

APPLICATION AND DEVELOPMENT OF BUSINESS LEADERSHIP IN LANDSCAPE ARCHITECTURE EDUCATION MANAGEMENT

He Shujun¹, Liu Shiya¹, Cao Xiangbo¹, Nor Saidi Mohamed Nasir¹

¹Faculty of Business Innovation and Technology,
Universiti Melaka, Batu 28, 78200 Kuala Sungai Baru, Melaka, Malaysia.

Corresponding author's email: 3303007528@qq.com

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ABSTRACT

This paper explores the application and development of business leadership principles within the realm of landscape architecture education management. The study delves into how business leadership strategies can be effectively employed to enhance the management practices of educational institutions offering landscape architecture programs. By examining the intersection of business leadership and academic administration, this paper aims to shed light on the potential benefits, challenges, and innovative approaches that arise when integrating business leadership concepts into the management of landscape architecture education. Through case studies and analysis, the paper demonstrates how leveraging business leadership techniques can contribute to the overall improvement of educational quality, student outcomes, and the long-term sustainability of landscape architecture programs. The findings emphasize the importance of adapting and integrating business leadership practices to suit the unique context of landscape architecture education, ultimately fostering a more robust and forward-looking educational framework. This research contributes to a deeper understanding of the synergies between business leadership and academic management while paving the way for the continued advancement of landscape architecture education.

Keywords: *Business Leadership, Landscape Architecture, Education Management*

INTRODUCTION

The field of landscape architecture is a harmonious blend of creative design and pragmatic problem-solving. Traditionally, landscape architecture education has focused on nurturing artistic flair and technical prowess (Jørgensen et al., 2022). However, the evolving demands of the industry call for a more comprehensive approach—one that equips aspiring landscape architects not only with design acumen but also with the skills of effective business leadership (Vande Zande, 2010). This article explores the symbiotic relationship between business leadership principles and landscape architecture education management, highlighting the benefits of this integration and its profound impact on shaping the future of the profession. In the past, landscape architects primarily focused on creating aesthetically pleasing gardens, parks, and outdoor environments. Their skill lay in envisioning and crafting spaces that evoked emotions and connected people with nature (Danaci, 2015). Yet, the contemporary landscape architect is now a multifaceted professional, tasked not only with envisioning these spaces but also with navigating complex project dynamics, managing budgets, fostering client relationships, and adhering to ethical and sustainable practices (Steinitz, 2020).

The traditional dichotomy between the realms of creativity and business is giving way to a harmonious fusion—one where the principles of business leadership provide a scaffold for nurturing the artistic vision of tomorrow's landscape architects. Landscape architecture thrives on innovation, aesthetics, and functionality. Integrating business leadership principles into education management bridges the gap between creative expression and practical application. By merging design sensibilities with strategic planning, decision-making, and project management, students can develop a holistic skill set that transcends conventional boundaries. The convergence of creative expression and strategic vision is where the integration of business leadership principles plays a pivotal role. Just as a landscape is a tapestry woven from diverse elements—flora, fauna, landforms, and structures—so too must a landscape architect's skill set be diverse and multifaceted (Li, 2022). Incorporating elements of business leadership bridges the gap between inspired design concepts and the real-world application of these concepts. This integration empowers students with the ability to approach landscape projects from an interdisciplinary perspective, balancing artistic inspiration with the practical realities of project management, resource allocation, and client expectations.

In the coming sections of this article, we delve into the multifarious ways in which the application and development of business leadership principles in landscape architecture education management heralds a new era of professional preparedness. From strategic planning and effective communication to ethical considerations and entrepreneurial thinking, we explore how this holistic approach equips future landscape architects to be not only designers but also strategic thinkers, communicators, and leaders. As we journey through this exploration, the symbiotic relationship between creative artistry and astute business acumen becomes evident—a relationship that paves the way for a generation of landscape architects poised to shape the world through a harmonious blend of design and leadership.

