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Feasibility of AHU Nebras™: A No-Code Customized GPT for Graduate Student Support in Academic and Administrative Regulations

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Abstract

Accessing institutional policies in higher education can be cumbersome; that is particularly true whenever digital systems are underdeveloped. Customized GPTs, which represent generative AI tools, might offer a promising solution for improving information accessibility. The current study aims to explore the design and feasibility evaluation of *Nebras*, a customized GPT created to support graduate students in retrieving accurate university regulations and procedures from the Deanship of Scientific Research and Graduate Studies in a university in Jordan called Al-Hussein Bin Talal University (AHU). The GPT was designed using OpenAI's platform without using any coding. The procedure of design and development of the Nebras was presented. In addition, to evaluate its performance, a set of 100 real-world questions was submitted to Nebras. The questions were generated from frequently asked real-life inquiries collected from Deanship staff, reflecting the most common issues they face daily. The accuracy of the responses was checked on a scale from 1 (very poor) to 5 (excellent) from a panel of reviewers. The results showed a high mean score for the accuracy of the responses (M = 4.10, SD = 1.32), indicating that the system's responses were rated as Good or Excellent. A further analysis of the accuracy of the responses showed that the reasons for the scores between 1 to 3 were categorized into three types: ones related to the quality or types of the questions (prompts), ones related to the quality and comprehensiveness of the content of the provided institutional documents loaded to the customized GPT, and ones related to the GPT itself. AHU Nebras shows promising potential as an accessible, AI-powered tool for enhancing regulatory support in higher education institutions, particularly within developing countries. Building on these feasibility results, the study recommends enhancing the quality and the comprehensiveness of the set of the instruction feed up to the system based on reviewed academic and administrative regulations, accompanying the pilot launch of the custom GPT with simple manual of use and short training for the potential users, and conducting a pilot study to evaluate AHU Nebras's effectiveness and user experience within real academic contexts.

Keywords: AHU Nebras, Customized GPT, No-code development, generative AI, graduate student support, feasibility study

1. Introduction

Generative Pre-trained Transformers (GPTs) have rapidly become central to conversations on artificial intelligence in education. GPTs are a class of Large Language Models (LLMs) that are trained to predict the next word in a sequence, enabling them to generate well-structured text (Bandyopadhyay et al., 2023). The emergence of generative Artificial Intelligence (AI) tools has transformed many of the ways we do things. These tools have also significantly impacted the roles of both teachers and students in the educational process. Previous studies have highlighted the role of generative AI in education in terms of designing personalized learning experiences (Abas, Arumugam, Yunus, & Rafiq, 2023; Gasaymeh, & AlMohtadi, 2024), providing digital assistants (Gasaymeh, Abu Qbeita, AlMohtadi, & Beirat, 2025), enhancing students' motivation (Zhou & Li, 2023), stimulating creativity and fostering innovation (Gasaymeh, Beirat, & Abu Qbeita, 2024), increasing efficiency and productivity (Firaina & Sulisworo, 2023), and supporting critical thinking and analysis (Guo & Lee, 2023). Furthermore, these tools can be used to improve the efficiency of the education management process in revolutionary ways by providing immediate access to information, educational support, and help with communication (Harini, 2023).

One of the most significant generative AI tools is OpenAI's Chat Generative Pre-Trained Transformer (ChatGPT). ChatGPT is one of the most used AI tools among higher education students and educators. The widespread adoption of

ChatGPT has prompted educators and researchers to consider its implications for education. The popularity of OpenAI's ChatGPT, along with criticism that general-purpose GPT models are not well-suited for specialized tasks, often described as "a jack of all trades, master of none" (Kocoń et al., 2023), has contributed to the emergence of customized GPTs. These tailored versions are deliberately configured to meet the demands of specific tasks, users, or contexts and have been described as follows:

> *Customized GPTs are a new way for anyone to create a tailored version of ChatGPT to be more helpful in their daily life, at specific tasks, at work, or at home—and then share that creation with others. For example, GPTs can help you learn the rules of any board game, help teach your kids math, or design stickers. Anyone can easily build their own GPT—no coding is required. You can make them for yourself, just for your company's internal use, or for everyone. Creating one is as easy as starting a conversation, giving it instructions and extra knowledge, and picking what it can do, like searching the web, making images, or analyzing data. (OpenAI, 2023)*

Customized GPTs are built using OpenAI's, which allows users to configure special instructions, upload documents, and specify capabilities using plaintext. Developing simple, customized GPTs does not require advanced technical skills, which would *contribute to democratizing AI use*. Customized GPTs can be prompt-engineered to provide more precise responses in specialized fields (Hegazy, 2024). In addition, customized GPTs can provide responses that are specifically aligned with organizational policies (Rane, 2024). In higher education, Customized GPTs can be used in various ways, including acting as a virtual assistant for academic advising and administrative procedures, to provide 24/7 support that would reduce the load on staff (Thottoli, Alruqaishi, & Soosaimanickam, 2024). Customized GPTs can be used to enhance institutional communication by standardizing messages. They improve accessibility by simplifying content.

