

# Entrepreneurship Education in an International Context: Skills, Attitudes and Competencies

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**Abstract:** Entrepreneurship plays an important role in the economic development of the nations by driving innovation, economic efficiency, and job creation. On the other hand, entrepreneurship education and international education seem to be an important antecedent for entrepreneurship intentions. In this context, universities and campuses have an important role in fostering entrepreneurial activities, namely extra curricular and curricular programs that empower young and nascent entrepreneurs to develop skills, attitudes and competencies that can later be applied to business creation. The main objective of this study is to present the extra curricular program, EXIT program, and confirm its impact on entrepreneurial skills, attitudes and competencies acquired or developed by students. This study employs a mixed research approach that includes both qualitative and quantitative methods. The results reveals that EXIT program effectively contributes to the development of various attributes associated with student resilience. It notably boosts critical thinking, creativity, initiative, problem-solving, proactivity, responsibility, cooperation, social responsibility, and a balanced mix of ambition, optimism, and realism. EXIT's impact on student skills development underscores its substantial positive influence, especially in domains like teamwork and communication. Feedback from the focus group discussions attested to the overall positive reception of EXIT by participants. The program demonstrated its effectiveness in improving their entrepreneurial skills, facilitating multicultural experiences, and encouraging collaborative efforts.

**Keywords:** Higher education, Entrepreneurship, Entrepreneurship intention, International education, Blended intensive program

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## 1. Introduction

In a knowledge-based society, organizations value the role of innovation and entrepreneurship. Entrepreneurial activity can improve organizational competitiveness, encourage social transformation and promote the development of more sustainable products and services.

Entrepreneurship education is a key factor for socio-economic and sustainable development (Gangi, 2017). Thus, education for entrepreneurship is becoming increasingly important, particularly in today's dynamic world where changes can be expected or unexpected, reversible or irreversible and can vary in intensity (Miceli et al, 2021). In this context, the acquisition of entrepreneurial attitudes and skills by students becomes a differentiating factor highly valued by organizations. On the other hand, international education is also crucial today, because it allows students to overcome cultural and linguistic barriers and fosters knowledge and understanding of other cultures, languages, behaviors, and realities, enhancing student's career opportunities (Sabet & Chapman, 2022).

The main objective of this study is to present the EXIT program and confirm the impact of this program regarding the entrepreneurial skills, attitudes and competencies acquired or developed by students. EXIT is a Blended Intensive Program (BIP) on Entrepreneurship. BIPs are a new format of Erasmus+ mobility. Every BIP combines online teaching with a short period of physical mobility, where students can spend one week at another university alongside peers from other European universities and experience different cultures, behaviors, values, in real organizational context.

Organized in two main parts, the first part of the study introduces a brief reflection about entrepreneurship education and international education in developing entrepreneurial intentions and activity. The second part presents the BIP, which aims to equip students, as future entrepreneurs and agents of change in organizations, with entrepreneurial skills, attitudes and competencies necessary to increase their opportunities.

## **2. Literature Review**

Entrepreneurship plays an increasingly important role in economic development and contributes to the development of innovations, increases economic efficiency, and creates new jobs (Sutter et al., 2019). So how can individuals become more entrepreneurial to participate in this activity?

Entrepreneurship intention (EI) is determined by attitudes that are affected by “exogenous influences” such as traits and situational variables (Ajzen, 1991; Krueger et al., 2000; Costa & Mares, 2016; Mares, Costa & Galina, 2017). Among the determinants of EI, entrepreneurship education seems to be an important antecedent, and several studies establish a correlation between entrepreneurship education and entrepreneurial activities (Henderson & Robertson, 2000; Galloway & Brown, 2002; Peterman & Kennedy, 2003; Souitaris et al., 2007; Izquierdo & Buelens, 2008; Solesvik et al., 2013; Pfeifer et al., 2016; Nabi et al., 2018; Cui et al., 2021; Sun, Shi & Zhang, 2023).

According with Ratten and Jones (2020) entrepreneurship education is defined as the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight and self-esteem to act where others have hesitated. For Ratten and Usmanij (2021) besides the positive aspects related to entrepreneurship education there is a challenge involved, as not everyone is able to think or act entrepreneurially.

