

An Analysis of Mediating Role of Entrepreneurial Self-Efficacy among Indian and Taiwanese University Students

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ABSTRACT

The purpose of this study is to explore the mediating effect of entrepreneurial self-efficacy (ESE) on the relationship between entrepreneurship education (EE) and the entrepreneurial intention (EI) of students belonging to the University of India and Taiwan also access the entrepreneurial self-efficacy level of India and Taiwan university students. The participants of this study included 299 university students (undergraduate and graduate) from India and Taiwan, the data was collected by online questionnaire survey circulated by mail. In the study, the researchers performed One-Way ANOVA, Correlation analysis, and Linear Regression analysis to check the hypothesis and at the end mediation analysis through “The process Macro” in SPSS software. The findings showed that: (1) there is no discernible difference between Indian and Taiwanese students' entrepreneurial intention (EI) features, and (2) Taiwanese students had greater levels of entrepreneurial self-efficacy than Indian university students. (3) Entrepreneurship education significantly impact the entrepreneurial intention and self-efficacy of the Indian and Taiwanese university. (4) The association between entrepreneurship education and entrepreneurial self-efficacy is significantly favorable, however, the relationship between entrepreneurship education and entrepreneurial intention is partially impacted by the mediating effect of entrepreneurial self-efficacy.

Keywords: entrepreneurship education, entrepreneurial intention, entrepreneurial self-efficacy, mediating effect, technological university students.

INTRODUCTION

In the last few decades, entrepreneurship has been considered a natural aspect of business that is able to result in the execution and effect of the business and so it is valuable for new businessmen and entrepreneurs to know the concept of entrepreneurship outset, afterward, they can overpower the business issues [1]. A lot of scholars describe entrepreneurship in different ways, From Barot's (2015) [2] point of view, for every person who desires to establish a business venture or new organization entrepreneurship is a key part of entering into a new epitome of entrepreneurship, some believe entrepreneurship as a method for a profitable

organization and some of them see it as empowerment of a mindset and talents. Hessels (2019) [3], considers entrepreneurship as the cause of economic development. Although many scholars believe that entrepreneurship is a blueprint for economic development for any country or region and entrepreneurship's growing function as a vehicle for job creation and a stimulator for economic growth is widely accepted [4]. Entrepreneurship is widely recognized as a fundamental driver of wealth and job creation, and multiple empirical studies have proved its significance in encouraging innovation, and economic progress. Entrepreneurship is widely recognized as a fundamental driver of wealth and job creation, and several empirical studies have proved its significant and meaningful cause of financial and economic effect on a specific region or any nation [4]. Through the advice of development and their advocacy for new business ventures, entrepreneurs are also considered proctors in that region, which benefits economic success, and entrepreneurs who provide innovations in the market are at the foundation of entrepreneurship [5, 6]. Thus, entrepreneurial activities are important in many respects. However, the March 2020 Covid-19-caused economic crisis affected nearly every economic sector worldwide, particularly in India. Following the country's economic liberalization in the 1990s, economic rating agencies like the World Bank revised India's economic advancement to the lowest numbers for the year 2021. There is a dilemma of almost 15 million unemployed people in India [7]. Thus, Taiwan is a small economy compared to India, yet it has obtained a remarkable per capita income during the pandemic. According to the international trade regulating agency "World Trade Organization (WTO)", in the pandemic year 2020 Taiwan upholds the 18th largest importer and 15th largest exporter of goods, Taiwan also ranks near countries like Switzerland and Poland in terms of GDP. Taiwan's GDP growth rate was marginally affected and less impacted in comparison to the other nations by COVID-19 because of its early success in fighting Covid-19 [8].

