Impact of Social Programme Management on University Entrepreneurship: Strategies for Southern Lima

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Abstract: - Helping to manage programs is really important for supporting new business ideas within companies. The skills that employees learn from programs include leadership skills, creativity skills, technological skills, and problem-solving skills. This study is about finding ways to manage programs that help students from universities in southern Lima start their own businesses. A quantitative, correlational, and quasi-experimental methodology was employed. Data were collected through a validated questionnaire applied to 145 entrepreneurial students, addressing two main variables: management of social programmes (business promotion and financial capacity building) and entrepreneurship (productive, social, and personal dimensions), with a Cronbach's alpha of 0.853. Sixty percent of those surveyed believe that business creation and entrepreneurship are key. For many, the productive aspect is not enough: 66% think the social aspect is also insufficient, and 63% believe the personal aspect is merely acceptable. The study indicates that a plan is needed to effectively manage social programs. This will help them generate new ideas, find new opportunities, and improve their entrepreneurial skills.

Key-Words: - Social Programs, Entrepreneurship, Management Strategies, Public Universities, Entrepreneurial Students, Business Promotion, Financial Capacity Building, Entrepreneurial Skills.

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1 Introduction

In the current context, social programme management is a key tool for promoting social and organisational development. This practice involves planning processes, monitoring actions, evaluating previous strategies, and addressing potential interferences that may hinder the achievement of objectives, [1]. Effective management allows for the optimisation of resources allocated to assistance programmes, which facilitates the achievement of sustainable results over time, [2].

Social programmes can reduce inequality and poverty, especially when they focus on vulnerable households, [3]. In addition to meeting basic needs, these initiatives promote key skills among the beneficiary population, which increases their overall well-being.These programmes should also consider the subjective dimensions of participants, encouraging emotional expression, the exchange of experiences, and respect for human rights, [4].

In the business world, the management of social programmes is considered a catalyst for entrepreneurship, especially in sectors with limited access to opportunities, [5]. [6] argue that entrepreneurship is an essential means of generating employment and innovation, while [7] recognise it as a driver of economic progress. [8] adds that the formulation of business ideas that respond to market needs is key to the sustainability of entrepreneurial projects. In turn, social entrepreneurship is understood as a form of innovation that seeks to solve collective problems and requires agents of change with a high level of social sensitivity, [9], [10].

In Peru, many businesses fail to thrive because the government neglects them and lacks supportive policies, [11]. This hinders their growth. They don't offer quality products or services. Furthermore, the country doesn't receive the amount of tax revenue it should [12]. To improve this situation, we need to strengthen the education system by teaching people about finance and business in schools, [13]. Peruvians would benefit from improved financial literacy and better decision-making skills. It is crucial that the Peruvian government prioritises teaching economics and personal finance in schools to cultivate sustainable entrepreneurs. Social and entrepreneurship programmes at the university level are essential to provide students with an appropriate environment in which to learn, improve, and generate entrepreneurial ideas.

1.1 Knowledge Gap, Objectives and Scope of the Research

Social programs are highly effective in helping people within organizations become leaders and entrepreneurs. Generating ideas that help people solve problems in different ways can benefit the community. The impact of social programmes on students is often overlooked. In developing countries, entrepreneurship is the best route for unrestricted development at the university.

This research analyses the influence of social impact management on university entrepreneurship programmes. It considers the actions students can take to contribute to society, proposing strategies to improve the entrepreneurial environment for young people through an inclusive, socially innovative approach. The study aims to provide valuable

insights for organisations responsible for managing sustainable youth entrepreneurship.

2 Literature Review

2.1 Conceptualization of Entrepreneurial Students

In the context of this study, entrepreneurial students are defined as university students who have started or are actively developing their own business project, either formally or informally, within or outside the academic environment. This definition aligns with the approach proposed by [14], who emphasize that entrepreneurial students go beyond mere entrepreneurial intention and engage in concrete actions such as business planning, resource management, participation in entrepreneurship fairs or competitions, and the commercialization of products or services.

