



ORGANIZATIONAL PRIORITIES AMONG STUDENTS OF DIFFERENT FACULTIES OF KHERSON STATE UNIVERSITY IN THE SWIMMING TEACHING SYSTEM

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A – study concept and design; B – data collection; C – data analysis and interpretation; D – paper writing; E – paper editing; F – paper final adoption

Abstract

Introduction. Taking into consideration the clear priorities put as a basis of the student youth's physical education process, their acquirement of the system of applied practical skills and abilities is obligatory. At the same time, it is worth conducting specification of organizational peculiarities of the swimming teaching system among HEI students taking into consideration the opinions of the subjects of this process.

The *aim* is to determine subjective opinions among the students of different faculties of Kherson State University on organizational peculiarities of doing swimming.

Material and methods of the research. The first (bachelor) and second (master) higher education degrees apprentices of Kherson State University were involved in the survey during September-October, 2020, overall 1513 responders of different faculties, notably 646 first-year students, 458 second-year students, 164 third-year students, 213 fourth-year students, and only 32 fifth- and sixth-year ones. The following methods of the research were used: theoretical analysis and synthesis, studying documental materials, sociological methods of interviewing (questionnaire), and methods of mathematical statistics.

Results. Determination of subjective opinions among the students of different faculties of Kherson State University on organizational peculiarities of doing swimming indicated the priority of having sessions once a week (45.13% of responders). Other main options accounted for considerably lower values (once in two weeks – 26.13% and twice a week – 18.40% of responders). The priority duration of the session as to the opinions of the students of different faculties should account for 45-60 min (44.29%) or 30-45 min (31.72% of responders) involving 4-12 students at one specific swimming session.

Conclusions. For the students of different faculties of Kherson State University the desirable form of swimming classes is independent sessions (45.73%). 42.13% of



responders support sessions with a teacher. Among supplementary organizational factors it is principally worth emphasizing using active games (21.26%), competitions (16.8%) and physical education and sporting events (15.59% of responders, respectively).

Key words: assessment, priorities, structure, teaching, swimming, students.

Introduction. Ukraine has an active policy of integration into global social space declaring and supporting the ideas of anthropocentrism and building a harmonious social space [3, 7, 10].

The importance of quality and efficient realization of physical education system tasks has been widely studied by prominent specialists in the sphere. Taking into consideration clear priorities put as a basis of the student youth's physical education process, their acquirement of the system of applied practical skills and abilities is obligatory. Their contents are defined by regulatory needs for healthy lifestyle and historical ideas on harmoniously developed personality [13, 14].

Teaching swimming has been included in obligatory classes list in the system of teaching activities for a long time, but influenced by the changes of social and economic conditions and a series of objective and subjective factors the continuation of this process at the present theoretical and methodological levels became impossible [1, 2, 4, 15, 16].

The analysis of research and methodological studies indicates the development of a considerable number of author's approaches to teaching swimming and existence of a number of solved scientific and practical tasks of this process [3, 5, 8, 11, 12]. Informational content of these

scientific works is aimed at general approaches to teaching swimming, proactive and accelerated teaching swimming, and variability of means for training students swimming, etc. [6, 9, 17].

At the same time, it is worth conducting specification of organizational peculiarities of the swimming teaching system among HEI students taking into consideration the opinions of the subjects of this process.

Connection with research topics and plans. The research was completed in accordance with the topic 3.3 «Theoretical and methodological aspects of optimizing motion activity among different civic groups» of the composite scientific and research work plan of Lviv State University of Physical Culture for the years 2017-2020 and the topic «Theoretical and methodological basis of teaching swimming among different civic groups» of the scientific and research work plan of Kherson State University for the years 2021-2026.

The **aim of the work** is to determine subjective opinions among the students of different faculties of Kherson State University on organizational peculiarities of doing swimming.