Similarly, relative to the magnitude of its populace, there is also an abundance of entrepreneurship in Taiwan and the country produced plenty of entrepreneurs [9]. With the support of the private startup community and government lawmaking policies like the venture capital policy drafted by the Taiwan administration in 2018, new ventures and startups mostly initiated by young enterpriser are growing. However, when assessing the level of entrepreneurship in any region or nation we should not only look at the point of entrepreneurship alone, but besides that need to consider the capabilities, competencies, prospects, and environment for a new trade. In this regard, the current study's goal is to evaluate the characteristics of entrepreneurship in India and Taiwan in terms of how the entrepreneurship atmosphere such as entrepreneurship policies and initiatives both countries initiated by the governments and as well as entrepreneurship education helps to motivate students' entrepreneurial self-efficacy and intention because We can not only examine it from the perception of entrepreneurial activities but further need to see it from the lens of the entire entrepreneurship system, which also covers entrepreneurship education that helps to boost the degree of entrepreneurial intention along with the level of entrepreneurial self-efficacy of people that region or country.

Additionally, as Wennberg, Pathak & Autio, 2013; Klyver & Thornton, 2010 [10, 11], investigated entrepreneurial self-efficacy in the context of cultural differences with a sample of 42 and 51 countries, respectively, the study also attempts to analyze the self-efficacy level of students of two different cultures, Taiwan and India. There is a discussion among [12], regarding the influence and determination of an individual's entrepreneurial ambition and self-

belief based on cultural values and social circumstances. Urban (2006) [13] also discovered differences in the degree of entrepreneurial self-efficacy among South African students belonging to different ethnic groups. In order to fill in the gaps in the present literature on entrepreneurship and its characteristics, such as entrepreneurship education (EE), entrepreneurial self-efficacy (ESE), and entrepreneurial ambition, this study takes a critical review method (EI). While the study also suggested that entrepreneurial self-efficacy (ESE) plays a mediating role in the relationship between entrepreneurship education (EE) and entrepreneurial intention (EI) in college students, it is believed that investigating the mediating role of ESE can provide a useful tool for entrepreneurial courses to interpret EI and aid in the development of entrepreneurs' capabilities [14]. Therefore, this study discovers that a large number of research studies have been conducted that explore these kinds of relationships, including [15, 16, 17]. Most of these studies focus on the components of TPB or Personality Traits. However, a small number of studies have examined the level of entrepreneurial self-efficacy between students in two different countries, particularly between students in two Asian countries like Taiwan and India. Therefore, the current study aims to fill that knowledge gap and add to the body of literature on entrepreneurship.

LITERATURE REVIEW

Relationship between Entrepreneurship Education, Entrepreneurial Intention, and Entrepreneurial Self-Efficacy

Entrepreneurship education is defined as an entrepreneurship education course offered by universities that teaches the theory and practice of entrepreneurship [18]. According to León et al. 2008 & Hassan et al., 2021a [19,20], entrepreneurship education is a type of educational activity that improves students' entrepreneurial knowledge, abilities, attitudes, and personality traits and fosters the appropriate set of methods for creating an independent enterprise. Although many prior pieces of research were performed on the topic of entrepreneurship but a lot of them are not able to clarify the contradiction about either an individual can learn entrepreneurship or whether it's a natural skill [21, 22, 23, 24]. It is believed that EE fosters the literacy and knowledge of entrepreneurship in the mode of self-employment. In Boyd 2017 & Saeed et al., 2015 [25, 26] words EE may assist in instilling the entrepreneurial spirit.

Bakar et al. 2015 [27], also agree that although having inherent temper attributions, EE fosters the individual's entrepreneurial level by enhancing their decision-making and entrepreneurial abilities. A variety of research evidence from various resources seems to advise that those individuals who enroll in any kind of entrepreneurship program in comparison to those who are not enrolled show a high tendency to start new business ventures [28,29,30,31,32]. According to Purnamawati et al., 2020 [33], EE is an educational process that affects students' attitudes and perspectives about adopting entrepreneurial occupations. Therefore, it is supposed that EI may be influenced by precise entrepreneurship programs and courses [34], and passion for entrepreneurship and education may assist individuals in constructing autonomy and get the skills needed to establish their own businesses [35,36].