In fact, the subject has also garnered increasing interest among researchers, and several studies on entrepreneurship education with various approaches centered on different aspects have emerged. Some attempt to understand how the pedagogical use of a simulation can contribute to social entrepreneurship education (Costin, et al, 2018), or to illustrate the importance of case methodology in entrepreneurship and training education, particularly in Creative industries (Ó Cinnéide, 2010), or to evaluate the impact of having entrepreneurs as invited teachers in schools and their possible contribution by sharing their experiences (Blenker & Christensen, 2010), or to assess the entrepreneurial competence in entrepreneurship education and training (Lans & Gulikers, 2010) or even to learn from experience (Cope & Watts, 2000; Politis, 2008) and learn from failure (Testa & Frascheri 2015).

Several educational programs of entrepreneurship have emerged, focused on the development of entrepreneurial attitudes and recognizing the importance of this theme in the overall education of young people (Costa & Carvalho, 2012). Entrepreneurship education among youth can foster the acquisition of skills and the development of essential attitudes to create a new business. Typically, entrepreneurship education courses include a range of topics such as financial management, human resources, new product development, creativity, market research, business plan, etc. These courses and programs enable students to enhance their entrepreneurial knowledge, skills, attitudes, and even personal qualities (Wu et al., 2022).

According to the model of Heinonen and Poikkijoki (2006) the results of youth entrepreneurship education can be measured considering three dimensions:

- Attitudes (self-confidence, initiative, risk-taking, creativity, problem solving);
- Knowledge (technical, economic and financial literacy, management knowledge);
- Competencies (communication, presentation and transmission of ideas, teamwork, ability to explore opportunities in the various phases of the entrepreneurial process, including opportunity evaluation, execution and business plan).

As defined by Heinonen and Poikkijoki (2006, p. 84) “The aim of entrepreneurship education is to integrate the skills and attributes of an entrepreneurial individual with the entrepreneurial process and related behavior.”

During the Blended Intensive Program (BIP) on entrepreneurship, students had the opportunity to develop this kind of skills, as well as the international / multicultural competencies mentioned above, integrating them in the entrepreneurial process (EP), since, during this program, the students have the opportunity to work in the five phases of EP: idea generation, opportunity evaluation, planning, company formation/launch and growth.

## **3. International Education**

International education is a critical tool of soft power (Lomer, 2017). In a polarized world, where international understanding is sometimes difficult, the ability to influence the behavior or interest of other stakeholders in international entrepreneurship context can be a competitive advantage. Cultural immersion and the exposure to the values and customs of a host country through international education is an important training for future entrepreneurs. For this reason, international education has increased in recent years.

In fact, international education in higher education institutions (HEIs) has grown significantly both in terms of volume and in scope and complexity over the last decades, evidencing a strong concern and effort to respond to the global economy and cultural forces (Welch & Denman, 1997; Goby, 2007).

The commoditization of higher education provided a new understanding of international education. Today international education is seen as a service good that provides career opportunities (Sabet & Chapman, 2022). It is consensual that this education provides additional skills and competencies that are likely to increase job prospects. It is widely established that students with international education develop several entrepreneurial key skills through international mobility, such as:

- Self-awareness, self-confidence, sense of identity, and personal independence;
- Being informed, greater interest in global affairs and cross-cultural perspectives;
- Organizational skills, project management, decision-making, creativity and taking on responsibility;
- Vision, independence, experience, broader outlook and attitude;
- Problem-solving, coping strategies and risk taking;
- Patience, flexibility, adaptability, open-mindedness and humanity;
- Team work and team leadership skills;
- Fluency, accuracy and appropriateness of language competence;
- Mediation skills, conflict resolution, sensitivity, humility and respect;
- Forging of relationships and networks;
- Challenge to personal stereotypes, cultural relativism;
- Enhanced intercultural communication, conducting business inter culturally;
- Cultural empathy;
- Non-judgmental observation, respect for local values without abandoning one's own;
- Cultural understandings, ways of thinking and adaptation to complex cultural environments Key skills required by employers;
- Self-awareness;
- Initiative and enterprise;
- Willingness to learn;
- Planning and organizing;
- Integrity;
- Commitment/motivation;
- Problem-solving;
- Flexibility;
- Self-management;
- Team work;
- Communication skills;
- Foreign languages;
- Networking;
- Leadership;
- Customer service;
- Interpersonal skills.

