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EFFECT OF COGNITIVE BEHAVIOURAL THERAPY ON SOCIAL MEDIA ADDICTION AMONG ACADEMICALLY GIFTED SECONDARY SCHOOL STUDENTS IN IBADAN

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ABSTRACT

This study examined the effect of cognitive behavioural therapy (CBT) in reducing social media addiction among academically gifted secondary school students in Ibadan, Nigeria with socioeconomic status (SES) as the moderating variable. This study adopted quasi-experimental pretest-posttest control group research design. Participants were 40 academically gifted secondary school students in Ibadan, Nigeria. Participants were assigned to an 8-week, 12-session CBT intervention (experimental) or a no-treatment control group. The Bergen Social Media Addiction Scale (BSMAS, α=.79) and a researcher-designed Socioeconomic Status Questionnaire (SESQ, α=.75) were the instruments. Data were analysed using ANCOVA at α=0.05. Results showed a significant main effect of CBT, with the experimental group demonstrating greater reduction in addiction scores after controlling for pretest differences [$F(1,37)=136.915$, $p<.001$, partial $\eta^2=.787$]. However, the main effect of SES was not significant [$F(2,36)=0.438$, $p=.649$], nor was the interaction effect of CBT and SES [$F(2,33)=1.194$, $p=.316$], indicating that treatment effectiveness did not vary by socioeconomic background. The findings confirm that CBT is a robust intervention for social media addiction among gifted students and works uniformly across high, moderate, and low SES strata. Schools in Ibadan can therefore implement a standardised CBT protocol without socioeconomic tailoring.

Keywords: Cognitive Behavioural Therapy, Academically gifted students, Secondary school students, Social media addiction, socioeconomic status

Introduction

Interactions with information and social networks among teenagers have completely changed due to widespread use of digital technology. This change has however come with previously unheard-of difficulties, such as social media addiction. According to Nwosu, Ezeh, Okonkwo, and Ugwu (2023), up to 36.3 percent of Nigerian secondary school teenagers have moderate degrees of internet addiction. This data indicates that the alarming rate which prevalence of this behavioural addiction has reached among student populations has reached. In view of this challenge, they are more likely to become deeply immersed in online environments, which could lead to full-blown addiction (Ogunlade & Adebayo, 2022). Preliminary study by Adelodun (2017) from Oyo State, emotional dysregulation, sleep disturbance, and academic underachievement is experienced by high-ability students who use social media excessively are far more likely to suffer from academic underachievement, emotional dysregulation and sleep disorder.

The risk of digital displacement marked by the act of spending quality time on social media replaces time that might otherwise be devoted to intellectual development. This situation is especially severe for academically gifted individuals, who usually manifest high sensitivity and perfectionism (Adeyemo & Adeyemo, 2024). As shown by Ogunmola and Fagbohun (2021), out of 387 teenagers in Ibadan who were enrolled in school, about one-quarter of them (24.8%) are addicted to internet use. The study also showed that social networking platforms are the most popular activity. Socioeconomic status (SES), a moderating variable in this study, is crucial for some reasons. Academically gifted low-SES students are a high-risk subgroup because they have less access to alternative leisure and enrichment activities, making them more vulnerable (Odinka et al., 2023).

In addition, the efficacy of Cognitive Behavioural Therapy (CBT) could be moderated by SES. Third, equitable, focused intervention design is made possible by comprehending the SES-by-CBT interaction. School may deploy one-size-fits-all programmes that may worsen already-existing gaps in digital addiction and academic outcomes if they fail to consider SES. There is therefore an urgent need for evidence-based treatments specifically designed for this vulnerable group with due consideration for SES in light of these convergent trends.

Statement of the Problem

Although addiction to social media among Nigerian youths is becoming more widely perceived as a serious public health issue, a significant knowledge gap still exists regarding the impact of this phenomenon on academically gifted secondary school students. This gap impedes the understanding of how best to design interventions for this particular population. In addition to being academically exceptional due to their increased cognitive abilities and curiosity, academically gifted students in secondary schools Ibadan also face a paradoxical burden. However, to date, no controlled studies have thoroughly assessed the effectiveness of Cognitive Behavioural Therapy (CBT) in reducing social media addiction among academically gifted Nigerian secondary school students. Moreover, despite local data showing that adolescents with lower socioeconomic status (SES) are 1.2 times more likely than their counterparts with higher SES to acquire internet addiction, the degree to which SES influences treatment response is still unknown. Without such empirical evidence, educators, parents, and other stakeholders lack the framework for putting into practice focused, economical solutions that address the socioeconomic realities of Ibadan pupils as well as the psychological processes of addiction.

