



Internal Factors Affecting Entrepreneurial Intention of South Sulawesi Students with Self-Efficacy as a Moderator Variable

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Abstract

Purpose: This study aims to examine the influence of students' internal factors, namely entrepreneurial knowledge, entrepreneurial motivation, and family environment, on entrepreneurial intentions (entrepreneurial intentions) among students in South Sulawesi, with self-ability as a moderating variable.

Research Methodology: The methodology of this study uses a quantitative approach with primary data collected through questionnaires distributed to students of the Faculty of Economics in South Sulawesi. Data analysis techniques used descriptive statistics and partial least squares (PLS).

Results: The results indicate that knowledge, motivation, and family factors significantly affect students' entrepreneurial intentions. Self-efficacy moderates the relationship between family and entrepreneurial intentions, indicating that students with high self-efficacy tend to have entrepreneurial intentions.

Conclusions: This study concludes that entrepreneurial knowledge, family environment, and self-efficacy significantly influence students' entrepreneurial intention, while motivation has no significant effect. Self-efficacy also moderates the relationship between family environment and entrepreneurial intention.

Limitations: This study is limited to Faculty of Economics students in South Sulawesi and only examines entrepreneurial knowledge, motivation, family environment, and self-efficacy.

Contributions: This study contributes to entrepreneurship literature by highlighting the role of self-efficacy in strengthening the relationship between family environment and entrepreneurial intention.

Keywords: *Entrepreneurial Intention, Family Environment, Knowledge, Motivation, Self-Efficacy*

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1. Introduction

Economic globalization has influenced human life. From an economic perspective, technological advancements have impacted growth and development since the Industrial Revolution, suggesting that entrepreneurship and globalization significantly affect economic development (Coulibaly et al., 2018).

Hartini et al. (2022) state that the era of globalization in Indonesia is marked by the growth of small, medium, and micro enterprises (SMEs). Considering the current situation, the scale of entrepreneurship in Indonesia is only around 3.01%, which is much lower than in Singapore and Malaysia, where it ranges from 5% to 7% (Abbas, 2018). SMEs play an important role in people's economic systems to alleviate poverty, reduce income inequality, and decrease unemployment rates, especially in Makassar (Agustin et al., 2020). Additionally, Agusmiati and Wahyudin (2018) argue that increasing the number of entrepreneurs can help create new jobs, foster innovation and enhance economic competitiveness.

In Indonesia, entrepreneurship has become an increasingly important topic, especially in higher education. The government and educational institutions are trying to foster an entrepreneurial spirit among students, hoping they will become successful entrepreneurs who can contribute to the national economy (Agustin & Trisnawati, 2021). The growth of entrepreneurial spirit can be influenced by students' knowledge. Knowledge of entrepreneurship is a key factor affecting students' entrepreneurial intentions. This knowledge includes understanding how to start and manage a business and the ability to identify and exploit business opportunities (Aidha, 2017). Moreover, entrepreneurial motivation plays a crucial role. This motivation can come from various sources, including the desire to achieve financial freedom, the wish to realize personal ideas or dreams, and the influence of the family environment (Aini & Oktafani, 2020). The family environment can provide the emotional and financial support essential for aspiring entrepreneurs. Families with a business background tend to encourage and inspire their members to venture into entrepreneurial activities (Anisa & Mustofa, 2021).

However, students' entrepreneurial intentions are not only influenced by external factors. Self-efficacy, or confidence in one's ability to run a business, also serves as an important moderating variable (Antawati, 2017). Students with high self-efficacy are more likely to have entrepreneurial intentions because they feel confident in facing the challenges and obstacles of entrepreneurship. This study aimed to examine the influence of entrepreneurial knowledge, motivation, and family environment on students' entrepreneurial intentions, with self-efficacy as a moderating variable. A deeper understanding of these factors is expected to provide insights for educational institutions and policymakers in designing more effective programs to support the development of entrepreneurship in students.

Research on entrepreneurial intentions in South Sulawesi has been conducted. Ardiyanti and Mora (2019) revealed that the use of e-commerce and technology affects entrepreneurial intentions. Furthermore, Hartini et al. (2022) found that knowledge and self-efficacy directly influence entrepreneurial intention, but self-efficacy does not mediate the relationship between them. Nursita (2021) stated that entrepreneurship education encourages the enhancement of students' knowledge and soft skills, which affects entrepreneurial intention.

