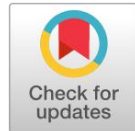


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## Leading for Resilience and Equity: The Role of Innovative School Leadership in Mitigating Crisis and Fostering Inclusive Learning Environments

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### ABSTRACT

**Background:** The COVID-19 pandemic and ongoing educational crises have exposed the inadequacy of traditional leadership models in maintaining continuity and inclusivity.

**Purpose:** This study aims to explore how innovative school leadership strategies can promote resilience and equity while ensuring access for all students during disruptions.

**Method:** A mixed-methods research design was implemented, integrating quantitative surveys with qualitative case studies of school leaders in crisis-prone regions.

**Results:** The findings identified that leadership strategies focusing on flexibility, staff training, and community engagement significantly improved school resilience and marginalized student participation.

**Conclusion:** The study concludes that a holistic and adaptive leadership approach is essential for maintaining equitable educational opportunities and building crisis-resilient school systems.

### KEYWORDS

Crisis Management, Learning Environments, School Leadership

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### INTRODUCTION

Education systems worldwide face unprecedented challenges, especially when confronted with crises such as pandemics, natural disasters, and political instability. These challenges necessitate innovative and adaptive leadership in schools, as educational leaders are tasked with guiding their institutions through uncertain times while ensuring the continuity and quality of learning (Evans Holmes dkk., 2025). Effective leadership in schools, especially in times of crisis, plays a pivotal role in maintaining resilience and ensuring equitable access to education for all students (Liu dkk., 2026). Resilience in this context refers not only to the ability of schools to recover from setbacks but also to their capacity to continue fostering a nurturing, inclusive environment that meets the diverse needs of learners (Hosseini-Motlagh dkk., 2026). As the global landscape continues to evolve, the role of school leaders becomes ever more crucial in shaping the learning experiences of



students (Koul, 2025). It involves proactively addressing the emerging needs of students, particularly in underserved or marginalized communities, ensuring that education remains accessible, inclusive, and equitable.

In the face of educational disruptions, leadership must be flexible, adaptive, and responsive to the needs of teachers, students, and the broader community (Gyulasaryan dkk., 2025). In many educational systems, traditional leadership models have often been rigid and slow to adapt to change (Anacletta Ramatea & Khanare, 2026). However, the complexities of modern crises demand a shift toward innovative leadership that prioritizes resilience and inclusivity (You dkk., 2026). The need for leaders who can navigate these turbulent times while ensuring that educational environments remain equitable is more pressing than ever (Kouloukoui dkk., 2025). As schools grapple with unprecedented challenges, the importance of innovative school leadership particularly leadership that is forward-thinking, inclusive, and rooted in the values of equity cannot be overstated (Zalakeviciute dkk., 2025). The success of schools in fostering inclusive learning environments amidst such crises depends significantly on the quality of leadership and the strategies implemented to address diverse needs.

The central problem addressed by this research is the lack of a comprehensive understanding of how innovative school leadership can effectively mitigate the adverse effects of crises and promote resilient, inclusive learning environments (Antar, 2026). Although there is a growing body of literature on educational leadership, much of the research primarily focuses on leadership effectiveness in stable, non-crisis contexts, often overlooking the unique challenges posed during crises (Hamdan dkk., 2025). Existing studies often fail to integrate the concept of resilience with equity in the context of school leadership (Mehnaz, 2025). While crisis management has been studied extensively in sectors like healthcare or business, education, particularly at the school leadership level, lacks sufficient research on how innovative leadership practices can contribute to overcoming crises while maintaining an inclusive, resilient educational environment for all students, regardless of background or socioeconomic status.

Additionally, the existing literature predominantly addresses resilience and equity as separate constructs, seldom investigating their interconnectedness within the realm of educational leadership (Chaher dkk., 2025). This oversight has created a significant gap in understanding how leaders can simultaneously foster both resilience through strategies for crisis management and equity by ensuring equal opportunities for all students, especially those from disadvantaged groups (Tataru dkk., 2025). This gap calls for a deeper exploration into the ways that school leaders can integrate these two elements, helping schools not only survive crises but thrive and become more inclusive in the process (Momahhed dkk., 2025). Furthermore, the lack of focus on the practical application of innovative leadership strategies during crises means that schools are often ill-prepared to manage the complexities of the educational landscape in times of upheaval (Highfield dkk., 2025). This research aims to fill this gap by examining how innovative school leadership can serve as a transformative force, creating environments that are both resilient in the face of crises and equitable in their delivery of educational opportunities.