The development of OpenAI's customized GPTs requires defining specific core elements that include properties, instructions, knowledge, capabilities, and actions (Antebi et al., 2024). Properties are related to setting the GPT's name, image, description, and conversation starters (Antebi et al., 2024). Instructions are related to guiding GPT behavior by inputting pre-prompts in plain text, such as creating a domain-specific assistant or setting a specific communication tone for targeted audiences (Antebi et al., 2024). To provide customized GPT with the required knowledge, documents that contain specialized information can be uploaded to ensure context-aware responses (Antebi et al., 2024). To extend the tool's functionality, capabilities can be added to the customized GPTs. Types of these capabilities include web browsing and DALL·E image generation. Finally, actions involve connecting the GPT to external services via Application Programming Interfaces (APIs) using the OpenAPI schema, allowing the GPT to perform tasks such as executing functions by interacting with other platforms (Antebi et al., 2024). However, simpler forms can also be developed without the need for technical knowledge and skills.

In higher education, customized GPTs have proven useful in streamlining academic and administrative communication. Several studies examined the applications of customized GPT in higher education. For instance, Chukhlomin (2024) conducted a study that aimed to examine the use of custom GPTs in advancing higher education strategy through AI insights and streamlined decisions. The methodology involves developing and implementing two custom GPTs, which were called the Strategic Advisor GPT and the Expert Panel GPT. Strategic Advisor GPT offers data-driven recommendations; Expert Panel GPT simulates stakeholder views. The results showed that the custom GPTs can generate valuable insights and recommendations aligned with institutional objectives. However, the study also emphasizes the importance of human expertise in interpreting and implementing GPT-generated outputs. In another study, Kabir et al. (2025) conducted a study that aimed to assess the potential of customizable GPTs tailored to prepare and write research manuscripts in the medical field. The study involved developing and evaluating two customized GPTs under the names Neurosurgical Research Paper Writer and Medi Research Assistant. The results showed that the GPT models were able to efficiently and consistently produce accurate outputs from input prompts based on their specific configurations. It effectively analyzed existing literature that it found and synthesized information in ways that were reliable and written in ways comparable to manuscripts authored by scientific professionals.

Furthermore, Garrido-Merchán et al. (2024) examined the effectiveness of customized GPT to teach Business Statistics by developing and testing Business Statistics Virtual Professor (BSVP). The study involves comparing the developed GPT with that of ChatGPT-4 Turbo using real student questions. The results showed that while BSVP provided more context-aware answers, especially for specific tasks, there were no statistically significant differences in overall answer quality, depth, or alignment. The study concludes that customization enhances tone and relevance but does not significantly outperform standard models in objective performance. They noted that "customizing AI assistants like BSVP may offer practical benefits for educators and educational institutions by enhancing student interaction through communication styles tailored to their cultural and academic expectations, saving instructors time by addressing frequent queries, and increasing student trust in a tool customized with course content. Moreover, in complex subjects or those with multiple theoretical approaches, customization can provide more precise and relevant responses, further enhancing its utility in educational settings" (p.9).

In another study that employed customized GPT to support graduate students' learning, Kang and Lee (2025) explored how graduate students develop fine-tuned prompt literacy that is related to the ability to strategically craft and refine prompts to engage effectively with the GPT tool for academic writing (MyGPT). The study involved asking four students to interact with MyGPT and then collecting qualitative data that included semi-structured interviews, participants' reflective journals, and analyses of their prompt-writing practices and AI-generated outputs. The results showed that students learned to use AI tools more effectively by practicing, adjusting prompts, and thinking critically about the results. This helped them write better, feel more confident, and understand both the benefits and limits of AI.

In medical education, customized GPT has made a high contribution. Research studies have examined the application of customized GPT in medical education. For instance, Pu et al. (2025) investigated the effectiveness of a custom GPT model in enhancing clinical knowledge acquisition among medical students and physicians. A custom GPT was developed using updated teaching resources, and its accuracy was assessed through clinical questions compared with standard medical guidelines. Survey responses were collected from medical students and physicians across different stages and hospital types to evaluate satisfaction. Results showed that the custom GPT achieved a higher accuracy rate (83.6%) than general AI models and matched the performance of a professional AI (Glass Health). Residents expressed the highest satisfaction, reporting increased independence, motivation, and confidence in learning. Additionally, residents using custom GPT performed better on knowledge tests compared to those using traditional learning materials. In another study that was conducted in medical education, Collins et al. (2024) explored the design and performance of AnatomyGPT, a customized generative AI application developed to support anatomical sciences education. Using GPT Builder, AnatomyGPT was configured by uploading open-source anatomy textbooks and incorporating instructional prompts to guide interaction. The researchers compared AnatomyGPT's responses to those of standard ChatGPT using prompts from the National Board of Medical Examiners (NBME) sample items. The results showed that AnatomyGPT performed comparably to ChatGPT in terms of accuracy and rationale quality but outperformed it by including citations in its responses. AnatomyGPT achieved high scores across Gross Anatomy, Embryology, Histology, and Neuroscience sections. These findings suggest that custom GPTs like AnatomyGPT have the potential to function as intelligent tutoring systems in medical education.