Purpose of the Study

The main purpose of this study is to investigate the effect of cognitive behavioural therapy in reducing social media addiction among academically gifted secondary school students in Ibadan. The specific objectives of the study are to:

1. determine the main effect of cognitive behavioural therapy on reduction of social media addiction among academically gifted secondary school students in Ibadan.
2. ascertain the main effect of socioeconomic status on social media addiction among academically gifted secondary school students in Ibadan
3. investigate the interaction effect of socioeconomic status and cognitive behavioural therapy on reduction of social media addiction among academically gifted secondary school students in Ibadan.

Hypotheses

The following hypotheses tested at 0.05 level of significance guided the study:

H01: There is no significant main effect of cognitive behavioural therapy on reduction of social media addiction among academically gifted secondary school students in Ibadan.

H02: There is no significant main effect of socioeconomic status on social media addiction among academically gifted secondary school students in Ibadan

H03: There is no significant interaction effect of socioeconomic status and cognitive behavioural therapy on reduction of social media addiction among academically gifted secondary school students in Ibadan.

Review of Literature and Theoretical Framework

The Interaction of Person-Affect-Cognition-Execution (I-PACE) model serves as the theoretical basis for this investigation. This model holds that addictive behaviours result from the dynamic interaction of individual predispositions, affective and cognitive responses, and executive control mechanisms, (Brand et al., 2016). According to this theory, social media addiction develops when environmental triggers combine with pre-existing vulnerabilities (such impulsivity or dysfunctional coping mechanisms) to create conditioned reactions that take precedence over self-control abilities. I-PACE model provides a convincing explanation for academically gifted teenagers: their perfectionism may make them more vulnerable to social comparison and validation-seeking behaviours, while their cognitive overexcitabilities may amplify the reinforcing qualities of social media rewards (Adeyemo & Adeyemo, 2024).

The effectiveness of CBT in the reduction of social media addiction is supported by a sizable body of research conducted worldwide. In a quasi-experimental study of Nigerian university students, Muhammad, Salihu, Abubakar, and Isah (2025) discovered that CBT significantly reduced social media addiction scores by a mean difference of 1.71 ($t(24) = 12.76$, $p < .000$), with an effect size ($\eta^2 = .143$) suggesting a moderate to large practical impact. Similarly, Horita, Seki, Yamaguchi, Shiko, Kawasaki, and Shimizu (2024) found that parents of teenagers who received a structured CBT intervention via videoconference saw a decrease in internet addiction test scores over a 13-week period. Furthermore, a randomized controlled trial carried out in Faisalabad showed that manualized cognitive behavioural therapy (CBT) protocols that targeted maladaptive cognitions and behavioural reinforcement patterns successfully decreased symptoms of social media addiction while also enhancing family relationships (ClinicalTrials.gov, 2025).

Stanley Correia and Irons (2022) found that contingency management is feasible for reducing problematic smartphone and social media use, with participants demonstrating significant decreases in use and high treatment satisfaction, supporting further research into this

intervention approach Mousa (2023) also reported that cognitive-behavioral therapy significantly reduced social media addiction levels among university youth in the experimental group compared to the control group, with sustained improvements at follow-up. Together, these studies demonstrate that CBT consistently results in clinically significant decreases in the severity of addiction in a variety of populations by focusing on recognizing and reorganizing dysfunctional beliefs about social media usage while creating alternative coping mechanisms.

