Epistemic Curiosity and Entrepreneurial Intentions: Insights from China's Emerging Ecosystem

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Abstract: Guided by Entrepreneurial Event Theory (EET), we analysed survey data from 179 engineering students at Xi'an Jiaotong-Liverpool University's Entrepreneur College (Taicang) to identify what drives entrepreneurial intention (EI). Interest in entrepreneurship and epistemic curiosity (EC) emerged as the strongest predictors, with EC partially mediating the pathway from both entrepreneurial interest and perceived organisational valuing of creativity (POVC) to EI. Counter-intuitively, higher family income predicted lower EI, challenging resource-based assumptions. The model explains 42.2% of the variance in EI, consistent with prior research. Findings suggest that entrepreneurship programmes should prioritise curiosity-driven, creativity-supportive learning environments and tailor support to students' socioeconomic backgrounds. By positioning EC as a cognitive catalyst and highlighting the nuanced role of income, the study extends EET and clarifies how demographic, attitudinal, and contextual factors interact within China's pro-innovation landscape.

Keywords: Epistemic Curiosity, Entrepreneurial Intention, Entrepreneurial Event Theory, Organizational Creativity, China

1. Introduction

Entrepreneurial intentions in China are shaped by the intersection of demographic, attitudinal, and environmental factors, unfolding within a fast-evolving innovation ecosystem (Gao et al., 2022; You et al., 2023). Chinese higher education institutions (HEIs) have prioritized entrepreneurship education since the early 2000s, with policy advancements in 2010 reshaping its integration into curricula. International research has established epistemic curiosity (EC) as a foundational driver of entrepreneurship education outcomes. EC is the innate drive to explore new ideas and solve problems. However, empirical exploration of its role in Chinese higher education institutions (HEIs) remains limited.

This study specifically focuses on understanding how epistemic curiosity (EC) can shape entrepreneurial intentions (EI), and how factors such as family income, perceived organizational valuing of creativity (POVC), and risk willingness interact with these variables to influence engineering students' entrepreneurial behaviours within a Chinese cultural context. The goal is to provide a more nuanced understanding of how these factors intertwine, which has implications for both policy and education.

Recent studies confirm that cognitive and attitudinal factors, for example, interest in entrepreneurship, willingness to take risks, curiosity, and creativity, have a significant influence on entrepreneurial intention (Niu et al., 2022; Fadzil et al., 2022). The interaction and impact of such factors on entrepreneurship outcomes remains ambiguous (Niu et al., 2022; Heredia-Carroza et al., 2024). Newer themes in the literature, including post-pandemic entrepreneurship (Yu et al.,2021), implications of digital technology (Ip, 2024) and cross-cultural dynamics (Dheer and Castrogiovanni,2023) make the demand for comprehensive models even more conspicuous. This research fills these gaps to address recommendations for better entrepreneurial ecosystems through an examination of the interrelationship between demographic variables and attitudinal factors within a Chinese cultural context.

2. Literature Review

2.1 Entrepreneurial Event Theory and Intention

Entrepreneurial Event Theory (EET) provides a foundation for analysing intent formation and the behaviours resulting from that entrepreneurial intention. EET identifies three critical components—perceived desirability, perceived feasibility, and the propensity to act—that influence entrepreneurial intention (Ambad & Rafiki, 2024). This study expands on EET by incorporating cognitive and attitudinal variables such as epistemic curiosity

(EC), the perceived organizational valuing of creativity (POVC), and the attitudes toward creative expression (ATEC), factors that interact with demographic variables to shape entrepreneurial intention (EI).

For Chinese university students, perceived desirability refers to their disposition toward entrepreneurship and interest in initiating businesses. It is influenced by entrepreneurial education and successful experiences. China's dynamic entrepreneurial ecosystem further amplifies the perceived desirability of making entrepreneurship a career choice (Zhang, 2024).