Intercultural skills and international education offer more employability in the global job market (EAIE, 2012; Karacsony et al., 2022; Sabet & Chapman, 2022). The benefits are not limited to better understanding of foreign work culture, in fact students with international education are more confident and self-reliant. Furthermore, these students have wider intellectual horizons and a greater ability to appreciate other perspectives (Yeravdekar & Tiwari, 2014; Sabet & Chapman, 2022).

## **4. Methodology**

### **4.1 Research Design**

This study used a case study design and adopted a mixed research approach that includes qualitative and quantitative methods. Mixed methods research explicitly offers a framework for combining methods (Timans et al., 2019). The main advantage of use these mixed methods approaches is that they allow for the use of several data collection methods, which can contribute to a more robust research and minimize the weaknesses of a single-method research. Additionally, some experts believe that the mixed method approach improve the

validity of the data collected, and provides stronger evidence of the results obtained (Khoo-Lattimore et al., 2019).

**4.2 Data Collection**

For the quantitative study sample and data collection, a structured survey was applied. The survey consisted of Likert-scale and open-ended questions. The survey was developed to assess the impact of the EXIT program on students. Students were asked questions such as: “How satisfied are you with your participation in the project?” and “How relevant is the topic addressed in this project?”. It was also intended to analyze the degree of satisfaction with the activities carried out and the project’s contribution to the development of entrepreneurial attitudes and skills in participants.

For the qualitative study, a semi-structured group interview (focus group) was carried out. Through the focus group, it was intended to obtain more detailed information about the students’ satisfaction regarding their participation in the project, as well as to identify positive and negative aspects of the project. Focus group included questions such: “What did you like most about EXIT program?” and “What skills and attitudes have you improved by participating in this project”.

The analysis of student participation in EXIT program by country of origin underscores the program's international appeal and diversity (Table 1). Portugal, Belgium, and the Czech Republic had the largest contingents, indicating strong local and international interest. Smaller but still notable representations from countries like Austria, the Netherlands, Poland, and Latvia highlight the program's broad reach across Europe. This diverse participation enriches the experience for all students and contributes to the global perspective fostered by EXIT program.

**Table 1: Student population**

Country	Institution	Students
Austria	St. Pölten University of Applied Sciences	5
Belgium	EPHEC asbl	5
	UC Leuven Limburg	5
Czech Republic	Institute of Technology and Business in České Budejovice	5
	College of Polytechnics Jihlava	4
Latvia	BA School of Business and Finance	1
Netherlands	Rotterdam University of Applied Sciences	5
Poland	Wyzsza Szkola Bankowa WE Wroclawiu	4
Portugal	School of Business and Administration	16
<b>TOTAL</b>		<b>50</b>

**4.3 Online Questionnaire**

For the quantitative study, an online questionnaire was administered to all students who participated in the EXIT. It was managed through Google Forms and made accessible by a link to capture anonymously the students’ evaluation about the project. The questionnaire was divided into 2 sections. In the first section was requested information on respondents’ demographic data (namely, age, gender, nationality and home institution). Section two was dedicated to collect data regarding the project evaluation.

The number of questionnaires filled in was 32 of the total of 50 students with a return rate of 64%.

To ensure the clarity of the questionnaire, 5 participants were invited to check their understanding of the survey questions. After their feedback, some of the questions were rephrased to provide more accurate ideas of the questions in the questionnaire.

**4.4 Focus Group**

After the completion of the project, a focus group was held with Portuguese students. A semi-structured interview guide was developed based on the insights obtained from the questionnaire that was used to collect data. The focus group approach was chosen, because it offers the advantage of enabling students to present diverse perspectives, while also facilitating the exchange and comparison of their experiences (Kvale, 1996). The students were encouraged to openly describe and discuss their experiences and highlighting aspects that they

considered important in the project participation. Eight students agreed to take part in an online focus group, which lasted approximately 40 minutes. It was audio recorded and then transcribed.

#### 4.5 Data Analysis

Quantitative and qualitative data were analyzed separately. For the quantitative data, it was collected, compiled, and checked for consistency and accuracy before being entered using Microsoft Excel. Then, frequency tables and other descriptive statistics were generated.

Content analysis was used to evaluate the outcome of the focus group for the qualitative data.