Similarly, students who demonstrate a high level of autonomy, initiative, and willingness to take risks while pursuing market-oriented productive activities alongside their academic training are also considered entrepreneurial students, [15], [16]. This is a difference because it helps us tell the difference between students who are really doing entrepreneurial things and those who are just thinking about it or looking into it but not actually doing anything about it.

2.2 Entrepreneurial Competencies and Productive Entrepreneurship

Entrepreneurship is associated with a set of basic skills that allow people to start and maintain businesses. A study conducted in Colombia identified leadership, personality traits, and relational capital as fundamental competencies for entrepreneurs, alongside an understanding of how societies, organizations, and clients operate, [17]. These competencies provide the skills necessary to successfully undertake productive initiatives within society.

Productive entrepreneurship, in particular, has been recognized as a driver of innovation and economic development. According to [18], [19] it promotes innovation through the adoption of new technologies, facilitates rapid problem-solving, enables the identification of business opportunities, and improves production capacity through efficient input management. These processes ultimately contribute to wealth creation and the achievement of entrepreneurial objectives.

Studies conducted in Ecuador show that many people start their own businesses after the failure of previous ones. This means they must find ways to sell their products and develop plans to make their business work. Necessity-driven entrepreneurship is truly beneficial, even for those who practice it, [20]. It helps them be more creative and generate ideas. It also allows them to get to know themselves and develop skills to generate new and innovative ideas.

2.3 Personal Entrepreneurship and Entrepreneurial Development

Personal entrepreneurship plays a crucial role in an entrepreneur's basic training. It requires the development of internal skills such as self-awareness, self-criticism, a willingness to learn, and a boundless imagination. These attributes are essential for leading projects that align with one's personal and professional goals, [21], [22].

Entrepreneurship has also been linked to broader social objectives. For example, a study conducted in Chile emphasized the importance of evaluating social programs aimed at poverty reduction to ensure goal attainment and effective intervention in business promotion initiatives, [23]. Such evaluations help verify whether the entrepreneurial profile promoted by these programs aligns with organizational objectives.

2.4 Business Promotion, Financial Capabilities, and Social Programs

Business promotion is defined as the activity responsible for disseminating and positioning entrepreneurial initiatives in the market, facilitating expansion, and building a favorable profile among target populations interested in the offered products or services, [24], [25]. Effective promotion supports income generation and the fulfillment of entrepreneurial objectives.

Financial capabilities are another key dimension driving entrepreneurship and social development. They are defined as a combination of financial knowledge, attitudes, and behaviors that enable individuals to manage risks and make informed economic decisions, [26], [27]. A study in Mexico highlighted the importance of promoting financial education and savings to strengthen social programs, reduce risks, and increase benefits for vulnerable populations, [28].

2.5 Challenges in Social Programs and Entrepreneurial Ecosystems

Despite their importance, social programs and entrepreneurial initiatives face significant challenges across different contexts. In Germany, low citizen participation in social programs has been attributed to factors such as lack of information, inertia, social stigma, time constraints, and limited interest or commitment, [29]. Similarly, in Canada, social programs focused on health have been found to be insufficient due to limited investment, restricted coverage, inadequate service quality, and a shortage of committed volunteers, despite high levels of socioeconomic vulnerability, [30]. In Cuba, deficiencies in social program development have been linked to insufficient state support and weak public policies, resulting in unresolved social conflicts, low local development, subsistence practices, and limited household sustainability, [31]. Likewise, evidence from Colombia indicates that many entrepreneurs lack the technical knowledge to effectively promote their businesses and that there is insufficient emphasis on innovation, creativity, self-employment, and leadership, underscoring the need for entrepreneurship-oriented education and financial skills development, [32].

3 Method

3.1 Design

The present study corresponds to a basic type of research, with a quantitative approach and a non-experimental design, [33]. The research was oriented towards the comparison of the variables to determine the degree of relationship that both variables studied have.

3.2 Participants

Participants were selected using non-probability convenience sampling. The result was a total of 145 participants: 81 men and 64 women, [34]. We chose this selection method because it was easy to implement, considering the available time and budget. Furthermore, we wanted to learn about students from public universities in the southern part of Lima who aspire to start their own businesses.

