

Exploratory Factor Analysis on the Entrepreneurial Intention among Management Students in Nepal

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ABSTRACT

Entrepreneurship is known to be an important engine of economic success and employment among the youth but its development among youth continues to be a complicated psychological process. This research is an examination of the underlying dimensions of entrepreneurial intention among management students in Nepal, a country with high unemployment amongst the youth and where a sense of urgency to adopt a culture of start-ups is evident. Based on the Theory of Planned Behavior (TPB), the study mainly seeks to determine the factors that influence student orientation towards self-employment as well as analyzing the predictive ability of psychological and institutional antecedents. Adopting a descriptive-cum-analytical design, data were collected via a systematic survey of 373 management students from Tribhuvan University-affiliated campuses in Nepal. The questionnaire was structured based on Luiz and Mariotti (2011) and it was found to have high internal reliability with Cronbachs alpha of 0.760. The statistical analysis was performed with Exploratory Factor Analysis (EFA) based on Principal Component Analysis (PCA) with Varimax rotation with the help of Kaiser-Meyer-Olkin (KMO) and Bartlett tests. The findings showed a strong six-factor model that explained 72.563% of the total cumulative variance. The most dominant factors were found to be cost management (loading 0.932), decision-making under uncertainty (0.910), and risk avoidance (0.904) and institutional support and perceived benefits of entrepreneurship. These results validate the idea that entrepreneurial intention is a strategic decision and is deliberate and consistent with the TPB. The researchers find that university degrees might serve as the theoretical basis, but there is no sufficient experience and mentorship without these resources. The implications are that academic institutions need to shift to strategic alliances with the corporate sector, and the financial literacy and resilience training should become part of the curriculum. Policymakers can motivate graduates to shift traditional job-seeking and innovative job-creation, leading to sustainable economic growth in a country.

Keywords: Management students, Exploratory Factor Analysis, Nepal, Theory of Planned Behavior, Entrepreneurial intention.

I. INTRODUCTION

1.1 Background

Entrepreneurship is widely recognized as a major driver of economic growth, employment generation, innovation, and socio-economic transformation (Ogunlana, 2018). Researchers define entrepreneurs as individuals who use their insight to introduce new products, adopt new methods of production, identify new markets, secure new sources of supply, and, most importantly, create new forms of organization (Kuehn, 2008). In this sense, entrepreneurship is not simply the act of starting a business; it is a creative and intentional process through which individuals recognize opportunities, overcome limitations, mobilize resources, and create value (Cha et al., 2010). Similarly, Joshi et al. (2024) describe entrepreneurship as a creative process of starting, designing, and managing a venture to generate value by perceiving and exploiting new possibilities. Therefore, entrepreneurship plays a

decisive role in promoting economic vitality, especially in emerging countries where poverty, unemployment, and underdevelopment remain persistent challenges (Nasir, 2019).

The study of entrepreneurial intention among university students has received growing empirical attention because intention is considered the most immediate predictor of entrepreneurial behavior. McStay (2010) argued that the motives behind entrepreneurial intentions can provide valuable insights into the psychographic profiles of individuals drawn to entrepreneurship. Likewise, Krueger et al. (2000) emphasized that promoting entrepreneurship requires deliberate efforts to motivate and support young people. In higher education, universities are increasingly expected to produce job creators rather than only job seekers. This expectation is especially relevant in Nepal, where youth unemployment, weak industrial growth, and a strong socio-cultural preference for secure jobs continue to shape graduate career

choices (Sharma & Poudel, 2023). In this socio-economic context, entrepreneurship offers an alternative path for income generation, self-reliance, and innovation (Magar, 2023).

However, the culture of entrepreneurship in the country remains unsatisfactory, partly because of risk-averse attitudes, limited motivation, rigid social norms, and a strong preference for government employment (Sitoula, 2015). Young graduates with knowledge, skills, creativity, and potential contribute to economic growth through business creation. Yet many avoid self-employment because of market uncertainty, lack of encouragement, and weak institutional support systems (Mbah, 2014). For this reason, understanding entrepreneurial intention among management students is a productive area for academic inquiry and practical intervention.