### 5. Results

The analysis of the results from a survey applied to the students as well as from the focus group allowed to understand several aspects and dimension that are presented below.

#### 5.1 Quantitative Results – Student Survey

The collected sample of student survey was composed of 32 valid answers, representing a response rate of 64% (Table 2).

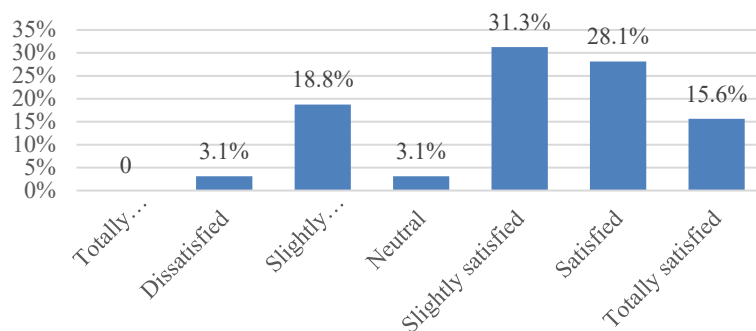
**Table 2: Number of students that participated in the survey**

Country	Number of participating students	Number of replies	Response rate (%)
Austria	5	4	80
Belgium	10	8	80
Czech Republic	9	7	77.8
Latvia	1	1	100
Netherlands	5	2	40
Poland	4	2	50
Portugal	16	8	50
<b>Total</b>	<b>50</b>	<b>32</b>	<b>64</b>

Regarding the sociodemographic data, the majority (84.4%) were aged up to 24 years. More specifically, those aged between 19 and 21 years represented more than half of the respondents (56.3%), followed by those aged between 22 and 24 years old (28,1%). The age mean is 22 years, the youngest aged 19 years old and the oldest respondent was 31 years old. Regarding gender, most participants were female (78.1%).

#### Project Evaluation

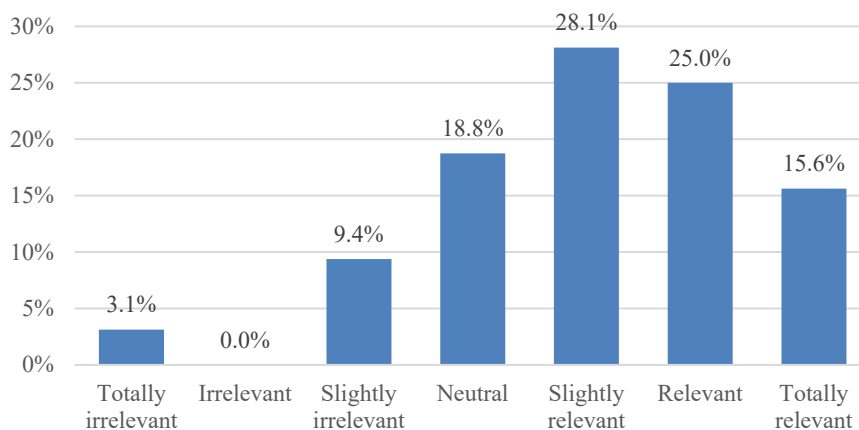
Concerning the satisfaction level with the project (Figure 1), it was possible to verify that data was concentrated among the highest levels of satisfaction with the majority (75%) in the level of 5 to 7 of Likert scale used. However, it is essential to pay attention to the percentage of respondents who indicated that they were “Slightly Dissatisfied” or “Dissatisfied” (3.1% and 18.8%, respectively) to identify areas for improvement. This feedback is crucial for ongoing program development, ensuring that EXIT continues to meet the expectations and needs of its participants.



**Figure 1: Students’ overall level of satisfaction with the project**

The assessment of the topic's relevance in EXIT, focusing on "Entrepreneurship, Innovation, and Technology in Tourism and Hospitality," provided insights into participants' perceptions of the program's topic.

Figure 2 shows that the majority of participants recognized the value of the addressed topic in this project. The combination of "Relevant" and "Totally Relevant" responses, totaling 40.6%, indicated a substantial level of approval for the chosen topic. While there were a few participants who found it "Slightly Irrelevant" or "Totally Irrelevant," their numbers were relatively low. Overall, EXIT's topic appeared to resonate with a significant majority of participants.



**Figure 2: Topic relevance**

The feedback from students who participated in EXIT provided valuable insights into their satisfaction with the various facilities and leisure activities offered during the program.