Thus, researchers have begun to pay more attention in recent years to the association between EE and EI. Many researchers discovered that the amount of entrepreneurship education has a significant impact on individual entrepreneurial ambitions and that EE entrepreneurial intentions [37,38,39], whereas some research concluded that EE failed to promote student's entrepreneurial impulses to become entrepreneurs [40], some other scholar's research too

found a small but positive impact [41]. Therefore, it deserves a closer observation in the context of such conflicting results, whether EE impacts intentions and peculiarly it associates with a person's self-belief [42]

An individual's self-efficacy is treated as an effective inspirational form as it varies depending on the endeavor of the individual's beliefs concerning the successful completion of the allotted work [43, 44]. According to Baron 2004 [45], self-efficacy refers to an individual's belief in their ability to gather and attain the necessary competencies, abilities, and skills to reach a particular level of attainment [46]. However, a different group of scholars all agree that entrepreneurship training and programs can help students develop their ESE [47, 48, 49, 50]. Furthermore, those who are self-motivated, autonomous, and confident in their abilities to take risks are more engaged in acquiring knowledge about entrepreneurial principles and potential operational procedures [51]. A past study investigated the relationship between EE and self-efficacy and, claimed that it is possible to anticipate a person's behavioral decisions based on his or her self-efficacy, persistence, and effectiveness [52]. Some other prior studies [53, 54, 55, 56], also discovered an impressive association between EE and ESE.

Previous studies on ESE have shown that it fosters entrepreneurial vigilance by strengthening people's self-belief in their skills, attentiveness, and sensitivity, which in turn improves their comprehension of entrepreneurial behaviors [43,57]. It is regarded as a primary predictor of entrepreneurial intention (EI) [58,53]. Puni et al., 2018 [53] also found that people with high self-efficacy have higher intrinsic intentions in their entrepreneurial behavior and activities, and it is also believed that people who display good command of their views, ideas, and actions have great self-efficacy levels [59, 60, 49, 61, 56, 55], among many other recent research studies, have also revealed that a person's ESE is closely related to their approach to beginning a new business venture and their intention. Therefore, based on both empirical and theoretical evidence, hence from the above discussion, this study hypnotized:

- H1: Entrepreneurship education significantly impacts student's entrepreneurial intention.
- H2: Entrepreneurship education has a significant relationship with entrepreneurial self-efficacy.
- H3: Entrepreneurial Self-Efficacy shows a significantly positive effect on entrepreneurial Intention.

The Mediating Impact of Entrepreneurial Self-Efficacy

Numerous types of research have been performed to investigate the relationship between entrepreneurial education and self-efficacy [42, 40, 62] as well as the correlation between self-efficacy and entrepreneurial intentions [58, 53]. At the same time, several studies have investigated the significance of self-efficacy as a mediator in the relationship between entrepreneurship education and entrepreneurial intentions and found a positive mediation [63, 38, 62]. Although some previous research from Africa, the United States, the UK, China, Vietnam, and Indonesia also found that ESE has the ability to significantly intervene in the linkage between EE and EI [53, 64, 65, 15, 16, 17, 55]. Thus, we suppose that these studies may be confined as it is differences in contexts and cultural practice, hence this study proposed to increase the knowledge of this relationship i.e., EE and EI by investigating the mediating role of ESE in two Asian countries- India and Taiwan. Consequently, the author proposes the following hypothesis:

- H4: Entrepreneurial self-efficacy significantly mediates the relationship between Entrepreneurship education and Entrepreneurial intention.