Despite this, we believe that convenience sampling is not the ideal way to select participants for a study. This is because it can cause problems, such as selection bias. The convenience sampling method affects the applicability of the results to groups of people, which is fundamental, [35], [36].

Nevertheless, given the nature of our research, this type of sampling was appropriate because it allowed us to reach people directly related to the variables studied. We were able to see how certain aspects are interconnected in the situation we were analyzing.

3.3 Inclusion and Exclusion Criteria

To participate in this study, it was necessary to be between 18 and 28 years old. To be eligible, participants had to have participated in an entrepreneurship program and provide their informed consent to participate.

On the other hand, if they did not meet these requirements, they could not participate in the study. Similarly, if they did not understand or complete the questionnaire, they were not allowed to participate.

3.4 Process

Data collection for the study took place from February to April 2024. The researchers sought information on students who were starting their own businesses. Finding these students was difficult because a comprehensive list of them did not exist, so the researchers had to search for them personally. For this study, we defined student entrepreneurs as university students who start or work on a business or project that has an impact while still at university. This means they engage in activities such as selling products or services, participating in programs or fairs, managing money or supplies for a project, or generating income by doing things they themselves conceived. This definition helped us identify those who are truly working toward entrepreneurship, as opposed to students who only think about doing so someday.

The participants in this study were located at a university in southern Lima. Students authorized to participate received an email with information about the study. The email also included a message about impartiality, inviting them to participate if they wished. The email contained a link to a questionnaire created with Google Forms. This allowed students to answer the questions anonymously, from any internet-enabled device. It was made clear that students were not obligated to participate if they did not wish to. The study ensured that the students' responses remained confidential to guarantee fairness and data security. We used a questionnaire to collect data for this study. Before conducting it, we analyzed numerous studies. The questionnaire consisted of two parts in which participants were asked to rate the results.

The first part dealt with Social Program Management. We wanted to know two things: whether the program functioned well within a business context and whether it managed its funds effectively. This part of the questionnaire consisted of 10 questions about Social Program Management. The second part dealt with entrepreneurship. It examined three aspects: whether people took action, whether they contributed to society, and whether their actions were beneficial to the individual. We analyzed these aspects to see how they related to Social Program Management and entrepreneurship. Participants had three options: adequate, moderate, and inadequate. The creators of this scale considered it a way to assess students' performance in entrepreneurship.

The instrument's validation was carried out in stages. First, the developers analyzed the content to verify its validity. They consulted three experts with experience in entrepreneurship, social program management, and research methodology. The experts analyzed each element to ensure it was relevant, clear, coherent, and aligned with the instrument's validation theory. Some elements were modified to be more precise and easier to understand. After these changes were made, the instrument's validation was reviewed. Second, a pilot test was conducted with a small group of students with characteristics similar to those of the target population. This allowed for the identification of potential ambiguities and ensured the questionnaire's comprehensibility. Finally, the reliability of internal consistency was assessed using Cronbach's alpha, obtaining an overall coefficient of 0.853, which indicates a high level of reliability and supports the suitability of the instrument for empirical analysis in social science research.

3.5 Data Analytics

To process the information, the data were organized in a tabulation matrix and processed through SPSS v26 and Excel software. In the first stage, with the support of descriptive statistics, the frequency distribution of the business promotion and financial capacity building dimensions of the social program management variable and the productive, social, and personal dimensions of the entrepreneurship variable were carried out. In the second stage, inferential statistics were used to determine the correlation between the variables management of social programs and entrepreneurship.

3.6 Ethical Considerations

The ethical principles of research were followed, ensuring confidentiality and informed consent of all participants orally and in writing. Personal information and responses were handled confidentially and used exclusively for research purposes.