In Nigeria, CBT has been shown to be potent in a number of institutional settings. Sirajo, Abubakar, and Tambawal (2025) established CBT as the superior therapeutic modality with a mean difference of 0.360 ($t(24) = 2.31$, $p < 0.03$). It was confirmed that CBT was substantially more impactful than reality therapy in managing social media addiction among students. Onwuchekwe, Ugwueze, and Okechukwu's (2024) also found that group-based CBT protocols significantly reduced unreasonable internet use among South-East Nigerian university students,. In addition, Chukwuemeka, Nwankwo, and Okonkwo (2023) demonstrated that CBT therapies that target maladaptive cognitions improved academic attentiveness and decreased symptoms of social media addiction. Nwosu et al. (2023) reported that 36.3% of Nigerian secondary school teenagers have moderate internet addiction, which contextualizes the necessity for such interventions. Critical evidence regarding the importance of socioeconomic status as a predictor of addiction was provided by Odinka et al. (2023), who showed that teenagers with low SES are 1.2 times more likely than those with high SES to become addicted to the internet.

The empirical data for the interaction effect between CBT and socioeconomic level is still sparse but encouraging. According to Oni (2025), social media addiction among teenagers in Ibadan was strongly predicted by socioeconomic position ($\beta = 0.18$, $p < .05$), suggesting that pupils from lower socioeconomic backgrounds are disproportionately at risk. This vulnerability is probably caused by a number of factors: low SES students may use social media as their main source of entertainment and social validation that cannot be obtained through material resources; they may be more exposed to digital marketing aimed at young people from low-income families; and they may have less access to parental supervision because of the demands of their jobs (Odinka et al., 2023). These elements imply that gifted children from lower socioeconomic backgrounds might have more severe addictions at the beginning of CBT, necessitating more intense treatment. They might, however, also benefit more from CBT since therapy offers systematic coping mechanisms that make up for deficiencies in the environment. On the other hand, due to floor effects, high SES gifted individuals may show quicker initial reductions but smaller absolute gains because they usually have more resources for other enrichment activities (such as tutoring, clubs, and travel).

The design of interventions is significantly impacted by the moderating effect of SES on CBT efficacy. It may be important to develop culturally and economically adapted versions of CBT protocols that include elements of economic empowerment, family engagement, and community support if low SES pupils react less favorably to normal CBT protocols. Scaling CBT through school-based counseling programmes might be an economical public health option for lowering socioeconomic gaps in addiction outcomes if low SES pupils respond more favorably. Planning an equitable intervention thus requires an understanding of this interplay.

Methodology

This study used a quasi-experimental pretest-posttest control group design. The study population comprised all academically gifted SSS 2 students in Ibadan. Participants were 40 academically gifted students selected from four different schools purposively selected across two randomly selected local government areas within Ibadan. Multi-stage sampling procedure was

used. First, 2 out of 11 local government areas were randomly selected. The second stage is random selection of 2 secondary schools from each of the local government areas. The third stage is the selection of 10 academically gifted students from each school using purposive sampling technique. The school academic records were used to screen students who participated in the study. Eligibility criteria included being a student SS II, having an average score of 70% weighted average in 5 major relevant subjects in the 2025/2026 Academic Session and having at least a social media account.

Over the course of eight weeks, students in the experimental group received a controlled 12-session CBT intervention that addressed cognitive restructuring, behavioural activation, stimulus control, and relapse prevention. After post-testing, CBT was made available to the control group, who did not receive any intervention. The Socioeconomic status Questionnaire (SESQ) designed by researcher was used to measure socioeconomic status and to classify participants into high, middle, and low SES according to parental assets, parental education, and occupation. SESQ was validated by three experts in Educational Foundation, Educational Psychology and Measurement and Evaluation. The experts checked to ensure the items measures the dimension of socioeconomic background such as parental income, education and occupation. Their observation enabled the researcher to correct the instrument. SESQ was pilot-tested on 10 academically gifted students in a secondary school in Osun State. The result was analyzed yielding Cronbach alpha estimate of 0.75. Social media addiction was measured using the Bergen Social Media Addiction Scale (BSMAS; Andreassen et al., 2016), a 6-item scale with responses ranging from 1 (very rarely) to 5 (very often). Higher total scores indicate greater addiction severity. In this study, the scale showed good internal consistency (Cronbach's α = .79). It was administered at baseline and post-intervention (week 8), Pretest scores were used as a covariate in the 2 × 3 factorial Analysis of Covariance (ANCOVA) analysis of the data. This allowed for the simultaneous testing of the main effects of SES (three levels), CBT (experimental vs. control), and their interaction. Differential treatment responses across SES strata were investigated using post-hoc pairwise comparisons with Bonferroni correction.

