

# Predicting Social Anxiety Through Peer Rejection and Fear of Negative Evaluation in Youth

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## ABSTRACT

**Objective:** This study aimed to examine the predictive roles of peer rejection and fear of negative evaluation in relation to social anxiety among adolescents in Peru.

**Methods and Materials:** The research employed a correlational descriptive design with a sample of 378 adolescents selected based on the Krejcie and Morgan sampling table. Participants were recruited from public and private secondary schools in Peru using stratified random sampling. Standardized instruments were used to measure the study variables: the Social Anxiety Scale for Adolescents (SAS-A) for social anxiety, the Peer Experiences Questionnaire – Revised (PEQ-R) for peer rejection, and the Brief Fear of Negative Evaluation Scale (BFNE) for fear of negative evaluation. Data were analyzed using SPSS version 27. Pearson correlation was used to examine the relationships between the dependent and independent variables, and linear regression was conducted to assess the predictive power of peer rejection and fear of negative evaluation on social anxiety.

**Findings:** The results revealed that both peer rejection and fear of negative evaluation had significant positive correlations with social anxiety ( $p < .01$ ). Linear regression analysis showed that both independent variables significantly predicted social anxiety ( $p < .001$ ), with fear of negative evaluation emerging as the stronger predictor. These findings indicate that adolescents who experience higher levels of peer rejection and who exhibit greater fear of negative evaluation are more likely to report elevated symptoms of social anxiety.

**Conclusion:** The study highlights the importance of both interpersonal experiences and internal cognitive mechanisms in the development of social anxiety among adolescents. The findings suggest that addressing fear of negative evaluation and improving peer relationships may be key targets for early intervention and prevention strategies aimed at reducing social anxiety in school-aged youth. This study aimed to examine the structural relationships between thought/action fusion, cognitive beliefs, mindfulness, and experiential avoidance with symptoms of OCD in a non-clinical population.

**Keywords:** Social anxiety, peer rejection, fear of negative evaluation, adolescents, cognitive vulnerability, Peru.

## 1. Introduction

Social anxiety is a prevalent and impairing condition in adolescence, marked by persistent fears of negative evaluation, embarrassment, and social rejection. It can significantly hinder peer relationships, academic engagement, and psychological development. As adolescents navigate a period of intensified social awareness and peer influence, social anxiety may become especially salient, creating a cascade of difficulties that persist into adulthood. Researchers have consistently found that early manifestations of social anxiety are linked with future emotional distress, social withdrawal, and impaired functioning, underscoring the importance of identifying its antecedents during youth (Delgado et al., 2016; Grossman, 2021; Mak et al., 2017).

One of the most salient predictors of social anxiety in adolescence is peer rejection. Defined as the experience of being deliberately excluded or dismissed by peers, peer rejection threatens the fundamental human need to belong and may fuel persistent social fears (Hofmann, 2023; Rotenberg, 2020). Studies suggest that adolescents who experience consistent rejection from peers often develop cognitive patterns of self-doubt and rejection sensitivity, both of which contribute to the development of social anxiety symptoms (Joo & Cho, 2020; Wright & Wachs, 2019). In longitudinal models, peer rejection has been found to serve not only as a predictor of social anxiety but also as a maintenance factor, particularly when accompanied by a lack of corrective peer experiences (Rappaport et al., 2021).

Peer rejection is further complicated by its emotional and neural consequences. Functional MRI research has demonstrated that adolescents who face peer rejection show altered neural activity in brain regions associated with emotional regulation and social cognition (Gu et al., 2020; Lee et al., 2014). These neural responses are particularly heightened in individuals predisposed to internalizing disorders, suggesting that the combination of rejection experiences and individual vulnerability can create a fertile ground for social anxiety to take root. For example, peer rejection has been associated with increased cortisol reactivity, a biological marker of stress sensitivity, especially among those with genetic or psychological predispositions (Auer et al., 2020).

Moreover, rejection experiences often shape adolescents' internal working models of self and others. When adolescents perceive rejection as stable, global, and uncontrollable, they are more likely to develop maladaptive

schemas that foster hypervigilance to social threat and avoidance of social situations (Bintas-Zorer & Dirik, 2023; Caouette & Guyer, 2016). Such patterns have been shown to emerge as early as middle school and are linked with deteriorating social confidence and increased internalizing symptoms (Kaufman et al., 2019; Rowe et al., 2014). These findings underscore the importance of peer dynamics in the developmental trajectory of social anxiety.