In the Arab world, there is limited research that examines the use of customized GPT in higher education. For instance, in Qatar, Qadir (2025) conducted an empirical study to explore the impact of customized GPT on undergraduate students' learning enhancement. The study followed a mixed research design in which a questionnaire was used to gather quantitative and qualitative data from over 100 students enrolled in two distinct computer education courses. The results indicated that the customized GPT supported personalized learning, real-time feedback, and problem-solving across technical and ethical course contexts.

Customized GPTs are increasingly used in higher education to enhance academic experiences by supporting personalized learning, improving writing quality, offering real-time feedback, and assisting with complex problem-solving. In higher education, customized GPTs make AI more accessible and might offer accurate, policy-based support, provide 24/7 assistance, reduce staff workload, and improve communication. These tools allow students to interact with discipline-specific content more effectively, fostering greater engagement in their studies.

Despite the growing use of customized GPTs in academic contexts, their application for institutional administrative support, particularly in retrieving official university regulations, has received relatively little empirical focus. In many higher education institutions, especially in developing countries, accessing accurate academic and administrative information can be fragmented, time-consuming, and dependent on manual staff responses. There is limited empirical evidence regarding whether a no-code customized GPT can reliably deliver policy-based responses aligned with official institutional documents. Therefore, there is a need to design and systematically evaluate the feasibility and accuracy of such systems before institutional deployment.

The current study aims to explore the design and feasibility evaluation of *Nebras*, a customized GPT created to support graduate students in retrieving accurate academic and administrative university regulations and procedures from the Deanship of Scientific Research and Graduate Studies in a university in Jordan. The current study has the following research questions:

- How can a no-code custom GPT (AHU Nebras) be designed and developed to support graduate students in retrieving academic and administrative regulations?
- To what extent does the custom GPT (AHU Nebras) provide accurate responses to graduate students' inquiries, and what factors explain any inaccuracies?

2. Method

The current study aimed to provide guidelines for the design and evaluation of customized GPT to support graduate

students in retrieving accurate university academic regulations and administrative procedures in relation to their studies. The method section was divided into sub-sections. The first one provides the steps to create the customized OpenAI GPTs. At the same time, the second one provides the procedure that was followed to evaluate the feasibility of the customized GPT.

Procedure for Creating AHU Nebras Using a No-Code Platform

This section presents the practical development steps of AHU Nebras, a customized GPT created to support graduate students at AHU. Developed using OpenAI's no-code ChatGPT Builder. This customized GPT was designed to provide 24\7 responses to graduate students in relation to academic regulations and administrative procedures offered by the Deanship of Scientific Research and Graduate Studies. The following steps are supported by illustrative screenshots to visually illustrate the steps to create a replicable model.

Step 1: Define Purpose and Target Users

The project began by defining the core purpose of AHU Nebras. The aim was to provide graduate students at Al-Hussein Bin Talal University (AHU) with document-based answers related to academic regulations and administrative procedures. These academic regulations and administrative procedures were offered by the Deanship of Scientific Research and Graduate Studies at the university. Graduate students were identified as the user group. The university offers master's degrees in several majors and only one PhD degree in the curriculum and instruction major.

Step 2: Curate Reference Materials

To build a reliable information base, official AHU documents relevant to graduate studies that were available on the website of the Deanship of Scientific Research and Graduate Studies at the university were collected. These documents included the PhD Dissertation Manual, Arabic Proficiency Exam Criteria, Graduate English Placement Guidelines, Master's Degree Award Regulations, Doctoral Degree Award Regulations, MA Thesis Guide – Faculty of Arts, Humanities Thesis Guide, Thesis Guide for Science Students, and the Study Approval Criteria for Employees by AHU. All documents were reviewed for accuracy and saved in consistent formats (PDF and DOCX) to ensure reliable performance across queries.

Step 3: Open the GPT Builder Interface

The GPT Builder was accessed through the ChatGPT platform by navigating to "Explore GPTs" with the following link: https://chatgpt.com/gpts and clicking on "Create" to initiate a new project. This launched a user-friendly interface that allowed for customization without any need for programming skills. The intuitive layout made it easy for non-technical staff to contribute to the development process, reinforcing the accessibility of the platform. Figure 1 shows the ChatGPT interface showing the "Create" button or the GPT Builder homepage.

