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INFLUENCE OF TEACHER ATTITUDE AND LEARNERS' PERFORMANCE IN KISWAHILI: IMPLICATIONS FOR INCLUSIVE AND TRANSFORMATIVE EDUCATION.

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Abstract

Teachers' attitudes can shape how learners experience the classroom, influencing their participation and academic performance. This study examined the influence of teacher attitude on learners' performance in Kiswahili in public day secondary schools in Suba South Sub-County, Homa Bay County, Kenya. The study was guided by McCrae and Costa's Five-Factor Theory of Personality and used a mixed-methods descriptive survey design. A census approach was used to involve 103 respondents comprising 28 principals, 28 deputy principals and 47 Kiswahili teachers from 28 public day secondary schools. Data were collected through questionnaires and semi-structured interviews. Quantitative data were analyzed using descriptive statistics and Pearson Product-Moment Correlation, while qualitative data were analyzed thematically. The findings showed that respondents generally viewed teacher attitude as an important factor in learners' performance in Kiswahili. Pearson correlation revealed a strong positive and statistically significant relationship between teacher attitude and learners' performance ($r = .768$, $p < .001$). The study concludes that positive teacher attitude is an important factor associated with learners' performance in Kiswahili. It recommends strengthening teacher professional development programs that promote positive attitudes, supportive teacher–learner relationships and learner-centred teaching practices. Such efforts may contribute to more engaging, inclusive and effective Kiswahili learning.

Keywords: *Teacher attitude, learner performance, Kiswahili, teacher–learner relationships, inclusive education.*

Introduction

Teachers play a pivotal role in shaping learners' academic achievement and educational experiences. Beyond delivering subject content, they influence learners' motivation, participation, confidence and engagement through their attitudes, expectations and classroom interactions. Positive teacher attitudes foster supportive learning environments where learners feel encouraged to participate and succeed, whereas negative attitudes may discourage learning and limit academic progress. As education systems increasingly emphasize equity, inclusion and learner-centred instruction, teacher attitude has become a critical factor in promoting not only academic excellence but also inclusive and transformative education.

Language is central to communication, knowledge acquisition and social interaction. In educational settings, it serves as the primary medium through which learners develop understanding, express ideas and engage in meaningful learning experiences (Orwenjo, 2022). Among African languages, Kiswahili occupies a unique position because of its widespread use in education, governance, trade and intercultural communication across East and Central Africa. Its growing international recognition, coupled with its inclusion in university programmes worldwide, underscores its educational and cultural significance (Kretzer & Oluoch-Suleh, 2022; Timammy, 2023).

In Kenya, Kiswahili is both a national and an official language and is a compulsory subject in the basic education curriculum. Besides promoting communication skills, the subject contributes to national cohesion, cultural identity and the development of competencies such as collaboration, critical thinking and appreciation of diversity, all of

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which align with the goals of inclusive and transformative education (Timammy, 2023). Despite its importance, learners' performance in Kiswahili at the Kenya Certificate of Secondary Education (KCSE) level has remained inconsistent in many secondary schools, raising concerns among educators, curriculum developers and policymakers (Kalabai, Miima, & Ondigi, 2021). Since Kiswahili is compulsory and significantly influences learners' academic progression, understanding the factors that affect performance remains an educational priority.