Lutfi et al. (2020) studied the impact of the family environment and social support on entrepreneurial intentions among students in Makassar and found that a supportive family environment significantly increased students' interest in becoming entrepreneurs. In contrast, Prasetyo (2020) emphasized the importance of students' intrinsic motivation, such as the desire for independence and success, in shaping entrepreneurial intentions. However, these studies have not included the role of self-efficacy as a moderating variable, which could potentially strengthen or weaken the relationship between motivation and entrepreneurial intention. Furthermore, Iskandar and Putri (2021) showed that self-efficacy significantly influences entrepreneurial intention, but no strong evidence was found that self-efficacy moderates the relationship between the family environment and entrepreneurial intention. These inconsistent findings were observed in Makassar; therefore, this study attempts to expand the coverage area to Generation Z in South Sulawesi. This study is considered important as it will contribute to the growth of literature on entrepreneurship in South Sulawesi, particularly in examining the role of self-efficacy as a moderating variable in the relationship between factors and entrepreneurial intention.

2. Literature Review

2.1 *Entrepreneurial Intention*

Entrepreneurial intention refers to an individual's desire, commitment, and readiness to start a business in the future. In the context of students, entrepreneurial intention reflects their tendency to choose entrepreneurship as a career option after completing their education. Entrepreneurial intention is influenced by several factors, including entrepreneurial knowledge, motivation, family environment, and self-efficacy. Previous studies have shown that entrepreneurial intention among students can be shaped by personal attributes, family support, entrepreneurial education, and psychological factors (Agusmiati & Wahyudin, 2018; Nisa & Murniawaty, 2020; Sukmaningrum & Rahardjo, 2017).

2.2 *Entrepreneurial Knowledge*

Entrepreneurial knowledge refers to an individual's understanding of how to identify business opportunities, manage resources, develop business strategies, and face entrepreneurial risks. Students with good entrepreneurial knowledge tend to be more prepared to start and manage a business. Previous studies show that entrepreneurial knowledge has a positive influence on entrepreneurial intention because knowledge increases students' awareness and confidence in entrepreneurship (Hendrawan & Sirine, 2017; Indriyani & Subowo, 2019; Soelaiman et al., 2024). Thus, entrepreneurship education can strengthen students' readiness to become entrepreneurs.

2.3 *Entrepreneurial Motivation*

Entrepreneurial motivation is an internal drive that encourages individuals to start a business. This motivation may arise from the desire for independence, financial success, self-achievement, or the need to realize personal ideas and creativity. However, motivation does not always directly lead to entrepreneurial intention. Several studies have found that motivation may influence entrepreneurial interest, but its effect can vary depending on personal readiness, entrepreneurial knowledge, and contextual support (Aidha, 2017; Hendrawan & Sirine, 2017; Prasetyo, 2020; Raza et al., 2018).

2.4 *Family Environment*

The family environment plays an important role in shaping students' entrepreneurial intention. Families can provide emotional support, financial assistance, business experience, and entrepreneurial role models that influence students' interest in entrepreneurship. Students who grow up in supportive family environments tend to have stronger entrepreneurial intentions because they receive encouragement and examples from their families. Previous studies also confirm that family environment contributes to entrepreneurial interest and intention among students (Agustin & Trisnawati, 2021; Antawati, 2017; Manurung et al., 2019; Nisa & Murniawaty, 2020).

2.5 *Self-Efficacy*

Self-efficacy refers to an individual's belief in their ability to perform certain tasks successfully. In entrepreneurship, self-efficacy reflects students' confidence in identifying opportunities, managing businesses, solving problems, and facing business challenges. Students with high self-efficacy are more likely to have strong entrepreneurial intentions because they believe they can succeed in entrepreneurial activities. Previous studies indicate that self-efficacy plays an important role in strengthening entrepreneurial interest and intention (Atiningsih & Kristanto, 2020; Hartini et al., 2022; Indriyani & Subowo, 2019; Lestari & Sukirman, 2020).