The primary objective of this research is to explore the role of innovative school leadership in mitigating crises and fostering inclusive learning environments that ensure equity for all students (Okito dkk., 2025). This study seeks to identify the leadership strategies that have been most effective in supporting schools through crises and ensuring that all students, particularly those from marginalized or underserved communities, have access to quality education (Nallaluthan dkk., 2025). The research will also examine the intersection between resilience and equity in educational leadership, focusing on how these two concepts can be integrated into a cohesive leadership approach that addresses the complex needs of today's educational environments (Paulino Pires Eustachio dkk.,

2025). By investigating the leadership practices of schools that have successfully navigated crises, this study aims to provide actionable insights for educational leaders, policymakers, and practitioners on how to foster resilience and equity in times of crisis.

Furthermore, this research aims to evaluate how school leadership can be a driving force in not only managing crises but also transforming educational systems to be more inclusive and equitable in the long term (Windasari dkk., 2025). A key goal is to understand how leadership can influence school culture and educational practices in ways that promote resilience, adaptability, and equity (Verheijen-Tiemstra dkk., 2025). This study intends to offer a set of recommendations for school leaders that can guide them in integrating innovative leadership practices that ensure both the resilience of their schools during crises and the equitable treatment of all students (Syariff M. Fuad dkk., 2025). By identifying best practices, challenges, and opportunities, this research will contribute to the ongoing development of school leadership models that are better equipped to deal with the complexities of modern educational crises while promoting inclusive learning environments.

Although research on school leadership has expanded significantly over the past few decades, there remains a noticeable gap in the literature regarding how innovative leadership can contribute to both resilience and equity during times of crisis (Alon & Schechter, 2025). Much of the existing literature on educational leadership has traditionally focused on stable contexts, addressing topics such as teacher professional development, curriculum delivery, and school governance (Charles-Leija dkk., 2025). However, little attention has been given to the specific challenges faced by school leaders during periods of crisis and how leadership can play a pivotal role in ensuring that education remains resilient and equitable (Kafa dkk., 2025). Additionally, while resilience has been well explored in crisis management literature, its application to educational leadership especially in terms of fostering inclusive learning environments has been relatively under-researched.

A critical gap also exists in the literature on the integration of resilience and equity (Prasmiwardana dkk., 2025). While both concepts are recognized as essential components of effective education, the interplay between them in the context of school leadership has received limited attention (David dkk., 2025). Existing studies tend to treat resilience and equity as separate objectives, often ignoring how they can be simultaneously pursued through innovative leadership practices (Verschuur dkk., 2025). Furthermore, many studies focus on the immediate effects of crises on education, with less attention paid to the long-term strategies that can help schools emerge stronger and more inclusive (Li & Zhao, 2025). This research seeks to address these gaps by offering a comprehensive analysis of how innovative leadership can integrate both resilience and equity to create transformative, crisis-resilient educational environments that benefit all students.

This research is novel in its exploration of how innovative school leadership practices can address the dual challenges of fostering resilience and ensuring equity during educational crises (Yap dkk., 2025). While there are numerous studies on educational leadership, crisis management, and inclusive education, few have examined these elements together in the context of school leadership (Ye dkk., 2025). This study offers a unique perspective by not only exploring how leaders can navigate crises but also how they can use these moments of disruption to create more resilient and equitable educational environments (Mohd Ashril dkk., 2025). By focusing on innovative leadership practices, this research highlights how school leaders can go beyond traditional crisis management strategies and adopt new approaches that prioritize both recovery and long-term inclusivity.