This study focuses on management students at Nawalparasi East. It seeks to understand how they perceive entrepreneurship and what determines their intention to pursue it. The study is guided by the idea that entrepreneurial intention is shaped by a combination of personal and contextual factors, specifically attitude toward the act, perceived opportunity, risk-bearing propensity, and perceived educational support. These variables are highly relevant because students often make career decisions by considering desirability, feasibility, and available support. A student may value entrepreneurship positively, yet this evaluation rarely turns into action unless opportunities appear realistic, risk feels manageable, and educational institutions provide encouragement and guidance (Kakouris et al., 2023).

1.2 Statement of Problem

The theoretical foundation of this study is based mainly on the Theory of Planned Behavior and Social Cognitive Theory. Ajzen (1991) proposed that intention is shaped by attitude toward behavior, subjective norms, and perceived behavioral control. In this framework, students are more likely to become entrepreneurs when they view entrepreneurship as desirable, socially acceptable, and personally achievable. Bandura (1986) similarly emphasized self-efficacy, or an individual's belief in their ability to perform a task successfully. From this perspective, students with stronger confidence in their abilities are more likely to develop entrepreneurial intention. Together, these theories explain how beliefs, confidence, and environment interact to shape career decisions, supported by insights from Attribution Theory, Risk Perception Theory, Social Exchange Theory, and Reasoned Action Theory, which further explain how individuals assess risks, rewards, and personal agency.

University education has an important institutional role in shaping entrepreneurial orientation. Choi and Markham (2019) argued that cooperation between universities and the corporate world can prepare students through training opportunities, practical exposure, and entrepreneurial thinking. Similarly, Kyari (2020) found that entrepreneurship education helps young graduates make their ventures more profitable, while Ryan (2009) stressed the need for partnerships between universities and business communities. These studies show that entrepreneurship education is most effective when it moves beyond classroom theory and includes mentorship, workshops, networking, and real-world engagement. As a result, universities can create an environment in which entrepreneurship appears realistic and achievable by exposing students to role models, practical business challenges, and innovation-oriented learning.

A substantial body of empirical studies also shows that students' entrepreneurial perception is supported by self-efficacy, social support systems, family background, and educational experience. Gelaidan and Abdullateef (2017) argued that relational support and academic support are major drivers of entrepreneurial intention, while Shah et al. (2020) reported that self-efficacy, attitude toward entrepreneurship, social networks, and family background significantly predict entrepreneurial intention. In addition, Roy et al. (2017) found that science and technology graduates in India held favorable attitudes toward entrepreneurship, although they also highlighted the need for proper training and skill development. These findings suggest that students may value entrepreneurship, but their intentions become stronger when they receive knowledge, guidance, motivation, and encouragement from their educational and social environments. In Nepal, entrepreneurship is increasingly recognized as a means of job creation and economic transformation. Devkota (2026) stresses that entrepreneurship contributes to employment generation, improved living standards, wealth creation, and overall economic progress. Likewise, Pant (2016) found that parental occupation can influence entrepreneurial tendencies, showing that family background plays an important role in career orientation. Rai et al. (2021) observed that many novice entrepreneurs in eastern Nepal were motivated by profit expectations, job scarcity, and a desire to engage in innovative and creative work. These findings indicate that entrepreneurial intention in Nepal is shaped not only by personal aspiration but also by family influence, labor-market pressure, and the wider socio-economic environment.

Despite these positive drivers, aspiring Nepali entrepreneurs face serious constraints. Ghimire and Chaudhary (2021) reported that novice entrepreneurs in Birgunj encounter financial limitations, weak support systems, high registration fees, inadequate resources, and government-related obstacles. Karki (2008) emphasized that entrepreneurship and small firms are essential for nation-building in countries like Nepal, where many people still lack the skills, ideas, and insight needed for business creation. To address this, Ghimire (2023) suggested that curricula should equip and empower students with entrepreneurial skills and a positive mindset, while Devkota (2026) found that students' intentions are influenced by attitudes, norms, perceived control, and entrepreneurship instruction. These studies clearly show that entrepreneurship in Nepal cannot be strengthened through encouragement alone; it also requires academic, institutional, and policy-level support.

Importantly, although existing literature shows that entrepreneurial intention is a multidimensional construct shaped by both internal and external factors, a clear empirical gap remains. Previous studies have often focused either on psychological attributes or on macro-level barriers, leaving limited research on the intersecting institutional dynamics affecting advanced management students. In particular, little research has examined these issues in the specific context of management students in Nepal, especially from a comparative perspective. This study addresses that gap by examining the perception towards entrepreneurial intention of management students at Nawalparasi East. It focuses on attitude toward the act, perceived opportunity, risk-bearing propensity, and perceived educational support as the main explanatory factors.