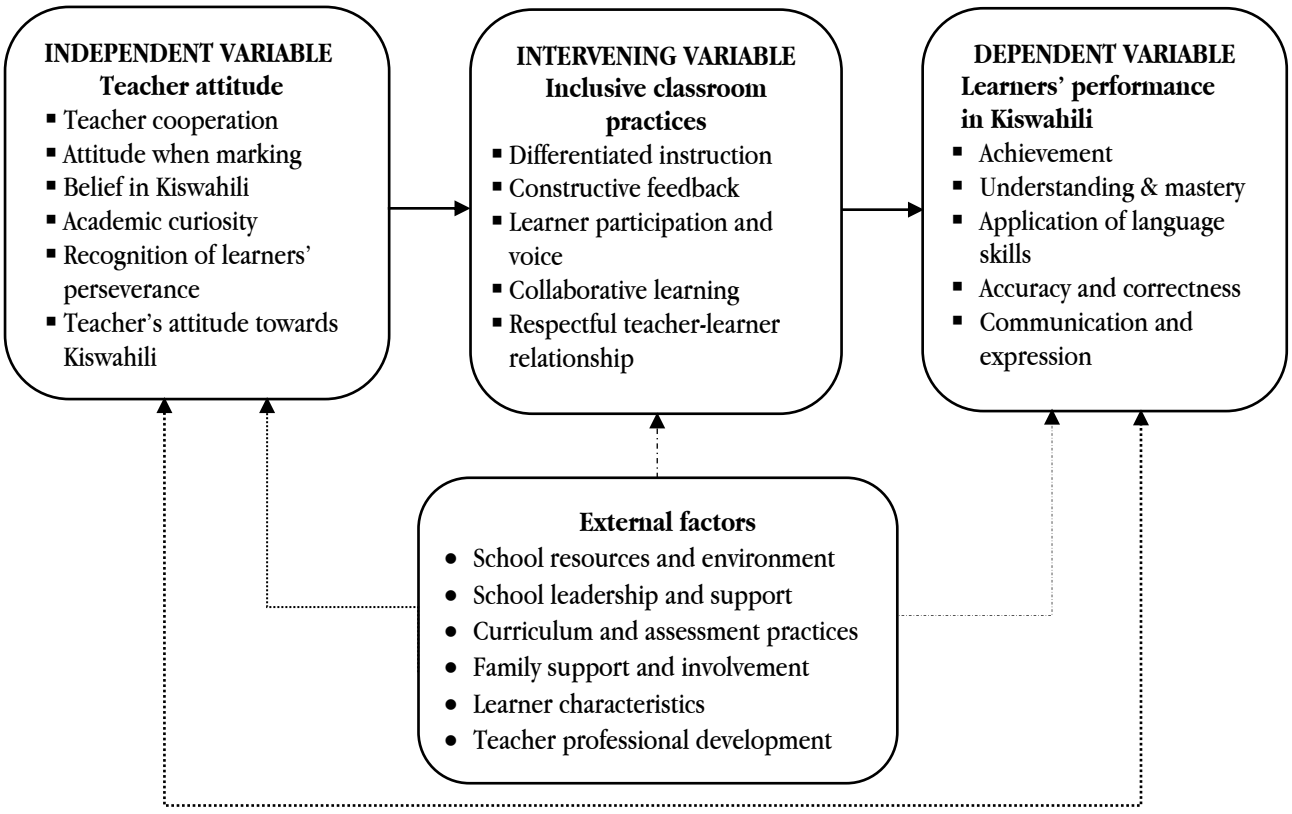
Among the school-based factors associated with learner achievement, teacher attitude has received considerable attention. Teacher attitude encompasses teachers' beliefs, enthusiasm, commitment, expectations and professional dispositions towards teaching and learning. Teachers with positive attitudes are more likely to establish supportive classroom relationships, maintain high expectations, adopt learner-centered instructional approaches and motivate learners to participate actively in classroom activities. Negative attitudes may reduce learner motivation, limit classroom interaction and hinder effective teaching, ultimately affecting academic performance. In language classrooms, where learning relies heavily on communication and learner participation, teachers' attitudes are particularly important because they shape learners' confidence, willingness to communicate and interest in the subject.

Existing research consistently demonstrates a positive relationship between teacher attitude and learner achievement. Gan (2021) and Lei et al. (2021) found that positive teacher attitudes enhance learner motivation, engagement and academic performance by creating supportive classroom environments. Waseka et al. (2022) similarly reported that teachers' professional perceptions influence instructional effectiveness and learners' educational outcomes, while Wanjiru, Bunyi and Itolondo (2024) established that positive teacher attitudes towards Kiswahili significantly improve learners' academic performance. Although these studies agree that teacher attitude contributes to learner success, they differ in explaining how this influence occurs. While some emphasise teacher enthusiasm and classroom relationships, others focus on instructional practices and teacher beliefs. Moreover, much of the existing literature has concentrated on general academic achievement or subjects such as mathematics, science and English, with comparatively limited attention given to Kiswahili. More importantly, few studies have examined teacher attitude within the context of inclusive and transformative education, where teachers are expected to create equitable learning environments that respond to learners' diverse needs. The study answers the question - What is the relationship between teacher attitude and learners' performance in Kiswahili in public day secondary schools in Suba South Sub-County, Homa Bay County, Kenya?