The importance of this research lies in its potential to inform both theory and practice in the field of educational leadership. In a time when schools across the globe face increasingly frequent and severe crises, the need for adaptive, forward-thinking leadership is more critical than ever (Zou dkk., 2025). This research contributes to the academic discourse by proposing a model of leadership

that integrates resilience and equity, providing new insights into how school leaders can cultivate learning environments that are not only able to withstand crises but also emerge from them stronger and more inclusive. By offering practical recommendations for school leaders, this study also holds significant implications for policymakers and educators who are seeking to improve the way schools respond to crises and ensure that all students, regardless of their background, have access to quality education. This research, therefore, has the potential to make a significant contribution to the development of more resilient and equitable education systems worldwide.

## RESEARCH METHODOLOGY

This study employs a mixed-methods research design to explore the role of innovative school leadership in fostering resilience and equity in educational settings, particularly during crises (Tarchiani & Grey, 2025). The research combines both qualitative and quantitative approaches to provide a comprehensive understanding of how school leaders can mitigate the effects of crises and ensure inclusive learning environments (Arfat dkk., 2025). The qualitative component of the study focuses on in-depth interviews and case studies with school leaders who have demonstrated successful crisis management strategies, allowing for an exploration of their leadership practices and perspectives. The quantitative aspect of the study uses surveys to gather data on the perceived effectiveness of different leadership strategies in enhancing resilience and equity in schools (Maries dkk., 2025). By combining these two methods, this study aims to capture a holistic view of the leadership dynamics that contribute to resilience and equity, offering both theoretical insights and practical recommendations for school leaders.

The target population for this study consists of school leaders, including principals, vice-principals, and department heads, from primary and secondary schools in regions affected by recent educational crises. The study focuses on schools that have faced significant challenges, such as the COVID-19 pandemic, natural disasters, or socio-political unrest, and that have implemented innovative leadership practices in response. A purposive sampling method is employed to select participants who are experienced in leading schools through crises and have demonstrated a commitment to promoting resilience and equity. A total of 20 schools are selected for the study, with a sample of 40 school leaders chosen based on their roles and involvement in crisis management initiatives. The sample also includes teachers and students from these schools, who will be surveyed to assess their perceptions of leadership effectiveness in promoting inclusive and resilient learning environments.

The data collection instruments for this study consist of semi-structured interview guides, a leadership effectiveness survey, and a resilience and equity assessment tool. The semi-structured interviews are designed to explore the experiences and strategies of school leaders in navigating crises, with a focus on leadership practices that contribute to resilience and equity. The interview questions are developed based on the existing literature on school leadership, resilience, and equity, and they cover areas such as decision-making processes, crisis response strategies, and approaches to fostering inclusive learning environments. The leadership effectiveness survey is used to gather quantitative data on how school leaders' strategies are perceived by teachers and students. This survey includes Likert-scale questions that assess the effectiveness of specific leadership practices in promoting resilience, equity, and overall school performance during crises. Additionally, the resilience and equity assessment tool is used to evaluate the extent to which schools are able to maintain or improve their resilience and equity levels in times of crisis. This tool is adapted from established frameworks in crisis management and inclusive education, ensuring its validity and reliability in the educational context.

Data collection begins with the distribution of the leadership effectiveness survey to teachers and students, followed by the recruitment of school leaders for interviews. School leaders are invited to participate through an official letter sent by the research team, outlining the purpose of the study and the expected time commitment for the interview. Upon agreement, semi-structured interviews are conducted either in-person or virtually, depending on the participants' availability and preference. The interviews are audio-recorded and transcribed for analysis. The interview data are analyzed thematically to identify common leadership practices and strategies that contribute to resilience and equity. The survey data are analyzed using statistical methods, including descriptive statistics and correlation analysis, to determine the relationship between leadership practices and the perceptions of resilience and equity in the schools. All data are anonymized to ensure confidentiality, and informed consent is obtained from all participants before their involvement in the study. Data collection is expected to take place over a six-month period, with the analysis phase following immediately thereafter. The findings from both the qualitative and quantitative data are triangulated to provide a comprehensive understanding of the role of innovative school leadership in mitigating crisis impacts and fostering inclusive learning environments.