The study is significant because it contributes to understanding entrepreneurship among management students in Nepal and offers practical implications for curriculum developers, campus administrators, policymakers, and entrepreneurship educators. Since entrepreneurship plays a vital role in employment creation and nation-building, understanding how students perceive it is both timely and necessary. This research aims to clarify the factors that encourage or discourage entrepreneurial intention and to provide useful insights into how higher education institutions can strengthen an entrepreneurial culture among students. In this way, the study supports the broader goal of preparing graduates who are not only employable but also capable of creating employment for others.

II. MATERIALS AND METHODS

Descriptive-cum-analytical research design was utilized whereby the researcher takes a systematic approach to explore the perceptions and entrepreneurial intention of management students in Nepal. This study incorporated management students of Tribhuvan University (TU) affiliated campuses in Nepal. A representative point of view was realized by taking a sample size of 384 students with a systematic sampling technique. The survey method was used to gather data on primary sources within a specified study period, that is, January 31, 2025 to January 1, 2026. Out of 384, 373 respondents successfully returned the survey responses, which is a strong responses rate of 97.13.

The instrument used in the data collection was a structured questionnaire based on the validated instrument of Luiz and Mariotti (2011) comprising of two major parts; the first part was Section A, which included general demographic data and the second part was Section B, which included 27 items, which were measured using a five-point Likert scale. These measures measured important independent variables, such as attitude towards the act, perceived opportunity, risk-bearing propensity, and perceived educational support. The reliability of the instrument was established by a Cronbach's alpha of 0.760 indicating high internal consistency and stability of the research items.

It uses Exploratory Factor Analysis (EFA) to determine the latent dimensions of entrepreneurial intention among the students. The adequacy of the sampling was initially tested with Kaiser-Meyer-Olkin (KMO) measure and Bartlett Test of Sphericity, to confirm the suitability of the data to Principal Component Analysis (PCA). To decide on the number of factors, the study used eigenvalues that were greater than 1.0, visual inspection of the Scree Plot generated by Cattell, and Parallel Analysis to compare the real eigenvalues to randomly generated data to enhance accuracy.

Varimax rotation was used to make the factor structure simpler and guarantee the unique item grouping to significant themes. The factor loadings of measurement items lower than 0.5 were systematically discarded to maintain reliability and construct validity. Lastly, a multivariate regression model was used to examine the overall influence and predictive value of these extracted dimensions on the aspirations of students towards self-employment.

Based on the theory of planned behavior as conducted by Rajh, et al.(2016), four major independent variables are taken for the study affecting the perception of students towards Entrepreneurial Intention.