Perceived feasibility refers to a person's belief regarding the success of initiating and running a business. This is related to self-efficacy and also depends on educational preparation, skill acquisition, and support systems. Institutions that encourage creativity and innovation may increase students' perceived feasibility by equipping them with practical experience (Balgiu & Simionescu-Panait, 2024).

The propensity to act is closely linked to our variables of epistemic curiosity and willingness to take risks. Greater levels of epistemic curiosity among students make it more likely that they will seek and seize entrepreneurial opportunities. Similarly, higher levels of risk tolerance are associated with greater action in pursuing entrepreneurial intentions (Heinemann et al., 2022; Hsieh & Pittaway, 2024).

A recent study by Yu et al. (2021) further extends EET by adding the dimensions of creativity and innovation. The study revealed that an individual's attitude toward creative expression and perception of organizational support for creativity significantly influences the desirability and feasibility dimensions. This extension fits closely with our examination of the relationships through which perceived organizational valuation of creativity (POVC) affects entrepreneurial intentions-generating changes in attitudes.

China’s cultural norms and pro-entrepreneurial policies create a supportive context for new ventures (Komninos et al., 2024; Gao et al., 2022; You et al., 2023; Zhang, 2024). Yet, relatively little is understood about how demographic factors and attitudes interact to shape entrepreneurial intentions (Yu et al., 2021; Heredia-Carroza et al., 2024). Cultural values and government policies create a favourable environment for entrepreneurship in China, emphasising competence and diligence (Zhou & Li, 2022; Dai, 2021; Joshi et al., 2020).

2.2 Entrepreneurial Intention and Key Factors

Entrepreneurial capacity rests on self-efficacy, creative thinking and basic managerial skills (Kisubi et al., 2021). Experiential courses, from business simulations to hackathons, have been shown to strengthen both self-belief and risk willingness, thereby raising perceived behavioural control (Mensah et al., 2021; Djazilan & Darmawan, 2022; Duan, 2022; Zhou & Li, 2022; Khanal & Prajapati, 2023).

- **Interest in starting a business:** Entrepreneurial interest grows through curiosity, peer encouragement and visible role models (Niu et al., 2022; Anjum et al., 2020). Campus demo days and alumni success stories help to keep that interest active (Surutra et al., 2021; Duong, 2023).
- **Willingness to Take Risks:** Risk tolerance is linked to innovation and proactive decision making (Fadzil et al., 2022; Lone & Baba, 2023). Educational settings that normalise “learning from failure” translate this tolerance into stronger start-up intentions (Duong, 2023; Salleh et al., 2024).
- **Epistemic Curiosity:** EC is the urge to understand how things work. It helps students identify market gaps, master new technologies and stay calm amid uncertainty. Higher EC aligns closely with entrepreneurial inclination (Balgiu & Simionescu-Panait, 2024; Heinemann et al., 2022; Hsieh & Pittaway, 2024).
- **Attitude towards Creativity***:* Positive attitude*s* toward*s* creativity (ATEC) are direct predictor*s* of entrepreneurial intention (Anjum et al., 2020; Fadzil et al., 2022; Balgiu & Simionescu-Panait, 2024). ATEC is the most relevant sub-dimension in China’s innovation-driven context, because organisational support channels through creativity before it influences intention. Creative learning environments amplify this pathway (Mahendiren & Kushwaha, 2024; Mutlu & Çoruk, 2024).
- **Perceived Organizational Valuing of Creativity (POVC)**: When students believe that novel ideas are welcomed, psychological safety rises, experimentation follows and entrepreneurial intention increases (Anjum et al., 2020; Balgiu & Simionescu-Panait, 2024). The effect is strongest where committed teaching and adequate resources meet (Mutlu & Çoruk, 2024).
- **Demographic and Contextual Factors in Shaping Entrepreneurial Intention:** Education shapes the foregoing relationships. Experiential learning strengthens the creativity-risk-intention chain (Fadzil et al., 2022). Contextual variables frequently mediate or moderate the creativity-intention pathway (Niu et al., 2022).