In addition to peer rejection, fear of negative evaluation has emerged as a central cognitive mechanism underlying social anxiety. Fear of negative evaluation refers to the apprehension about being judged unfavorably by others and is considered a core cognitive component of social anxiety disorders. Adolescents with elevated fear of negative evaluation are more likely to interpret ambiguous social cues as threatening and to anticipate rejection, regardless of context (Patel et al., 2022; Ying et al., 2022). This anticipatory anxiety often leads to social withdrawal, limiting opportunities for positive peer interactions and reinforcing the cycle of anxiety (Park, 2023; Sadka et al., 2023).

The theoretical and empirical literature emphasizes the close interplay between peer rejection and fear of negative evaluation in predicting social anxiety. These two variables do not operate in isolation; rather, experiences of peer rejection can heighten adolescents' fear of negative evaluation, while heightened fear of evaluation may increase the perception of rejection, even in benign contexts (Hussain et al., 2023; Lee, 2023). This bidirectional relationship has been documented in both cross-sectional and longitudinal studies, suggesting that adolescents trapped in this dynamic may be especially vulnerable to chronic and escalating social anxiety symptoms (Rappaport et al., 2023; Su et al., 2016).

Cultural and contextual factors also shape how peer rejection and fear of negative evaluation influence social anxiety. In collectivist societies, such as those in Latin America, interpersonal harmony and social approval are highly valued, which may exacerbate the impact of rejection and negative evaluation on youth mental health. Adolescents in these contexts may be more sensitive to perceived disapproval and thus more prone to internalizing symptoms when social inclusion is threatened (Bintas-Zorer & Dirik, 2023; Setiani et al., 2024). Furthermore, the transition into adolescence in these cultures often brings intensified academic and social expectations, creating an environment where social performance is closely scrutinized and fear of failure becomes internalized (Baartmans et al., 2020; Delgado et al., 2016).

It is also important to consider developmental perspectives on these processes. During adolescence, peer relationships become more central to identity formation, and social comparison increases. Adolescents become acutely aware of their status among peers and often base their self-worth on peer approval. Those who experience rejection or fear being judged negatively may interpret these experiences as reflective of personal inadequacy, further deepening social anxiety (Mak et al., 2017; Rappaport et al., 2021). Additionally, early family interactions and parenting styles have been found to influence adolescents' susceptibility to social anxiety, particularly through the development of rejection sensitivity and emotion regulation difficulties (Rowe et al., 2014; Sadka et al., 2023).

Despite a growing body of literature confirming the individual effects of peer rejection and fear of negative evaluation on social anxiety, few studies have simultaneously examined their combined predictive power in youth populations, particularly within Latin American contexts. Peru, like many countries undergoing rapid social and educational transitions, presents a unique backdrop in which peer relationships and social evaluative concerns may take on heightened significance. Understanding how these psychological and social variables interact in Peruvian adolescents can inform culturally sensitive interventions aimed at preventing and reducing social anxiety symptoms in school settings.

This study seeks to fill this gap by examining the predictive roles of peer rejection and fear of negative evaluation on social anxiety in a sample of Peruvian adolescents. Drawing from cognitive-behavioral and interpersonal frameworks, the study explores whether these variables, independently and in combination, contribute to the emergence and severity of social anxiety.

## 2. Methods and Materials

### 2.1. Study Design and Participants

This study employed a correlational descriptive design to examine the relationship between peer rejection, fear of negative evaluation, and social anxiety in youth. The research sample consisted of 378 adolescents from Peru, selected through stratified random sampling to ensure appropriate representation across different schools and regions. The sample size was determined based on the Krejcie and Morgan (1970) table for a population of this scale, ensuring statistical adequacy. Participants ranged in age from 13 to 18 years and were enrolled in various public

and private secondary schools. Informed consent was obtained from all participants and their guardians prior to data collection.