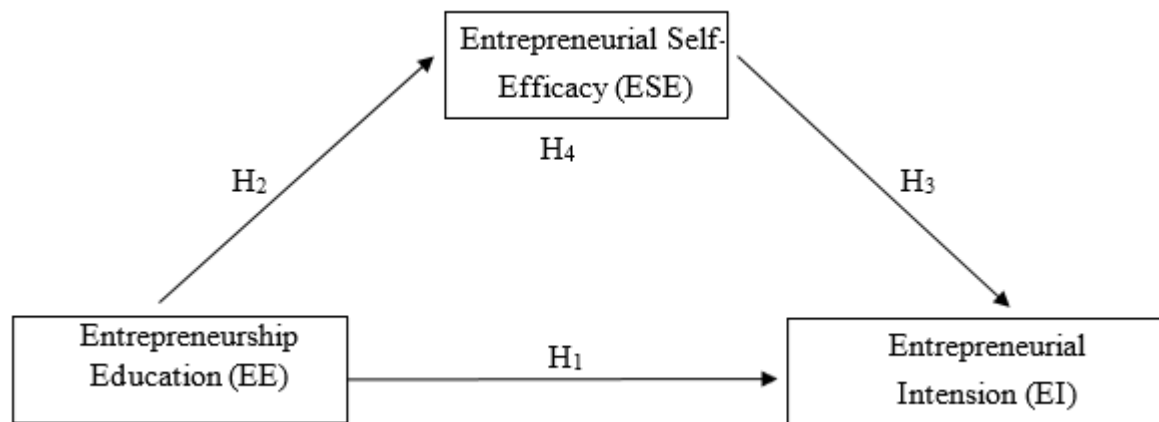


Figure 1: Explain the hypothesized association and the research model

MATERIALS AND METHODS

Research Instruments and Data Collection

In term of measurement of the items of all three variables, formerly well-accepted scales such as the five-point Likert scale was applied, wherein 5 means strongly agree and 1 is taken as strongly disagree. To measure the construct of the dependent variable i.e., EI in this case we used the well-adopted and famous six-item construct proposed by [66] in the case of ESE, we again adopted [66] model, while measuring the EE we used five items adapted from Hassan et al., (2020a) [67], constructed model.

However, the objective of this paper was to investigate the mediating effect of ESE in relation to EE and EI and try to see the difference between entrepreneurial intention among Indian and Taiwanese university students. The data employed in this study were assembled from an online survey that was distributed among Indian and Taiwanese graduate and undergraduate students as the students from universities seem utmost applicable to the EI study because, in comparison to the others, they have less former entrepreneurial expertise.

The questionnaire was mainly designed to target students who belong to university students and who have ever taken any entrepreneurship course. We created two types of questionnaires, one in the Chinese language for Taiwanese students and the other in the English language for Indian students. Regarding entrepreneurship education and participants' entrepreneurial self-efficacy and how entrepreneurship education and self-efficacy motivate students to participate in entrepreneurial activities a total amount of 299 correct questionnaires were received. To address the common method bias effect, we also performed a common method bias test using the Harman single-factor. As recommended, the non-rotated factor value must be below 50% and our common method bias outcome was 29.9%, therefore, we can say that in our study there is no common method bias and our data is ready for further analysis.

Data Analysis

The data were primarily examined by conducting a Harman single-factor test, Cronbach alpha coefficient correlation, and four-step regression analysis through SPSS. An assessment was done by analyzing the values of the coefficient to check the mediating effect and subsequently proposed a hypothesis. Pearson coefficient correlation test was also done to ignore the threat of arising doubt after correlation research where sometimes significant correlation was found due to the variable that was not treated. The mediating impact was then analyzed and tested using the SPSS macro software PROCESS, as described by Hayes (2017) [68], in order to determine whether full or partial mediation had been discovered.

Sample Characteristics

A preliminary analysis of the respondents is carried out by the author(s). as shown in Table 3. The study revealed that male respondents outnumbered female respondents (53.2 percent versus 46.5 percent). Graduate students made up 50.5 percent of the respondents, while undergraduate students made up 49.2 percent. Taiwanese students accounted for 63.9 percent of the respondents, while Indian students made up 35.8 percent. 84.3 percent of respondents were engineering students, and 15.4 percent were management students.

Table 1: Frequency of Demographic Variables

Demographic Variables	Category	Frequency	(%)
Country	India	107	35.8
	Taiwan	191	63.9
Gender	Male	159	53.2
	Female	139	46.5
Educational Level	Undergraduate	147	49.3
	Graduate	151	50.7
Educational Background	Engineering students	252	84.3
	Management students	46	15.4
Note: N=299			

RESULTS

To examine the reliability of the constructs an Alpha Cronbach's (1994) [69] has been conducted according to Nunnally (1978) [70], it is stated that if the Cronbach's alpha coefficient value is 0.5 then it is considered a suitable value, while if the value is 0.7 is a moderate value and if the value of Cronbach's alpha is 0.9 then it is highly reliable and consistent. In this study reliability test was performed by using SPSS for the overall construct. Moreover, by using the same criteria the reliability of the various sections of the questionnaire was tested to get a much better result. The results of table Table 2 show that all the sections of the construct pass Cronbach's coefficient alpha reliability test. First, we tested the reliability of all five items of the EE construct and we found it is reliable with a CA value of "0.894". Then we checked the reliability of all six items of the EI construct, and the results show its value is also reliable at "0.887", then the reliability of all five items of the ESE construct was checked and it also found reliable with a CA value "0.804". At the end, we tested the overall items of all the constructs and we got the CA value of "0.825" which reaffirms that the items of every section construct are reliable and consistent.

