


## Comparison of the Elements of Learning Environment, Learner, and Teacher in Iran's National Curriculum with Curriculum Theories

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### ABSTRACT

**Purpose:** One of the inherent duties of the Cultural and Social Affairs Department of Farhangian University is to extend the governance of cultural and social spheres across all dimensions of the university. In this regard, numerous and diverse plans and activities have been implemented in recent years. The aim of this article is to analyze the cultural and social activities conducted at the university level and to provide an optimal model in this context.

**Methodology:** The Three-Branch Model was used as a theoretical framework. The method employed was mixed, comprising both qualitative and quantitative sections. The qualitative sample population included 30 cultural experts selected through purposive sampling. The quantitative sample population consisted of 194 active members of student organizations, chosen through stratified random sampling. Data collection techniques included in-depth interviews and questionnaires.

**Findings:** The findings indicate that structural factors (0.195), behavioral factors (0.368), and contextual factors (0.312) play significant roles in the formation of issues and problems in cultural and social programs and activities. Additionally, the regression results show that 63% of the variance in the dependent variable is explained by these three variables: structural factors, contextual factors, and behavioral factors.

**Conclusion:** The findings of this study indicate that the structural, behavioral, and contextual factors play significant roles in shaping the outcomes of cultural programs and activities at Farhangian University. This section discusses the implications of these results, drawing on relevant literature to highlight the broader context and potential strategies for enhancing the effectiveness of cultural programs in higher education.

**Keywords:** *Cultural activities, pathology, contextual factors, structural factors, behavioral factors.*

## 1. Introduction

Curriculum theory has evolved significantly over the years, influenced by changing educational paradigms and societal demands. Yaşar and Aslan (2021) provide an extensive review of curriculum theory, highlighting its evolution from traditional, subject-centered approaches to more progressive, learner-centered models. This shift reflects a broader recognition of the need for curricula that cater to diverse student needs and promote holistic development (Yaşar & Aslan, 2021). In their seminal work, Bovill and Woolmer (2018) discuss how different conceptualizations of curriculum in higher education influence student-staff co-creation in curriculum development. They argue that inclusive, collaborative approaches to curriculum design can enhance the educational experience by incorporating diverse perspectives and fostering a sense of ownership among students. This perspective is particularly relevant when considering the participatory elements of Iran's National Curriculum, which aims to engage various stakeholders in the educational process (Bovill & Woolmer, 2018).

Hodge (2023) extends this discussion by exploring the concept of curricular entanglements, which complicate and reimagine traditional curriculum work. He suggests that contemporary curriculum design must navigate complex intersections of knowledge, pedagogy, and policy. This aligns with the multifaceted nature of Iran's National Curriculum, which integrates various educational goals and societal values (Hodge, 2023).

The role of policy in shaping curriculum cannot be understated. Wahlström (2020) traces the implications of transnational policy in curriculum events, emphasizing how global educational policies influence national curricula. This is evident in Iran's National Curriculum, which reflects both indigenous educational philosophies and global educational standards. The interplay between local and global influences is a critical area of investigation in this study (Wahlström, 2020).

Curriculum theory also encompasses the ideological and philosophical underpinnings of education. Deng (2021) argues for constructing a 'powerful' curriculum theory that addresses both epistemological and practical concerns. This approach emphasizes the need for curricula that are not only theoretically sound but also practically applicable in diverse educational contexts. The National Curriculum of Iran embodies this dual focus, aiming to provide a robust

theoretical framework while addressing practical educational needs (Deng, 2021).

In examining the specific elements of the learning environment, learner, and teacher, it is essential to consider the various theoretical perspectives that inform these elements. For instance, the behavioral perspective emphasizes structured environments and competency-based learning, as discussed by Melesse and Belay (2020) in their analysis of the Ethiopian education system. This perspective can be contrasted with more developmental and cognitive approaches, which emphasize the role of the learner in actively constructing knowledge and developing critical thinking skills (Melesse & Belay, 2020).

The National Curriculum of Iran incorporates elements from multiple theoretical perspectives, aiming to create a comprehensive educational framework. The curriculum seeks to balance the need for structured learning environments with the flexibility to cater to individual student needs. This approach is reflective of the developmental perspective, which emphasizes the importance of aligning educational practices with students' developmental stages (Aboutalebi et al., 2023; Hejazi & Bakhtiari, 2023; Hosseini Largani, 2023).