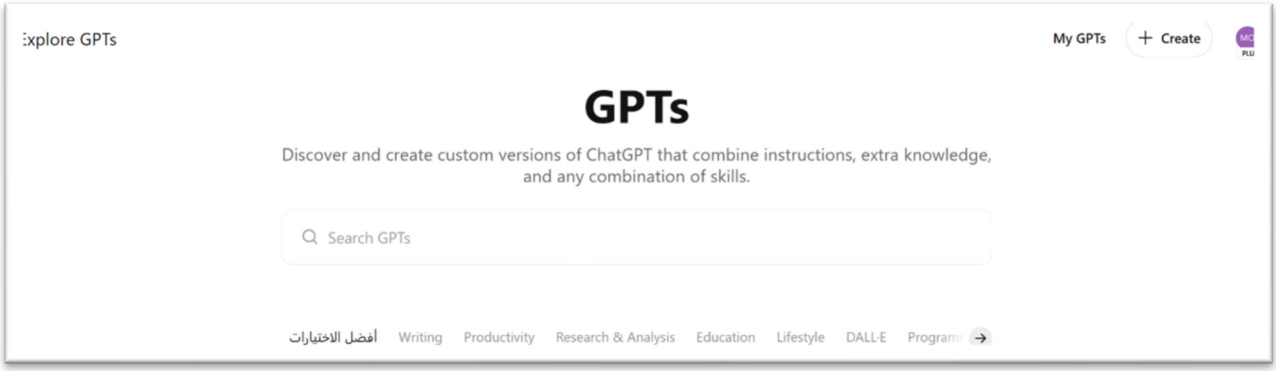

Figure 1. ChatGPT interface showing the "Create" button or GPT Builder homepage

Step 4: Enter GPT Metadata

In this step, the research team entered key metadata to define the customized GPT. They assigned the name "Nebras," which is an Arabic word that means "The lamp or torch that guides one through the darkness." Crafted a concise description, "Al-Hussein Bin Talal University Assistant for Answering Graduate Students' Inquiries — Provided by the Deanship of Scientific Research and Graduate Studies." In addition, a university logo was uploaded to establish a clear visual identity. This metadata configuration ensured that AHU Nebras would be easily distinguishable from other GPTs and supported its recognition across the university community. Figure 2 shows the Metadata input screen with name, description, and logo fields.

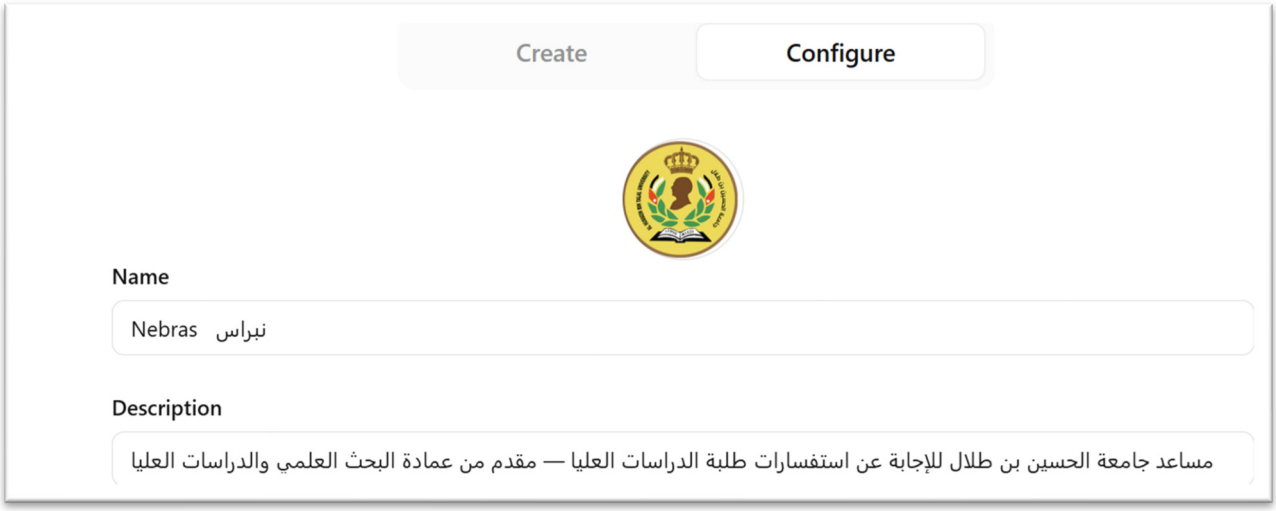

Figure 2. Metadata input screen with name, description, and logo fields

Step 5: Define Behavior and Instructions

Clear instructions to guide how Nebras interacts with graduate students were provided. This instruction set includes explicit instructions for the system to act as a virtual assistant, to provide accurate, policy-based information strictly from uploaded official AHU documents, and to avoid personal opinions, legal advice, and any content outside these sources. The assistant was instructed to use a professional, supportive tone, to explain policies in student-friendly language, and to present complex information using bullet points or steps. Furthermore, the customized GPT was instructed to avoid using slang, emojis, and guessing and to ask for clarification when needed. For any inquiries related to graduate forms, the system was directed to guide the students to the official portal at https://ahu.edu.jo/FormsAR.aspx. In addition, a set of conversation starters was provided, where these starters were based on the most frequently asked questions that were identified by the staff of the Deanship of Scientific Research and Graduate Studies. Examples of these starters were questions such as, "Is there a specific form to switch from the comprehensive track to the thesis track?" "What is the passing grade for remedial courses?" "How many credit hours are required for the PhD program?", and "What is the minimum cumulative GPA required for graduation for the PhD program?" Figure 3 shows the behavior instruction input box with example prompts.