Table 2: Reliability test for EE, EI, and ESE

Constructs	Items	Stand. Factor Loadings	Cronbach's alpha	Item
Entrepreneurship Education (EE)	EE1	0.704	0.894	5
	EE2	0.749		
	EE3	0.693		
	EE4	0.781		
	EE5	0.793		
Entrepreneurial Intention (EI)	EI1	0.615	0.887	6
	EI2	0.666		
	EI3	0.737		
	EI4	0.739		
	EI5	0.805		
	EI6	0.667		
Entrepreneurial Self-Efficacy (ESE)	ESE1	0.529	0.804	5
	ESE2	0.546		
	ESE3	0.685		
	ESE4	0.629		
	ESE5	0.552		

Relationships between Entrepreneurship Education (EE), Entrepreneurial Intention (EI), and Entrepreneurial Self-Efficacy (ESE).

The first model, in Table 3 which examines the impact of Entrepreneurship Education (EE) on Entrepreneurial Intention (EI), indicates a significant, mild rise in EI is correlated with a unit increase in EE (Beta = 0.117, $t = 2.023$, $p = 0.044$). This implies that education in entrepreneurship has a beneficial impact on people's propensity to engage in entrepreneurial endeavors. A substantial but somewhat unfavorable connection is shown in the second model, which examines the impact of EE on entrepreneurial self-efficacy (ESE) (Beta = -0.132, $t = -2.295$, $p = 0.022$). The third model, which examines the link between ESE and EI, finds a somewhat positive, highly significant relationship ($B = 0.450$, Beta = 0.348, $t = 6.377$, $p < 0.001$). This result emphasizes the significance of self-belief in nurturing entrepreneurial aspirations by indicating a relationship between higher levels of entrepreneurial self-efficacy and increasing entrepreneurial intention.

Table 3: Relationships between Entrepreneurship Education (EE), Entrepreneurial Intention (EI), and Entrepreneurial Self-Efficacy (ESE)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
EE	.173	.086	.117	2.023	.044**	1.000	1.000
ESE	-.151	.066	-.132	-2.295	.022**	1.000	1.000
EI	.450	.071	.348	6.377	.000 ***	1.000	1.000

p<.01, *p<.001

Test of the Mediating Effect and Path Analysis

The mediation effect model was evaluated using Model 4 in SPSS's mediation process 3.4, according to Hayes (2017) [68]. Table 6's first finding shows that the total effect (C) of EE on

EI, or entrepreneurial ambition, is statistically significant at $\beta = 0.17732$ ($p = 0.0439$), taken into account, both the direct and indirect impacts imply that an increase of one unit in entrepreneurship education corresponds to an overall increase of 0.1732 units in entrepreneurial intention. The 95% confidence interval spans from 0.0047 to 0.3417 respectively (CI). Additionally, Table 4 demonstrates that EE has a positive direct influence (C') on EI without considering the mediator ESE, as seen by its correlation with EI of $\beta = 0.2457$ ($p = 0.0025$). This suggests that for every unit increase in entrepreneurship education, there is a 0.2457-unit connection between an increase in entrepreneurial intention. The 95% confidence interval (CI) ranges from 0.0874 to 0.4039. However, through the mediator Entrepreneurial Self-Efficacy, it also reveals the existence of an indirect association ($a*b$) with beta value $\beta - 0.0724$ between EE and EI (ESE), this indicates that the reduction in self-efficacy brought on by higher education slightly offsets the overall positive effect of entrepreneurship education on entrepreneurial intention. A 95% confidence interval (CI) is between -0.1449 and -0.0087.