Material and methods of the research. The first (bachelor) and second (master) higher education degrees apprentices of Kherson State University were involved in the survey



during September-October, 2020, overall 1513 responders of different faculties. Among them 646 first-year students, 458 second-year students, 164 third-year students, 213 fourth-year students, and only 32 fifth- and sixth-year ones. In the article, there were analyzed the opinions of students of different years on regularity of doing swimming, optimal duration of one swimming session (exact time of staying in the pool), priority forms of swimming classes and optimal number of students in the group at the session.

The following methods of the research were used: theoretical analysis and synthesis, studying documental materials, sociological methods of interviewing (questionnaire), and methods of mathematical statistics.

Results of the research and discussion. By the results of interviewing different faculties of KSU it was found that frequency of swimming classes within education process can have certain variations (table 1).

Table 1

Allocation of the opinions of the students of different faculties on regularity of doing swimming

Faculty	Answer options (in %)			
	once in two weeks	once a week	Twice a week	own option
Economics and Management (E&M, n=178)	28.24	43.53	14.12	14.12
Historic and Law (HL, n=108)	32.41	47.22	13.89	6.48
Computer Sciences, Physics and Mathematics (CSPM, n=93)	31.52	43.48	15.22	9.78
Culture and Arts (C&A, n=97)	36.84	47.37	9.47	6.32
Medical (Med, n=73)	25.00	54.17	9.72	11.11
Pedagogical (Ped, n=206)	26.47	43.14	14.71	15.69
Sociological and Psychological (SP, n=102)	36.63	42.57	12.87	7.92
Ukrainian and Foreign Philology and Journalism (UFPJ, n=326)	28.30	48.43	16.04	7.23
Biology, Geography and Ecology (BGE, n=144)	23.08	44.06	17.48	15.38
Physical Education and Sports (PE&S, n=186)	16.94	40.98	32.79	9.29
Total (n=1513)	26.13	45.13	18.40	10.33

The responders of most KSU faculties tend to do sessions once a week. For each and every group of responders this regularity had prevailed. This option was offered the most by the Medical Faculty students (54.17%). The representatives of other faculties also gave preferences to this option (from 40.98% to 48.43%). It is noteworthy that the least share for this

option was offered by the PE&S Faculty. The reason for that was greater attention to another option suggested by us.

A considerable share of the responders of different faculties paid attention to the opportunity to do swimming once in two weeks, which can be realized under certain corrections in the students' educational



process. In individual cases the share of such responders reached one third and more (SP – 36.63%; C&A – 36.84%, HL – 32.41%, SCPM – 31.52% of students). For the representatives of other faculties, the share of responders having supported this option is a bit lower – within 23.08-28.30% of responders (E&M, Med, Ped, UFPJ, and BGE). The only exception among all KSU faculties was the higher education apprentices of the PE&S Faculty. Probably, because of the specificity of their educational and professional activities this option accounted for only 16.94% being the lowest indicator.

At the same time, the PE&S Faculty students showed a considerably greater will to be involved in doing swimming twice a week. Sometimes this will exceeded the other faculties' representatives' opinions almost twice. This indicator accounted for 32.79% of the responders.

The students of the other faculties were close in sharing their opinions. Most of them fluctuated between 12.87-15.22% of the responders. Some exception was made by the representatives of two faculties (C&A and Med) where only 9.47% and 9.72%, respectively, supported this answer option.

It is worth emphasizing that at all the KSU faculties, though with some variations, there were students having noted their own option on the regularity of doing swimming. The share of such responders accounts for 9.29-15.69%. At the same time, to make the awareness clearer the structure of these answers was studied. It was found that most students, unfortunately, do not

show any will to do swimming in their own options. There are some students offering to have sessions once in three weeks or even a month. However, there is also a group of students having shown their own options to have sessions three times a week or even every day. This analysis gives the reasons to claim that there is a considerably high percentage point of students interested in regular sessions and they represent different faculties. It is important in terms of the need to agree on the curriculum (schedule), form groups for classes based on age, swimming performance level, etc.