LITERATURE REVIEW

Business Leadership in Educational Contexts

The integration of business leadership principles into the management of educational programs has gained momentum across various disciplines (Armstrong & Rayner, 2021). The notion of business leadership has expanded beyond corporate contexts to encompass educational environments (Dust & Gerhardt, 2020). The integration of business leadership can foster critical thinking, problem-solving, and innovation skills among students (Weick, 2020), enabling them to create sustainable and contextually relevant landscapes while considering economic feasibility. Leadership is not about following but anticipating, discovering, and showing the paths to the future (Fragueiro, 2022). The challenge of workforce preparation will increase as the current workforce is retiring during a time of economic growth. The development of practical tasks in higher education should bridge the gap between the needs of the industry and the skills of graduates, meet the needs of future education and leadership, and develop new development models for business leadership and higher education (Hahn & Gangeness, 2019).

The adaptability, collaboration, and transformational aspects of business leadership align with the challenges and goals of educational management (Jones et al., 2012). The concept of leadership within education has evolved beyond administrative roles to encompass pedagogical and collaborative dimensions. Educational environments are characterized by constant change and evolving challenges (Torrissi-Steele, 2020). Adaptive leadership encourages leaders to navigate complex issues by identifying underlying problems and facilitating adaptive changes (Fernandez & Shaw, 2020). This style is pertinent in addressing educational reforms, incorporating new technologies, and adapting teaching methods to meet the needs of diverse learners. Additionally, adaptive leadership that prioritizes flexibility, innovation, and the ability to drive change (Khan, 2017). This leadership style resonates within educational contexts, where educators are faced with diverse challenges and dynamic learning environments (Channing, 2021). Transformational leadership emphasizes inspirational leadership that motivates followers toward a shared vision (Alshahrani, 2018). Studies within educational settings highlight the positive impact of transformational leadership on student engagement, motivation, and overall learning outcomes (Shi et al., 2011). The ability of educators to inspire and empower students aligns with the principles of transformational leadership (Howell et al., 2022). Business leadership models that emphasize collaboration and teamwork have direct applications within educational contexts (Starr, 2021). Collaborative leadership focuses on shared decision-making and collective problem-solving (YANG, 2021). This approach is particularly relevant in educational management, where collaboration among administrators, teachers, and students can lead to innovative solutions and improved educational practices (Shaikh et al., 2023).

Business leadership principles also hold potential for nurturing leadership skills among students. Educational institutions are recognizing the importance of preparing students for leadership roles beyond academia (Voon et al., 2019). Integrating leadership education into curricula can empower students with communication, teamwork, and problem-solving skills, equipping them to become effective leaders in various spheres of life (Shek et al., 2016). Business leadership concepts have transcended their traditional corporate boundaries and found resonance within educational contexts (Brahma, 2019). The adaptability, collaboration, and transformational aspects of business leadership align with the challenges and goals of educational management. Educators who adopt these principles can enhance student engagement, foster leadership skills, and drive positive educational reforms (Smit, 2013). Furthermore, integrating leadership development into curricula prepares students to become well-rounded leaders in their future endeavors, whether within the realm of academia, business, or beyond (Louis, 2015). As educational environments continue to evolve, the application of business leadership principles offers valuable strategies for shaping successful and innovative learning experiences.

Landscape Architecture Education Management

Landscape architecture is a global discipline, influenced by diverse cultural, environmental, and social contexts (Hussein & Kabai, 2015). Education management must reflect this diversity, exposing students to a range of design philosophies, approaches, and case studies from different regions (Al-Ababneh & Alrhaimi, 2020). Landscape architecture education management involves curriculum design, teaching methodologies, faculty development, and administrative decisions that collectively shape the learning experience (Shava et al., 2021). As landscape architecture responds to urbanization, sustainability, and environmental concerns, effective education management becomes crucial for equipping students with the necessary knowledge and skills (Mattos et al., 2023).