2.3 Research Gaps and Justification for the Study

Scholars still treat the "who," "what," and "where" of entrepreneurial intention as separate puzzles. Demographic work tends to isolate socioeconomic status (Khanal & Prajapati 2023; Heredia-Carroza et al. 2024), while psychological work singles out risk-taking, creativity, or curiosity (Yu et al. 2021; Fadzil et al. 2022). Little is known about how family income sparks intention. In addition, classic lenses such as the Theory of Planned Behaviour (Ajzen 1991; Ambad & Rafiki 2024) rarely test interaction effects or compare sub-groups.

We tackle these gaps by modelling how income mesh with risk willingness, climate creativity, and epistemic curiosity among Chinese undergraduates. The mixed picture that emerges should guide campus incubators and innovation policymakers, offering evidence that is China-specific yet instructive for other growth economies (Gao et al. 2022; You et al. 2023).

To enhance the study's alignment with contemporary discourse, we acknowledge recent shifts in entrepreneurial intention driven by digital transformation and post-pandemic dynamics. The COVID-19 pandemic has redefined risk perceptions and opportunity structures, with many students now perceiving entrepreneurship as a resilient career option (Yu et al., 2021). Research shows that digital readiness can amplify the effects of epistemic curiosity on entrepreneurial outcomes, especially when paired with institutional creativity support (Ip, 2024).

2.4 Theoretical Framework and Hypotheses

Entrepreneurial Event Theory (EET) argues that intention grows from perceived desirability, perceived feasibility and a readiness to act (Shapero & Sokol 1982; Ambad & Rafiki 2024). We extend EET by adding two cognitive–contextual levers: epistemic curiosity (EC) and perceived organisational valuing of creativity (POVC).

Epistemic curiosity is the drive to seek new information. It amplifies desirability because curious students spot attractive gaps, then turn that heightened interest into intention.

POVC signals psychological safety and resources for experimentation. It strengthens feasibility; students who believe novel ideas are welcomed feel bolder about acting.

EC and POVC complement EET elements, showing how inner motives and campus climate jointly propel entrepreneurial intention (EI).

POVC also shapes attitudes toward creativity (ATEC). A supportive setting tools, funds and rewards creative thought; receptive students in turn channel that positive attitude into stronger EI (Balgiu & Simionescu-Panait 2024; Mahendiren & Kushwaha 2024).

EC mediates the path from interest in entrepreneurship (IIE) to EI: curiosity triggers deeper exploration, reduces uncertainty and nudges interest into commitment (Heinemann et al. 2022). Likewise, EC mediates the POVC-ATEC link, including the EC → ATEC path: a creativity-friendly culture sparks curiosity; that curiosity then converts supportive signals into a pro-creativity attitude, which finally lifts EI (Hsieh & Pittaway 2024). This twin-mediation model captures the dynamic interplay of cognition (curiosity), climate (POVC) and attitude (ATEC) inside EET, offering a sharper lens for China's innovation-driven universities.

Drawing on our extended EET model, we propose seven hypotheses, grounded in prior research and tailored to China's innovation-driven university context, that link cognitive motives, creative climate, and contextual conditions to entrepreneurial intention, as summarised in the following table.

The following figure 1 overlays all seven hypotheses on a single path diagram, highlighting direct and mediated routes (solid and dashed arrows, respectively) and situating EC as the pivotal cognitive conduit.