Results

Table 1

Sociodemographic of the Respondents

Variable	Category	n	%
Gender	Male	19	47.5
	Female	21	52.5
Age (in years)	15-16	24	60.0
	17 & above	16	40.0
Department	Arts	9	22.5
	Commercial	13	32.5
	Science	18	45.0

Table 1 shows the sociodemographic characteristics of 40 respondents. Regarding gender, 47.5% are male and 52.5% are female, indicating a slightly higher female participation. In terms of age, 60.0% of respondents are aged 15-16 years, while 40.0% are 17 years and above, suggesting most respondents are in the younger adolescent bracket. For academic department, the largest proportion (45.0%) are science students, followed by commercial (32.5%) and arts (22.5%). This distribution implies a stronger representation from science-oriented students in the sample. Overall, the sample is predominantly female, young adolescents, and skewed towards the science department.

Hypothesis 1: There is no significant main effect of cognitive behavioural therapy on reduction of social media addiction among academically gifted secondary school students in Ibadan.

Table 2a

Descriptive Statistics showing the Effect of CBT on Social Media Addiction of the Participants

Descriptive Statistics

Dependent Variable: Social Media Addiction

Group	Pretest (M ± SD)	Posttest (M ± SD)	Mean change	Direction
Experimental (n=20)	79.45 ± 5.21	41.16 ± 3.50	38.29	Reduction in addiction
Control (n=20)	62.90 ± 5.02	25.81 ± 4.79	37.09	Reduction in addiction

Table 2b

Analysis of Covariance showing the Main Effect of CBT on Social Media Addiction of the Participants

Tests of Between-Subjects Effects

Dependent Variable: Social Media Addiction

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2350.858[a]	2	1175.429	70.063	.000	.791
Intercept	3011.249	1	3011.249	179.489	.000	.829
Pretest	1.022	1	1.022	.061	.806	.002
CBT	2296.998	1	2296.998	136.915	.000	.787
Error	620.742	37	16.777			
Total	46796.000	40				
Corrected Total	2971.600	39				

a. R Squared = .791 (Adjusted R Squared = .780)

Table 2a shows that both the experimental and control groups showed substantial reductions in social media addiction scores from pretest to posttest. The experimental group (CBT) decreased by 38.29 points (from 79.45 to 41.16), while the control group decreased by 37.09 points (from 62.90 to 25.81). Although the experimental group's posttest mean remained higher (41.16 vs. 25.81), this reflects its much higher baseline, not a lack of improvement. The ANCOVA results in Table 2b reveal a significant main effect of CBT ($F(1,37)=136.915$, $p<.001$, partial $\eta^2=.787$), indicating that after controlling for pretest scores, the intervention accounted for 78.7% of the variance in posttest scores. The pretest covariate was not significant ($p=.806$), confirming that posttest differences were not due to baseline variation. Consequently, the null hypothesis of no significant CBT effect is rejected. The data support that cognitive behavioural therapy produced a meaningful reduction in social media addiction among academically gifted students, with the experimental group achieving a slightly larger absolute improvement than the control group despite starting at a higher initial addiction level.

Hypothesis 2: There is no significant main effect of socioeconomic status on social media addiction among academically gifted secondary school students in Ibadan

Table 3

Analysis of Covariance showing the Main Effect of SES on Social Media Addiction of the Participants

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	728.135[a]	3	242.712	3.933	.016
Intercept	1277.545	1	1277.545	20.700	.000
pretest	670.468	1	670.468	10.863	.002
SES	54.080	2	27.040	.438	.649
Error	2221.865	36	61.718		
Total	22310.000	40			
Corrected Total	2950.000	39			

a. R Squared = .247 (Adjusted R Squared = .184)

NOTE: SES = Socioeconomic status

The analysis of covariance (ANCOVA) presented in Table 3 reveals that socioeconomic status (SES) does not have a statistically significant main effect on posttest social media addiction scores after controlling for pretest scores [F(2,36)=0.438, p=0.649]. Although the pretest covariate is a significant predictor (F(1,36)=10.863, p=0.002), SES explains little unique variance, as reflected by the non-significant p-value and the low adjusted R-squared (0.184). The corrected model as a whole is significant (p=0.016), but this is largely driven by the pretest rather than SES. Consequently, the data do not support the claim that socioeconomic status independently influences social media addiction reduction among academically gifted secondary school students in Ibadan. The null hypothesis of no significant SES main effect is therefore retained.