The landscape architecture curriculum must strike a balance between design creativity and practical application (Pallasmaa, 2021). A well-structured curriculum should cover foundational design principles, ecological knowledge, technical skills, and innovative thinking. Scholars like Selanon (2019), Thompson (2020) emphasize the importance of integrating sustainability and environmental ethics throughout the curriculum to prepare students for contemporary challenges (Selanon, 2019; Thompson, 2020).

Landscape architecture education management increasingly emphasizes interdisciplinary collaboration. The interconnected nature of urban planning, architecture, environmental science, and social studies demands graduates who can work seamlessly across disciplines (Behzadfar et al., 2010). Integrating interdisciplinary projects and courses prepares students to navigate complex real-world

projects. Experiential learning is a cornerstone of effective landscape architecture education (Moosavi & Bush, 2021). Field studies, site visits, and studio projects allow students to apply theoretical knowledge to practical situations (Pattacini, 2018). Hands-on experiences connect students with nature, thereby developing a deeper understanding of ecosystems and design principles (Tao et al., 2019).

Advances in technology have significantly impacted landscape architecture education. Digital tools, such as GIS, CAD, and BIM, are becoming integral to design processes (Gnädinger & Roth, 2021; Schaller et al., 2017). Incorporating technology into the curriculum enhances students' technical proficiency and equips them to adapt to evolving industry practices (Fricker et al., 2023).

Effective landscape architecture education management requires well-trained faculty members who are attuned to current industry trends and educational methodologies (de Paula Arruda Filho & Przybylowicz Beuter, 2020). Encouraging continuous professional development and pedagogical innovation ensures that educators can deliver relevant and engaging content to students (Buono, 2020). Ongoing assessment and feedback mechanisms are essential components of education management. Rubrics, peer reviews, and self-assessment tools contribute to a comprehensive understanding of student progress and allow for continuous improvement of the curriculum (Morris et al., 2021).

Landscape architecture education management is a dynamic and multifaceted endeavor that shapes the future of the discipline. A well-structured curriculum, interdisciplinary integration, experiential learning, technology integration, faculty development, and attention to global perspectives collectively contribute to preparing graduates who can address the complexities of the modern built environment. As landscape architecture continues to evolve, effective education management remains essential in producing skilled professionals who can contribute meaningfully to the sustainable development of our world.

Integration of Business Leadership in Landscape Architecture Education

The infusion of business leadership principles into landscape architecture education is a transformative endeavor (Wahyuna et al., 2021). Recognizing the value of leadership skills for landscape architects, the American Society of Landscape Architects (ASLA) underscores the significance of effective communication, project management, and interdisciplinary collaboration. Integrating business leadership skills equips students with the tools to navigate complex projects, communicate across disciplines, and lead innovative design solutions (Gurr, 2015).

Leadership development in education enhances student outcomes (Cruickshank, 2017). In the context of landscape architecture education, integrating business leadership principles can stimulate critical thinking, problem-solving, and creative design solutions. This approach empowers students to create environmentally sustainable landscapes that also meet economic and social demands, aligning with the broader goals of the profession (Tilbury, 2015). While the integration of business leadership in landscape architecture education is promising, it poses certain challenges (Ramsden, 2020). One primary concern is striking a balance between creativity and business acumen (Popescu, 2022). Landscape architecture is inherently artistic, and educators must ensure that business principles do not overshadow the creative essence of the discipline. Faculty development is essential to facilitate effective delivery of business-oriented content and bridge the gap between business and design realms (Ramani, 2022).

Despite the potential benefits, empirical evidence on the outcomes of integrating business leadership in landscape architecture education remains limited. Future research could explore the long-term impact on graduates' career trajectories, their contributions to the industry, and the advancement of landscape architecture practices. Developing comprehensive frameworks tailored to the unique needs of landscape architecture education would provide educators with guidance for successfully integrating business leadership concepts.