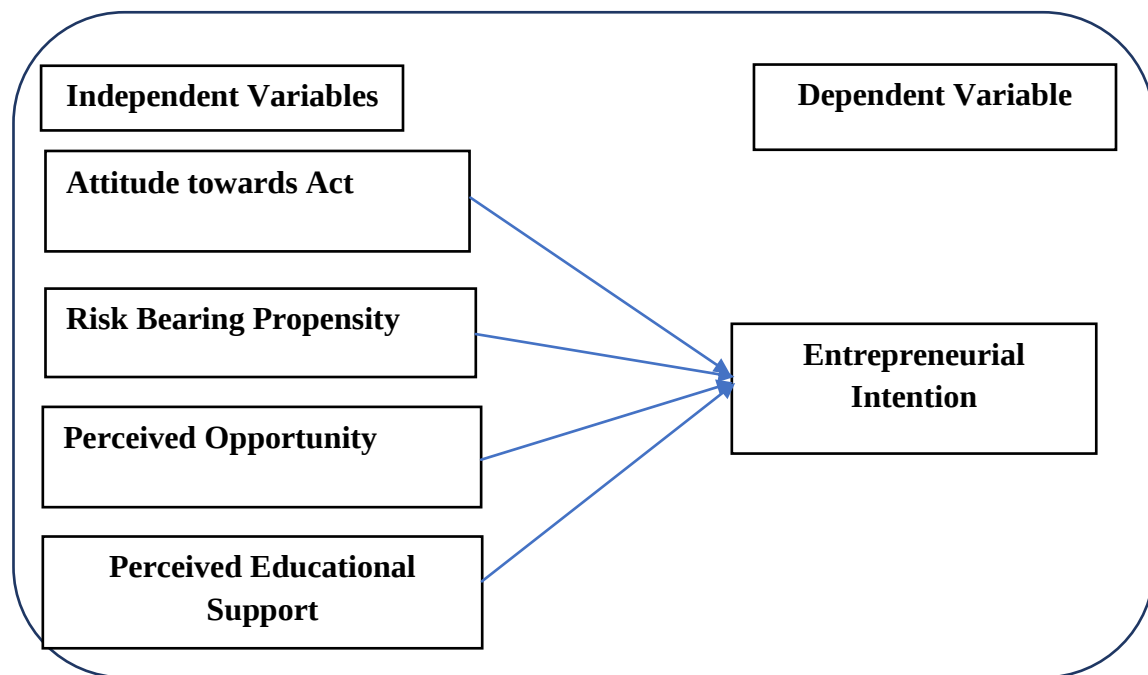


Figure 1. Conceptual Framework

Source: Rajh, et al., (2016).

III. RESULTS

Respondent Profile

The profile of the respondents is as follows:

TABLE 1: Respondents Profile

Demographic	Characteristics	Frequency	Percentage
Gender	Male	112	30.0
	Female	261	70.0
Age	Below 25	119	31.9
	25 – 35	251	67.3
	Above 35	3	0.8
Work Experience	Yes	177	47.5
	No	196	52.5
Family Owned Business	Yes	55	14.7
	No	318	85.3

The gender, age, experience and business background of respondents follow a pretty trend in the demographic profile. The majority of the participants are female (70%), with only 30 being male, which means that more women were involved in the study. In terms of age, the majority of respondents are aged between 25 and 35 (67.3%), then the number below 25 (31.9%), with a very insignificant number above 35 (0.8%). In terms of work experience, a slightly greater proportion of the respondents (52.5) lacks any form of work experience, with the remainder of the respondents (47.5) having some experience with work. Moreover, not all the majority (85.3) are in family-owned businesses and only 14.7% possess that background. On the whole, this implies that the majority of the participants are young, and

relatively inexperienced and have little exposure to entrepreneurial or business settings.

Before carrying out Exploratory Factor Analysis (EFA), the research contained a total of 23 measurement items. Following the analysis, three items (a4, b2, and d3) were dropped since they had factor loading less than the acceptable level of 0.5, and one item c3 has no loading, whereas the rest were kept to be used in further analysis. Generally, those items that have factor loading under 0.30 or over 0.90 are taken to be inappropriate and are not to be included in the analysis. A cutoff value of 0.5 was used in this study to have a better reliability and validity in that the questionnaire questions were based on the existing and previous validated research studies in the domain.

TABLE2: Reason for Items was Drop

Items	Reason
a4, b2 and d3	Loading factor less than 0.50
c5	No loading

Table 3: KMO Schedule and the Bartlett Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin		.644
Bartlett's Test of Sphericity		3874.655
	df	171
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) statistic of sampling adequacy is 0.644, which is higher than the required value, thus attesting that the data can be used in a factor analysis. Moreover, the Test of Sphericity indicated by Bartlett created an approximate Chi Square of 3874.655 having 190 degrees of freedom and the significance value of 0.000 ($p < .001$). This is a very important finding and shows that the correlation matrix is not an identity matrix and thus the variables are inter-correlated enough. These statistics combined confirm the appropriateness of the data to Principal

Component Analysis and extraction of underlying factors.

Cattell's Scree Plot

Cattell scree test was also used to identify the factors that can be derived out of the data (Cattell, 1966). In this process, the eigenvalue of each factor is plotted and the plot is analysed to determine the point where the curve reverses and becomes horizontal. Cattell suggests retaining all the above constituents above the elbow or breaking in the plot since the above constituents describe the majority of the variance in the dataset (Pallant, 2011).