### 2.2. Measures

#### 2.2.1. Social Anxiety

To measure the dependent variable of social anxiety, the Social Anxiety Scale for Adolescents (SAS-A) developed by La Greca and Lopez (1998) was used. This standardized self-report instrument consists of 22 items rated on a 5-point Likert scale ranging from 1 (not at all) to 5 (all the time). The scale comprises three subscales: Fear of Negative Evaluation (FNE), Social Avoidance and Distress in New Situations (SAD-New), and Social Avoidance and Distress in General (SAD-General), as well as four filler items that are not scored. Higher scores indicate greater levels of social anxiety. The SAS-A has been widely validated in adolescent populations, with studies confirming its strong internal consistency (Cronbach's alpha coefficients typically above 0.85) and test-retest reliability. Construct and convergent validity have also been supported through correlations with related psychological constructs, making it a suitable tool for assessing social anxiety in youth (Pinkse-Schepers et al., 2024; Tarakçioğlu, 2024; Urbán et al., 2024).

#### 2.2.2. Peer Rejection

Peer rejection was assessed using the Peer Experiences Questionnaire – Revised (PEQ-R), originally developed by Vernberg, Jacobs, and Hershberger (1999) and later revised by Prinstein, Boergers, and Vernberg (2001). This measure includes subscales that assess different forms of peer victimization, with a specific focus on overt and relational peer rejection experiences. The instrument contains 18 items rated on a 5-point Likert scale from 1 (never) to 5 (a few times a week), with higher scores reflecting greater experiences of peer rejection. The PEQ-R has demonstrated good psychometric properties across diverse youth samples, including strong internal consistency (Cronbach's alpha typically above 0.80) and evidence for convergent and discriminant validity through its association with psychosocial adjustment measures (Rotenberg, 2020; Wright & Wachs, 2019).

#### 2.2.3. Fear of Negative Evaluation

The independent variable of fear of negative evaluation was measured using the Brief Fear of Negative Evaluation

Scale (BFNE), created by Leary (1983). This scale is a widely used self-report measure consisting of 12 items designed to assess apprehension about others' evaluations, discomfort with negative judgments, and expectations of rejection. Respondents rate each item on a 5-point Likert scale from 1 (not at all characteristic of me) to 5 (extremely characteristic of me). The BFNE has demonstrated high internal consistency (Cronbach's alpha typically exceeding 0.90) and strong test-retest reliability. Its validity has been confirmed in various adolescent and adult samples through correlations with measures of social anxiety and related constructs, supporting its use in research examining fear of negative evaluation in youth (Keshtkaran, 2023; Li et al., 2023; Zhang et al., 2022)s.

### 2.3. Data Analysis

Data analysis was conducted using SPSS version 27. Descriptive statistics were first calculated to assess the distribution and central tendencies of the variables. Pearson correlation analysis was then employed to examine the bivariate relationships between the dependent variable (social anxiety) and each of the independent variables (peer

rejection and fear of negative evaluation). Following this, a standard linear regression analysis was performed to investigate the predictive power of peer rejection and fear of negative evaluation on social anxiety. All statistical tests were conducted at a significance level of  $p < .05$ .

### 3. Findings and Results

The demographic characteristics of the sample are presented as follows. Among the 378 adolescent participants, 205 individuals (54.2%) identified as female, while 173 individuals (45.8%) identified as male. In terms of age distribution, 89 participants (23.5%) were 13 years old, 77 participants (20.4%) were 14, 68 participants (18.0%) were 15, 56 participants (14.8%) were 16, 47 participants (12.4%) were 17, and 41 participants (10.8%) were 18 years old. Regarding educational setting, 218 participants (57.6%) were enrolled in public schools and 160 participants (42.3%) attended private schools. These distributions indicate a relatively balanced representation of genders, age groups, and school types within the Peruvian adolescent population sampled.

**Table 1**

*Descriptive Statistics for Study Variables*

| Variable                    | M     | SD    |
|-----------------------------|-------|-------|
| Social Anxiety              | 63.48 | 11.72 |
| Peer Rejection              | 38.27 | 8.96  |
| Fear of Negative Evaluation | 42.61 | 7.88  |

As shown in Table 1, the mean score for social anxiety was 63.48 (SD = 11.72), suggesting a moderately elevated level of anxiety in the sample. The mean score for peer rejection was 38.27 (SD = 8.96), indicating that many adolescents perceived moderate levels of rejection from peers. Fear of negative evaluation had a mean score of 42.61 (SD = 7.88), reflecting relatively high concern over social judgment.