4 Results

The questionnaire was applied to 145 students from public universities, based on which the following results were obtained:

Figure 1 shows students' opinions on Entrepreneurship Promotion within the Social Program Management area. The majority of students (59%) consider Entrepreneurship Promotion acceptable, not excellent. This indicates that current business promotion methods are not effective. Regarding Financial Capacity Development, the majority of students (54%) do not consider it sufficient. This demonstrates a lack of education about money and finance. Both Entrepreneurship Promotion and Financial Capacity Development are important. This result highlights the need to improve current programs. Effective methods should be incorporated to help students learn essential financial skills. Programs should teach students financial skills so they can manage their money appropriately.

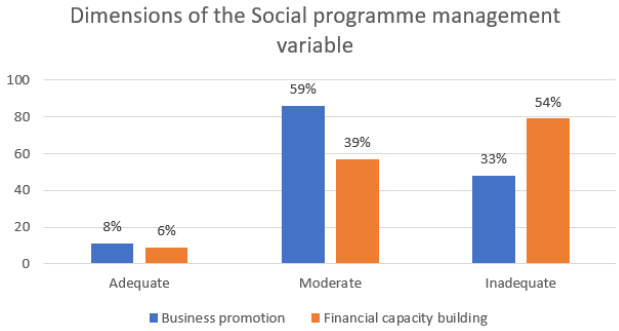


Fig. 1: Students' perspectives on social programme management
Source: created by the authors

Figure 2 shows students' opinions on the Productive component of Entrepreneurship. 60% of students stated that this component is insufficient. This means that current programs are not helping students acquire the skills necessary to excel in entrepreneurship. Students also do not consider the social entrepreneurship component to be sufficiently robust. 66% of students stated this. This demonstrates that training programs are not functioning effectively in social entrepreneurship. Plans need to be developed to help students launch businesses that can benefit people. This will

improve both entrepreneurship and social entrepreneurship. Finally, the results for the personal dimension reveal that 63% of students perceive their level as moderate. While this reflects the existence of a foundation of personal skills, it also indicates that significant opportunities remain to strengthen key aspects that contribute to individual entrepreneurial development.

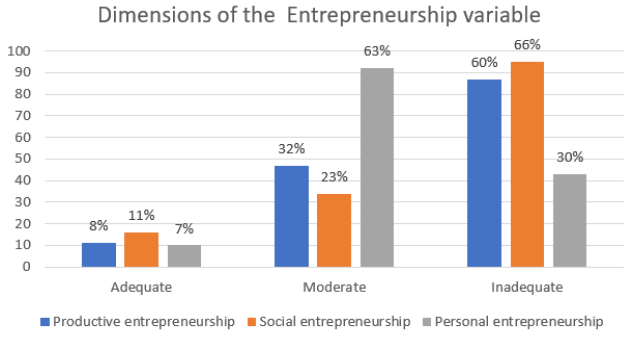


Fig. 2: Students' perceptions of the dimensions of entrepreneurship
Source: created by the authors

4.1 Descriptive Results by Dimension and Perception Levels

Table 1 summarises students' perception levels regarding the dimensions evaluated. There is a general trend towards inadequate levels in key aspects of entrepreneurship, particularly in the social and productive dimensions. This picture highlights the need to strengthen the training components within the social programmes implemented.

Table 1. Students' perception levels by dimensions of social programme management and entrepreneurship

Dimension	Related variable	Predominant level (%)	Summary interpretation
Business promotion	Social programme management	Moderate (59%)	Partially effective strategies; room for improvement.
Financial capacity building	Social programme management	Inadequate (54%)	Weak financial training; more robust programmes are required.
Productive	Entrepreneurship	Inadequate (60%)	Lack of productive skills for entrepreneurship.
Social	Entrepreneurship	Inadequate (66 %)	Little focus on social entrepreneurship.
Personal	Entrepreneurship	Moderate (63%)	Personal skills are based, but further strengthening is needed.