This study is guided by McCrae and Costa's Five-factor theory of Personality, which proposes that enduring personality traits influence individuals' behaviours, interpersonal relationships and professional practices. In educational settings, these personality traits are reflected in teachers' attitudes, classroom interactions and instructional decisions. Teachers who demonstrate positive professional dispositions are more likely to adopt learner-centred pedagogies, encourage participation, provide equitable learning opportunities and support learners with diverse abilities and backgrounds. Teacher attitude may also be viewed not merely as a personal characteristic but as a professional disposition that promotes inclusive teaching practices and enhances learner performance.

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Figure 1
Conceptual framework



The study argued that teacher attitude influences learner performance through inclusive classroom practices. Positive teacher attitudes encourage differentiated instruction, constructive feedback, learner participation, collaborative learning and respectful teacher-learner relationships. These practices increase learners' motivation, engagement, confidence and active participation in Kiswahili lessons, ultimately leading to improved academic performance. Teacher attitude is positively associated with inclusive classroom practices, which in turn are associated with improved learners' performance in Kiswahili. The direct association between teacher attitude and learners' performance is also expected. By positioning inclusive pedagogical practices as the pathway through which teacher attitude influences learner achievement, the study extends existing literature beyond simply establishing a statistical relationship between teacher attitude and academic performance.

Despite the growing body of literature on teacher attitude and learner achievement, important gaps remain. Empirically, relatively few studies have examined the influence of teacher attitude on learners' performance in Kiswahili, particularly within public day secondary schools. Limited evidence exists from Suba South Sub-County, Homa Bay County, where school environments and learner characteristics may differ from those reported in previous studies. Existing research has largely focused on determining whether teacher attitude influences academic performance without adequately explaining how positive teacher attitudes foster inclusive classroom practices that contribute to transformative educational outcomes. This study addresses these empirical, contextual and conceptual gaps by examining the influence of teacher attitude on learner performance in Kiswahili while highlighting its implications for inclusive and transformative education.

The findings of this study are expected to contribute to educational research, policy and practice by providing evidence on the role of teacher attitude in improving learner performance in Kiswahili and promoting inclusive classroom practices. The study further contributes to the literature by demonstrating that teacher attitude is not only a determinant of academic achievement but also a key driver of

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equitable, learner-centred and transformative education.

The purpose of this study was to examine the influence of teacher attitude on learner performance in Kiswahili in public day secondary schools in Suba South Sub-County, Homa Bay County, Kenya and to determine its implications for inclusive and transformative education.

Research Methodology

The study adopted a mixed-methods descriptive survey design, integrating quantitative and qualitative approaches to provide a comprehensive understanding of the influence of teacher attitude on learners' performance in Kiswahili in public day secondary schools in Suba South Sub-County, Homa Bay County, Kenya. A mixed-methods approach was considered appropriate because it enabled the researcher to complement quantitative findings with qualitative insights, thereby providing a more holistic understanding of the phenomenon under investigation (Creswell & Creswell, 2023). The descriptive survey design further enabled the researcher to collect data at a single point in time and describe existing conditions without manipulating the study variables.

The study was conducted in all the 28 public day secondary schools in Suba South Sub-County, Homa Bay County. The target population comprised 28 principals, 28 deputy principals and 47 Kiswahili teachers, giving a total population of 103 respondents (Ministry of Education [MoE], Suba South Sub-County, 2024).

Given the relatively small and manageable population, a census sampling technique was adopted, whereby every member of the target population participated in the study. Census sampling minimizes sampling error and improves the representativeness and completeness of the findings, making it appropriate for studies involving small populations (Taherdoost, 2021).

Table 1

Population and Sample Size

Items	Population and Sample Size
Principals	28
Deputy Principals	28
Teachers of Kiswahili	47
Total	***103***

Source: Ministry of Education, Suba South Sub-County (2024).

Data were collected using self-administered questionnaires and semi-structured interview guides. The questionnaires were given to principals and Kiswahili teachers to gather quantitative information related to the study objectives. Most questions used a five-point Likert scale to capture respondents' views on teacher attitudes and learners' performance. This method made it possible to collect information efficiently from many respondents while reducing interviewer influence (Creswell & Creswell, 2023).