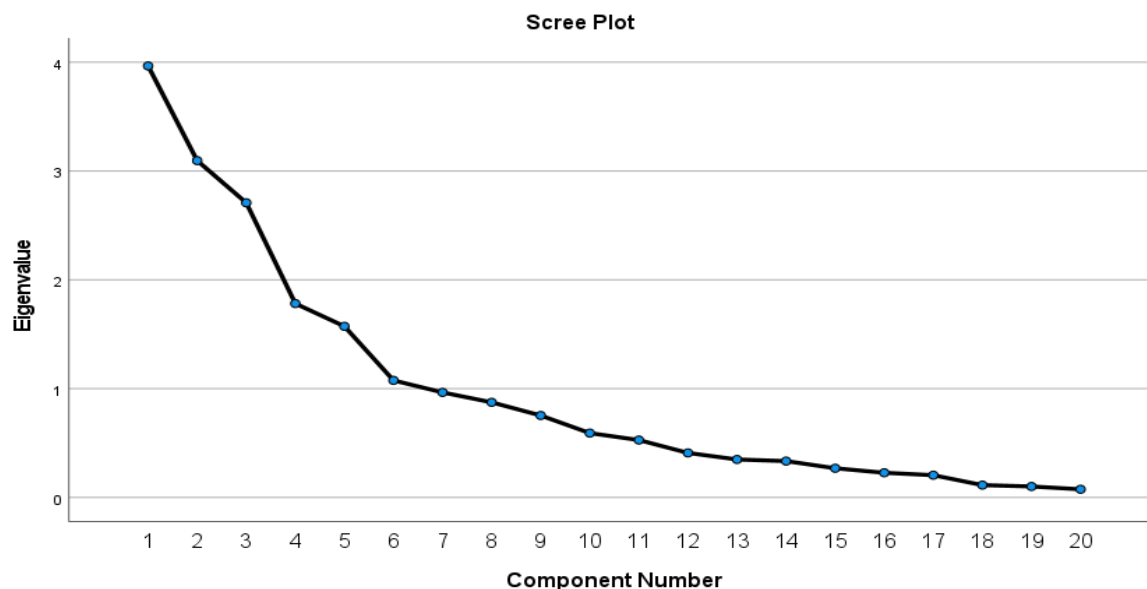


FIGURE2: Cattell Scree Plot

The scree plot, shown in Figure 2 shows how the eigenvalues are distributed on 19 components by simply drawing a straight line on the lower part of the roots, one can note that there are six (6) factors prior to the curve becoming a straight line. The factors that had eigenvalues of 1.00 or more were taken into consideration. As a result, the analysis

indicates that it is appropriate to extract six (6) factors. The scree plot analysis, therefore, justified the decision to keep the 6 variables or components. Elements after this will not add many more contributions to overall variance explained in the analysis.

TABLE4: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.784	19.917	19.917	3.784	19.917	19.917
2	3.070	16.157	36.074	3.070	16.157	36.074
3	2.682	14.115	50.189	2.682	14.115	50.189
4	1.684	8.861	59.050	1.684	8.861	59.050
5	1.494	7.862	66.912	1.494	7.862	66.912
6	1.074	5.651	72.563	1.074	5.651	72.563
7	.938	4.937	77.500			
8	.773	4.069	81.570			
9	.599	3.152	84.722			
10	.559	2.941	87.663			
11	.502	2.643	90.306			
12	.403	2.120	92.426			
13	.348	1.832	94.259			
14	.315	1.657	95.915			
15	.252	1.328	97.243			
16	.226	1.188	98.431			
17	.117	.614	99.045			
18	.101	.533	99.578			
19	.080	.422	100.000			

Extraction Method: Principal Component Analysis.

The Total Variance Explained table 4 shows the key themes, or components, which reduce a large dataset. Researchers get really significant factors by targeting eigenvalues that are more than 1.0. Six components were obtained in this research. The former has a significant role of 19.917 percent of the variability and the latter has 16.157 percent.

The total of the six themes has a cumulative variance of 72.563. In simple terms, this table supports the fact that these limited categories occupy almost 73% of the original information and this is a good indication that the research model is very productive in summarizing the complex information presented by the source data.