Table 4: Test and Path Analysis

Hypothesis	Paths	B	S. E	p	95% CI	
					LLCI	ULCI
Total Effect (C)	EE $\rightarrow$ EI	.1732	.0856	.0439	.0047	.3417
Direct Effect (C')	EE $\rightarrow$ EI	.2457	.0804	.0025	.0874	.4039
Indirect Effect ($a*b$)	EE $\rightarrow$ ESE $\rightarrow$ EI	-.0724	.0350	—	-.1449	-.0087

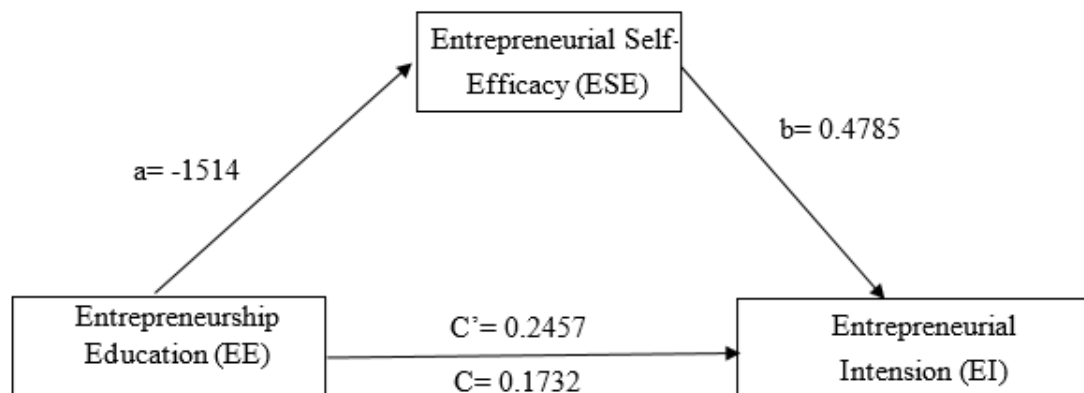


Figure 2: Model of Mediation for ESE between EE and EI

(C=Total effect, C' =Direct effect, ($p < 0.001$))

DISCUSSION

Characteristics of Indian and Taiwanese University Students' EI, ESE, and EE

The current study assists the literature by exploring and examining the analytical association between entrepreneurship education and entrepreneurial intention and tests the mediating effect of entrepreneurial self-efficacy on the relationship between EE and EI. The study also tries to analyze the entrepreneurial self-efficacy levels of Indian and Taiwanese university students. Our findings indicate no discernible difference between the two countries' students' EIs because both offer high-quality education and environments linked to entrepreneurship. Previous research has found that students' EI is boosted by EE and prior knowledge of entrepreneurship[71, 72, 73, 28]. The context of ESE and EE outcomes revealed significant differences, in which Taiwanese students' ESE level and EE are greater than Indian students

may be the reason behind it that the Taiwanese government and Taiwan's Ministry of Education (MOE) promoted launched many entrepreneurship programs and policies like recently in 2020 MOE promoted EC-SOS in, also in addition, to providing students with practical entrepreneurial experience and giving them chance to experience a real startup creation process MOE boosted SOS-IPO since 2016. Since 2020 MOE also has established Taiwan's largest start-up platform Startup Terrace [74], on the other hand, the Indian government also initiated various entrepreneurship programs and schemes in the country. The study also concluded no significant difference between male and female students of both countries regarding EI, and ESE, which is against some previous studies that conclude that male students possess high levels of EI and ESE in comparison to female students [75, 76, 77, 78, 79]. Similarly, for the students who attend any entrepreneurship course and vice versa, the results show that there is no difference in their EI, in comparison to undergraduate students' outcomes showing that postgraduate students are getting much more entrepreneurship education and they have more knowledge about entrepreneurial activities. Similarly, the results also indicate that the of a business management background student have much better expertise in entrepreneurship in comparison to those from other backgrounds students, this research conclusion further validates the results [80, 40, 17, 81].