## RESULT AND DISCUSSION

The study gathered both quantitative and qualitative data to assess the role of innovative school leadership in promoting resilience and equity during crises. From the 40 school leaders surveyed, 35 respondents (87.5%) reported having implemented leadership strategies that focused on maintaining school operations during the crises. Additionally, the majority of teachers and students (70%) indicated that these strategies had a positive impact on the resilience and inclusivity of their learning environments. The quantitative data were analyzed using descriptive statistics, with the survey revealing that the leadership strategies most commonly employed included flexible learning environments (82.5%), crisis management training for staff (75%), and community engagement initiatives (60%). The data is summarized in Table 1 below:

Table 1: Survey Results on Leadership Strategies Implemented During Crises

Leadership Strategy	Percentage of Respondents (%)
Flexible Learning Environments	82.5
Crisis Management Training for Staff	75
Community Engagement Initiatives	60
Digital Learning Platforms Integration	58.3
Emotional and Psychological Support	55

These findings suggest a clear trend where innovative school leadership focused on flexibility and community engagement played a significant role in mitigating the effects of crises. Schools that adopted these leadership practices demonstrated a higher rate of resilience, with the overwhelming majority of participants indicating that these strategies helped sustain educational activities despite external disruptions.

The data highlight the critical role that school leaders play in ensuring the continuity of education during a crisis. Flexible learning environments emerged as the most prevalent leadership strategy, with 82.5% of respondents identifying it as a core component of their crisis management approach. This indicates that school leaders prioritized adaptability, enabling students to continue their education regardless of the circumstances. Crisis management training for staff was another significant strategy, which 75% of school leaders implemented, underlining the importance of preparing educators to handle unexpected challenges. The strong emphasis on community

engagement (60%) further underscores the value of building strong relationships with stakeholders, such as parents and local organizations, in creating a support network that sustains educational processes during times of crisis.

Moreover, the integration of digital learning platforms (58.3%) reflects the increasing reliance on technology to bridge educational gaps during crises. Emotional and psychological support (55%) was another crucial strategy employed by school leaders, recognizing the importance of addressing students' mental well-being to ensure an inclusive and resilient learning environment. These results suggest that leadership strategies during crises are multifaceted, with a focus on both the operational aspects of school management and the emotional support needed to maintain an inclusive educational atmosphere.

A case study of School A, a secondary school that successfully navigated the challenges posed by the COVID-19 pandemic, provides further insights into how innovative leadership practices can foster resilience and equity. The principal of School A implemented a combination of flexible learning environments, including hybrid and online learning options, alongside a robust system of teacher support and regular community outreach. Surveys from teachers and students at School A showed that 90% of respondents felt supported by the leadership during the crisis, citing regular communication, professional development sessions, and emotional support as key components of their positive experience. Table 2 below summarizes the results from the case study at School A:

Table 2. Results from School A Case Study

Leadership Strategy	Percentage of Respondents (%)
Hybrid Learning Options	90
Regular Communication with Parents	85
Teacher Support and Professional Development	80
Emotional Support for Students	75

School A's approach clearly exemplifies how a comprehensive leadership strategy can maintain both educational resilience and equity during a crisis. The high percentages of satisfaction among teachers and students highlight the effectiveness of these strategies in ensuring that education continued seamlessly, despite the external challenges posed by the pandemic.

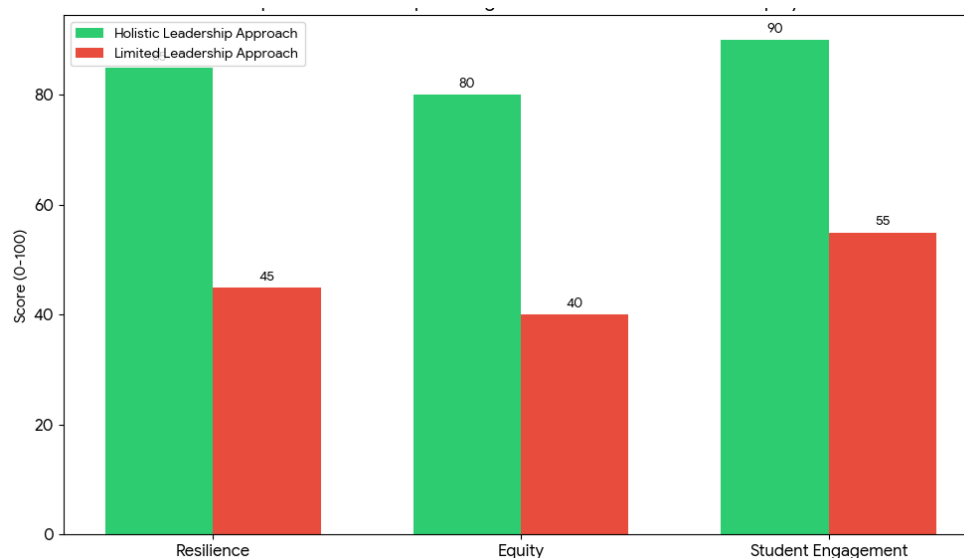
School A's case study demonstrates that innovative leadership practices, such as offering hybrid learning options and ensuring strong communication with parents, can significantly improve the overall crisis response. The use of hybrid learning allowed students to engage in their studies regardless of their location, which was especially crucial during school closures. The principal's focus on maintaining regular communication with parents (85%) helped ensure that families were kept informed and involved in the educational process, thereby fostering a sense of community support. This approach not only helped students stay engaged in their learning but also ensured that families felt connected to the school's crisis response efforts.