2.6 *Self-Efficacy as a Moderating Variable*

Self-efficacy can act as a moderating variable because it may strengthen or weaken the relationship between internal factors and entrepreneurial intention. Students with high self-efficacy are more likely to

transform knowledge, motivation, and family support into entrepreneurial intention. Previous research shows that self-efficacy is relevant in explaining the relationship between entrepreneurial knowledge, motivation, family environment, and entrepreneurial intention. Several studies have placed self-efficacy as a moderating or mediating variable in entrepreneurship research (Agusmiati & Wahyudin, 2018; Agustin & Trisnawati, 2021; Dhitara & Ardiansyah, 2022; Sekarini & Marlana, 2020).

3. Methodology

3.1 Population, Sample, and Sampling Technique

The population of this study comprised all students in South Sulawesi. The sample included active students currently enrolled in the university. Purposive sampling was employed. The criteria for the sample were students from the Faculty of Economics who had completed the entrepreneurship course.

3.2 Type of Data, Data Sources, and Data Collection Techniques

The data used in this study were quantitative. The data source was primary data. A statistical instrument in the form of a questionnaire will be used to collect data. The questionnaire was distributed to active students studying in South Sulawesi via Google Forms. The questionnaire was measured using a Likert scale to indicate the rank and distance of constructs from the data obtained from respondents (Sekaran, 2016). The Likert scale used consisted of five points: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).

3.3 Data Analysis Method

This study employed descriptive statistics and Partial Least Squares (PLS) as data analysis methods. Descriptive statistics were used to describe the demographic characteristics of respondents and their responses related to the research variables, while PLS was used for hypothesis testing. According to Diana2019<empty citation>, PLS is a component-based Structural Equation Modeling (SEM) approach. SEM is advantageous because it does not require data normality like Ordinary Least Squares (OLS) and is effective for analyzing large sample data (Ardiyanti & Mora, 2019; Hair et al., 2010). In PLS-SEM analysis, there are two models: the outer and inner models. The outer model was used to measure the validity and reliability of the constructs, which is crucial for ensuring the quality of research instruments or questionnaires. The inner model was used to test causality and hypotheses.

Validity was measured based on the factor loading values. Each indicator on the questionnaire item was considered good if the factor loading value was greater than 0.5 (Atiningsih & Kristanto, 2020). According to Coulibaly et al. (2018), a variable is considered reliable if its composite reliability exceeds 0.7. Additionally, the inner model was tested using the coefficient of determination (R^2) and p -values. Chin2013<empty citation> states that a higher coefficient of determination indicates a better model fit for prediction. In hypothesis testing, the decision to accept or reject the hypothesis is based on the significance of the p -value. According to Dhitara and Ardiansyah (2022) and Diana et al. (2023), a hypothesis is accepted if the p -value is less than 0.05.

4. Results and Discussion

4.1 Results

4.1.1 Descriptive Statistics

The purpose of descriptive statistical analysis is to provide an overview of the variables under study. The following are the results of the descriptive statistical analysis of the research variables.

Table 1. Demographic of the Respondents

Demographic	Criteria	Number	Percentage
Gender	Male	38	36.3%
	Female	66	63.7%
Age	19 years	8	7.7%
	20 years	10	9.6%
	21 years	17	16.3%
	22 years	39	37.5%
	23 years	24	23.1%
	24 years	6	5.8%

Source: Based on Primary Data Processed (2024)

Table 1 shows the respondents' demographics. The study involved 104 respondents, consisting of 36.3% male and 63.7% female respondents. Regarding age groups, 7.7% of respondents were in the 19-year age group, 9.6% were in the 20-year age group, 16.3% were in the 21-year age group, 37.5% were in the 22-year age group, 23.1% were in the 23-year age group, and 5.8% were above 24 years of age.

4.1.2 Measurement Model (Outer Model)

Convergent Validity Test

The convergent validity test is indicated by a factor loading value greater than 0.7 and an Average Variance Extracted (AVE) value greater than 0.5 (Dyah, 2020).

Table 2. The Result of Convergent Validity Testing

Variables	Indicator	Outer Loading
Knowledge (AVE = 0.583)	Knowledge 1	0.752
	Knowledge 2	0.723
	Knowledge 3	0.813
Motivation (AVE = 0.659)	Motivation 1	0.755
	Motivation 2	0.890
	Motivation 3	0.785
Family (AVE = 0.690)	Family 1	0.762
	Family 2	0.775
	Family 3	0.888
	Family 4	0.890
Self-Efficacy (AVE = 0.707)	Self-Efficacy 1	0.895
	Self-Efficacy 2	0.858
	Self-Efficacy 3	0.830
	Self-Efficacy 4	0.719
	Self-Efficacy 5	0.889
Entrepreneurial Intention (AVE = 0.635)	Entrepreneurial Intention 1	0.756
	Entrepreneurial Intention 2	0.828
	Entrepreneurial Intention 3	0.776
	Entrepreneurial Intention 4	0.826

Table 2 shows that each variable has a factor loading value greater than 0.7, and the AVE values are above 0.5. This indicates that the data in this study met the criteria for convergent validity.