Teacher education is another critical component of curriculum theory. Pugach et al. (2019) highlight the missing perspective of curriculum theory in teacher education for inclusion. They argue that inclusive education requires a nuanced understanding of curriculum theory that goes beyond traditional models (Pugach et al., 2019). This insight is particularly relevant for the National Curriculum of Iran, which seeks to prepare educators to meet the diverse needs of their students and foster an inclusive learning environment (Hosseini Largani, 2023; Khosravi & Mehrmohammadi, 2023; Meshkinfam et al., 2023; Yegane & Arefi, 2023).

The sociocultural context also plays a significant role in shaping curriculum. Ylimaki et al. (2016) explore the normative and transformative aspects of sociocultural reproduction in education. They argue that curricula must navigate the tension between maintaining cultural continuity and fostering social change (Yaşar & Aslan, 2021). This dynamic is evident in Iran's National Curriculum, which aims to preserve cultural heritage while promoting critical thinking and innovation.

Hodge (2017) examines the standardization of curriculum and its implications for vocational education in Australia. He

uses hermeneutics to analyze the impact of standardized curricula on educators' practice, highlighting the need for flexibility and adaptability in curriculum design. This perspective is valuable for understanding the challenges and opportunities associated with implementing a national curriculum in diverse educational contexts (Hodge, 2017).

The role of hidden curriculum is another important consideration. Soare (2023) discusses the hidden curriculum's (re)sources and structure, emphasizing how implicit messages and values are conveyed through educational practices (Soare, 2023). Understanding the hidden curriculum is crucial for analyzing the National Curriculum of Iran, as it reveals the underlying values and assumptions that shape educational experiences.

Curriculum theories also inform the conceptualization of student competencies. Yan, Lavonen, and Tirri (2018) compare the aims for learning 21st-century competencies in primary science curricula in China and Finland. They highlight the importance of developing skills such as critical thinking, creativity, and collaboration (Yan et al., 2018), which are essential for success in the modern world. The National Curriculum of Iran similarly emphasizes the development of these competencies, reflecting a global trend towards competency-based education.

Casey and McCanless (2019) advocate for a Kliebardian approach to curriculum theory, which emphasizes historical and philosophical analysis. They argue that understanding the historical context of curriculum development can inform contemporary educational practices (Casey & McCanless, 2019). This approach is relevant for analyzing the National Curriculum of Iran, as it provides a framework for examining the historical and philosophical foundations of the curriculum.

Saqipi (2019) explores the relationship between policy discourse and curriculum reconceptualization in Kosovo. He argues that curriculum reform must consider the broader policy context and engage in a critical dialogue with policy discourses (Saqipi, 2019). This perspective is valuable for understanding the policy influences on the National Curriculum of Iran and the need for continuous dialogue between policymakers and educators.

In summary, this study seeks to compare the elements of the learning environment, learner, and teacher in Iran's National Curriculum with various curriculum theories. By examining the theoretical foundations and practical applications of these elements, the study aims to provide insights into the strengths and weaknesses of the National Curriculum. The findings will contribute to the ongoing

dialogue on curriculum development and reform, highlighting the need for a balanced approach that integrates theoretical rigor with practical relevance. The insights gained from this comparative analysis will inform future curriculum development efforts, ensuring that educational practices align with both local needs and global standards.

## 2. Methods and Materials

### 2.1. Study Design and Participants

This study is an applied research with a comparative approach. It involves a qualitative content analysis based on existing documents, aiming to extract and compare themes. The research community comprises all documents related to the national curriculum and relevant curriculum theories. The sample includes Iran's National Curriculum document, critiques of it, and experts in curriculum theories. The National Curriculum document was approved in sessions 857 to 872 of the Supreme Council of Education and was issued on 18 March 2013 (28/12/1391) as a 68-page booklet by the then Minister of Education. Additionally, critiques published in journals, conferences, and seminars since the curriculum's issuance in 2011 were reviewed. Ten critiques were selected based on criteria such as subject matter expertise, key work experience, research-based critiques, and publication in reputable journals or conferences. Curriculum theories were identified through interviews with university professors and educational system stakeholders.