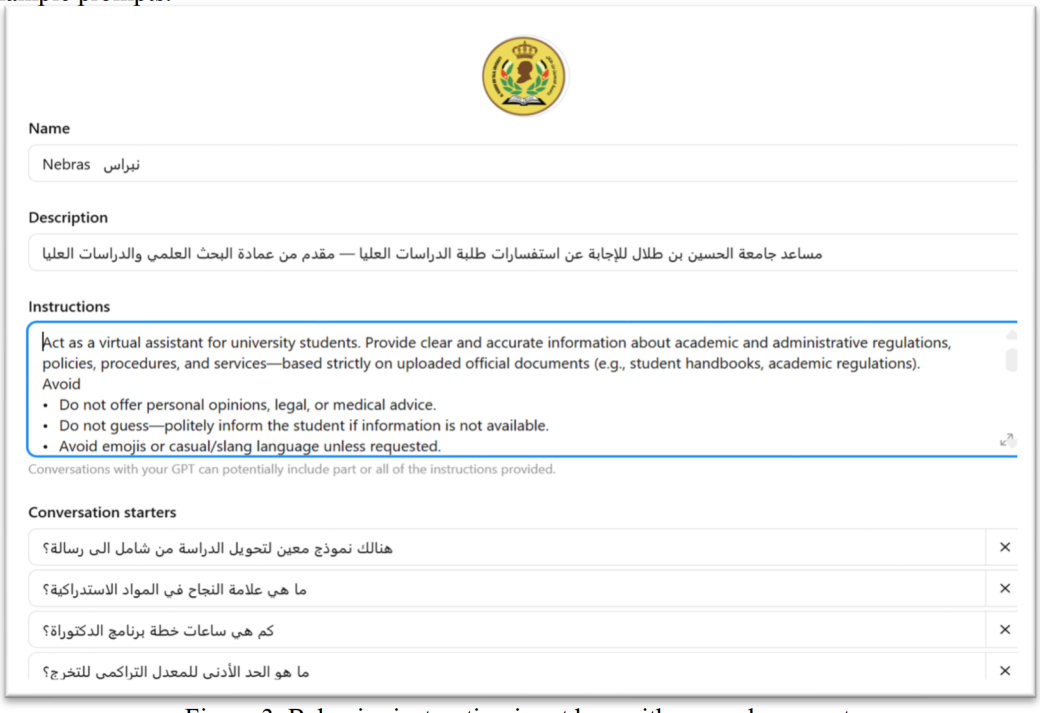

Figure 3. Behavior instruction input box with example prompts

Step 6: Upload Reference Files

All official AHU documents were uploaded using the platform's drag-and-drop interface. These documents include key academic regulations and guides, such as the PhD Dissertation Manual, Arabic Proficiency Exam Criteria, Graduate English Placement Guidelines, award regulations for master's and doctoral degrees, thesis guides for the Faculty of Arts, Humanities, and Science students, as well as the study approval criteria for AHU employees. Once uploaded, the system automatically processes and indexes the content, forming the internal knowledge base from which Nebras generates responses. Figure 4 shows the document upload interface showing the file list.