Mediating Effect of Entrepreneurial Self-Efficacy

Our study's hypothesis 1 was EE and EI have a positive, significant relationship is empirically supported by this research, although our findings are consistent with those of some earlier studies [82,83,84,15,85]. Though this study's results also support our second hypothesis—that entrepreneurial knowledge, which is primarily acquired through entrepreneurship education, has a positive impact on ESE—they also support previous research by Zhao et al. 2005, Krecar and Coric 2013, and Puni et al 2018 [16, 86, 53]. It was underlined that learning about entrepreneurship is the most beneficial component of entrepreneurship education since it contributes significantly to ESE, which in turn encourages the development of entrepreneurial intention. Regression analysis results also support our hypothesis 3 which suggests that entrepreneurial intention of university students was more likely to be strengthened through entrepreneurial self-efficacy. The finding corroborates those of preceding studies which drew similar conclusions [87, 88, 76, 89, 90, 53, 91]. The study's findings on the mediation analysis, however, support previous research that came to similar conclusions by suggesting that EE both directly and indirectly, means totally affects university students' intentions. Moreover, EE significantly influences entrepreneurial intention through the mediator ESE, but the confidence interval includes zero, indicating that entrepreneurial self-efficacy only partially mediates the relationship between EE and EI, [75, 86]. Moreover, common sense supports this conclusion. For example, students' entrepreneurial efficacy is likely to decline if they have encountered setbacks during the entrepreneurship education process, which in turn diminishes students' entrepreneurial ambitions.

CONCLUSIONS

The study's key conclusions are as follows: first, in both nations, students' participation in entrepreneurship can be encouraged by improved business venture education and programs. Second, although some academics contend that entrepreneurial self-efficacy (ESE) is an innate trait that can be taught through entrepreneurship programs and courses, our data demonstrate that entrepreneurship education (EE) plays a critical role in supporting the development of students' ESE. According to our third finding, students' entrepreneurial intentions (EI) to

launch a business in the near future can be stimulated by entrepreneurial self-efficacy (ESE) in both countries. The study also succeeded in achieving its primary objectives, which were to compare the levels of entrepreneurial self-efficacy (ESE) and find that Taiwanese students have higher levels than Indian students. Our second important goal was to determine the mediation effect of ESE, and the results indicate that ESE partially mediates the relationship between EE and EI. All things considered; the study was successful in achieving its primary objectives.

IMPLICATIONS AND LIMITATIONS

The results have, in part, enhanced and refined the theoretical framework for entrepreneurship education and the model of entrepreneurial ambitions. In particular, this study demonstrates that the relationship between entrepreneurship education and entrepreneurial inclinations is fully mediated by entrepreneurial self-efficacy. Furthermore, we discovered that entrepreneurial education primarily influences entrepreneurial intention through entrepreneurial self-efficacy, taking into account the knowledge of entrepreneurship and entrepreneurial experience on entrepreneurial aspirations. In order to help students, gain experience, entrepreneurship education should thus put more of an emphasis on developing real-world opportunities and improved platforms for entrepreneurial activity. In addition to helping students become more courageous and self-assured, Governments through entrepreneurship programs and schemes as well as teachers should encourage university students to take part in entrepreneurial challenges more often because gaining experience is a great asset that can be leveraged in any situation, whether one succeeds or fails.

However, the study also has some limitation such as this study is cross-sectional, it is not possible to fully analyze the mechanism of entrepreneurship education on entrepreneurial intention. A longitudinal study would be ideal to learn more about how the entrepreneurial tendencies of college students change over time. In the end, this study examines university students' aspirations to pursue entrepreneurship from the viewpoints of entrepreneurial education and self-efficacy in Taiwan and India. These elements serve as typical variables for entrepreneurial behavior. Still, there are a few other factors, such as entrepreneurial motivation and spirit, that influence entrepreneurial ambitions. Also, a person's inclination to become an entrepreneur may be somewhat influenced by other demographic factors, such as their upbringing, employment, and leisure environments. To undertake a more in-depth study, we can therefore attempt to include additional social attributes of people in the entrepreneurial intention model in future studies.

Statements on Open Data, Ethics, and Conflict of Interest

- The data used in this study can be accessed by sending request emails to the corresponding author.
- Participation in this study was completely voluntary. All the personally identifiable information was de-identified upon being collected.
- There is no potential conflict of interest in this study.

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