The analysis of student evaluations on the facilities and leisure activities within EXIT indicated a generally positive experience (Table 3). Students were particularly pleased with "Watching the Dolphins" and the "Special Dinner," both of which received the highest mean scores. In contrast, accommodation, lunches, and coffee breaks received moderately positive ratings, indicating satisfaction but with potential areas for improvement. The feedback highlights the importance of delivering engaging and memorable leisure activities, as they significantly enhance the overall participant experience and contribute to the success of the program.

**Table 3: Facilities and leisure activities evaluation**

Item	Mean	Std. Deviation
Accomodation	5.47	1.414
Lunches	5.19	1.635
Coffee Breaks	5.22	1.539
Watch the dolphins	6.25	1.047
Special dinner	6.38	1.264

Note: 1-Totally dissatisfied; 2-Dissatisfied; 3-Slightly dissatisfied; 4-Neutral; 5-Slightly satisfied; 6-Satisfied; 7-Totally satisfied

Participants in EXIT engaged in various activities throughout the program, and their feedback provides valuable insights. The mean scores assigned by students to different activities offer a quantitative perspective on their perceived effectiveness and satisfaction (Table 4).

As can be seen in the following table, brainstorming received the highest mean score, showing that students found this activity particularly engaging and productive. It suggests that participants valued the creative process and the generation of innovative ideas, which aligns with the entrepreneurial spirit of EXIT.

The international forum, as well as the preparation and presentation of the websites also presented averages above 5, demonstrating that in general the participants enjoyed carrying out these activities. The mean score of these activities indicates that participants generally considered them beneficial but perhaps with some room for improvement.

On the other hand, the preparation of the financial plan received a lower mean score compared to the other activities. This suggests that students encountered challenges or had concerns about this particular task. It could be perceived as complex, demanding, or in need of improvement in terms of instruction or support.

**Table 4: Activities evaluation**

Item	Mean	Std. Deviation
<b>International Forum</b>	5.06	1.294
<b>Brainstorming</b>	5.31	1.635
<b>Business Model Canvas</b>	4.81	1.615
<b>Business Website</b>	5.06	1.759
<b>Presentation of the websites</b>	5.25	1.344
<b>Financial Plan</b>	3.63	1.718

Note: 1-Totally dissatisfied; 2-Dissatisfied; 3-Slightly dissatisfied; 4-Neutral; 5-Slightly satisfied; 6-Satisfied; 7-Totally satisfied

**Project impact on students**

The impact of EXIT on student, as measured by various attitudes, is an important indicator of the program's effectiveness in fostering valuable entrepreneurial skills.

It was possible to verify that EXIT has a predominantly positive impact on various attributes related to student. It significantly enhances critical thinking, creativity, initiative, problem-solving, proactivity, responsibility, cooperation, social responsibility, and a balanced mix of ambition, optimism, and realism. These findings indicate that the program effectively cultivates these valuable attitudes in participants.

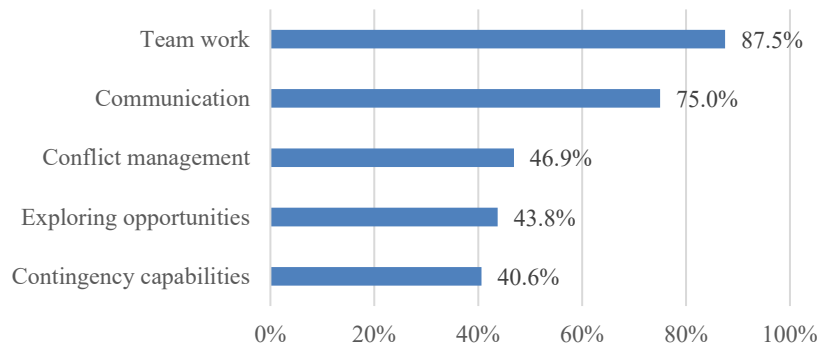
While the program encourages risk-taking, there may be potential for further development in this area. The impact on ethics is an area where the program might consider additional emphasis to foster ethical considerations among participants. Overall, EXIT positively influences students.