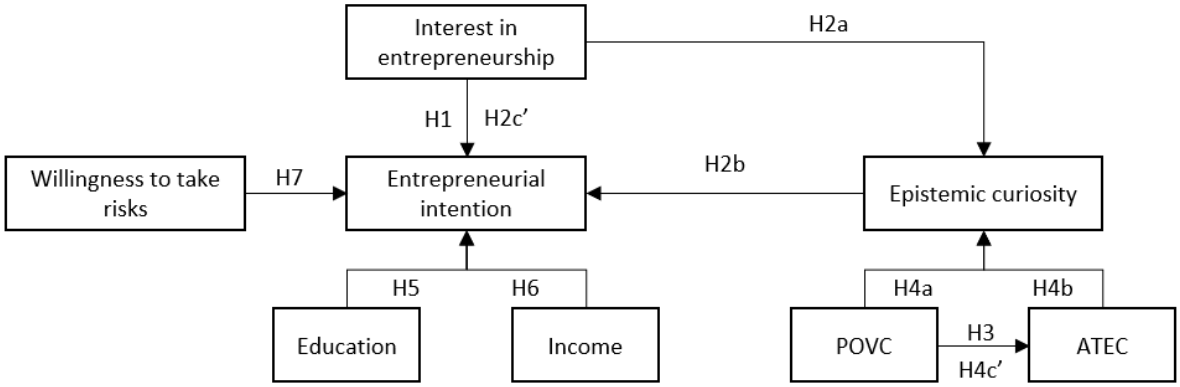

Figure 1: Integrated model

The following section details the survey design, measurement scales, and analytical procedures used in this study.

3. Methodology

A purposive sampling technique targeted the Year 4 engineering students at the Entrepreneur College (Taicang), Xi'an Jiaotong-Liverpool University, before they got enrolled in the ENT302TC Cutting-Edge Practice in Innovation and Entrepreneurship class. The intention was to determine the entrepreneurial intentions and attitudes of students prior to their formal engagement with entrepreneurship education. The online questionnaire was disseminated to all eligible Year 4 students (N=248) through SurveyMonkey, resulting in 179 valid responses or a 72.2% response rate. To avoid any selection bias, anonymity and confidentiality of responses were assured; participation was voluntary. Sample demographics were representative of the broader student body (42.5% female vs. 57.5% male) and age cohort (65.4% are under 22 years).

The survey measures the direct and indirect relationships between variables, including how epistemic curiosity mediates the relationship between entrepreneurial interest (IIE) and entrepreneurial intention (EI), as well as how perceived organizational valuing of creativity (POVC) influences attitude toward creativity (ATEC). These interactions were tested through regression models and mediation analysis to uncover the underlying mechanisms driving entrepreneurial intention.

Established scales were used for measurement: entrepreneurial interest (Liñán & Chen, 2009), entrepreneurial intention (Solesvik et al., 2012), epistemic curiosity (Litman, 2008). Content and construct validity were confirmed through factor analysis (loadings > 0.7), with acceptable discriminant and convergent validity (inter-construct correlations < 0.85; AVE > 0.5) and strong reliability (Cronbach's $\alpha > 0.80$).

While self-reported data is a known limitation, steps were taken to mitigate potential biases and anonymity was assured to minimise social desirability bias.

We conducted exploratory data analysis to examine variable distributions and relationships before moving on to hypothesis testing. We then performed multiple linear regression analyses to test how the demographic, attitudinal, and contextual variables predict entrepreneurial intention. Standard diagnostic checks (for multicollinearity, normality, etc.) and a ten-fold cross-validation were conducted to ensure the model's robustness.

4. Results

Epistemic curiosity (EC) emerged as a pivotal conduit between entrepreneurial interest (IIE) and intention (EI), underlining how curiosity converts intrigue into action. Contrary to resource-based expectations, higher family income was associated with lower EI, implying that financial security may dull start-up urgency.

Interest in entrepreneurship (IIE) is strongly tied to entrepreneurial intention (EI, r = 0.659), while epistemic curiosity (EC) aligns closely with attitude toward entrepreneurial creativity (ATEC, r = 0.688). IIE shows a moderate link with perceived organisational valuing of creativity (POVC, r = 0.387), mirrored by POVC's association with EI (r = 0.310). Risk willingness (WTR) correlates negatively with both EC (-0.272) and EI (-0.250), hinting that bolder students may rely less on curiosity.