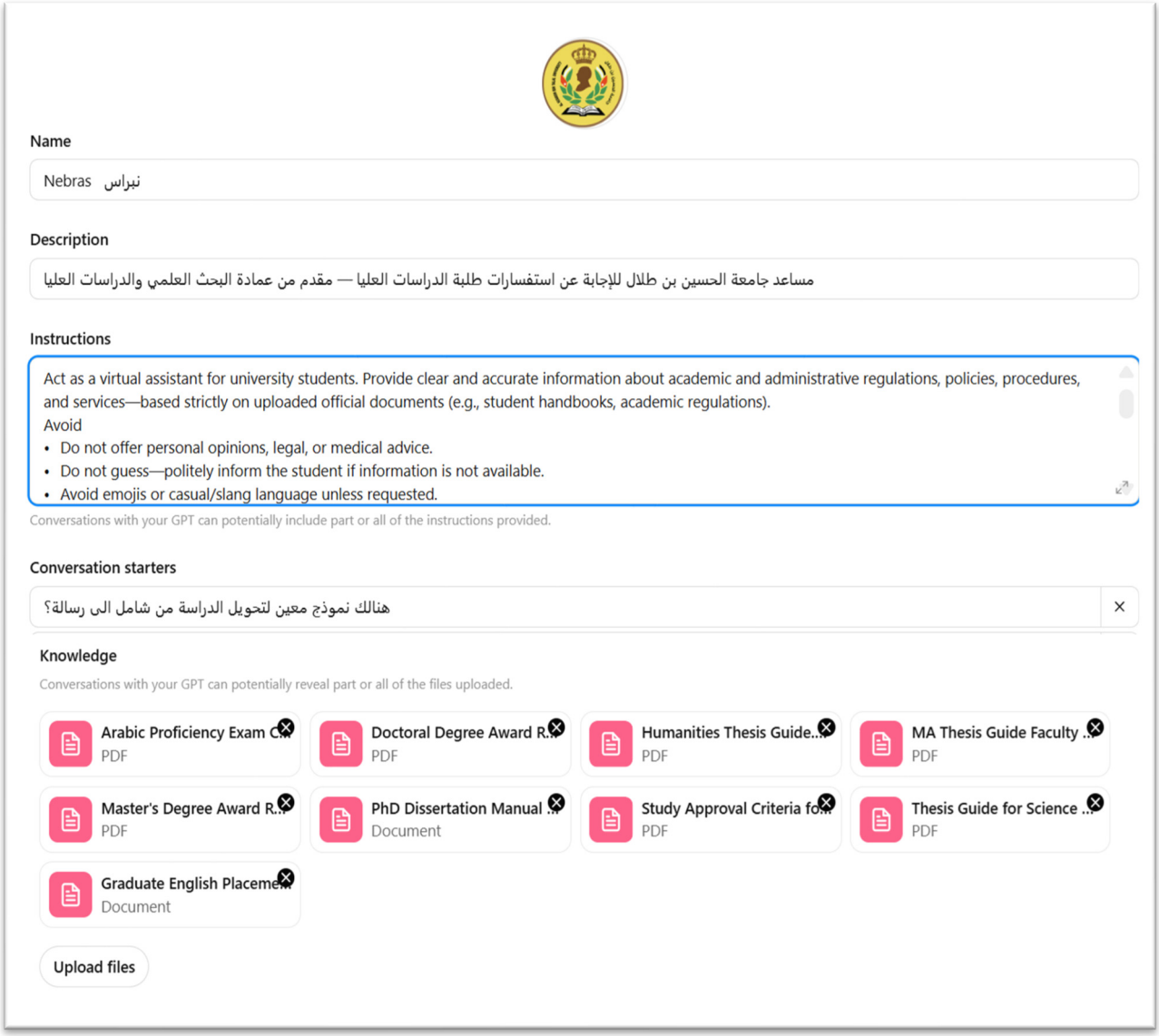

Figure 4. Document upload interface showing file list

Step 7: Add Sample Conversations

To enhance reliability and modeling, the team added sample Q&A exchanges simulating realistic interactions. For instance, a question such as "How should references be cited within the dissertation text?" Answer: Based on the Dissertation Manual by AHU (page 22), references should follow the APA citation style, using the author's last name and year of publication in parentheses either at the beginning or end of the sentence. Example formats and cases are provided in Models 21 to 28. These examples helped train the GPT to produce answers aligned with user expectations and university norms. Figure 5 shows a sample conversation entry screen. None of the advanced capabilities—such as web search, canvas for document or code editing, GPT-4 image generation, or the code interpreter for data analysis—were enabled, and no custom actions were created. This was a deliberate decision based on the specific purpose of the GPT: to assist graduate students strictly using the content of officially uploaded documents. By disabling external tools and dynamic actions, the model ensures that all responses remain fully aligned with institutional policies and verified academic sources, maintaining compliance with university regulations.

Figure 5. Sample conversation entry screen

Step 8: Test, Publish, and Share

After completing and updating the configuration, a short internal test was conducted using a few sample queries with a few staff members from the Deanship of Scientific Research and Graduate Studies to confirm the GPT's basic functionality. Upon verification, AHU Nebras was published using the "Shared via link" feature to allow controlled access for intended users. Figure 6 shows *the* visibility setting screen with sharing options selected.