OBJECTIVES

1. **To Explore Business Leadership Principles:** To examine the core principles of business leadership and their adaptability within the landscape architecture education management context.
2. **To Assess Relevance in Education Management:** To evaluate the relevance of business

leadership concepts in enhancing the management of landscape architecture education programs, considering factors such as curriculum design, faculty development, and student outcomes.

3. To Examine Integration Strategies: To investigate various strategies for integrating business leadership principles into landscape architecture education management, considering methods such as curriculum design adjustments, pedagogical approaches, and faculty training.
4. To Analyze Benefits and Outcomes: To analyze the potential benefits and outcomes of incorporating business leadership principles in landscape architecture education, focusing on how these principles contribute to students' leadership skills, career readiness, and industry impact.
5. To Identify Challenges and Solutions: To identify challenges that may arise when integrating business leadership into landscape architecture education and propose effective solutions to mitigate these challenges, ensuring a balanced approach that preserves the artistic and environmental aspects of the discipline.
6. To Investigate Interdisciplinary Collaboration: To explore the role of interdisciplinary collaboration in incorporating business leadership principles, assessing how this integration prepares students to engage with diverse stakeholders and work in cross-disciplinary teams.
7. To Examine Long-Term Impact: To examine the long-term impact of business leadership integration on graduates' career trajectories, industry contributions, and the overall advancement of landscape architecture practices.
8. To Develop Frameworks for Implementation: To develop comprehensive frameworks and guidelines for landscape architecture educators, aiding in the effective implementation of business leadership principles in various aspects of education management.
9. To Promote Innovative Pedagogies: To promote innovative pedagogical approaches that combine traditional landscape architecture principles with business leadership concepts, fostering creative problem-solving and entrepreneurial thinking.
10. To Contribute to Educational Advancement: To contribute to the advancement of landscape architecture education by showcasing how the application and development of business leadership principles can enhance the overall quality of education programs and prepare students for leadership roles in a rapidly evolving profession.

HYPOTHESIS

1. Integrating business leadership principles into landscape architecture education management enhances students' leadership skills, thereby preparing them for multifaceted roles within the profession.
2. The incorporation of business leadership concepts in landscape architecture education management positively impacts graduates' career trajectories, leading to increased industry relevance and contributions.
3. Incorporating business leadership principles into the curriculum fosters innovative thinking and problem-solving abilities among landscape architecture students, contributing to the development of sustainable and contextually relevant design solutions.
4. The integration of business leadership principles in landscape architecture education management requires a balanced approach to preserve the discipline's artistic and environmental ethos, while equipping students with essential business acumen.
5. Effective faculty development and training are crucial for successfully imparting business leadership knowledge within the landscape architecture curriculum, ensuring that educators are equipped to deliver content that aligns with the principles of both disciplines.
6. Interdisciplinary collaboration between landscape architecture and business leadership fosters an enriched educational experience, encouraging students to apply holistic problem-solving approaches and work effectively in cross-disciplinary teams.
7. The development of comprehensive frameworks for the integration of business leadership principles provides educators with practical guidelines to successfully implement these principles within landscape architecture education management.
8. The integration of business leadership principles in landscape architecture education

management contributes to producing graduates who are not only skilled designers but also possess the entrepreneurial mindset required to initiate and manage innovative landscape architecture ventures.

9. The incorporation of business leadership concepts in landscape architecture education management enhances student engagement, motivation, and learning outcomes, aligning with the principles of transformational leadership.
10. The application and development of business leadership principles within landscape architecture education management contribute to the advancement of the field by preparing graduates to navigate complex challenges, collaborate effectively, and lead transformative projects.