TABLE5: Component Matrix with Varimax Rotation

	Loading Factors		Anti-image Correlation
	Communalities		
a1	.866	.811	.532
a2	.851	.873	.587
a3	.696	.677	.712
a5	.630	.634	.774
b1	.688	.591	.733
b3	.769	.674	.497
b4	.630	.658	.750
b5	.720	.670	.729
b6	.664	.571	.610
b7	.545	.627	.650
c1	.859	.865	.723
c2	.904	.879	.596
c4	.910	.840	.484
c5	.932	.880	.540
d1	.868	.796	.651
d2	.880	.854	.635
d4	.577	.560	.712
d5	.522	.566	.761
d6	.852	.760	.741

Extraction Method: Principal Component Analysis

The Rotated Component Matrix table was made through the Varimax rotation method and simplifies complicated survey data by categorizing comparable questions into six different themes or components. This statistical method explains the findings because the results will be guaranteed that every survey item like c1, d1, or a1 is strongly related to only one central variable, and the patterns behind the results will be far simpler to understand. Examples include the finding that the main contributors to Component 1 are c1, d1 and d2 whereas a1 and a2 are associated with Component 5. This clustering enables the researchers to group student perceptions in distinct, independent groups to be analyzed.

Rotated Component Matrix

The underlying structure of the data was identified with the help of exploratory factor analysis (EFA). Hair et al. (2019) define EFA as a statistical method that analyzes the relationship between several variables and classifies them into common underlying factors. This method assists in minimizing the complexity of data and still preserving the majority of the original data by reducing a number of variables to a few significant variables.

Parallel analysis with principal components and oblique rotation was used in this study. A parallel analysis is regarded as a trusted technique to identify the number of important factors as it

compares the real eigenvalues with the ones of randomly-generated data of equal size (Franklin et al., 1995). Factors of eigenvalues greater than the random data are only kept. Its validity in estimating the number of factors has always been supported by previous studies (Çokluk and Koçak, 2016). In addition, other methods like regression methods, mean eigenvalues and interpolation tables have been established to ease the process. Parallel analysis offers more accurate results in comparison to the traditional techniques such as Kaiser criterion and scree test which can exaggerate the number of factors (Hubbard and Allen, 1987; Zwick and Velicer, 1986).

The rotated component matrix provides the factor loadings of variables in six factors extracted by Principal Component Analysis with Varimax rotation. The findings suggest a distinct categorization of variables to each factor. Factor 1 consists of c1, d1, d5 and d6 with high loadings. Factor 2 includes b7, c2, and d2 and Factor 3 includes a3, a5, b1, and b6. Factor 4 is a combination of a2, c5 and d4. Factor 5 is composed of b3, b4, b5 and Factor 6 is made of a1 and c4. The majority of the variables have high loadings exceeding 0.50 on their respective factors, which implies good construct validity and little cross-loading. After six iterations the rotation had reached a convergence, which indicated the factor structure had become stable.

TABLE 6: Rotated Component Matrix

	Component					
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
c1	.859					
d1	.868					
d5	.522					
d6	.852					
b7		.545				
c2		.904				
d2		.880				
a3			.696			
a5			.630			
b1			.688			
b6			.664			
a2				.851		
c5				.932		
d4				.577		
b3					.769	
b4					.630	
b5					.720	
a1						.866
c4						.910

Note: Applied rotation method is geominQ

Extracted Factors Characterizing Entrepreneurship intention

The factors that have been extracted in this research are underlying dimensions that cluster the related variables in meaningful constructs and therefore complex data are easier to understand and interpret. All the factors represent a certain dimension of entrepreneurial intention, including personal attitude, risk-taking behavior, social support, knowledge, and perceived opportunities.

These factors are important because they can explain the relationship between variables and

minimize the complexity of data without missing any essential information. High factor loading signifies high associations between items and the factors they belong to, and validates construct validity. These variables aid in the recognition of major motivation factors of entrepreneurial intention and a solid foundation on which to conduct subsequent statistical analysis, interpretation and policy or educational implications.

TABLE 7: Extracted Factors

Items	Extracted Factors (Dimensions)	Loading
c1	I am a risk-taker	.859
d1	Entrepreneurial or business-related examples are included in classes	.868
d5	The university has supporting facilities for start-up	.522
d6	Entrepreneurial or business-related examples are included in classes	.852
b7	I can make connections to start a business	.545
c2	I fear difficult situations, avoid risks and failure	.904
d2	Having a mentor help	.880
a3	My parents are entrepreneurs	.696
a5	My local community/ relatives support entrepreneurship	.630
b1	I have many ideas for venture business	.688
b6	All the good ideas have been taken	.664
a2	I can earn more money working for someone else	.851
c5	I can manage expenses and control business costs	.932
d4	Many opportunities to meet people with good business ideas at university	.577
b3	There are many entrepreneurial opportunities in my specific area of study	.769
b4	I have a good understanding of intellectual property	.630
b5	I am constantly alert to new market (business)opportunities for new products and services	.720
a1	Becoming an entrepreneur brings more benefits than disadvantages	.866
c4	I can make decisions under uncertainty and risk	.910