Source: created by the authors

4.2 Correlation Coefficient

Table 2. Interrelationships between Social Programmes Management dimensions and Entrepreneurship dimensions

	M (DE)	1	2	3	4	
1. Business promotion	2.1 (0.6)	___	,704**	,451**	,910**	,637**
2. Financial capacity building	2.2 (0.7)	,704**	___	,478**	,816**	,414**
3. Productive entrepreneurship	1.9 (0.6)	,451**	,478**	___	,478**	,227**
4. Social entrepreneurship	2.1 (0.7)	,910**	,816**	,478**	___	,595**
5. Personal entrepreneurship	2.1 (0.6)	,637**	,414**	,227**	,595**	___

Note: ** P<.01
Source: created by the authors

As can be seen in Table 2, Pearson correlation results have been obtained that provide information on the relationships between the different dimensions analyzed in this study. A statistically significant positive correlation was found between the business promotion and social entrepreneurship dimensions (r= .910, p< .001). This indicates that as business promotion levels improve, students reported improvement in their social entrepreneurship dimension. Likewise, a strong positive correlation was found between the dimensions of promoting financial capabilities and social entrepreneurship (r= .816, p< .001). This suggests that the greater the promotion of financial capabilities, the more there will be an improvement in students' social entrepreneurship. Similarly, it was evident that there is a moderate positive correlation between the business promotion and personal entrepreneurship dimensions (r= .637, p< .001). This indicates that as levels of business promotion increased, students reported an improvement in their personal entrepreneurship ability. Finally, a weak positive correlation was found between the dimensions of promoting financial capabilities and personal entrepreneurship (r= .414, p< .001). This means that as levels of financial capacity building improve, students reported an improvement in their personal ability to undertake entrepreneurship.

5 Proposal

Based on the results of the survey, the following management model of social programs is proposed to improve entrepreneurship in students of public universities in Lima South, which allows evaluating the current state and then applying the model and obtaining ideal results.

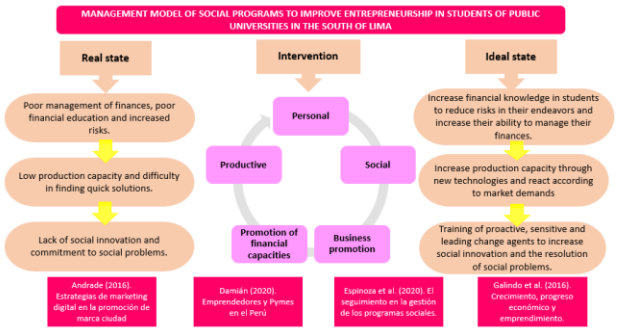


Fig. 3: Strategic proposal to improve the management of social programmes
Source: created by the authors

Figure 3 presents a social program management model designed to improve entrepreneurship in students from public universities in the south of Lima. It is structured in three states: Real State, Intervention, and Ideal State.

In the real estate, three main problems are identified. First, there is poor financial management, accompanied by poor financial education and an increase in associated risks. Second, there is a low production capacity and a significant difficulty in finding quick solutions to the problems that arise. Third, there is a lack of social innovation and insufficient commitment to social problems, which limits the positive impact of ventures.

The proposed Intervention focuses on three key dimensions: personal, productive, and social. In the personal dimension, we seek to develop the individual skills and competencies of students to strengthen their entrepreneurial capacity. In the productive dimension, it focuses on promoting financial capabilities, providing students with solid training in financial education so that they can better manage their resources and reduce the risks in their endeavors. In the social dimension, the creation and development of businesses that are not only economically viable but also have a positive impact on the community are promoted.

The Ideal State projected after the intervention seeks to achieve several objectives. First, increase students' financial knowledge, which will reduce the risks in their endeavors and improve their ability to manage their finances effectively. Second, increase the productive capacity of students through the adoption of new technologies and the ability to react appropriately to market demands. Third, train agents of change who are proactive, sensitive and leaders in social innovation, capable of solving social problems effectively.