Discriminant Validity

Fatimah and Sapitri (2020) explains that the measurement of different constructs should not have high correlations to achieve discriminant validity. This was tested by examining the "cross loading" values of the instrument with its constructs. Ghozali (2006) set a minimum cross loading value of 0.7, and the Fornell-Larcker Criterion (the square root of AVE) should be greater than the correlation of the latent variables to indicate discriminant validity.

Table 3. The Result of Discriminant Validity Testing

Variable	Entrepreneurial Intention	Family	Knowledge	Motivation	Self-Efficacy	AVE
Entrepreneurial Intention	0.797					0.635
Family	0.532	0.831				0.690
Knowledge	0.386	0.144	0.763			0.583
Motivation	0.617	0.509	0.369	0.812		0.659
Self-Efficacy	0.742	0.462	0.266	0.709	0.841	0.707

Table 3 shows that the Fornell-Larcker Criterion values are greater than the AVE, indicating that the data in this study meet the criteria for discriminant validity.

Reliability Test

The final step in the evaluation of the outer model was to test the reliability of the model using Composite Reliability and Cronbach's Alpha indicators. Hadyastiti et al. (2020) state that Composite Reliability is superior in estimating the internal consistency of a construct compared to Cronbach's Alpha. According to Hair et al. (2010), the Composite Reliability value should be greater than 0.7, although a value of 0.6 is still acceptable.

Table 4. Reliability Test Result

Variable	Composite Reliability
Entrepreneurial Intention	0.874
Family	0.899
Knowledge	0.807
Motivation	0.853
Self-Efficacy	0.923

Source: Based on Primary Data Processed (2024)

Table 4 shows that the Composite Reliability values are above 0.7, indicating that the data in this study are reliable.

Structural Model (Inner Model)

The evaluation of the inner model involved analyzing the path coefficients and t-values to test the consistency of the constructs and the structural model. The results of the inner model evaluation are shown in Table 5.

Table 5. Hypothesis Test Result

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
Family → Entrepreneurial Intention	0.273	0.284	0.075	3.628	0.000
Knowledge → Entrepreneurial Intention	0.192	0.196	0.066	2.892	0.004
Moderating Effect 1 → Entrepreneurial Intention	-0.046	-0.042	0.050	0.911	0.363
Moderating Effect 2 → Entrepreneurial Intention	0.150	0.140	0.081	0.862	0.063
Moderating Effect 3 → Entrepreneurial Intention	-0.179	-0.170	0.075	2.388	0.017
Motivation → Entrepreneurial Intention	0.004	0.014	0.094	0.041	0.967
Self-Efficacy → Entrepreneurial Intention	0.597	0.587	0.087	0.888	0.000

Source: Based on Primary Data Processed (2024)

Based on Table 5, Family and Knowledge have a positive and significant effect on Entrepreneurial Intention, as indicated by P-values below 0.05. Moderating Effect 3 also shows a significant negative effect on Entrepreneurial Intention. Meanwhile, Moderating Effect 1, Moderating Effect 2, and Motivation do not significantly influence Entrepreneurial Intention because their P-values are greater than 0.05. Self-Efficacy has the strongest positive effect on Entrepreneurial Intention with the highest path coefficient value.

4.1.3 Hypothesis Testing

Based on the table, knowledge significantly influences entrepreneurial intention. This is indicated by a T-statistic of 2.892 and a P-value of 0.004. These results indicate that individuals with good entrepreneurial knowledge tend to have strong entrepreneurial intentions. Motivation does not have a significant effect on entrepreneurial intention, as indicated by a T-statistic of 0.041 and a P-value of 0.967. These results indicate that motivation does not significantly influence entrepreneurial intention. Furthermore, the influence of family on entrepreneurial intention is statistically significant, with a T-statistic of 3.628 and a P-value of 0.000. The research findings indicate that the greater the influence of the family environment on entrepreneurial intention, the greater the likelihood of having entrepreneurial intention. Self-efficacy has a significant effect on entrepreneurial intention, as indicated by a T-statistic of 6.888 and a P-value of 0.000. This indicates that higher self-efficacy increases a person's intention to become an entrepreneur.