Hierarchical OLS shows that higher family income suppresses EI (β_high = -0.64, p < .001; β_mid = -0.14, ns), overturning resource-based assumptions. IIE (β = 0.50, p < .001) and EC (β = 0.31, p < .001) are the only positive predictors; other controls are non-significant. Model checks are satisfactory: intercept = 0.741; Shapiro–Wilk W = 0.982 (minor non-normality); homoscedastic residuals; all VIFs < 5. Ten-fold cross-validation confirms stability (RMSE = 0.422; MAE = 0.585; R^2 = 0.422).

Scales are internally consistent (α_EI = 0.954, α_EC = 0.887, α_POVC = 0.884, α_ATEC = 0.838; demographics α = 0.555). EC partially channels the IIE - EI path (ACME ≈ 0.08, p < .05; ADE ≈ 0.55), accounting for 12 % of the total effect. EC fully conveys the POVC - ATEC route (ACME ≈ 0.20; ADE ≈ 0.03), mediating 87 % of the impact—evidence that curiosity, not institutional cheer-leading alone, shapes creative attitudes.

4.1 Hypothesis Support

Table 1: Hypothesis Results, EET anchor and core citations

Hypothesis	Description	Result	Evidence	EET Anchor	Core Citations	
H1	Interest in entrepreneurship positively influences EI	Supported	*r* = 0.659, β = 0.50, *p* < .001	Desirability	Niu 2022; Anjum et al 2020	
H2	EC mediates IIE → EI	Partially Supported	ACME = 0.0789, *p* = 0.02	Desirability	Heinemann 2022; Hsieh 2024	
H3	POVC positively influences ATEC	Supported	*r* = 0.343, *p* < .001	Feasibility	Anjum et al 2020; Mutlu 2024	
H4	EC mediates POVC → ATEC	Supported	ACME = 0.2008, *p* < .001	Feasibility	Balgiu 2024; Hsieh 2024	
H5	Educational level positively influences EI	Not Supported	Non-significant	Feasibility	Duong 2023; Fadzil 2022	
H6	Family income influences EI	Rejected	β = -0.64, *p* < .001 (negative relationship)	Feasibility	Staniewski 2023; Saputra 2021	
H7	Risk willingness positively influences EI	Not Supported	*r* = -0.25, *p* < .05 (negative relationship)	Propensity to act	Fadzil 2022; Duong 2023	

The Table 1 above summarizes the statistical analysis, providing the EET anchors and the core citations for each. Interest in entrepreneurship (H1) is a robust driver of entrepreneurial intention, with epistemic curiosity (H2) acting as a significant mediator. Curiosity fully transmits the effect of perceived organisational valuing of creativity on attitudes toward creativity (H4), while both components of the mediation —POVC to EC and EC to ATEC —remain significant, underscoring the twin importance of institutional support and individual curiosity in shaping creative attitudes.

By contrast, educational level (H5) shows no direct influence on intention. Family income (H6) relates inversely to intention, challenging resource-based assumptions, and risk willingness (H7) exhibits a weak negative link, hinting at a more nuanced risk–intention dynamic.

Overall, the pattern confirms that curiosity and entrepreneurial interest dominate motivational pathways, while demographic and personality factors play subtler, sometimes counter-intuitive roles.

5. Discussion

Our findings indicate that epistemic curiosity significantly mediates the effect of entrepreneurial interest on intention, underlining that curiosity can transform initial interest into actionable commitment. Just as importantly, we found that higher family income was negatively associated with entrepreneurial intention, an unexpected and powerful result that challenges conventional, resource-based assumptions. Rather than enabling entrepreneurship, financial security may actually reduce the perceived urgency to pursue it. This dynamic aligns with the concept of “necessity entrepreneurship” (Duong, 2023; Salleh et al., 2024), where

limited resources drive individuals to seek income-generating opportunities. It also extends EET by revealing how socioeconomic status can reshape both desirability and feasibility perceptions. Students with economic security may regard entrepreneurship as optional or aspirational, while those from lower-income backgrounds may treat it as a pragmatic route to upward mobility. These insights suggest that entrepreneurship education must be responsive to such divergence: for higher-income students, reframing entrepreneurship as a path to innovation and societal impact may rekindle intention; for those with fewer resources, practical support and targeted programming can help lower barriers to entry and boost confidence.