**Table 5: Contribution of the project in the development of attitudes**

Item	Mean	Std. Deviation
<b>Critical Thinking</b>	5.22	1.475
<b>Creativity</b>	5.75	1.270
<b>Initiative</b>	5.56	1.480
<b>Risk-taking</b>	4.63	1.699
<b>Problem solving</b>	5.25	1.778
<b>Proactivity</b>	5.28	1.442
<b>Ethic</b>	4.78	1.581
<b>Responsability</b>	5.63	1.185
<b>Cooperation</b>	5.94	1.216
<b>Social responsibility</b>	5.53	1.270
<b>Ambition, optimism and realism</b>	5.22	1.453

Note: 1-Totally disagree; 2-Disagree; 3-Slightly disagree; 4-Neutral; 5-Slightly agree; 6-Agree; 7-Totally agree

After rating the impact of their participation in the project on the development of a set of attitudes, students were asked to identify the main skills developed by participating in the project. The analysis of EXIT contribution to student skills development showed a strong positive impact, particularly in areas such as teamwork and communication. These findings underscore the project's ability to enhance critical skills for future professionals. The slightly lower percentages in conflict management, exploring opportunities, and contingency capabilities suggested potential areas for program refinement to ensure a more comprehensive skills development experience.

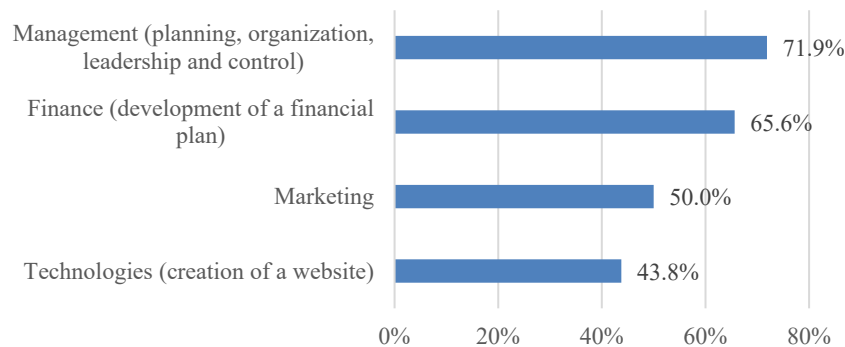


**Figure 3: Contribution of the project in the development of students' skills**

The study also sought to establish whether the students had developed any business-related knowledge from their participation in EXIT. According to Figure 4, majority of respondents indicated that they deepened their knowledge in the areas of management and finance (71.9% and 65.6%, respectively) through the EXIT program. These high results suggests that the program is highly effective in teaching management and finance principles.

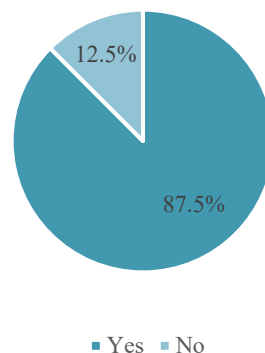
With only 50% of respondents indicating a deepening of knowledge in marketing, this is an area with potential for improvement. This moderate percentage suggests that while essential marketing concepts are being covered, there may be gaps in the depth or breadth of the subject matter.

On the other hand, website development had the lowest percentage, with only 43.8% of respondents reporting a deepening of knowledge. This indicates a significant area for development in future editions.



**Figure 4: Contribution of the project in the development of knowledge**

The recommendations made by students who participated in EXIT provided insight into the perceived value of the project and their willingness to endorse it to their peers. The analysis of recommendations by students who participated in EXIT overwhelmingly supports the project (Figure 5). The fact that 87.5% of participants would recommend it to their colleagues is a strong evidence to the program's positive impact and perceived value.



**Figure 5: Program recommendation to other colleagues**

## **5.2 Qualitative Results - Focus Group**

Eight students participated in the group interview (focus group). The focus group aimed to gather in-depth insights from students who participated in EXIT, specifically to understand their opinions and experiences related to the project. Students were encouraged to provide sincere feedback, and the discussion provided valuable feedback on various aspects, including the program's effectiveness, learning outcomes, and areas for improvement.