METHODOLOGY

Quantitative Surveys and Self-Assessments

Quantitative research instruments, including structured surveys, will be administered to ascertain students' perceived leadership development prior to and following exposure to business leadership principles. Administer self-assessment tools to graduates in the industry to gauge their career advancements, contributions, and perceived impact. Self-assessment tools will be employed to garner alumni insights into the impact of this integration on their career progression. Concurrently, longitudinal studies involving alumni will be conducted to elucidate the extended influence of business leadership integration on their professional pathways.

Qualitative Interviews and Focus Groups

Qualitative methodologies, involving in-depth interviews with academic stakeholders and administrators, will facilitate an exploration of multifaceted challenges encountered during the assimilation of business leadership. Focus group discussions with students engaged in interdisciplinary projects will be employed to unearth experiential insights. These qualitative investigations will provide contextualized perspectives on the pursuit of balance between artistic integrity and pragmatic business orientations. Conduct in-depth interviews with educators and administrators to understand challenges faced during business leadership integration. Organize focus groups with students who have undergone interdisciplinary projects to explore their experiences. Qualitative data can illuminate the nuances of achieving a balance between creative and business aspects.

Longitudinal Studies and Alumni Tracking

Design a longitudinal study that tracks graduates' career paths over several years. Compare the career trajectories, job positions, and accomplishments of those who experienced business leadership integration with those who did not. Collect qualitative data through alumni interviews to explore how innovative thinking has contributed to their professional journeys. Augmenting the quantitative approach, qualitative data will be elicited through structured interviews, thus rendering a comprehensive understanding of the prolonged influence of business leadership and its role in stimulating innovative ideation.

Mixed-Methods Analysis

A mixed-methods paradigm will synergistically amalgamate quantitative data from surveys with qualitative insights distilled from interviews. By employing thematic analysis, an explication of educators' experiences in operationalizing business leadership principles will be ascertained. Leveraging these insights, systematic frameworks will be developed, informed by both empirical data and expert judgments, thereby furnishing an organized toolkit for the application of business leadership integration strategies. Utilize thematic analysis to identify patterns in educators' experiences of implementing business leadership concepts. Develop and refine frameworks based on collected data and expert feedback.

Case Studies and Observational Analysis

Select specific landscape architecture education programs that have successfully integrated business leadership principles. Conduct detailed case studies to explore how these principles have been applied in curricula, faculty training, and student projects. Employ observational analysis to capture the dynamics of classes that promote innovative pedagogies. The investigative scope will encompass case studies of select landscape architecture education programs distinguished for their effective infusion of business leadership. These intensive case analyses will illuminate the modus operandi and implications of operationalizing business leadership within curriculum design, faculty training, and student projects. Observational analysis will be employed to anatomize the orchestrations of pedagogies fostering a harmonious convergence of imaginative ingenuity and commercial pragmatism.

Documentary Analysis and Curriculum Review

Analyze existing landscape architecture curriculum documents to evaluate how business leadership concepts are incorporated. Assess the relevance of these concepts in relation to industry demands and changing professional landscapes. Develop frameworks based on curriculum reviews and best practices from institutions that have effectively integrated business leadership. Employing documentary analysis, an incisive scrutiny of extant landscape architecture curriculum documentation will be undertaken. This will serve as a means to evaluate the alignment of business leadership principles with contemporary industry requisites and evolving professional paradigms. Subsequently, the formulation of comprehensive frameworks will be rooted in the synthesized insights derived from these curricular audits, encompassing exemplar practices, and validated pedagogical approaches that substantiate the efficacious amalgamation of business leadership within landscape architecture education management.

By adopting these meticulously devised research methods, an intricate and holistic comprehension of the integration and development of business leadership within landscape architecture education management shall be derived, thereby contributing significantly to the academic discourse on pedagogical enhancement in the discipline.