Entrepreneurial interest (IIE) and epistemic curiosity (EC) were the strongest predictors of entrepreneurial intention. EC also partially mediated interest's effect, acting as a cognitive bridge that turns initial enthusiasm into planned action. This suggests that while interest sparks intention, curiosity sustains it. For educators, nurturing curiosity, not just stimulating interest, is key to fostering meaningful entrepreneurial commitment.

Surprisingly, risk willingness did not positively predict entrepreneurial intention in our data. In fact, it was negatively associated with EI. In the Chinese cultural context, this makes sense: students often prioritise stability and social harmony over bold risk-taking (Elshaer & Sobaih, 2023). High risk tolerance is not a universally lauded trait here as it might be in Western contexts. This cultural nuance suggests that promoting entrepreneurship in collectivist settings might require emphasising calculated, "safe" innovation (within incubators) rather than romanticising risk.

Our regression model explained ~42% of the variance in EI, aligning with prior studies and indicating a respectable level of explanatory power. This leaves room for other influences (e.g., macroeconomic factors) beyond our current scope, which could be explored in future research.

5.1 Synthesis: Epistemic Curiosity as a Cognitive Catalyst

Our findings reinforce and refine existing theory. Within the EET paradigm (which emphasizes desirability, feasibility, and propensity to act), we show that epistemic curiosity is a pivotal catalyst in converting entrepreneurial interest into intention – not a mere side factor, but a core mechanism that drives exploration and commitment. This extends traditional models by inserting a cognitive dimension (curiosity) into the interest - intention transition, highlighting that desirability alone isn't enough without the curiosity to explore and reduce uncertainty.

One way in which the inclusion of EC enhances our conceptual framework is by providing a more dynamic view of the interest component in the classical model. Where this traditionally sees interest as a stable antecedent to intention, our formulation reframes it as a curiosity-driven pursuit of insight that energizes and transforms interest. Specifically, curiosity sharpens opportunity awareness, reduces uncertainty through inquiry, and activates creative problem-solving, helping interest mature into actionable entrepreneurial intention.

Fostering curiosity alongside interest produces the strongest entrepreneurial intentions. This implies that educators and policymakers should create learning environments that spark students' curiosity; e.g., through inquiry-based projects, hackathons, or problem-based learning – rather than focusing solely on traditional business skill training. This means educators should use inquiry-based and creative learning methods rather than only teaching business skills.

By embedding epistemic curiosity into the entrepreneurial intention model, our study provides a more nuanced view of how cognitive factors interplay with motivation. This enriched perspective on EET can guide more effective intervention strategies (such as curriculum designs that actively cultivate curiosity) to boost entrepreneurial intentions among students.

5.2 Theoretical and Practical Implications

This study refines EET by identifying epistemic curiosity (EC) as a cognitive mechanism that transforms entrepreneurial interest into intention, deepening our understanding of perceived feasibility and desirability. The inverse link between family income and intention challenges resource-based assumptions, suggesting a more complex role for socioeconomic status in emerging economies. Finally, the interaction of personal traits with demographic context highlights that entrepreneurial intention emerges through dynamic interplay, not linear causation.

Our findings highlight three education and policy takeaways. One, since epistemic curiosity strongly predicts entrepreneurial intention, programmes should prioritise curiosity-driven learning using exploration, creative

inquiry, and open-ended tasks, not just technical instruction. Two, the inverse income-intention link shows wealthier students may need purpose and impact framing, while lower-income students require practical support and access. Three, generic programmes are less effective, so targeted approaches based on socioeconomic background are essential to nurture intention.