4.2 Moderation Testing

According to [Hadyastiti et al. \(2020\)](#) and [Hartini et al. \(2022\)](#), a moderation effect test can be conducted if the direct relationship between the independent and dependent variables is significant, with a t-statistic greater than 1.96. The results of the moderation test indicate that the interaction coefficient between knowledge and self-efficacy is not significant, with a t-statistic of 0.911 (less than 1.96) and a p-value of 0.363 (greater than 0.05). This means that self-efficacy does not moderate the effect of knowledge on entrepreneurial intention. Therefore, an individual's level of self-efficacy does not influence the effect of knowledge on entrepreneurial intention.

Furthermore, the interaction coefficient between motivation and self-efficacy is not statistically significant. This is indicated by a t-statistic of 1.862 (less than 1.96) and a p-value of 0.063 (greater than 0.05), indicating that self-efficacy does not moderate the influence between motivation and entrepreneurial intention. Thus, an individual's level of self-efficacy does not influence the influence of motivation on entrepreneurial intention. The interaction coefficient between family and self-efficacy is statistically significant. This influence is indicated by a T-statistic value of 2.388 (greater than 1.96) and a P-value of 0.017 (less than 0.05). This means that self-efficacy moderates the influence of family on entrepreneurial intention. Therefore, an individual's level of self-efficacy influences the influence of family on entrepreneurial intention.

4.2.1 R Square Test

R-squared, also known as the coefficient of determination, indicates the extent to which the independent variable affects the dependent variable. Changes in the R-squared value can be used to assess whether a specific independent latent variable has a substantive effect on the dependent latent variable (Ghozali, 2006). The R-squared value ranges from 0 to 1, with the closer it is to one, the better. Hair et al. (2010) state that an R-squared value of 0.75 is considered strong, 0.50 is considered moderate, and 0.25 is considered weak.

Table 6. R Square Test Results

Variable	R Square	Information
Entrepreneurial Intention	0.662	Strong

Source: Based on Primary Data Processed (2024)

Based on Table 6, this study shows that the R-Squared of the Entrepreneurial Intention variable has a value of 0.662, which means that 66.2% of the variation in the Entrepreneurial Intention variable can be explained by the independent variables in the model, namely knowledge, motivation, and self-efficacy, and the remaining 33.8% was explained by other variables.

4.3 Discussion

4.3.1 Entrepreneurial Knowledge

Based on the results of the hypothesis testing in Table 9, it can be seen that (H1) the first hypothesis is accepted. The influence of entrepreneurial knowledge has been proven to have a positive and significant effect on entrepreneurial intention (Murniati et al., 2019; Nisa & Murniawaty, 2020; Prasetyo, 2020). This shows that the higher the knowledge of entrepreneurship, the higher the students' interest in entrepreneurship. This is in line with previous research conducted by Nursita (2021) and Soelaiman et al. (2024), which revealed that entrepreneurial knowledge can help and motivate individuals to find entrepreneurial opportunities.

4.3.2 Motivation

The results of the second hypothesis (H2) testing in the previous section state that motivation does not affect entrepreneurial intention, thus rejecting the second hypothesis (Rusmiati, 2017; Sapitri, 2018). Hadyastiti et al. (2020) and Raza et al. (2018) explained that motivation alone is not sufficient to drive individuals to become successful entrepreneurs. The implementation of real actions based on a deep understanding of personal characteristics and business dynamics is a determining factor in achieving entrepreneurial success. This indicates that motivation does not significantly influence entrepreneurial intentions. This study is also consistent with the findings of Hendrawan and Sirine (2017), who stated that motivation does not affect students' entrepreneurial intentions.