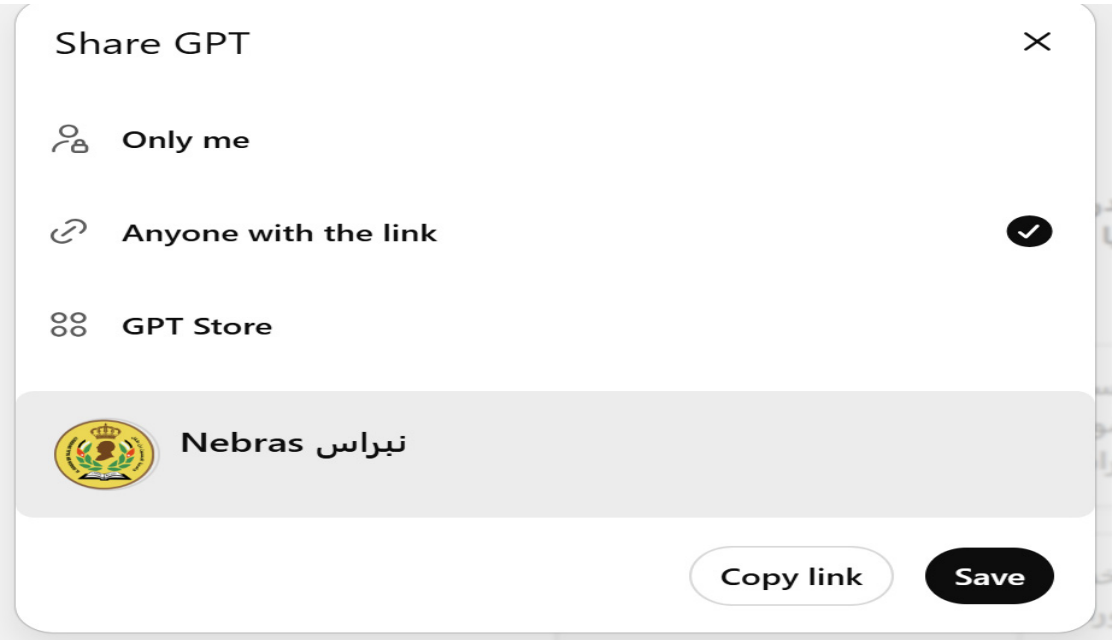

Figure 6. Visibility setting screen with sharing options selected

These previous steps were summarized in Figure 7, which shows the procedure for creating customized GPT: AHU Nebras™. After creating this customized GPT, the evaluation of their initial performance was conducted. The following section presents the initial procedure for evaluating the customized GPT.

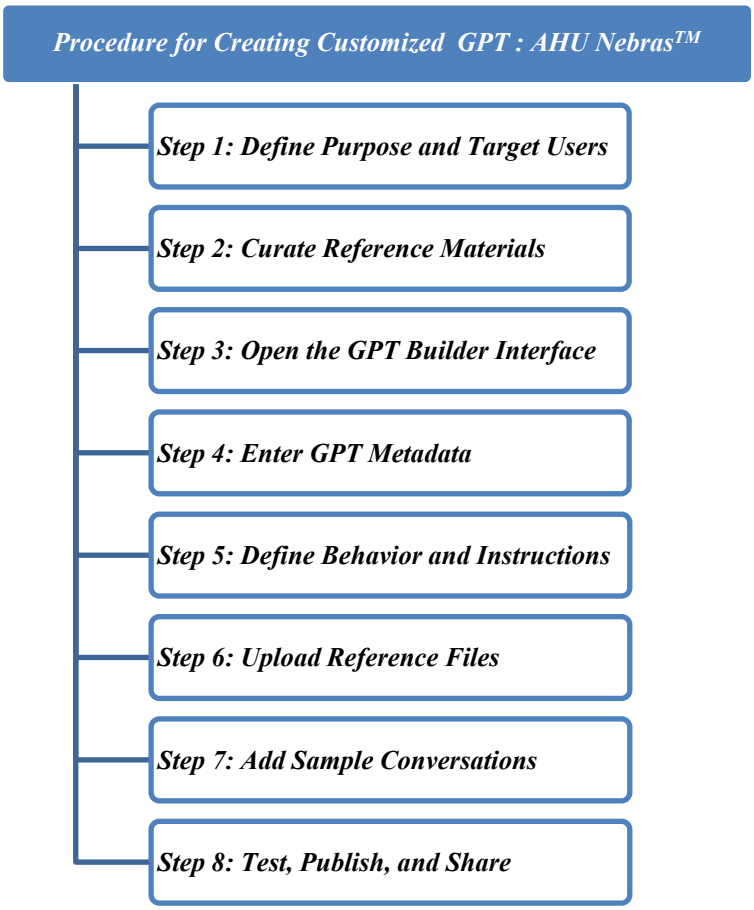

Figure 7. Procedure for Creating Customized GPT: AHU Nebras™

Procedure for evaluating AHU Nebras

To evaluate the initial performance of the AHU Nebras customized GPT assistant, the study adopted a mixed-methods evaluation approach, combining structured quantitative scoring with qualitative reflections. A total of 100 representative academic and administrative questions that were frequently asked by graduate students were compiled in collaboration with front-desk staff at the Deanship of Scientific Research and Graduate Studies, who possess firsthand knowledge of common student inquiries and institutional policy interpretations. The following shows sample questions:

How can I apply for admission?

1. *Is it necessary to authenticate all the required documents?*
2. *What is the tuition fee per credit hour for the master's program?*
3. *Is it mandatory to have a TOEFL or IELTS certificate?*
4. *Are the lectures held on campus (in person)?*
5. *How many courses can I register for in the summer semester?*
6. *Is there a specific period for registering thesis hours?*
7. *Is it possible to modify the thesis title?*
8. *How many final copies of the thesis must be submitted?*
9. *What is the acceptable plagiarism percentage?*

Each of the 100 questions was input into the GPT assistant, and the responses were evaluated for accuracy. Accuracy refers to the accuracy of the information provided based on the university's official policies and approved data. Responses were rated on a five-point scale (1 = Very Poor to 5 = Excellent). Alongside these quantitative evaluations, qualitative observations were documented for the responses that ranked 3 or less.

3. Results and Discussion

The first research question, which addressed how the custom GPT (AHU Nebras) was designed and developed using a no-code platform, was answered in the Method section. The development process was systematically presented and

summarized in Figure 7. The procedure included defining the purpose and target users, curating and reviewing official institutional documents, configuring metadata and behavioral instructions, uploading reference files, adding sample conversations, and finally testing and publishing the system. These structured steps illustrate a replicable no-code model for building a policy-aligned custom GPT in higher education.