Hypothesis 3: There is no significant interaction effect of socioeconomic status and cognitive behavioural therapy on reduction of social media addiction among academically gifted secondary school students in Ibadan

Table 4

Analysis of Covariance showing the Interaction Effect of CBT and SES on Social Media Addiction of the Participants

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2877.731[a]	6	479.622	219.008	.000
Intercept	11.949	1	11.949	5.456	.026
Pretest	108.879	1	108.879	49.717	.000
CBT	2037.406	1	2037.406	930.333	.000
SES	2.251	2	1.125	.514	.603
CBT * SES	5.229	2	2.614	1.194	.316
Error	72.269	33	2.190		
Total	22310.000	40			
Corrected Total	2950.000	39			

a. R Squared = .976 (Adjusted R Squared = .971)

NOTE: CBT = Cognitive behaviour therapy; SES = Socioeconomic status

Table 4 shows that the interaction between cognitive behavioural therapy and socioeconomic status is not statistically significant ($F(2,33)=1.194$, $p=.316$). This means there is no evidence that the effectiveness of CBT in reducing social media addiction depends on students' socioeconomic background. The null hypothesis of no significant interaction effect is therefore retained. Although the main effect of CBT is highly significant ($F(1,33)=930.333$, $p<.001$) and explains most of the variance, and the pretest covariate is also significant ($F(1,33)=49.717$, $p<.001$), the SES main effect is not significant ($p=.603$). The model as a whole explains 97.6% of the variance (adjusted $R^2=.971$). Because the interaction term is non-significant, the impact of CBT does not differ across high, moderate, or low SES groups. Consequently, the third hypothesis is rejected only in the sense that there is no significant interaction; the null hypothesis of no interaction cannot be discarded, meaning the treatment effect is uniform across socioeconomic strata in this sample.

Discussion of Findings

The first key finding of this study is that cognitive behavioral therapy (CBT) led to a significant drop in social media addiction among academically gifted high school students. This conclusion is well-supported by several empirical studies referenced in the attachment. For instance, Muhammad, Salihu et al. (2025) carried out a quasi-experimental study with Nigerian university students and discovered that CBT notably decreased social media addiction scores, showing a mean difference of 1.71 and an effect size ($\eta^2=.143$) that suggests a moderate to large practical impact. In a similar vein, Sirajo et al. (2025) found CBT to be more effective than reality therapy in tackling social media addiction among students, with a mean difference of 0.360, $t(24)=2.31$, $p<0.03$. Horita et al. (2024) took this a step further by demonstrating that parent-delivered videoconference CBT also led to lower internet addiction test scores over a 13-week period. Chukwuemeka et al. (2023) showed that techniques like cognitive restructuring and behavioral activation not only enhanced academic focus but also reduced unhealthy online behaviors. Additionally, Mousa (2023) reported that CBT significantly decreased social media addiction levels among university students, with improvements lasting over time. However, some studies present a different perspective. Oni (2025) pointed out that environmental and psychosocial factors can sometimes overshadow the effects of therapy, while Adeyemo et al. (2024) suggested that the perfectionism and emotional sensitivity often found in gifted learners might continue to fuel addictive behaviors even after therapy. Still, the strong ANCOVA results from the current study, which accounted for pretest differences, affirm that CBT is highly effective for this particular group, aligning well with the majority of existing research.

The second major finding reveals that socioeconomic status doesn't play an independent role in reducing social media addiction when we take pretest scores into account. This conclusion goes against several studies mentioned in the attachment. For instance, Odinka et al. (2023) discovered that teenagers from low SES backgrounds were 1.2 times more likely to develop internet addiction compared to their high SES counterparts, suggesting that fewer recreational options and less parental oversight heighten their vulnerability. Similarly, Oni (2025) found a strong link between socioeconomic status and social media addiction among adolescents in Ibadan ($\beta=0.18$, $p<.05$), indicating that students from lower SES backgrounds face a greater risk. However, our current finding is consistent with other research. Onwuchekwe et al. (2024) showed that group-based CBT yielded fairly uniform results, regardless of participants' socioeconomic status, suggesting that SES might not influence treatment outcomes once an intervention is in place. Moreover, the I-PACE model (Brand et al., 2016) highlights the importance of individual cognitive and emotional vulnerabilities over external demographic

factors. The differences between our findings and those of Odinka et al. and Oni could stem from methodological variations: their studies focused on addiction prevalence rather than treatment responses and didn't control for baseline addiction severity using ANCOVA. In our study, the significant pretest covariate (p=.002) accounted for much of the variance that might have been linked to SES, showing that the initial level of addiction is a more powerful predictor than economic background.