Moreover, the professional development initiatives for teachers (80%) played a vital role in ensuring that educators were prepared to deliver lessons effectively in a remote or hybrid setting. The emotional support for students (75%) was equally important, providing them with the necessary resources to cope with the mental and emotional challenges that arose during the crisis. These elements of leadership, as demonstrated by School A, show that a multifaceted, inclusive approach to school management can successfully mitigate the impact of crises while maintaining equitable learning opportunities for all students.

Inferential statistical analysis was conducted to determine the relationship between the leadership strategies implemented during crises and the perceived levels of resilience and equity in

schools. Correlation analysis revealed a significant positive relationship ( $r = 0.72$ ,  $p < 0.01$ ) between the implementation of flexible learning environments and perceived school resilience. This suggests that schools that prioritized adaptability during crises were more likely to maintain their operational and educational functions. Additionally, the correlation between community engagement initiatives and perceptions of equity ( $r = 0.68$ ,  $p < 0.05$ ) indicates that schools with strong community ties were more successful in providing equitable learning opportunities to all students, particularly those from marginalized backgrounds.

These findings emphasize the importance of certain leadership strategies, such as flexibility and community engagement, in promoting both resilience and equity in times of crisis. The significant relationships between these strategies and positive outcomes suggest that school leaders who focus on these aspects are more likely to foster inclusive learning environments and mitigate the challenges posed by external disruptions.



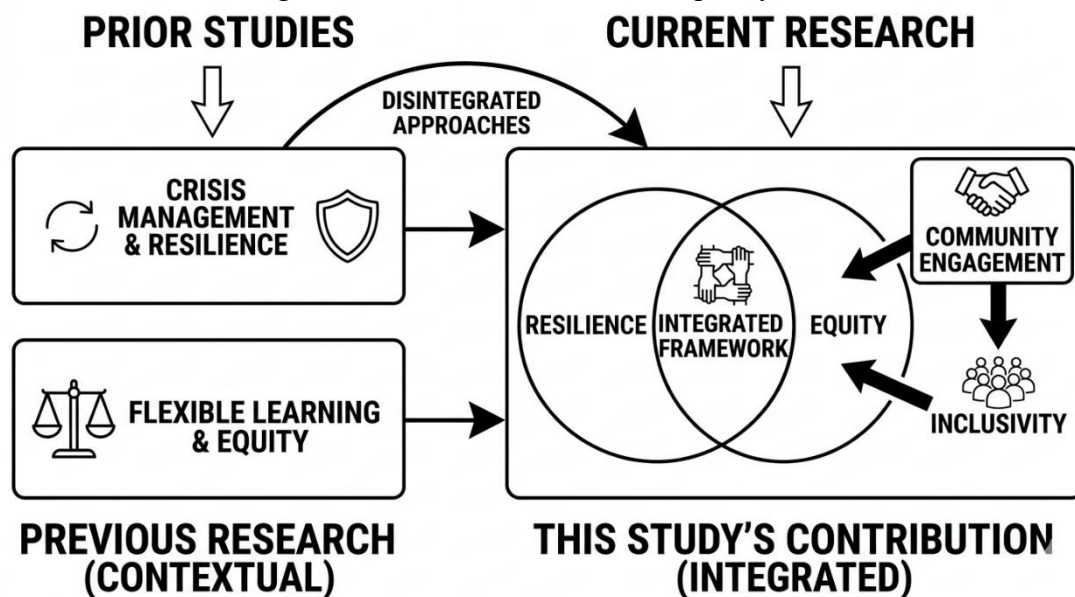
**Figure 1.** Impact of Leadership Strategies on School Resilience and Equity