Prior to conducting the main statistical analyses, assumptions of normality, linearity, homoscedasticity, and multicollinearity were examined and met. Normality was assessed using skewness and kurtosis values, which for all

variables fell within the acceptable range of -1 to +1 (e.g., social anxiety skewness = 0.32, kurtosis = -0.47; fear of negative evaluation skewness = 0.28, kurtosis = -0.39). Linearity was confirmed through scatterplots, indicating a linear relationship between the independent variables and the dependent variable. Homoscedasticity was verified via residual plots, which showed no evidence of funneling or systematic patterns. Multicollinearity was checked using Variance Inflation Factor (VIF) values, all of which were below the threshold of 5 (peer rejection VIF = 1.43; fear of negative evaluation VIF = 1.43), confirming that collinearity did not pose a concern in the regression model.

**Table 2**

*Pearson Correlations Between Variables*

| Variables         | 1 | 2 | 3 |
|-------------------|---|---|---|
| 1. Social Anxiety | — |   |   |

|                                |                 |                 |
|--------------------------------|-----------------|-----------------|
| 2. Peer Rejection              | .46** (p < .01) | —               |
| 3. Fear of Negative Evaluation | .59** (p < .01) | .42** (p < .01) |

Table 2 displays the bivariate correlations among the study variables. Social anxiety was significantly positively correlated with both peer rejection ( $r = .46$ ,  $p < .01$ ) and fear of negative evaluation ( $r = .59$ ,  $p < .01$ ). In addition, peer

rejection and fear of negative evaluation were significantly correlated ( $r = .42$ ,  $p < .01$ ), suggesting that adolescents who reported greater peer rejection were also more likely to fear negative evaluation.

**Table 3**

*Summary of Regression Analysis Predicting Social Anxiety*

| Source     | Sum of Squares | df  | Mean Square | R   | R <sup>2</sup> | Adjusted R <sup>2</sup> | F      | p      |
|------------|----------------|-----|-------------|-----|----------------|-------------------------|--------|--------|
| Regression | 10487.26       | 2   | 5243.63     | .63 | .40            | .39                     | 124.17 | < .001 |
| Residual   | 15713.32       | 375 | 41.90       |     |                |                         |        |        |
| Total      | 26200.58       | 377 |             |     |                |                         |        |        |

The results in Table 3 indicate that the overall regression model was statistically significant,  $F(2, 375) = 124.17$ ,  $p < .001$ , with an  $R^2$  value of .40, suggesting that 40% of the variance in social anxiety was explained by peer rejection

and fear of negative evaluation. The adjusted  $R^2$  value (.39) indicates strong model stability, with a high level of explanatory power retained.

**Table 4**

*Multivariate Regression Coefficients Predicting Social Anxiety*

| Predictor                   | B     | SE   | $\beta$ | t    | p      |
|-----------------------------|-------|------|---------|------|--------|
| Constant                    | 21.43 | 2.81 | —       | 7.62 | < .001 |
| Peer Rejection              | 0.38  | 0.07 | .28     | 5.43 | < .001 |
| Fear of Negative Evaluation | 0.69  | 0.08 | .46     | 8.74 | < .001 |

Table 4 presents the multivariate regression coefficients. Both predictors significantly contributed to the model. Peer rejection had a significant positive effect on social anxiety ( $B = 0.38$ ,  $\beta = .28$ ,  $t = 5.43$ ,  $p < .001$ ), indicating that increases in perceived rejection were associated with higher social anxiety. Fear of negative evaluation was also a significant predictor ( $B = 0.69$ ,  $\beta = .46$ ,  $t = 8.74$ ,  $p < .001$ ), and it had a stronger beta weight, suggesting it is a more powerful predictor of social anxiety than peer rejection.