The second research question, which examined the extent to which AHU Nebras provides accurate responses and the factors contributing to inaccuracies, is addressed in the following section through quantitative evaluation results and qualitative analysis of response errors.The evaluation of AHU Nebras based on responses to 100 questions using a five-point Likert scale ranging from 1 for Very Poor 1 to 5 for Excellent 5 showed that the mean score (M = 4.10) indicates that the system's responses were rated between Good and Excellent. This finding reflects a strong level of operational performance of AHU Nebras. It was able to, to some extent, produce accurate answers across the tested items. The value of standard deviation was 1.32, indicating a moderate degree of variation in the accuracy of responses. The table shows the distribution of performance ratings assigned to AHU Nebras in a system-level evaluation consisting of 100 test questions.

Table 1. Evaluation Results of AHU Nebras Based on 100 Questions

Rated level	**Frequency**	**Percent**	**Cumulative Percent**
Very Poor	9	9.0	9.0
Poor	8	8.0	17.0
Fair	4	4.0	21.0
Good	22	22.0	43.0
Excellent	57	57.0	100.0
Total	100	100.0	

Table 1 shows that there were significant issues with the accuracy of 21 (21%) answers that ranged from Very Poor to Fair. As has been noted before, the staff at the Deanship of Scientific Research and Graduate Studies who wrote the questions were asked to write the questions in the same way as they received them from students. The answers to these questions were examined one by one, and based on this examination, a set of reasons was identified to justify such poor to fair performance in answering these questions. These reasons were categorized into three categories: ones related to the questions (prompts) themselves, ones related to the type of content existing in the institutional documents loaded to the customized GPT, and ones related to the GPT itself. For instance, 10 questions fell in the first category, and five inaccurate answers were due to the inaccuracy in the questions and their wording, and five inaccurate answers were due to the reason that the question fell outside the scope of the instructions of the Deanship of Scientific Research and Graduate Studies. For instance, one of the questions should be answered by the university's financial department rather than the Deanship. Four questions fell in the second category, and the inaccurate answers were due to the ambiguity in institutional documents loaded into the system. Finally, the 7 inaccurate answers were attributed to errors in customized GPT performance.

Research has shown that ambiguous prompts might cause poor performance of LLMs such as the current examined GPT. Differences in phrasing of questions asked to LLMs can shift their output from high accuracy to nonsense. Jacobsen and Weber (2025) found that only the best prompt consistently produced high-quality feedback. When giving the GPT a prompt that is outside its knowledge, it is expected to provide wrong answers. (Du, Zhao, Ju, & Pan, 2025) found that GPTs tend to overstep boundaries when the user query is "out-of-distribution" from the instruction set.

For the second set of inaccurate answers that were due to the ambiguity of the content of the institutional documents loaded to the customized GPT, where the university regulations and guidelines included in the uploaded files require careful review, clarification of certain provisions, and updating them to date to ensure communicating them in the right ways to the students by the customized GPT. The precision instructions and documents loaded to the customized GPT would strongly influence its correctness. The last reasons for the inaccurate responses were attributed to errors in the customized GPT's internal performance: i.e., the model misprocessed correct prompts and instructions. Such errors can arise from hallucinations related to the phenomena that the model generates plausible but false content (Dang, Tran, & Nguyen, 2025). Such phenomena might be a widespread problem in LLM deployments (Dang, Tran, & Nguyen, 2025).

4. Conclusion and Recommendations

The current initiative represent a smaller scale one that does not require or involve using much of resources where a simple registration to ChatGPT was all the required from the technical side the current study the finding of the current study opened for how easy now to administrator and academic regulation in higher education institution in addition it's opened the door for various uses of customized GBT for educational and administration purposes in the institutions of higher education.

Building on these feasibility results, the study recommends enhancing the quality and the comprehensiveness of the set of the instruction feed up to the system based on reviewed, up to date, clear academic and administrative regulations, that require refinement of Institutional Documents and Instruction Sets through conducting a comprehensive audit of the used institutional documents in the customized GPT to make sure they clear, accurate, and up to date. In addition, since these

documents were updated regularly over time, there is a need to make sure that these documents have standardized terminology to make it easy for the customized GPT to understand them and provide accurate answers.

To overcome the resulting issues regarding the quality and the type of prompts, it is recommended to provide potential users with structured prompt-writing training, an FAQ-based input library, and information in the form of a simple manual about the customized GPT's scope and limitations. In addition, the study recommended moving to the next step of conducting a pilot study to evaluate AHU Nebras's effectiveness and user experience within real academic contexts. However, such steps need to be accompanied by continuous system optimization and continuous evaluation.

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Author contributions

Dr. Al-Mothana M. A. Gasaymeh was responsible for the conception and design of the study, development of the AHU Nebras™ customized GPT, data collection, data analysis, interpretation of the findings, and drafting and revising the manuscript. The author also approved the final version of the manuscript for publication.

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Competing interests

The author declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Redfame Publishing.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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