explained 5.088% of the total variance. The cumulative variance explained by all eight factors was 27.400%, which is considered satisfactory, indicating that these eight components capture a substantial portion of the variance in the data related to social vitality among students. The remaining variance is attributable to other unmeasured or uncontrolled variables not included in this study.

The rotated component matrix provided in Table 2 displays the factor loadings for each item across the extracted factors. Higher absolute values of loadings indicate stronger associations between items and the respective factors.

Table 2

Items, Related Factors, and Factor Loadings

Factor No.	Factor Name	Item (Variable)	Factor Loading
1	Environmental	Creating green spaces and using vibrant colors in school	0.852
1		Providing laboratory and workshop equipment	0.787
1		Apartment living in most families	0.468
1		Attention to religious matters in school and family	0.452
1		Improving school environment through sports	0.443
1		Family structure stability	0.415
1		Acceptance by family and peers	0.352
1		Intra-school sports competitions	0.351
1		Family tranquility	0.333
2	Teacher	Applying joyful classroom strategies	0.568
2		Using virtual reality technology	0.467
2		Using active and innovative teaching methods	0.441
2		Observing professional ethics	0.440
2		Good temperament and behavior toward students	0.375
3	Perception and Motivation	Positive perception of happiness in school	0.600
3		Motivation to create happiness in students	0.498
3		Social encouragement and support for happiness	0.488
3		Sense of attachment to school	0.446
3		Motivation in early childhood based on joyful criteria	0.436
3		Acquaintance with virtuous individuals	0.372
3		Attractiveness of educational content	0.352
4	Socio-Cultural	Social trust	0.540
4		Promoting peaceful coexistence	0.497
4		Participation in volunteer groups	0.421
4		Student-teacher engagement in educational activities	0.390
5	Interpersonal Relationships	Teacher-student interaction	0.494

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5		Pleasant relationships among school staff	0.382
5		Teaching proper social relations	0.362
5		Positive peer interactions	0.335
6	Art and Aesthetics	Music period in art class	0.487
6		Cultural, artistic, and extracurricular activities	0.458
6		Integrating arts, literature, and music into education	0.434
6		Neat appearance	0.368
6		Desk arrangement and layout	0.338
7	Health and Well-being	Physical fitness and weight balance	0.463
7		Walking and physical activity outside school	0.407
7		Students' mental health	0.364
7		Enhancing health and hygiene services in school	0.335
7		Healthy school nutrition	0.330
8	Management	Revising quality of educational activities	0.430
8		Addressing issues faced by teachers and students	0.377
8		Inter-agency cooperation	0.331
8		City officials' support for vitality and school beautification	0.331

According to Table 2, Factor 1 included 9 variables, Factor 2 contained 5, Factor 3 had 7, Factor 4 included 4, Factor 5 comprised 4, Factor 6 had 5, Factor 7 included 5, and Factor 8 had 4. The naming of these factors was based on the semantic similarity of items and supported by the literature review.

Table 3

Final Categorization of Factors

Factor Number	Factor Name	Number of Variables
Factor 1	Environmental	9
Factor 2	Teacher	5
Factor 3	Perception and Motivation	7
Factor 4	Socio-Cultural	4
Factor 5	Interpersonal Relationships	4
Factor 6	Art and Aesthetics	5
Factor 7	Health and Well-being	5
Factor 8	Management	4

These results offer a multidimensional understanding of the various components that contribute to students' social vitality and highlight specific domains where schools, educators, and policymakers can intervene effectively to foster a more vibrant and supportive learning environment.

4. Discussion and Conclusion

The present study aimed to identify the key factors influencing social vitality among primary school students in the city of Behshahr using a sequential exploratory mixed-methods approach. The findings offer a comprehensive understanding of the structural, relational, psychological, and environmental variables that affect students' vitality in school. Based on exploratory factor analysis, eight major components were identified: environmental, teacher, perception and motivation of joy, socio-cultural, interpersonal relationships, art and aesthetics, health and well-being, and management. These factors collectively accounted for 27.4% of the variance in the total construct of social vitality among students, which is a statistically acceptable proportion in social science research, especially in studies that involve multiple behavioral and contextual dimensions.

Among these eight factors, the environmental dimension had the highest explanatory power. This category included variables such as the presence of green space, colorful classrooms, and the availability of workshop and lab facilities. This result underscores the importance of the physical learning environment in shaping students' emotions and psychological states. It aligns closely with the findings of Izadi et al. (2012), who demonstrated that school revitalization through aesthetic and infrastructural improvement leads to increased levels of engagement and emotional connection among students (Izadi et al., 2012). Likewise, Jafari and Talebzadeh (2010) emphasized the role of vibrant and interactive school spaces in promoting joy and

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participation in elementary education (Jafari & Talebzadeh, 2010). The current study's findings reaffirm these perspectives, indicating that structural and visual enhancements in the school environment are not superficial improvements, but foundational elements in promoting social vitality.

The second most influential dimension was related to teacher behaviors and instructional strategies. Variables such as using joyful teaching methods, digital tools like virtual reality, and maintaining a positive and ethical teacher-student dynamic were strongly associated with student vitality. This is consistent with the framework proposed by Niemiec and Ryan (2009), who applied self-determination theory to educational settings and showed that teacher support for autonomy and positive relationships is fundamental to student motivation and emotional well-being (Niemiec & Ryan, 2009). Furthermore, Paeizi et al. (2007) showed that students who received assertiveness and interpersonal communication training reported higher happiness levels and academic achievement, highlighting the crucial role of teacher-student interaction (Paeizi et al., 2007).