#### 4. Discussion and Conclusion

The present study aimed to investigate the predictive roles of peer rejection and fear of negative evaluation on social anxiety among adolescents in Peru. The results of Pearson correlation analyses revealed significant positive relationships between social anxiety and both independent variables. Specifically, peer rejection was positively correlated with social anxiety, indicating that adolescents who reported higher levels of rejection from their peers were more likely to experience elevated social anxiety symptoms. Similarly, fear of negative evaluation showed a strong

positive correlation with social anxiety, suggesting that adolescents who exhibited greater concerns about being judged negatively by others also experienced more pronounced social anxiety symptoms. Furthermore, results from the linear regression analysis demonstrated that both peer rejection and fear of negative evaluation significantly predicted social anxiety, with fear of negative evaluation emerging as the stronger predictor. These findings collectively support the hypothesis that social anxiety in adolescents is shaped by both interpersonal experiences and internal cognitive mechanisms.

The association between peer rejection and social anxiety found in this study is consistent with previous research emphasizing the detrimental effects of negative peer interactions on adolescent mental health. Numerous studies have shown that adolescents who face exclusion, criticism, or relational aggression from their peers are at increased risk for developing social anxiety symptoms (Hofmann, 2023; Rotenberg, 2020). The experience of rejection in peer contexts threatens the adolescent's sense of belonging and acceptance, key developmental needs during this life stage.

Consistent with findings by Kaufman et al. (2019), such rejection not only increases social distress but may also interact with familial and relational vulnerabilities, contributing to the persistence of social anxiety symptoms (Kaufman et al., 2019). Additionally, the current findings align with Wright and Wachs (2019), who found that peer rejection exacerbates internalizing symptoms, especially when adolescents feel unable to regulate their emotional responses to these negative experiences (Wright & Wachs, 2019).

The findings also reaffirm the central role of fear of negative evaluation in adolescent social anxiety, echoing previous studies that have consistently identified this cognitive construct as a core mechanism of the disorder (Park, 2023; Ying et al., 2022). Adolescents with heightened fear of being judged negatively often avoid social situations to prevent embarrassment or criticism, which in turn reinforces their anxiety and limits opportunities for positive social experiences. The robust predictive power of fear of negative evaluation found in this study is consistent with theoretical models that position this fear as a key feature distinguishing social anxiety from general anxiety disorders (Grossman, 2021; Patel et al., 2022). Moreover, the finding that fear of negative evaluation emerged as a stronger predictor than peer rejection suggests that adolescents' internal appraisals and expectations about social interactions may play an even more critical role in shaping anxiety than actual peer behaviors. This aligns with the cognitive-behavioral perspective proposed by Caouette and Guyer (2016), who emphasized that distorted expectations of rejection mediate the relationship between social feedback and emotional reactivity in socially anxious youth (Caouette & Guyer, 2016).

Another important implication of this study is the dynamic interplay between external and internal influences on social anxiety. Peer rejection may serve as the initial trigger, prompting adolescents to develop hypervigilance toward social threat and fear of being negatively evaluated. Over time, this cognitive bias becomes self-reinforcing, leading to heightened anxiety even in neutral or ambiguous social contexts. This interpretation aligns with longitudinal studies showing that early peer difficulties predict increases in rejection sensitivity and social evaluative concerns across adolescence (Rappaport et al., 2021; Rowe et al., 2014). Furthermore, Rappaport et al. (2023) highlighted that adolescents who experience negative social feedback display heightened neural reactivity and behavioral withdrawal, indicating that social anxiety is shaped by both

environmental exposure and cognitive-affective processing patterns (Rappaport et al., 2023).

The neural mechanisms underlying these psychological processes also provide insight into the findings. Gu et al. (2020) found that socially anxious adolescents show atypical activity in brain regions responsible for processing negative social feedback and expectancy violations (Gu et al., 2020). These findings suggest that adolescents with elevated fear of negative evaluation may be biologically predisposed to interpret social cues more negatively, which could explain the strength of this predictor in the present study. Similarly, neuroimaging studies have revealed that peer rejection activates emotion-processing centers in the brain, particularly among adolescents with high social sensitivity, indicating that the subjective experience of rejection can be neurologically encoded in ways that contribute to future anxiety (Auer et al., 2020; Lee et al., 2014).