Also some peculiarities were found among the students of different faculties (specialties) regarding recommended duration of swimming classes (table 2).

Based on the received results it is possible to state that most representatives of different faculties tend to recommend the duration of one specific swimming session between 45-60 min. At all the faculties, this option has accounted for the highest percentage point of answers – from 37.70% to 52.05% of responders.

It is clear that in terms of organization this option is quite optimal since it gives an opportunity to realize all components of getting ready for the session as well as pedagogical objectives of educational process, to have rest after the previous and to get ready for the next sessions according to the schedule.

One more option having gained a great support almost among all the interviewed faculties was the time period of 30-45 min.



Table 2

Allocation of the opinions of the students of different faculties on optimal duration of one swimming session

Faculty	Answer options (in %)				
	up to 30 min	30–45 min	45–60 min	60–75 min	more than 75 min
Economics and Management (E&M, n=178)	10.53	35.67	40.35	9.36	4.09
Historic and Law (HL, n=108)	4.63	24.07	41.67	29.63	0.00
Computer Sciences, Physics and Mathematics (CSPM, n=93)	3.33	32.22	50.00	11.11	3.33
Culture and Arts (C&A, n=97)	10.87	30.43	44.57	13.04	1.09
Medical (Med, n=73)	2.74	31.51	52.05	5.48	8.22
Pedagogical (Ped, n=206)	9.27	36.10	42.44	8.78	3.41
Sociological and Psychological (SP, n=102)	1.96	31.37	50.00	6.86	9.80
Ukrainian and Foreign Philology and Journalism (UFPJ, n=326)	5.33	31.03	47.34	10.34	5.96
Biology, Geography and Ecology (BGE, n=144)	12.14	29.29	45.71	6.43	6.43
Physical Education and Sports (PE&S, n=186)	9.29	33.88	37.70	14.21	4.92
Total (n=1513)	7.39	31.72	44.29	11.76	4.84

The share of students considering this time optimal for meeting their educational needs as part of regular swimming sessions accounted for 29.29-35.67% of the responders. There is an exception among the representatives of the HL Faculty where the second rating position was given to the option with duration of 60-75 min overtaking the previous result a bit.

If we analyze the answers of the responders having supported the options of session durations of 30 min and 60-75 min, for most faculties they are similar with a slight benefit.

The option of duration up to 30 min was supported by 1.96 to 12.14% of responders of this or that faculty. A bit greater part of the students – from 5.48 to 14.21% – at some faculties would like to have sessions of 60-75 min.

These discrepancies can be related to time-management

calculations and individual needs of each student. We assume that since there is a need in some procedures for girls, with equal total time of the session the duration of staying directly in water can be less.

The existence of responders from different faculties offering to considerably increase the duration of a specific swimming session to more than 75 min can be considered a certain positive. The share of such students was the highest for the Med and SP faculties (8.22% and 9.80%, respectively). For the rest it fluctuated between 1.09-6.43% of responders. The exception was the HL Faculty representatives not having considered such duration of a specific swimming session relevant.

In terms of organization, it is worth emphasizing our attention on the suggestions of different faculties' representatives on the forms of swimming classes (table 3).

Table 3

Allocation of the opinions of the students of different faculties on priority forms of swimming classes

Faculty	Answer options * (in %)			
	1	2	3	4
Economics and Management (E&M, n=178)	20.57	14.86	48.00	16.57
Historic and Law (HL, n=108)	22.22	25.00	47.22	5.56
Computer Sciences, Physics and Mathematics (CSPM, n=93)	27.96	20.43	47.31	4.30
Culture and Arts (C&A, n=97)	25.77	16.49	40.21	17.53
Medical (Med, n=73)	26.03	20.55	50.68	2.74
Pedagogical (Ped, n=206)	21.36	21.84	45.63	11.17
Sociological and Psychological (SP, n=102)	26.47	20.59	50.98	1.96
Ukrainian and Foreign Philology and Journalism (UFPJ, n=326)	21.17	22.09	49.69	7.06
Biology, Geography and Ecology (BGE, n=144)	19.86	16.31	42.55	21.28
Physical Education and Sports (PE&S, n=186)	21.43	15.93	39.56	23.08
Total (n=1513)	23.06	19.25	45.73	11.96

*Notes.*1 — «organized training sessions with a teacher»; 2 — «sports class sessions with a teacher»; 3 — «independent sessions»; 4 — «teaching and training sessions with a trainer».