The link between POVC and entrepreneurial intention via EC suggests institutions should foster curiosity and creativity by redesigning curricula, assessments, and support systems to promote experimentation and innovation in entrepreneurship.

Policymakers should strengthen the entrepreneurial ecosystem by aligning incentives with curiosity-driven, innovation-led ventures. This includes offering grants or startup competitions, funding university-linked incubators, and recognising student ventures for academic credit. By embedding curiosity and experimentation into policy, policymakers can help translate student interest into real-world entrepreneurship.

Although the study discusses general implications, more actionable recommendations can help translate findings into practice. For policymakers, our findings suggest that promoting entrepreneurship in China requires not only funding and infrastructure but also policies that incentivize curiosity-driven learning. For example, grants that support student-led experiments or open-ended startup competitions can encourage deeper engagement. Educators, particularly in STEM fields, should embed curiosity-inducing activities such as hackathons, problem-based learning, and industry-sponsored challenges into the curriculum. Importantly, our findings imply that a one-size-fits-all approach is insufficient—support mechanisms must be tailored to students' socioeconomic backgrounds (Salleh et al., 2024; Duong, 2023).

5.3 Limitations and Future Research

All data were self-reported. Using self-reported data comes with known limitations, especially the risk that participants may respond in ways they think are expected rather than reflect their true views. In our context, where entrepreneurship is actively promoted by the university and broader policy landscape, some students may have overstated their interest or confidence in becoming entrepreneurs. This could have inflated some of the observed relationships. To reduce such bias, we took steps to ensure anonymity and made clear that responses would have no academic consequences. We relied on validated measurement tools and ran robustness checks—including cross-validation and diagnostics—to confirm the patterns were not artifacts of random variation or overfitting.

The sample comes from a single entrepreneurship-focused university, which may limit generalisability to other institutions or regions. Finally, while our model explained a meaningful portion of variance in entrepreneurial intention ($R^2 \approx 0.42$), unexplained variance remains, suggesting that additional variables beyond those studied here may also shape students' entrepreneurial intentions.

This study highlights several possible avenues for further investigation. Longitudinal research would more appropriately establish cause effects between epistemic curiosity and entrepreneurial intention, particularly tracking how these relate change across different stages of entrepreneurial development. Additionally, cross-institutional research could verify whether the findings in this study regarding socioeconomic status and entrepreneurial intention are applicable in other university contexts and regions within China.

6. Conclusion

This study explored how demographic and attitudinal factors shape entrepreneurial intentions among engineering students in China. Epistemic curiosity emerged as a cognitive catalyst, mediating the relationship between entrepreneurial interest and intention. At the same time, higher family income was negatively associated with entrepreneurial intention, challenging resource-based assumptions. These findings refine Entrepreneurial Event Theory (EET) by showing that cognitive dispositions and socioeconomic context both play a critical role in shaping entrepreneurial motivation. In practical terms, the study suggests that educators should tailor strategies to students' backgrounds. Those with fewer resources may benefit from direct support and encouragement to reduce barriers to entry, while for wealthier students, entrepreneurship may need to be reframed as a vehicle for innovation and societal contribution. Alongside traditional business training, entrepreneurship education should more deliberately cultivate epistemic curiosity through inquiry-led learning, open-ended tasks, and creative exploration.

Future research could investigate whether these patterns hold across other institutional or regional contexts within China and in international settings. Comparative studies may help clarify how cultural and economic environments mediate the relationship between curiosity, income, and intention. Longitudinal or experimental research could also assess whether targeted interventions to develop epistemic curiosity lead to stronger entrepreneurial commitment over time. By integrating curiosity more fully into both theoretical frameworks and pedagogical strategies, this study lays a foundation for more inclusive and effective entrepreneurship education.

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Ethical Approval

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AI Statement

This manuscript was written by the authors. AI was used only for language refinements.

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