### 2.2. Data Collection

Data were collected through note-taking from the National Curriculum document, its critiques, and interviews with curriculum theory experts. The entire National Curriculum document and ten critiques were analyzed paragraph by paragraph and line by line. Expert opinions on the elements of the learning environment, learner, and teacher were also reviewed to discover differences with the National Curriculum. Six semi-structured interviews were conducted with experts familiar with the National Curriculum and curriculum theories, who had contributed to writing the document, published works, or critiques in academic sources. Validity was confirmed through triangulation, and reliability was measured using Cohen's Kappa coefficient, yielding 61.8%.

The tools for data collection included the National Curriculum document, published critiques, and an interview guide for semi-structured interviews with curriculum theory

experts. The content analysis involved keyword-based analysis of the document and critiques from 2012 to 2020. An exploratory approach was adopted to uncover explicit and implicit dimensions of expert opinions.

### 2.3. Data Analysis

The study used a thematic analysis approach. Categories identified in the National Curriculum document were compared with those in curriculum theories. Notes from the document, critiques, and interviews were systematically reviewed to identify themes related to the learning environment, learner, and teacher. The identified themes from the National Curriculum were compared with those

from curriculum theories to highlight similarities and differences. Interviews were conducted both in-person and over the phone, following a structured protocol, with the transcripts reviewed and revised. Participants were thanked for their contributions at the end of each interview.

## 3. Findings and Results

The National Curriculum's perspective on the learning environment aligns with elements from the behavioral viewpoint (encouraging ability growth), cognitive viewpoint (containing educational resources that encourage cognitive processes), and humanistic viewpoint (creating a compassionate and trustful atmosphere).

**Table 1**

*The Components of Comparisons*

Code	Viewpoints on Learning Environment Elements
1	Behavioral (Competency-based)
2	Subject-based, Disciplinary
3	Social (Citizenship, Social Change, Cultural Transmission)
4	Developmental
5	Cognitive
6	Humanistic
7	Transpersonal

### 3.1. Comparison of Learning Environment

#### 3.1.1. Viewpoints on Learning Environment

**Behavioral:** The learning environment is pre-structured, encouraging the development of abilities. Learning modules are broken into smaller units.

**Subject-based:** The teacher controls the environment, which is pre-structured.

**Social:** The environment is rigid, with strict control by the teacher. Resources related to social policies (e.g., films, newspapers) are essential. Discussions can be highly intense as teachers and students explore controversial topics.

**Developmental:** The environment should align with students' developmental levels, using educational materials and resources appropriate for their developmental tasks.

**Cognitive:** The environment contains educational materials and resources that encourage various cognitive processes.

**Humanistic:** Teachers should foster a compassionate, trustful classroom atmosphere, where students feel safe to share their emotions.

**Transpersonal:** The environment supports the growth of intuition and rational capabilities, integrating various art forms.

#### 3.1.2. Learning Environment in the National Curriculum Document

Utilizes the capacities of the natural system to create a safe, flexible, dynamic, stimulating, and rich environment catering to students' needs, interests, and characteristics.

The school is the primary learning environment, but learning extends to social, natural, economic, industrial, and cultural environments.

Utilizes virtual environments and media to improve students' positions and enhance the teaching-learning process.

The family is a significant and influential learning environment interacting continuously and effectively with the school (Article 6-4, pages 13-14).

The National Curriculum's perception of the learner aligns with elements from the subject-based viewpoint (viewing the learner as an active entity), developmental viewpoint (viewing the learner as an active element in continuously restructuring their thinking), cognitive

viewpoint (viewing the learner as actively manipulating information), humanistic viewpoint (viewing the learner as capable and trustworthy), social viewpoint (viewing the learner as an agent of change), and developmental viewpoint (viewing the learner as continuously restructuring their thinking).

### 3.2. Comparison of Learner

#### 3.2.1. Viewpoints on Learner

**Behavioral:** Learning involves showing reactions to stimuli, indicating the acquisition of desired competencies.

**Subject-based:** The learner must adapt to the subject matter, with little emphasis on students' needs and interests.

**Social:** The learner is viewed as an active agent, often seen as a small-scale expert researching a specific scientific domain.

**Developmental:** The learner absorbs and processes values and information passively but can use intellectual abilities to address social policies.

**Social:** The learner is an active agent in social change, acting as a change agent.

**Cognitive:** The learner is seen as actively manipulating information, seeking meaning.

**Humanistic:** Students are viewed as capable and trustworthy, able to realize their potential if facilitating conditions are provided.