Data were collected using questionnaires and semi-structured interview guides. The questionnaires were given to principals and Kiswahili teachers, while deputy principals participated in interviews, which were audio-recorded with their consent to ensure accurate transcription. The instruments were reviewed by experts to establish content validity and were revised before pilot testing. The questionnaire recorded a Cronbach's Alpha of 0.7513, indicating acceptable reliability. Before data collection, the researcher obtained approval from NACOSTI, authorization from the County Director of Education, Homa Bay County, and permission from the participating school principals. Participants were informed about the study and gave their consent, with confidentiality and anonymity maintained throughout. Quantitative data were analyzed using SPSS Version 27, with descriptive statistics used to summarize the findings and Pearson correlation used to examine the relationship between teacher attitude and learners' Kiswahili performance.

Qualitative data were analyzed thematically following Braun and Clarke (2021). The responses were read several times to become familiar with the participants' views and experiences. Important statements related to the study objectives were then identified and coded. Similar responses were grouped together to form themes, which were reviewed and refined to ensure

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that they accurately reflected the participants' views. Relevant quotations were selected to illustrate the themes and give voice to the participants' experiences. The qualitative findings were then considered alongside the quantitative results to provide a more complete understanding of the relationship between teacher attitude and learners' performance in Kiswahili.

Results and Discussion

The respondents were asked to provide their views on various aspects teachers' attitude by indicating their level of agreement with each statement, using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The results are summarized in Table 2.

Table 2

Influence of Teacher Attitude on Learner's Performance in Kiswahili

Teacher Attitude Items		RATINGS					MR	SDV
		SD 1	D 2	N 3	A 4	SA 5		
Teacher co-operation influences the learning outcome of learners in Kiswahili	F	9	3	11	10	28	3.74	1.115
	%	14.4	4.1	18.5	16.4	46.7		
Having a good attitude when marking Kiswahili exercises influences learner's performance in Kiswahili	F	3	4	6	9	40	4.34	1.173
	%	4.1	6.2	9.8	14.4	65.1		
Teachers' belief in Kiswahili as an enjoyable subject to teach influences performance of learners in Kiswahili	F	0	5	5	16	35	4.33	1.176
	%	0.0	8.2	8.2	26.7	56.9		
Being academically curious influences learners' performance in Kiswahili	F	1	3	6	16	35	4.33	1.176
	%	2.0	4.1	9.8	26.7	56.9		
Recognizing learners' Kiswahili perseverance influences their performance in Kiswahili	F	0	3	8	13	38	4.46	1.188
	%	0.0	4.1	12.3	20.5	63.1		
Teacher's attitude towards Kiswahili influences performance in Kiswahili among learners	F	4	5	0	4	49	4.51	
	%	6.2	7.7	0.0	6.2	80.0		

From the findings in Table 2, respondents generally viewed teacher cooperation as an important aspect of teacher attitude that may influence learners' performance in Kiswahili. 63.1 percent of the respondents agreed that teacher cooperation influences learners' learning outcomes suggesting a generally positive view of the role of teacher cooperation in learners' performance in Kiswahili ($M = 3.74$, $SD = 1.115$).

> Perception is a general view that a person has in something. Perception influences commitment. Learners' achievement in Kiswahili is significant towards teacher's commitment in teaching. Teacher's perception in Kiswahili motivates learners and arouse interest in Kiswahili. Teachers with a good Kiswahili perception have positive attitude hence encouraging learners in the learning process. [DP20]

The response highlights the connection between teachers' perceptions, commitment and their interactions with learners. When teachers view Kiswahili positively, they may be more enthusiastic and committed in their teaching, which can encourage learners to develop interest in the subject and participate more actively in lessons. This was supported by Kara et al. (2022), who found that teacher-related factors, including perceptions and self-efficacy, are associated with students' learning experiences and academic outcomes. Kyaruzi et al. (2021) also reported that learners' perceptions of teacher feedback and scaffolding positively influence their engagement in learning. Wang and Zhang (2022) further established that teachers' perceptions,

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personality traits and attitudes towards teaching significantly influence learners' educational experiences and academic behaviour. The evidence from these studies reinforces the view that positive teacher attitudes and supportive interactions can create conditions that promote learner engagement and achievement.