6 Discussion

In Figure 1, 59% of students indicate that the level of business promotion in their companies is moderate, which underlines the need to improve marketing to persuade, inform and keep current the products or services offered to the target audience. This involves developing effective strategies to influence potential customers, highlighting the features, benefits, and advantages of the products. This observation is consistent with the conclusions of [24], [25] who maintain that business promotion is crucial to expanding the entrepreneurship market. They emphasize that it is essential to build an adequate profile that reflects the company's image and captures the attention of customers, generating higher income and meeting organizational objectives. Furthermore, [23] affirm that business promotion is essential for fulfilling the mission of social programs, since it is responsible for building the profile of the organization in a way that aligns with its goals and purposes. The comparison with the reviewed literature highlights a convergence in the importance of business promotion as an essential tool not only for the growth and sustainability of companies, but also for the success of social programs.

Figure 1 shows that many students (54%) believe their companies do not teach them how to manage their money. This means they need to learn more about finance. It is crucial that they learn what is necessary to manage their money and help their companies succeed. They must learn how to manage it so their companies are more productive and save money. This will help them make financial decisions and, at the same time, benefit their companies. Financial education is essential for students to become investors and contribute to the success of their companies, [26], [27]. Financial skills are fundamental for addressing problems that can arise with money, achieving results from financial activities, and making smart decisions. Researchers also state that teaching people more about money and helping them save are ways to help them improve their money management, [28].

Analyzing these findings reveals that financial literacy is fundamental to the financial performance of individuals and organizations. This applies to both individuals and businesses. These results show that we need to find ways to help individuals and businesses improve their financial management, adapting these strategies to their needs and environment. We need to ensure that everyone has access to the necessary tools to manage their money. If we succeed in strengthening financial capabilities, it will benefit both individuals and businesses. It

will also contribute to the improvement and sustainability of the global economy and society. Financial capabilities are key to this.

In Figure 2, we observe that 60% of students believe the company is not performing well in terms of productivity. This means the company needs to work on encouraging employees to take initiative and become more engaged in their work. It also needs to improve its ability to generate ideas and ensure employee commitment to the company's objectives. Employees should be able to develop plans to improve their work. This means they must be willing to take ownership and do things independently. They must also be able to work effectively in teams. The company should focus on employee initiative, and Figure 2 shows that the company's productivity dimension is not good enough and therefore needs improvement. These findings align with the conclusions of [18], [19] who emphasize that productive entrepreneurship drives innovation through the use of new technologies and the identification of business opportunities. Furthermore, they underscore the importance of improving productivity through effective resource management, which translates into higher profits and the achievement of business objectives, [17]. It is also highlighted that productive entrepreneurs must develop skills such as leadership, personality, and interpersonal capital, as well as understand how societies, organizations, and customers function, to succeed in their business ventures.

It is important for a company to ensure that its employees are happy and feel supported at work. When employees are happy and supported, they are more creative. They work better together, which is very positive for the company. Starting a business and generating ideas is key to this. We all want our businesses to succeed. Entrepreneurial skills and innovation are fundamental to business success. Business success is what we all strive for.

In Figure 2, we observe that 63% of students state that the social component of their companies is insufficient. This demonstrates that companies need to improve their student groups so that students feel part of the community. Companies should also strive to create a culture where people collaborate and support each other.

They also need to find ways for people to communicate with one another and facilitate interaction among team members. This will make the workplace a place where everyone feels included and can participate. It is also necessary to develop the company's ethical and social awareness, clearly defining each employee's role and promoting leadership through mutual support, empathy, and understanding.

These findings coincide with the research of [9], [37] who suggest that social entrepreneurship is characterized by the search for non-profit solutions to social problems, promoting social innovation and collaborating on activities and projects that unite the public and private sectors to achieve common social objectives. Furthermore, [8] highlights the importance of a proactive attitude in social entrepreneurship, which translates into the implementation of innovative actions to meet the needs of society effectively.

Comparing this research with the reviewed literature reveals a convergence in the importance of social entrepreneurship and the social dimension in companies. These findings emphasize the need to promote an organizational culture focused on ethical and social values, which encourages the active participation of employees in finding solutions to social problems and creating a positive impact in the community. Ultimately, strengthening the social dimension in companies not only contributes to the well-being of employees but can also generate significant long-term benefits for both the company and society as a whole.