**Transpersonal:** The learner is seen as having interconnected physical, cognitive, emotional, and psychological needs.

#### 3.2.2. Learner in the National Curriculum Document

Considered a divine trust with inherent dignity and divine nature capable of development and realization.

Always in a position to understand, make optimal choices, and strive for continuous improvement.

Has the ability to choose, make decisions, and practice self-control, establishing an interactive relationship with the learning environment.

Possesses motivation and willpower, playing a crucial role in the teaching-learning process.

Active in the teaching-learning process, developing inherent competencies.

Has various capabilities, experiences, capacities, and skills.

The perception of the teacher in the National Curriculum aligns with elements from the behavioral viewpoint

(designing educational programs for achieving competencies), subject-based viewpoint (teacher as the main authority guiding learning), social viewpoint (teacher as a resource provider, encourager, and facilitator), developmental viewpoint (teacher organizing the learning environment and guiding students), cognitive viewpoint (teacher observing and facilitating thinking), humanistic viewpoint (teacher as a communication model and learner), and transpersonal viewpoint (teacher creating an empathetic environment and using techniques to enhance inner capacities).

### 3.3. Comparison of Teacher

#### 3.3.1. Role of Teacher

**Behavioral:** Defines competencies and designs educational programs for students to achieve desired competencies.

**Subject-based:** The teacher is the main authority, guiding learning activities, especially in secondary education.

**Social:** The teacher provides educational resources, supports the discovery process, and acts as a non-dominant facilitator and encourager of research and exploration.

**Social:** The teacher is the primary authority in the teaching-learning process, responsible for transferring knowledge, values, and role expectations to students, and acting as a model of desirable character.

**Developmental:** The teacher creates an emotionally supportive environment, encouraging students to engage in discussions, using effective listening and encouraging techniques.

**Developmental:** The teacher organizes the overall learning environment, acts as a guide, gathers appropriate educational materials, and encourages active student roles.

**Cognitive:** The teacher carefully observes children's thinking, working individually or in small groups, facilitating and encouraging learning through questioning, problem-solving, and analogies.

**Humanistic:** The teacher plays a role in shaping the classroom environment, acts as a communication model, and remains open to new ideas, being a learner themselves.

**Transpersonal:** The teacher strengthens inner capacities to help students be more open and accepting of transpersonal dimensions, using techniques like visualization and concentration, creating a loving and empathetic classroom atmosphere.

### 3.3.2. *Teacher in the National Curriculum Document*

Acts as a trustworthy and insightful role model for students, following the path of prophets and Imams.

Recognizes and develops students' capacities, creating educational and training opportunities to continuously improve their situation.

Facilitates rational, faith-based, scientific, practical, and moral growth for students.

Guides and leads the teaching-learning process.

Responsible for aligning, developing, implementing, and evaluating educational and training programs in the classroom.

An educational and research learner and researcher (Article 2-4, page 12).

## 4. Discussion and Conclusion

The findings of this study highlight the complex interplay between various elements of the learning environment, learner, and teacher in Iran's National Curriculum and established curriculum theories. This discussion aims to delve deeper into these findings, drawing connections with the broader literature on curriculum theory and practice.

The comparison of the learning environment in the National Curriculum with various curriculum theories reveals a multifaceted approach that integrates elements from behavioral, cognitive, and humanistic perspectives. The National Curriculum aims to create a safe, flexible, dynamic, and stimulating environment that caters to the diverse needs, interests, and characteristics of students. This approach aligns with the behavioral perspective's emphasis on structured environments designed to enhance learners' capabilities (Melesse & Belay, 2020). However, it also incorporates cognitive elements by providing educational materials and resources that stimulate cognitive processes, reflecting the ideas discussed by Deng (2021) regarding the need for powerful curriculum theories that are both epistemologically sound and practically applicable (Deng, 2021).

The inclusion of humanistic elements, such as fostering a compassionate and trustful classroom atmosphere, underscores the importance of addressing the emotional and psychological needs of students. This aligns with Hodge's (2017) analysis of the impact of standardized curricula on vocational education in Australia, where the need for flexibility and adaptability in curriculum design is emphasized. By incorporating these elements, the National

Curriculum aims to create a holistic learning environment that supports students' overall development (Hodge, 2017).