Teacher cooperation goes beyond teachers simply working together. It is also reflected in how teachers relate to and support learners during the learning process. A cooperative teacher is more likely to encourage participation, respond to learners' difficulties and create opportunities for meaningful interaction. Such an environment can strengthen learners' confidence and motivation and, consequently, support better performance in Kiswahili. The traits of agreeableness and conscientiousness of the Five- factor theory explains this further, supporting relationships, reflecting commitment and responsibility. These characteristics may encourage teachers to adopt supportive and cooperative practices that enhance learners' engagement and performance in Kiswahili.

The findings also showed that respondents largely viewed teachers' attitudes when marking Kiswahili exercises as an important factor in learners' performance. A majority (79.5%) agreed that having a good attitude when marking Kiswahili exercises influences learners' performance, with 65.1percent strongly agreeing and 14.4 percent agreeing. This indicated a strong positive perception of the influence of teachers' attitudes during marking on learners' performance in Kiswahili (M= 4.34; SD = 1.173).

> Attitude can be defined as the way in which a person views himself, others. Attitude is a teacher's predisposition or a tendency to respond positively or negatively toward a certain idea, learners or institutional situations. Teacher's attitude is very vital in teaching and learning. [DP16]

To reinforce this, another Deputy Principal emphasized the practical effect of teachers' attitudes during marking:

> The attitude of a teacher when marking learners' work can either encourage or discourage them. When teacher marks work positively and give constructive comments, learners feel that their efforts are recognized and they become willing to improve. However, when the teacher is harsh or only points out mistakes without encouragement, some learners may lose confidence and develop a negative attitude towards Kiswahili. [DP18]

Teachers' attitudes are reflected not only in what they teach but also in how they respond to learners' work. The manner in which feedback is given can either encourage learners to keep trying or make them reluctant to engage with the subject. Supportive and constructive marking may therefore strengthen learners' confidence and willingness to improve, whereas discouraging responses may have the opposite effect. The findings by Ogechi (2019) supports this noting that teachers communicate their feelings and perceptions about both the subject and learners through the language they use in the classroom, consciously or unconsciously. Teacher attitude is expressed through everyday classroom practices, including assessment and feedback. The way teachers respond to learners' work may consequently shape how learners perceive their own abilities and their attitude towards Kiswahili.

Marking should not be viewed simply as a process of assigning scores. It provides teachers with an opportunity to recognize learners' efforts, identify areas for improvement and encourage further learning. When feedback is respectful and constructive, learners are more likely to accept corrections, learn from their mistakes and remain motivated to improve. Agreeableness is associated with supportive and considerate interactions, while conscientiousness reflects responsibility and commitment. These characteristics may encourage teachers to provide constructive feedback and supportive assessment, thereby strengthening learners' motivation and performance in Kiswahili.

Most respondents (83.6%) agreed that teachers' belief in Kiswahili as an enjoyable subject to teach influences learners' performance, with 56.9% strongly agreeing and 26.7% agreeing indicating a strong positive influence (M= 4.33; SD = 1.176). DP23 emphasized the importance of adequate subject knowledge:

> Possession of Kiswahili knowledge means a teacher possessing enough content to disseminate in class. Teacher's possessions of Kiswahili knowledge is one of the core components of learning. Possession is all about

> control: if you have possession of something, you own it, or have your hands on it and hence you are able to utilize it. [DP23]

DP25 further highlighted the role of teachers' enjoyment and enthusiasm:

> When a teacher enjoys teaching Kiswahili, it becomes easier to make the lesson interesting to learners. Such a teacher is usually enthusiastic, uses different examples and encourages learners to participate. Learners can also develop interest in the subject when they see that the teacher enjoys what he or she is teaching. [DP25]

These responses suggest that teachers' subject knowledge, confidence and enjoyment of Kiswahili may contribute to more engaging lessons and greater learner participation. Rapamannil (2021) agreed with the sentiment identifying content delivery as an important determinant of learners' performance. Adequate subject knowledge enables teachers to explain content clearly and facilitate effective learning. From the researcher's perspective, teachers who are confident in their Kiswahili knowledge and enjoy teaching the subject are more likely to create engaging lessons that stimulate learners' interest and participation. The traits of openness and conscientiousness may promote enthusiasm, preparation and commitment, enabling teachers to present Kiswahili content effectively and engage learners in learning.