For most students of different faculties the relish for the idea of doing swimming independently is inherent. This option is characterized by the greatest shares of the responders and considerably dominated the others (39.56-50.98% of the students of a certain faculty). At the same time, we can state that such approach will not give an opportunity to realize the main objectives of the educational process and system of teaching HEI students swimming. Independent sessions, to our mind, are noted by the students due to the supposed non-availability of a teacher, but they absolutely exclude the function of controlling the progress and results of educational process.

At the same time, the shares of the responders by the other options which already included the existence of an organizational component from the teacher (trainer) had also accounted for quite a high percentage point.

In the course of differentiation, we have gained the following results: At the KSU faculties, the students of the E&M, CSPM, Med, SP, BGE, and PE&S faculties with great discrepancies emphasized enhanced significance of organized training sessions with a teacher (19.86-26.47%). At the same time, the representatives of the HL, Ped and UFPJ faculties are more inclined to sport class sessions with a teacher (22.09-25.00% of the responders).

It was found that among the students of different faculties there is a considerable part of admirers of organizing the swimming system in the form of teaching and training sessions with a trainer. In specific cases it is getting to priority ones (PE&S faculty – 23.08% and BGE faculty – 21.28% of the responders). In other cases, it fluctuates in a quite wide range of values (from 1.96 to 17.53% of the



responders of a certain faculty). Such percentage point and quite a high significance of teaching and training sessions with a trainer can be interpreted by the students' logical awareness and comparison of the main objectives and ways of reaching them in the system of teaching swimming. It is natural that the highest indicators in solving the objectives of teaching swimming can be reached in the course of regular intensive sessions observed by the trainer (the highest level of a specialist's involvement in sport).

The mentioned approach cannot be fully applied in the student youth's physical education since it requires quite sharp demands to the content of the sessions and following the sequence of completing teaching and training activity tasks with low probability of the students' (as stakeholders of educational process) impact on it.

In the answers to the questions on the optimal number of students, which can be involved in the swimming session in one group at the same time for the representatives of different faculties, quite considerable values of ranges in indicators were observed within specific ones. However, for all the KSU faculties there were three notable options. Most representatives of different faculties are inclined to the opinion that it is worth involving 4-11 people in one session within one group (E&M, HL, CSPM, Med, SP, UFPJ, and BGE). Not considerably greater limits (5-12 people) were offered by the C&A and Ped faculties' students. Also the PE&S faculty's students' opinions were different offering to involve 6-14 people in one swimming session for proper organization of educational process.

The analysis of the offers to include extra-events to the content of swimming classes system pointed out some variations in priorities among the representatives of different faculties.

Taking into account a considerable amount of information gained at the primary level we analyzed specific priorities identified in the course of the research. Notably, those events having gained more than 15% by the responders' assessments were covered. Such indicator can be considered enough substantiation for their implementation into educational process.

We can claim the existence of common features among the offers of the faculties' representatives as the HL, Ped and UFPJ where four answer options got into priority groups. They had some variations in percentage values. Notably, the students offer to include competitions (16.11-16.88%), active games (20.27-22.59%), physical education and sporting events (15.26-15.97%), and methodological training in teaching students swimming (15.52-16.11% of the responders, respectively).

Some of the other faculties via their representatives determined the need to include three of the given means. These were the faculties CSPM, SP, Med, and PE&S.

However, the structure of the events offered to be included had some variations. Thus, the responders being the representatives of the CSPM Faculty offer to involve competitions, active games, and methodological training with teaching swimming basis (16.06%, 20.88% and 15.66%, respectively).