### **Positive Aspects:**

- **Skills Development:** Participants overwhelmingly expressed that the program significantly enhanced their entrepreneurial and teamwork skills. They emphasized that the hands-on approach of "learning by doing" allowed them to apply theoretical knowledge to real-world situations. This experience positively influenced their confidence in their entrepreneurial capabilities.
- **Cultural Exposure:** Students appreciated the multicultural environment of EXIT, highlighting the diversity of backgrounds and perspectives within their teams. They noted that working with international peers broadened their horizons and increased their cultural awareness, which they considered a valuable aspect of the program.
- **Cohesion and Collaboration:** The participants emphasized the strong teamwork and collaboration that developed during the project, especially during the face-to-face sessions. They noted that working together with their peers, who came from diverse cultural and educational backgrounds, fostered a sense of unity and cohesion among the group members.

### **Negative aspects:**

- **Difficulty Working in Online Groups:**
- One of the recurring themes in the discussion was the challenges students faced when working during the online sessions. Some reported difficulties in areas such as communication, collaboration, and team dynamics. This issue can be attributed to the virtual nature of the project and the inherent challenges of online teamwork. Respondents indicated that, during the online sessions, they experienced some difficulties in establishing personal connections and building relationships with their teammates through digital interactions. The online environment also posed challenges in terms of team dynamics. Participants reported difficulties in coordinating efforts, setting clear roles, and maintaining engagement within virtual groups. These challenges were seen as potential barriers to effective collaboration, which is essential for the success of the project.
- The implications of this issue are twofold: first, it impacted the quality of teamwork, making it less effective and cohesive than in-person collaboration. Second, it may have hindered the participants' ability to leverage diverse skill sets and perspectives within their groups. These challenges raise concerns about the program's adaptability to the online format and the need for better strategies to facilitate effective virtual teamwork.
- **Tasks Complexity:**
- Students mentioned that the in-person tasks were more demanding. The complexity of these tasks required a significant investment of time and effort. Some felt that certain in-person tasks were significantly more demanding than others, causing an imbalance in the effort required. Addressing this issue is essential to ensure a fair and equitable experience for all participants. Striving for a more even distribution of effort across tasks and groups can enhance the overall quality of the program and alleviate undue stress on students.

## **6. Conclusions**

This paper presents an International Intensive Program on Entrepreneurship and underscores its significance in fostering the development of students' skills, behaviors, and attitudes. The program effectively met the motivations and expectations of students participating in EXIT. It provided them with the opportunity to enhance their skills, interact with diverse individuals, and collaborate in a multicultural environment.

This study highlights the importance of an entrepreneurship education program, not only in providing theoretical knowledge but also in cultivating an entrepreneurial mindset by nurturing entrepreneurial skills, behaviors, and attitudes among its students.

Furthermore, the analysis of the results demonstrates the efficacy of the "learning by doing" approach, promoting both the acquisition of valuable knowledge and healthy competition among students. This was evident in the strong teamwork and cohesion displayed by the groups.

The analysis of student evaluations provides a valuable perspective on the effectiveness of various EXIT activities. While some activities received high mean scores, indicating strong satisfaction, others, like the Financial Plan, appear to need attention or potential improvement. This feedback underscores the importance of continuous program refinement to ensure that all activities align with the participants' expectations and learning objectives. Addressing these insights can help enhance the overall experience and educational outcomes for future EXIT participants.

The feedback from the focus group discussions indicated that participants generally responded positively to EXIT. It was effective in enhancing their entrepreneurial skills, fostering multicultural experiences, and promoting collaboration. The challenges raised were seen as opportunities for program refinement. Overall, the insights from this focus group will be valuable for future program enhancements and improvements.

The negative aspects raised during the focus group discussions provide valuable insights into areas that require attention and improvement in the EXIT program. The challenges associated with online group work and the demanding nature of in-person tasks are significant concerns that should be addressed. By acknowledging these issues and developing strategies to mitigate them, the program can continue to provide a valuable and enriching experience for future participants. Additionally, a review of task complexity and time management in the in-person activities can help ensure a fair and manageable workload for all students. This evaluation also yielded valuable suggestions for improvement, which are essential for ensuring the continuous enhancement of the EXIT program.

The main limitation of this study is the sample size. The size of our sample limits the robustness and reliability of more detailed statistical analyses. Advanced techniques and the exploration of correlations often require larger datasets to produce meaningful and generalizable results. With a smaller sample, there is a higher risk of statistical anomalies and reduced confidence in the findings. In this way, we chose to present a range of statistics and figures to provide a clear and accurate representation of our data without overextending the analysis.

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