In Figure 2, 66% of the students mention that the level of the personal dimension is moderate, which suggests that workers have skills to address challenges effectively, using divergent thinking, imagination, and creativity. In addition, they have reached an adequate level of self-knowledge, which allows them to improve their self-concept, self-esteem, confidence, and self-respect, fundamental aspects to obtain positive results in their endeavors. These findings are aligned with the research of [21], [22] who maintain that personal entrepreneurship requires deep self-knowledge on the part of the entrepreneur, as well as a critical attitude, orientation to learning, and ability to identify and take advantage of market opportunities. Likewise, [20] highlights that personal entrepreneurs have characteristics such as creativity, critical thinking, and imaginative capacity, which drive them to seek new opportunities and plan coherent strategies to position themselves in the market and achieve success business.

The comparison with the reviewed literature reveals a convergence in the importance of personal development for success in entrepreneurship. These results highlight the need to promote self-knowledge, self-criticism, and creativity among entrepreneurs, aspects that not only contribute to individual growth but also strengthen the capacity for innovation and adaptation in the face of market

challenges. Finally, the cultivation of these personal skills not only benefits entrepreneurs in their business career but can also generate a positive impact on the economic and social development of the community.

7 Limitations and Future Research

This study has some good points, but we need to think about some things that might have affected the results. The study has some limitations that could have changed what we found out. We should remember that the study is not perfect and that these limitations are important to consider when looking at the results of the study.

The sample was limited to students from universities in southern Lima. This could affect what we found out about the students. It might not be the same for students or people who work in businesses. The findings might be different for people. The sample only included students from universities in southern Lima.

The thing about this study is that it only looks at a point in time. This means we can not say for sure that one thing causes another thing to happen with the things that were looked at in the study. The study of the things that were analyzed does not let us establish what causes what to happen with the variables that were analyzed in the study.

It will be good for research to do studies that last a long time. This way, we can see how ventures do over time. We should also look at how managing social programs affects the long-term development of these programs. The management of programs is very important, and it can help or hurt the development of social programs.

It would be really good to look into how things like government support or local business infrastructure affect how well student ventures do. We should find out more about how these things impact the success of student ventures.

This broader approach could provide a more complete understanding of the challenges and opportunities faced by young entrepreneurs in the specific context of southern Lima, as well as guide policies and programs aimed at supporting their business development.

8 Conclusion

The proposal of this research allows us to maintain that entrepreneurship is important to reduce the risk of failure of social programs, since it increases the productive capacity of workers, benefits the objective fulfillment of goals, and encourages the use of imagination to find various creative solutions to society's problems. Which helps build strategies to meet the needs of the population, address social problems, and turn citizens into agents of change for their country.

Likewise, the business promotion carried out in the organization allows structuring a profile appropriate to the mission and the target audience it pursues, thus expanding the organization's market through advertising. Likewise, the personal dimension of entrepreneurs gives them enough confidence to innovate, design, and direct various ventures, putting into practice all the skills they possess and taking advantage of the strengths identified in the self-knowledge stage.

On the other hand, it is essential to work on the financial capabilities of employees since it is necessary to complement their knowledge, attitudes, and behaviors regarding the finances they manage to ensure that the investments they make are successful and benefit the company. Furthermore, it is necessary to improve the productive dimension of entrepreneurs to ensure the commitment and sense of belonging to the organization that allows them to develop their capacity for innovation, initiative and interest, ability to solve complex problems efficiently and quickly, use of new technologies, in addition to the ability to find business opportunities and increase the company's productive capacity, generating greater profits. Finally, it is necessary to increase ethical and social awareness in the company through awareness of social problems, group experiences, implementation of different communication and leadership models through empathy, group work, commitment, understanding, mutual help, and a proactive attitude.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this work, the author(s) utilized artificial intelligence (AI) technologies solely for the purpose of linguistic refinement and grammatical correction. Following the application of these tools, the author(s) comprehensively reviewed, verified, and edited the resulting text. The author(s) maintain full accountability and responsibility for the accuracy, integrity, and final content of the publication.

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Conflict of Interest

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