4.3.3 Family

The results of the third hypothesis (H3) testing show that the hypothesis is accepted. Family influence has been proven to have a positive and significant effect on entrepreneurial intention (Manurung et al., 2019; Sekarini & Marlina, 2020). This indicates that the more supportive and conducive the family environment, the higher the students' intention to engage in entrepreneurship (Sukmaningrum & Rahardjo, 2017). A family environment that provides encouragement, support, and real examples of entrepreneurship can enhance an individual's confidence and motivation to start a business. This finding aligns with the research of Hendrawan and Sirine (2017) and Sintya (2019), who revealed that family support plays a crucial role in shaping entrepreneurial intentions. They found that individuals with entrepreneurial backgrounds tend to have stronger intentions to enter the business world.

4.3.4 Self-Efficacy

The results of the fourth hypothesis (H4) testing show that the hypothesis is rejected. Self-efficacy did not moderate the effect of knowledge on entrepreneurial intention. In other words, even if a person has a high level of knowledge about entrepreneurship, their level of self-confidence does not influence how much that knowledge increases their intention to engage in it. The results of this study do not align with the research conducted by [Indriyani and Subowo \(2019\)](#), who stated that self-efficacy is an important factor in strengthening the influence of knowledge on entrepreneurial intention. In their research, self-efficacy is considered a variable that enhances the relationship between entrepreneurial knowledge and entrepreneurial intention, and high self-confidence can increase an individual's motivation to apply their knowledge. However, our findings suggest that while entrepreneurial knowledge is important, self-efficacy does not play a significant moderating role in this context ([Suratno et al., 2020](#)).

4.3.5 Moderation Effect of Self-Efficacy

The results of the fifth hypothesis (H5) testing show that the hypothesis is rejected. Self-efficacy did not moderate the effect of motivation on entrepreneurial intention. This finding contradicts the study conducted by ([Iskandar & Putri, 2021](#)), which stated that self-efficacy plays a significant role in directing an individual's motivation and entrepreneurial intention. However, this study aligns with a recent study by [Lestari and Sukirman \(2020\)](#), which found that intrinsic and extrinsic motivation have a more direct and significant influence on entrepreneurial intention than self-efficacy as a moderating factor. This suggests that while self-efficacy is an important factor in many aspects of life, in this context, an individual's motivation has a more dominant influence on the decision to start a business than self-efficacy.

The results of the sixth hypothesis (H6) testing show that the hypothesis is accepted. Self-efficacy has been proven to positively and significantly moderate the effect of family on entrepreneurial intention. This finding is consistent with the research conducted by [Lutfi et al. \(2020\)](#), who stated that self-efficacy plays a crucial role in enhancing the influence of family support on entrepreneurial intentions. When individuals have a high level of self-efficacy, they are more likely to confidently utilize the social capital or networks provided by their families. This allows them to explore and capitalize on entrepreneurial opportunities more effectively, thereby increasing their entrepreneurial intention.

5. Conclusions

Based on the data analysis, it can be concluded that entrepreneurial knowledge and family environment have been proven to have a direct and significant impact on students' entrepreneurial intentions. However, entrepreneurial motivation has not been proven to have a direct and significant effect on students' entrepreneurial intentions. Meanwhile, the variable of self-efficacy moderates the influence between family and entrepreneurial intention. Thus, the higher the students' confidence in their entrepreneurial abilities, the greater their intention to pursue entrepreneurship, particularly among students in South Sulawesi.

Researchers suggest that future studies should expand the population scope to obtain more representative results and consider other factors, such as family background and entrepreneurial experience, which may influence students' entrepreneurial intentions. Additionally, the development of other independent variables, such as self-efficacy, psychological aspects, and personality traits, is recommended to gain a deeper understanding of the factors influencing entrepreneurial intentions. This study is limited to certain regions and populations; therefore, the results may not be generalizable to a broader population. Moreover, the use of the self-efficacy moderating variable needs to be further clarified by adding more specific indicators to provide a more comprehensive picture of its role in moderating the relationship between internal factors and students' entrepreneurial intentions. Furthermore, other variables that might influence entrepreneurial intention, such as economic conditions and community support, were

not explored in this study. Future research is expected to expand the scope of the study and consider additional variables to obtain a more comprehensive understanding.

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Author Contributions

A contributed to conceptualization, methodology, data collection, formal analysis, and writing of the original draft. W was responsible for supervision, validation, data interpretation, manuscript review, and editing. N contributed to data curation, literature review, manuscript revision, and final approval of the article.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this study. This research was conducted independently, and no financial or personal relationships influenced the results or interpretation of the findings.

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