83.6 percent of the respondents agreed that academic curiosity influences learners' performance in Kiswahili, with 56.9% strongly agreeing and 26.7% agreeing. The item recorded a mean of 4.33 and a Standard Deviation of 1.176, indicating a strong positive influence of academic curiosity on learners' performance in Kiswahili.

> Teachers who possess a strong sense of dedication perceive themselves as dynamic and competent individuals who can drive progress and strive towards loftier objectives leading to the acquisition of fresh knowledge in academic pursuits. This encompasses convictions regarding the likelihood of success or defeat, the level of determination required, the potential repercussions of failing at a task and the potential for self-improvement through challenging experiences. [DP22]

DP24 similarly observed that teacher's commitment motivates learners hence leading to good performance, given that commitment makes teachers to have a positive perception about Kiswahili as a subject and is more strongly associated with learning outcome suggesting that teachers who are committed to their work and willing to acquire new knowledge are more likely to approach teaching with enthusiasm and confidence. Their willingness to learn and improve may also encourage learners to become curious, ask questions and participate actively in Kiswahili lessons. Karuppannan and Jalani (2021), found that teacher commitment contributes to effective teaching. Olango and Bibio (2022), Ngujiri et al. (2018) and Bell (2019) similarly reported a positive relationship between teacher commitment and learners' academic achievement. These studies reinforce the view that teachers' commitment to continuous improvement can contribute to effective teaching and better learning outcomes.

Academically curious teachers are likely to keep learning, explore new ideas and enrich their teaching practices. This can make Kiswahili lessons more engaging and give learners greater opportunities to ask questions, explore ideas and develop their own interest in learning. The finding was further explained by the Five-Factor theory of Personality, particularly openness to experience, which is associated with curiosity, intellectual exploration and willingness to consider new ideas. These qualities may encourage teachers to expand their knowledge and use engaging approaches that stimulate learners' interest and performance in Kiswahili.

Most respondents (83.6%) agreed that recognizing learners' perseverance influences their performance in Kiswahili, with 63.1% strongly agreeing and 20.5% agreeing. This item recorded a mean of 4.46 (SD = 1.188), indicating a strong positive influence of recognizing learners' perseverance on their performance.

> When teachers' efforts are recognized by their seniors, they improve on their performance. You know, to recognize someone is to acknowledge the effort the person is putting into something and in this case the effort the teacher is putting into teaching learners. Don't you think teachers deserve to be recognized? I think they do deserve to be recognized. [DP21]

The response above recognizing teacher's efforts demonstrates the motivational value of acknowledging effort. When learners' perseverance is recognized, they may feel valued and encouraged to continue working even when they experience difficulties in Kiswahili. Candelaria (2019) reported notable improvement in learners' academic performance following recognition. This supports the view that acknowledging effort can reinforce positive learning behaviours and encourage learners to remain engaged with academic tasks.

Recognizing perseverance is particularly important because learners may not always see immediate results from their efforts. When teachers acknowledge persistence and improvement, they encourage learners to keep trying and develop confidence in their abilities. Recognizing learners' perseverance may contribute to sustained motivation and improved performance in Kiswahili as explained by the Five-factor theory of Personality, particularly conscientiousness, which is associated with persistence, self-discipline and goal-directed behaviour. Recognizing these qualities may encourage learners to remain persistent and engaged in Kiswahili learning.

Majority of the respondents (86.2%) agreed that teachers' attitude towards Kiswahili influences learners' performance. Of these, 80.0% strongly agreed and 6.2% agreed. The item recorded the highest mean of 4.51 and a Standard Deviation of 1.198, pointing to a strong positive influence of teachers' attitude towards Kiswahili on learners' performance.