The role of policy in shaping the learning environment is also evident in the National Curriculum. Wahlström (2020) highlights the influence of transnational policies on national curricula, which is reflected in the National Curriculum's integration of global educational standards while maintaining a focus on local cultural and societal values (Wahlström, 2020). This dynamic interplay between local and global influences is crucial for creating a learning environment that is both relevant and comprehensive.

The findings indicate that the National Curriculum's perception of the learner aligns with multiple theoretical perspectives, including subject-based, developmental, cognitive, humanistic, and social viewpoints. The curriculum views learners as active agents capable of understanding, making optimal choices, and striving for continuous improvement. This perspective aligns with the developmental viewpoint, which emphasizes the importance of aligning educational practices with students' developmental stages (Pugach et al., 2019).

The cognitive perspective is also evident in the curriculum's emphasis on learners actively manipulating information and seeking meaning. This aligns with Yan, Lavonen, and Tirri's (2018) comparison of primary science curricula in China and Finland, which highlights the importance of developing 21st-century competencies such as critical thinking, creativity, and collaboration (Yan et al., 2018). By incorporating these competencies, the National Curriculum aims to prepare learners for the challenges of the modern world.

The humanistic perspective is reflected in the curriculum's view of learners as capable and trustworthy individuals who can realize their potential if provided with the necessary facilitating conditions. This perspective resonates with Bovill and Woolmer's (2018) discussion on the benefits of student-staff co-creation in curriculum development, where inclusive and collaborative approaches enhance the educational experience (Bovill & Woolmer, 2018). The curriculum's emphasis on learners' inherent dignity and divine nature further underscores the importance of fostering a supportive and nurturing learning environment.

The social perspective is also present in the curriculum's view of learners as agents of change capable of engaging with and transforming their social environment. This aligns with the sociocultural approach discussed by Ylimaki et al. (2016), which emphasizes the role of education in

sociocultural reproduction and transformation (Ylimaki et al., 2016). By preparing learners to actively participate in social change, the National Curriculum aims to contribute to the broader societal goals of development and progress.

The comparison of the role of teachers in the National Curriculum with various curriculum theories highlights the diverse and multifaceted nature of teaching. The curriculum views teachers as trustworthy role models, facilitators of learning, and guides in the teaching-learning process. This perspective aligns with the behavioral viewpoint, where teachers design educational programs to help students achieve desired competencies (Melesse & Belay, 2020). However, it also incorporates elements from subject-based, developmental, cognitive, humanistic, and transpersonal perspectives.

From a subject-based perspective, teachers are seen as the main authority in guiding learning activities, particularly in secondary education. This aligns with the ideas discussed by Saqipi (2019), who emphasizes the importance of engaging with policy discourses to reconceptualize curriculum and ensure it meets contemporary educational needs (Saqipi, 2019). By positioning teachers as authoritative figures, the National Curriculum aims to provide structured and effective guidance for learners.

The developmental perspective is evident in the curriculum's emphasis on teachers creating emotionally supportive environments and guiding students through their learning journeys. This aligns with Hodge's (2023) concept of curricular entanglements, which suggests that contemporary curriculum design must navigate complex intersections of knowledge, pedagogy, and policy (Hodge, 2023). By fostering supportive environments, teachers can help students navigate these complexities and achieve their educational goals.

The cognitive perspective is reflected in the curriculum's view of teachers as facilitators who observe and encourage students' thinking processes. This aligns with the ideas discussed by Casey and McCanless (2019) regarding the importance of historical and philosophical analysis in curriculum theory. By understanding the historical context of curriculum development, teachers can better facilitate students' cognitive development and critical thinking skills.

The humanistic perspective is also present in the curriculum's emphasis on teachers as compassionate and supportive figures who create trustful classroom atmospheres. This perspective resonates with Pugach et al.'s (2019) discussion on the need for inclusive education that goes beyond traditional models (Casey & McCanless, 2019).

By fostering inclusive and supportive environments, teachers can help all students realize their potential.

The transpersonal perspective is reflected in the curriculum's view of teachers as guides who help students develop their inner capacities and engage with transpersonal dimensions. This perspective aligns with Soare's (2023) discussion on the hidden curriculum and the importance of understanding implicit messages and values conveyed through educational practices (Soare, 2023). By addressing these implicit aspects, teachers can create holistic learning experiences that support students' overall development.