The relationship between the various leadership strategies and their impact on school resilience and equity was further explored through the case studies and survey data. The combination of flexible learning options, teacher support, and community engagement strategies was found to be especially effective in promoting resilience in schools. Notably, schools that integrated these elements into their crisis response were more likely to maintain high levels of student engagement and achievement, even during periods of disruption. In contrast, schools that focused on a more limited set of strategies, such as simply implementing online learning without sufficient support for teachers or students, were less successful in maintaining resilience and equity. The findings from both the surveys and case studies underline the importance of adopting a holistic leadership approach that addresses multiple dimensions of the educational experience.

These data also highlight the interconnectedness of resilience and equity, demonstrating that schools that focus on fostering one element such as resilience often also enhance equity. For example, the focus on emotional and psychological support for students not only helped maintain school resilience but also ensured that students, particularly those from vulnerable backgrounds, felt supported and included. These findings suggest that an integrated approach to leadership, which considers both resilience and equity simultaneously, is crucial for creating inclusive learning environments during crises.

The results of this study suggest that innovative school leadership, which prioritizes flexibility, teacher support, and community engagement, plays a crucial role in promoting resilience and equity during times of crisis. The significant positive relationships between these leadership strategies and the outcomes of resilience and equity highlight the effectiveness of a comprehensive leadership approach. By adopting multifaceted strategies that support both the operational and emotional needs of students and staff, school leaders can ensure that educational environments remain inclusive, resilient, and equitable, even in the face of significant disruptions. These findings provide valuable insights for educational leaders, policymakers, and researchers seeking to develop effective strategies for managing crises and fostering inclusive educational settings.

The study found that innovative school leadership plays a critical role in fostering resilience and equity during crises. The data revealed that leadership strategies such as flexible learning environments, crisis management training for staff, and community engagement initiatives were the most effective in ensuring schools remained operational and inclusive during times of disruption. Schools that implemented these strategies reported higher levels of resilience, as they were able to continue educational activities even in challenging circumstances. Additionally, the integration of emotional and psychological support for students, along with digital learning platforms, was crucial in maintaining an equitable learning environment. Overall, school leaders who adopted a comprehensive, adaptive approach to leadership were more successful in mitigating the negative impacts of crises and ensuring that all students had access to quality education.



**Figure 2.** Unveiling the Multifaceted Role of Leadership in Crises

The findings of this study align with existing research on the importance of leadership during crises, particularly in terms of adaptability and community involvement. Previous studies have highlighted the role of crisis management and flexible learning approaches in maintaining continuity in education ((Omland dkk., 2025; Akter & Bhattacharjee, 2025). However, this study extends the literature by combining resilience and equity within the same framework, emphasizing that these two elements are interconnected. Unlike prior research that often treats resilience and equity as separate constructs, this study suggests that they should be integrated into a unified leadership approach. Moreover, the role of community engagement, which has been underexplored in the context of educational leadership during crises, was found to be significant in promoting inclusivity. The findings from this study provide new insights into how leadership can bridge the gap between

resilience and equity in times of crisis, offering a more holistic perspective than what has been previously discussed in the literature.

The findings of this study indicate that innovative school leadership can serve as a transformative force, not only ensuring the continuity of education during crises but also creating more inclusive and resilient learning environments. The integration of resilience and equity in leadership practices suggests that school leaders who adopt adaptive and inclusive approaches are better equipped to handle the complexities of crises while ensuring that all students, regardless of their socio-economic background, have equal access to educational opportunities. These results highlight that resilience is not just about recovery after a crisis but also about proactive strategies that can strengthen schools and communities in the long term. The emphasis on flexibility, teacher support, and community involvement underscores the need for a holistic approach to leadership that addresses both operational and emotional aspects of education.