> Attitude is the dispositional tendencies of the teacher to like or dislike whatever they do or whoever they interact with or even whichever place they are in. Attitude distorts or makes a lesson interesting. A good attitude is as good as a good teacher. [DP11]

This view shows that teachers' attitudes can be felt in the classroom. A teacher who approaches Kiswahili positively is more likely to make lessons lively, relate well with learners and encourage them to take part. A negative attitude, on the other hand, may make learners less interested and less willing to participate. Rosli et al. (2022), supported this finding that teachers with positive attitudes towards teaching help learners achieve better results. Teachers' behaviour and attitudes influence learners' classroom performance. Teacher behaviour and attitude have a significant effect on learner achievement. Teachers who show little interest in a subject or in their learners may find it difficult to create a supportive classroom environment. (Rwigema & Andala, 2022; Kim & Piper, 2019; Tekasa 2019)

A teacher's attitude towards Kiswahili is reflected in everyday classroom practice; in the enthusiasm shown when teaching, the way learners are treated, and the willingness to support them when they struggle. When teachers enjoy and value the subject, learners are more likely to feel encouraged and confident to participate. The finding is also consistent with the Five-Factor Theory of Personality, particularly agreeableness, conscientiousness and openness to experience. These traits may shape teachers' relationships with learners, commitment to teaching and enthusiasm for Kiswahili, which can in turn support learner engagement and performance.

Table 3

Correlation between Teacher Attitude and Learner's Performance in Kiswahili

Independent Variable	Inferential Statistic Test	Correlation
Teacher Attitude	Pearson Correlation	.768**
	Set Sig. (2-tailed) (α)	.05
	Observed P value	.000

The results in Table 4 show a strong positive and statistically significant relationship between teacher attitude and learners' performance in Kiswahili ($r = .768$, $p < .001$). Since the observed p-value was below the .05 significance level, the null hypothesis was rejected. This means that learners tended to perform better where teachers demonstrated more positive attitudes towards Kiswahili and the learning process.

A positive teacher attitude may encourage learners to participate freely, ask questions, seek clarification and persist when they experience difficulties. The strong

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correlation found in this study therefore underscores the importance of teacher attitude as a factor associated with learners' performance in Kiswahili.

The quantitative findings showed a strong positive and statistically significant relationship between teacher attitude and learners' performance in Kiswahili ($r = .768$, $p < .001$). This suggests that learners tended to perform better when teachers displayed more positive attitudes towards Kiswahili and the learning process. The qualitative findings supported this result, with participants emphasizing that a positive teacher attitude creates a supportive and engaging classroom environment. Teachers who show enthusiasm, encouragement and confidence in teaching Kiswahili are more likely to motivate learners to participate, ask questions and keep working when they face difficulties. The findings therefore point to teacher attitude as an important factor associated with learners' performance in Kiswahili.

Conclusion and Recommendations

The study concludes that teacher attitude is a critical factor associated with learners' performance in Kiswahili. Positive attitudes towards the subject and learners may foster supportive classroom environments, encourage participation and strengthen learners' motivation and persistence. The findings therefore highlight the importance of teachers' enthusiasm, confidence and positive interactions in supporting effective Kiswahili learning.

The study recommends that school administrators and education stakeholders strengthen teacher professional development programs that promote positive teacher attitudes, supportive teacher–learner relationships and learner-centred approaches. Teachers should also be encouraged to demonstrate enthusiasm for Kiswahili, recognize learners' efforts and create opportunities for active participation. Such measures may contribute to more engaging learning environments and improved learners' performance in Kiswahili.

Data availability statement

The datasets generated and analyzed during the study are not publicly available due to

confidentiality agreements with participants and institutions but are available from the corresponding author on reasonable request for academic or research purposes.

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CRediT authorship contribution statement

Othoo Duncan (Postgraduate Student, Department of Educational Psychology and science,

Rongo University): Conceptualization, methodology, data curation, investigation, formal

analysis, writing - original draft.

Evernate A. Oronge (Postgraduate Student, Department of Educational Psychology and

science, Rongo University): Validation, project administration, methodological guidance, writing-review and editing.

Declaration of generative AI and AI-assisted technologies

During the preparation of this manuscript, the authors used AI technologies to support language

clarity and grammatical accuracy. All content was subsequently reviewed and refined by the

authors, who take full responsibility for the integrity and originality of the final submission.

Declaration of conflict of interest

There is no conflict of interest regarding publication of this paper.

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