The third factor, "perception and motivation of joy," captured elements such as students' internal drive for happiness, their emotional attachment to school, and their positive views of the educational environment. This factor aligns with findings by Noorzahi et al. (2022), who reported that students with greater social vitality showed higher levels of adjustment and internal motivation (Noorzahi et al., 2022). The psychological dimensions of vitality, such as optimism, emotional safety, and perceived meaning, are therefore not just outcomes but central predictors of engagement and well-being in the school context. This also supports the argument made by Chelabi and Mousavi (2008) that vitality exists at both micro-psychological and macro-sociological levels (Chelabi & Mousavi, 2008).

The fourth factor, socio-cultural variables, includes social trust, participation in voluntary groups, and peaceful coexistence. These results reinforce prior research that highlights the social fabric of school life. Talebzadeh Shoushtari and Mazginejad (2021) found that socio-cultural capital—including community relationships and shared values—plays a central role in fostering social vitality in cities with diverse populations (Talebzadeh Shoushtari & Mazginejad, 2021). Ranjbar (2012) emphasized that sociological studies of happiness must account for contextual and structural influences, including the presence or absence of communal trust and civic participation (Ranjbar, 2012). Our findings strongly support this, especially considering the importance placed on volunteerism and communal activities in schools.

The fifth factor, interpersonal relationships, includes teacher-student interactions, peer relationships, and collegiality among staff. This dimension echoes the findings of Bano and Deka (2022), who reported that social connectedness was one of the most robust predictors of emotional resilience among students during the COVID-19 pandemic (Bano & Deka, 2022). Additionally, the work of Graupensperger et al. (2020) on student-athletes illustrated that disruptions in social relationships significantly impaired their mental health and identity development (Graupensperger et al., 2020). In a similar vein, Brown and Murphy (2018) found that strong peer networks reduced anxiety and maladaptive behaviors among university freshmen (Brown & Murphy, 2018). These studies emphasize that vitality is nurtured in relationships—between students, teachers, and broader educational personnel.

The sixth factor, art and aesthetics, encompasses both the visual and creative dimensions of the school experience, such as music programs, aesthetic classroom arrangements, and the integration of arts into the curriculum. This echoes the model of joyful learning proposed by Jafari and Talebzadeh (2010), in which music, drama, and aesthetic elements are central to fostering vitality (Jafari & Talebzadeh, 2010). Hunt and Burns (2017) also emphasized that cultural and identity expression in school settings enhances students' sense of social connectedness and self-worth (Hunt & Burns, 2017).

The seventh factor pertains to health and well-being, including mental health, physical activity, and nutrition. These variables align with the findings of Ghaffari and Shirali (2016), who demonstrated that perceptions of social security and emotional stability were positively correlated with young people's vitality (Ghaffari & Shirali, 2016). Additionally, Ansari et al. (2013) found that well-being in workplace environments—including health support and emotional safety—had a direct effect on happiness and engagement (Ansari et al., 2013). The current study thus validates similar relationships in the school context, emphasizing the holistic nature of vitality, which incorporates physical, emotional, and psychological domains.

The final factor—management—included leadership practices, administrative attention to school beauty, and collaboration among institutions. Heydari and Ghorbani Dulatabadi (2017) highlighted the importance of leadership

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strategies in fostering vitality and engagement among university staff, a principle equally applicable to elementary school leadership (Heydari & Ghorbani Dulatabadi, 2017). Afshani (2017) also noted that social vitality among youth was significantly influenced by perceptions of institutional justice and participatory governance (Afshani, 2017). These findings reinforce that effective school management should not only focus on logistics but also actively cultivate emotional and social environments that support student well-being.

In sum, the findings of this study integrate and affirm multiple strands of previous national and international research on vitality, well-being, and student engagement. By identifying and categorizing 90 components into eight meaningful factors, the study offers a robust framework for evaluating and enhancing social vitality in primary schools, especially in semi-urban Iranian settings. It also addresses gaps in the literature by providing empirical data from a less-studied region, using a methodologically rigorous design that combines thematic exploration with statistical validation.

While this study provides valuable insights, it is not without limitations. First, the generalizability of the findings is limited to the context of Behshahr and may not fully represent schools in more urban or rural areas of Iran. Second, the reliance on self-reported data from teachers and school officials may introduce response biases, particularly social desirability bias. Third, due to logistical constraints, the study did not incorporate direct feedback from students, which could have enriched the qualitative phase and strengthened the student-centered perspective. Lastly, while the mixed-methods approach ensured depth and breadth, the exploratory factor analysis accounted for only 27.4% of the variance, indicating that other influential variables may remain unexamined.

Future research should aim to replicate and extend this study in diverse educational and cultural contexts, including rural and metropolitan school systems. Expanding the sample to include students' perspectives, particularly using longitudinal or experimental designs, would provide a more comprehensive understanding of how vitality evolves over time and in response to interventions. Additionally, future studies could investigate how technological integration, teacher training programs, and parental engagement initiatives influence student vitality. Comparative studies across regions or between public and private school settings could also illuminate structural inequalities in the availability of vitality-enhancing resources.

To enhance social vitality in schools, educational policymakers and administrators should prioritize the physical and aesthetic design of school environments, ensuring they are cheerful, interactive, and supportive of well-being. Teacher training programs must include modules on positive classroom management, student motivation, and the integration of arts and technology. School leadership should foster participatory cultures where students, teachers, and parents are actively engaged in decision-making processes. Finally, cross-sector collaborations with municipal authorities, cultural institutions, and healthcare providers can amplify efforts to create emotionally vibrant, socially connected, and academically engaging schools.

Authors' Contributions

All authors significantly contributed to this study.

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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Ethical Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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