The findings of this study highlight the importance of integrating multiple theoretical perspectives in curriculum design and implementation. By incorporating elements from behavioral, cognitive, humanistic, and other perspectives, the National Curriculum of Iran aims to create a comprehensive and balanced educational framework. This approach aligns with the ideas discussed by Deng (2021) regarding the need for powerful curriculum theories that address both epistemological and practical concerns (Deng, 2021).

The integration of these perspectives also reflects the broader trends in curriculum theory, where there is a growing recognition of the need for holistic and inclusive approaches to education. Bovill and Woolmer (2018) emphasize the benefits of collaborative curriculum design, where diverse perspectives are incorporated to enhance the educational experience. This collaborative approach is evident in the National Curriculum's emphasis on engaging various stakeholders in the educational process.

The role of policy in shaping curriculum is another critical aspect highlighted by the findings. Wahlström (2020) discusses the influence of transnational policies on national curricula, emphasizing the need for continuous dialogue between policymakers and educators (Bovill & Woolmer, 2018). This dynamic is evident in the National Curriculum of Iran, which reflects both local cultural values and global educational standards.

The historical and philosophical foundations of curriculum theory also play a significant role in shaping contemporary educational practices. Casey and McCanless (2019) advocate for a historical and philosophical analysis of curriculum theory, arguing that understanding the historical context of curriculum development can inform contemporary practices. This perspective is relevant for the National Curriculum of Iran, which draws on both traditional educational philosophies and modern pedagogical approaches.

While the integration of multiple perspectives in the National Curriculum offers numerous benefits, it also presents certain challenges. One of the primary challenges is ensuring that the curriculum remains coherent and consistent despite the diverse influences and perspectives. This requires careful planning and coordination to ensure that different elements of the curriculum align with each other and support the overall educational goals.

Another challenge is addressing the varying needs and expectations of different stakeholders. As discussed by Bovill and Woolmer (2018), engaging diverse stakeholders in curriculum design can enhance the educational experience, but it also requires effective communication and collaboration to manage differing perspectives and interests. This is particularly relevant for the National Curriculum of Iran, which aims to engage various stakeholders, including educators, students, parents, and policymakers.

The dynamic interplay between local and global influences also presents challenges. While integrating global educational standards can enhance the relevance and quality of the curriculum, it is essential to ensure that these standards align with local cultural and societal values. This requires a nuanced understanding of both local and global contexts and the ability to navigate the tensions between them.

Despite these challenges, the findings of this study highlight numerous opportunities for enhancing the National Curriculum. By integrating multiple theoretical perspectives and engaging diverse stakeholders, the curriculum can provide a more comprehensive and balanced educational experience. This approach can help address the diverse needs of learners and prepare them for the challenges of the modern world.

The insights gained from this study can inform future curriculum development efforts in Iran and other contexts. One of the key takeaways is the importance of integrating multiple theoretical perspectives to create a holistic and inclusive curriculum. This approach can help address the diverse needs of learners and foster their overall development.

Another important direction for future research is exploring the role of policy in shaping curriculum. As discussed by Wahlström (2020) and Saqipi (2019), engaging with policy discourses and understanding the implications of transnational policies is crucial for effective curriculum design and implementation (Saqipi, 2019; Wahlström, 2020). Future research can explore how different policy frameworks influence curriculum development and how

educators can navigate these influences to create effective and relevant curricula.

The role of historical and philosophical analysis in curriculum theory is another area for future research. As highlighted by Casey and McCanless (2019), understanding the historical context of curriculum development can provide valuable insights for contemporary educational practices (Casey & McCanless, 2019). Future research can explore how historical and philosophical perspectives can inform curriculum design and implementation in various educational contexts.

In conclusion, this study provides valuable insights into the elements of the learning environment, learner, and teacher in Iran's National Curriculum and their alignment with various curriculum theories. By integrating multiple theoretical perspectives and engaging diverse stakeholders, the National Curriculum aims to create a comprehensive and balanced educational framework that addresses the diverse needs of learners and prepares them for the challenges of the modern world. The findings of this study can inform future curriculum development efforts, highlighting the importance of holistic and inclusive approaches to education.

### Authors' Contributions

The first author was responsible for conducting the interview and collecting data, and the other authors were responsible for analyzing the data and writing the article.

### Declaration

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

### Transparency Statement

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

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### Declaration of Interest

The authors report no conflict of interest.

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## Ethics Considerations

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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