Importantly, the results also resonate with attachment and interpersonal theories. Bintas-Zorer and Dirik (2023) noted that early maladaptive schemas and rejection sensitivity, often rooted in insecure attachment, mediate the relationship between perceived social rejection and social anxiety (Bintas-Zorer & Dirik, 2023). Adolescents with unresolved attachment-related fears may be especially sensitive to peer rejection and more prone to experiencing fear of negative evaluation, creating a pathway toward elevated social anxiety. This model is supported by Lee (2023), who demonstrated a structural link between attachment insecurity, rejection sensitivity, and social anxiety among university students (Lee, 2023). Additionally, Sadka et al. (2023) found that parental preoccupation with social functioning could indirectly heighten adolescents' rejection fears, contributing to their social withdrawal and anxiety (Sadka et al., 2023).

Moreover, the role of social support as a buffer against these negative experiences is also worth considering. While this study did not assess social support directly, prior research has indicated that supportive peer relationships can mitigate the effects of both peer rejection and fear of evaluation (Setiani et al., 2024; Su et al., 2016). Adolescents who feel validated by at least one peer or adult figure may be better equipped to manage rejection experiences without internalizing them. In contrast, those lacking support may interpret rejection and evaluation as global threats, exacerbating their anxiety. This perspective aligns with findings from Joo and Cho (2020), who found that maladjusted students lacking peer connections reported

elevated social anxiety and difficulty forming interpersonal bonds (Joo & Cho, 2020).

Cultural considerations may also influence how peer rejection and fear of negative evaluation contribute to social anxiety in Peruvian adolescents. In collectivist cultures where harmony, social approval, and group identity are highly valued, social exclusion and disapproval may carry more severe emotional consequences than in individualist contexts. Adolescents in such societies may experience greater psychological distress when they perceive themselves as being rejected or judged by peers (Baartmans et al., 2020; Delgado et al., 2016). Additionally, studies on migrant and minority youth, such as Ying et al. (2022), have found that self-esteem and peer attachment mediate the impact of social experiences on anxiety, suggesting that culturally embedded expectations play a significant role in shaping adolescent mental health outcomes (Ying et al., 2022).

The current study adds to this growing literature by demonstrating that both interpersonal and cognitive variables must be considered simultaneously to understand the complexity of social anxiety in adolescents. While peer rejection highlights the role of external relational contexts, fear of negative evaluation emphasizes the internal psychological processes that maintain anxiety. These findings collectively underscore the importance of early identification and intervention strategies that address both dimensions—helping adolescents reframe their cognitive interpretations of social experiences while also fostering healthier peer relationships.

## 5. Limitations & Suggestions

Despite its valuable contributions, this study has several limitations. First, its cross-sectional design limits the ability to draw causal inferences. Although the findings suggest that peer rejection and fear of negative evaluation predict social anxiety, longitudinal studies are needed to confirm the temporal order and potential bidirectionality of these relationships. Second, all data were collected through self-report measures, which may be subject to response bias, including social desirability and inaccurate self-perception. Third, the study was conducted in a specific cultural context—Peru—which may limit the generalizability of findings to other cultural or regional populations. Finally, the study did not account for potentially confounding variables such as parental attachment, personality traits, or coping strategies that may also influence social anxiety outcomes.

Future research should employ longitudinal or experimental designs to establish causal pathways and assess how peer rejection and fear of negative evaluation interact over time to influence social anxiety. It would also be beneficial to include additional moderating and mediating variables, such as self-esteem, social support, emotion regulation, and parental relationships, to better understand the mechanisms underlying these associations. Comparative studies across diverse cultural contexts would also help clarify the extent to which these relationships are universal or shaped by cultural norms. Furthermore, future studies could integrate biological and neuropsychological measures, such as cortisol levels or brain imaging, to explore the biopsychosocial underpinnings of social anxiety more comprehensively.

Given the findings, schools and mental health professionals should develop early screening programs to identify adolescents who are at risk of social anxiety due to frequent peer rejection or high fear of negative evaluation. Interventions should include cognitive-behavioral components aimed at restructuring maladaptive thoughts about social judgment and rejection, as well as social skills training to improve peer interactions. School-based programs that promote peer inclusivity, empathy, and emotional safety can also reduce experiences of rejection. Additionally, equipping teachers with strategies to recognize and respond to subtle forms of peer exclusion may prevent the escalation of social anxiety in vulnerable students.

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## Declaration

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

## Declaration of Interest

The authors of this article declared no conflict of interest.

## Ethics Considerations

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

## Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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## Authors' Contributions

All authors contributed equally. This article is derived from a doctoral dissertation at Islamic Azad University.

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