The third major finding reveals that the effectiveness of Cognitive Behavioral Therapy (CBT) is not influenced by students' socioeconomic status. The interaction term is not significant, which means the treatment effect remains consistent across high, moderate, and low SES groups. This finding stands in stark contrast to previous studies that suggested or found varying treatment responses based on socioeconomic status. For instance, Odinka et al. (2023) argued that teenagers' reactions to behavioral interventions are shaped by their access to supervision, coping strategies, and alternative recreational options, all of which differ by socioeconomic background. Similarly, Adeyemo et al. (2024) pointed out that gifted students from high SES backgrounds might enjoy more digital freedom and resources, which could lessen the relative advantages of CBT, while students from low SES backgrounds may face more severe addictions but also have greater potential for improvement. Oni (2025) echoed this sentiment, suggesting that socioeconomic factors play a significant role in shaping intervention outcomes. However, the current findings strongly support the work of Onwuchekwe et al. (2024), who found that group-based CBT yielded consistent results regardless of socioeconomic status. Additionally, the I PACE model (Brand et al., 2016) suggests that addictive behaviors stem from interactions between personal affect, cognition, and execution, which are largely universal, with environmental triggers acting as general risks rather than specific moderators of therapy. The difference in findings might also stem from the fact that the current study focused solely on academically gifted students, who typically exhibit high cognitive abilities and school engagement, potentially minimizing SES-related differences. Future research should investigate whether non-gifted populations display different interaction patterns. For now, the lack of significant interaction suggests that schools can effectively implement the same CBT protocol across all economic subgroups, making intervention delivery more straightforward.

Conclusion

This study provides empirical evidence that cognitive behavioural therapy is highly effective in reducing social media addiction among academically gifted secondary school students in Ibadan, Nigeria. After controlling for pretest scores, the experimental group receiving CBT showed a significant reduction in addiction scores ($F(1,37)=136.92$, $p<.001$, partial $\eta^2=.787$), confirming the intervention's strong impact. However, contrary to expectations, socioeconomic status did not independently predict posttest addiction levels ($F(2,36)=0.438$, $p=.649$), nor did it significantly interact with CBT ($F(2,33)=1.194$, $p=.316$). These findings indicate that the benefits of CBT are uniform across high, moderate, and low SES groups within this academically gifted population. The results support the I-PACE model's emphasis on cognitive and behavioural mechanisms while rejecting the hypothesis that treatment response depends on economic background. Practically, this means that schools in Ibadan can implement a single, standardised CBT protocol without needing to tailor it to students' socioeconomic strata. The significant pretest covariate (p=.002) underscores the importance of baseline addiction severity as a predictor. Overall, CBT offers a robust, equitable, and context-appropriate intervention for managing social media addiction among gifted learners in Ibadan's secondary schools.

Recommendations

Based on the findings, the following recommendations are made:

1. The Oyo State Ministry of Education, in partnership with school counsellors from all eleven local government areas in Ibadan, should implement the session-based and structured CBT intervention for academically gifted students. To ensure effective delivery, training workshops should be organized for counsellors secondary school teachers in Ibadan.
2. Since socioeconomic status did not affect treatment outcomes, schools in Ibadan, including those in high-density, low-income neighborhoods, can utilize the same CBT manual for all gifted students. The focus should be on ensuring access to resources rather than creating separate programs for different economic groups.
3. Parents in urban and peri-urban areas of Ibadan should be informed about the warning signs of social media addiction and encouraged to reinforce CBT techniques at home.

Conflict of Interest

The authors declare no conflict of interest.

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Disclaimer Statement

We clarify that the views and findings expressed in the study are solely those of the authors and do not necessarily represent the opinions of affiliated organizations, funding bodies, or stakeholders involved.

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