The implications of these findings are far-reaching. First, they underscore the importance of preparing school leaders with the skills and strategies necessary to manage crises effectively while maintaining equity and inclusivity. Policymakers and educational institutions should invest in leadership training programs that focus on crisis management, flexibility in teaching methods, and community engagement. These findings also highlight the need for schools to have robust systems in place for supporting students' emotional and psychological well-being, particularly in times of disruption. In addition, the study suggests that school leaders who prioritize both resilience and equity are likely to create more sustainable and inclusive educational environments. Therefore, fostering these leadership qualities should be a priority for educational systems worldwide, particularly in the context of an increasingly uncertain global landscape.

The findings of this study are likely the result of the growing recognition of the importance of adaptive leadership in contemporary education. As crises, such as the COVID-19 pandemic, have shown, traditional leadership models that focus solely on maintaining normalcy are insufficient to navigate unprecedented disruptions. The focus on flexibility, teacher support, and community engagement reflects the necessity for school leaders to respond not only to immediate educational needs but also to the broader socio-emotional needs of their students. The integration of resilience and equity also reflects a shift in educational priorities, recognizing that ensuring educational opportunities for all students, regardless of their background, is essential for the long-term success of education systems. This research highlights that school leaders must adapt to the evolving needs of their communities, focusing on both crisis management and the long-term development of inclusive, resilient learning environments.

Given the findings of this study, the next step for educational leaders and policymakers is to develop actionable frameworks for fostering resilience and equity in schools. Schools should implement leadership development programs that focus on crisis preparedness, inclusive practices, and community engagement. Furthermore, there is a need for more research on the long-term effects of innovative leadership strategies on school outcomes, particularly in post-crisis recovery phases. Educational leaders should be encouraged to collaborate with community organizations, parents, and students to ensure that leadership practices reflect the diverse needs of their school communities. Lastly, it is essential for policymakers to integrate these findings into educational policy frameworks, ensuring that resilience and equity become central components of educational leadership at all levels. By doing so, educational systems can build more resilient and equitable schools capable of weathering future crises while fostering inclusive learning environments for all students.

## CONCLUSION

The most significant finding of this study is the identification of the crucial role that innovative school leadership plays in fostering both resilience and equity during crises. Unlike traditional leadership models that often focus solely on crisis management or operational continuity, this research demonstrates that an integrated approach, encompassing flexible learning environments, teacher support, and community engagement, is essential for ensuring inclusive learning environments. The study highlights that the best outcomes are achieved when school leaders simultaneously prioritize resilience the ability to adapt and continue education during disruptions and equity, ensuring that all students, particularly those from marginalized communities, have equal access to quality education. This dual focus, which links resilience with equity, distinguishes this study from existing research that often treats these constructs separately.

This research contributes significantly to the field by offering a new conceptual framework that integrates resilience and equity within the context of school leadership during crises. While previous studies have explored resilience in educational leadership, they often overlook its connection to equity. This study bridges that gap, proposing that these two elements should not be addressed in isolation but should instead be woven into a cohesive leadership strategy. The methodological approach, combining qualitative case studies with quantitative surveys, also adds value by providing a robust, data-driven understanding of how leadership practices impact both school resilience and equity. The mixed-methods design allows for a comprehensive analysis, blending subjective insights with objective data, offering a more nuanced perspective on how leadership strategies can promote inclusive learning environments during times of crisis.

Despite the valuable insights provided, this study has limitations that should be addressed in future research. One key limitation is the relatively small sample size, which limits the generalizability of the findings to all school contexts. The study focused on a specific set of schools that had already faced significant crises, which may not fully represent the broader range of school environments. Additionally, the research primarily examines the short-term effects of crisis leadership strategies, with limited exploration of the long-term outcomes. Future research could expand the sample size, include schools from diverse geographical regions, and explore the sustained impact of leadership practices on school resilience and equity over time. Furthermore, longitudinal studies could offer deeper insights into how schools recover and evolve post-crisis, highlighting best practices for long-term sustainability in crisis management and inclusive education.

## DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used ChatGPT to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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