Table 4

Allocation of the opinions of the students of different faculties on relevant content of extra-events within teaching swimming

Faculty	Answer options* (in %)								
	1	2	3	4	5	6	7	8	9
Economics and Management (E&M, n=178)	17.97	22.58	13.82	7.37	11.75	11.98	8.29	5.99	0.23
Historic and Law (HL, n=108)	16.88	20.78	15.26	8.12	15.58	9.74	9.42	3.57	0.65
Computer Sciences, Physics and Mathematics (CSPM, n=93)	16.06	20.88	14.86	8.43	15.66	8.03	10.84	5.22	0.00
Culture and Arts (C&A, n=97)	16.14	18.11	18.50	6.69	14.96	9.06	11.02	4.33	1.18
Medical (Med, n=73)	14.95	21.13	17.01	6.70	16.49	10.82	9.79	2.58	0.52
Pedagogical (Ped, n=206)	16.11	22.59	15.52	7.66	16.11	10.61	8.06	2.36	0.98
Sociological and Psychological (SP, n=102)	17.87	18.90	15.46	7.56	14.43	7.22	9.97	6.87	1.72
Ukrainian and Foreign Philology and Journalism (UFPJ, n=326)	16.87	20.27	15.97	7.47	15.52	10.08	8.61	4.53	0.68
Biology, Geography and Ecology (BGE, n=144)	14.84	22.55	15.43	8.90	14.24	12.76	5.64	5.34	0.30
Physical Education and Sports (PE&S, n=186)	18.54	23.34	15.10	3.89	14.87	7.09	8.70	7.55	0.92
Total (n=1513)	16.80	21.26	15.59	7.24	14.95	9.84	8.78	4.85	0.69

Notes. 1 — «competitions»; 2 — «active games at the sessions»; 3 — «physical education and sporting events»; 4 — «specialized seminars in teaching swimming»; 5 — «methodological training in teaching students swimming»; 6 — «methodological training in teaching students to provide first aid»; 7 — «instructor practice (assistance to the teacher)»; 8 — «referee practice (assistance in organizing competitions)»; 9 — «other».

The representatives of the other faculties found the need in competitions (16.14-18.54%), active games (18.11-23.34%), and physical education and sporting events (15.10-18.50% of the responders of the certain faculty, respectively).

Moreover, the representatives of the faculties E&M and BGE pointed out to higher priority of only two given events. In the first case, competitions and active games (17.97% and 22.58% of the responders) gained an advantage, and in the second one – active games and physical education and sporting events (22.55% and 15.43% of the responders, respectively).

Involving these events and high

support from the students were quite expectable. We had included most of the mentioned extra- motivation factors into the questionnaire list based on the suggestions of the specialists in the sphere of physical education and sports [2, 3, 4, 8], yet the main objective consisted in clarifying their priority for the KSU apprentices' contingent.

Unfortunately, the rest of the answer options (specialized seminars in teaching swimming, methodological training in teaching students to provide first aid, instructor practice, referee practice, other) did not get proper support among the representatives of different faculties of KSU (0.0-14.43% of the responders).



Conclusions. Determining the subjective opinion of the higher education apprentices of different faculties of Kherson State University on organizational peculiarities of swimming sessions pointed out at the priority of having classes once a week (45.13% of the responders), the other main options got significantly lower values (once in two weeks – 26.13% and twice a week – 18.40% of the responders).

The priority duration of the session as to the opinions of the students of different faculties should account for 45-60 min (44.29%) or 30-

45 min (31.72% of the responders) involving a tentative number of students between 4-12 people at one specific swimming session.

For the students of different faculties of Kherson State University the desirable form of swimming classes is independent sessions (45.73%), and sessions with a teacher are supported by 42.31% of the responders. Among extra-organizational factors it is principally worth involving active games (21.26%), competitions (16.80%) and physical education and sporting events (15.59% of the responders, respectively).

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