Table 7 shows the results of the analysis, which are the extracted factors and their items and factor loading. The findings reveal that all items have high loadings on their own factors and the items have a high loading of between 0.522 to 0.932 which is above the acceptable value of 0.50. C5 (0.932), c4 (0.910) and c2 (0.904) high loadings indicate a solid relationship with their underlying constructs. Similarly, items like d1 (0.868), a1 (0.866), and c1 (0.859) demonstrate substantial contributions. The lowest loading, d5 (0.522), is still good. On the whole, the results prove that the extracted dimensions have good construct validity and reliability.

The factors that have been extracted show that the variables that have high loading, including cost management (0.932), decision-making under risk (0.910), and risk avoidance (0.904) play a significant role in determining entrepreneurial intention among management students in Nepal. Other important factors are institutional support

(0.868, 0.852) and perceived benefits of entrepreneurship (0.866). The lowest loading (0.522) is acceptable as well, which proves that all factors play an important role in explaining the entrepreneurial intention of students.

IV. DISCUSSION

The fact that six items explain 72.563% of the total variance is in line with the Theory of Planned Behavior, and it proves that entrepreneurial intention of Nepalese students is a deliberate, planned decision. The high prevalence of cost management (0.932) and decision-making under uncertainty (0.910) is in line with Thapa (2013) on the significance of risk-bearing propensity in the emerging economies.

Also, the high institutional support loadings (d1, d6) are in line with Luisa Carvalho et al. (2021), which supports an argument that university has a stronger responsibility to develop enterprising graduates. According to this theorization, although

curriculum-based exposure offers a requisite framework, personal psychological antecedents and self-efficacy are the final triggers to starting business ventures.

V. CONCLUSIONS

Finally, this research establishes six important dimensions such as cost management, risk-bearing propensity and institutional support that jointly account 72.56 percent of entrepreneurial intentions variation among management students of Nepal. The results underscore the fact that academic degrees are merely a platform that cannot be complete without exposure and skills in decision making. In order to curb the increasing youth unemployment in Nepal, universities need to stop being theoretical based but rather engage in strategic alliance with the corporate world. The nurturing of a conducive ecosystem by way of specialized curricula and mentorship is necessary to create graduates that become innovators of sustainable national prosperity.

Implications

The findings of the research have important educational and policy implications towards the creation of an enabling entrepreneurial environment in Nepal. First and foremost, higher education institutions need to move beyond theoretical teaching and learning towards a more strategic partnership with the business sector, making real world business case studies, practical training, and mentoring, an integral part of the curriculum. Fiscal literacy and resilience training should be emphasized in academic courses since cost management and risk-based decision-making became the predominant psychological predictors. In addition, to reduce the horrible states of unemployment, the institutions should establish special start-up support centers and networking. Through the improvement of these institutional antecedents, policymakers can successfully motivate university graduates to shift their focus on conventional job-seeking to innovative job creation, thus achieving sustainable national economic growth.

Data availability statement

The raw data supporting the conclusion of this article will be made available by the authors without undue reservation.

Ethics statement

This study was conducted after obtaining ethical approval from the Institutional Review Committee of Madhyabindu Multiple Campus. Additionally, written informed consent was obtained from the participants before entering in the interview

process and before completing the web-based questionnaire survey. Similarly, participants were informed about the confidentiality of the data and the views they provided.

Author contributions

Bishnu Prasad Lamsal: Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Methodology, Resources, Software, Validation, Visualization, Writing – original draft, writing – review & editing.

Mahadev Devkota: Conceptualization, Methodology, Project administration, Resources, Software, Validation, Visualization, Writing – original draft, Writing – review & editing. **Pratistha Ghimire:** Conceptualization, Data curation, Investigation, Resources, Writing – original draft, Writing – review & editing.

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Disclaimer

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Generative AI statement

The author(s) declared that no GenAI was used in the creation of this manuscript.

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