RESEARCH FRAMEWORK

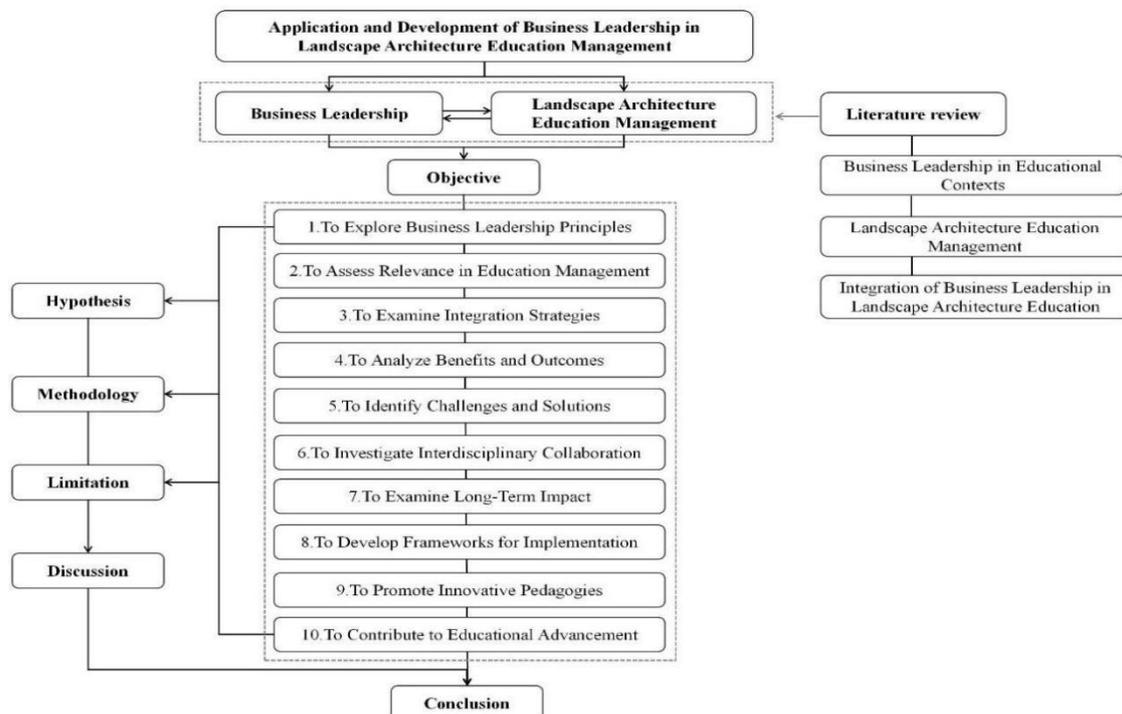


Figure 1: Research Framework

LIMITATION

Sample Representativeness

The findings and insights derived from the research methods may be limited by the representativeness of the selected sample. The case studies, surveys, and interviews conducted might not capture the full spectrum of landscape architecture education programs, potentially leading to a lack of generalizability.

Subjectivity in Self-Assessment

The use of self-assessment tools to measure students' leadership development and graduates' career progression may be subject to inherent biases. Respondents might provide socially desirable responses, leading to an overestimation of the impact of business leadership integration.

Temporal Scope of Longitudinal Studies

Longitudinal studies tracking alumni career trajectories have limitations related to the temporal scope. While they provide insights into extended impacts, they might not account for all factors influencing career paths over more extended periods.

Interdisciplinary Challenges

The exploration of interdisciplinary collaboration might not comprehensively capture the nuances of its challenges. The experiences of students and educators might differ based on factors such as project scope, team dynamics, and educational context.

Contextual Variations

The effectiveness of business leadership integration can be influenced by the unique institutional contexts and cultural variations. Findings may not be universally applicable to all landscape architecture education settings due to variations in curricular frameworks, faculty expertise, and regional industry demands.

Researcher Bias

The interpretation of qualitative data and thematic analysis may be subject to researcher bias, potentially impacting the objectivity of the results. Efforts to mitigate bias will be made through peer debriefing and inter-coder reliability checks.

Resource Limitations

The comprehensiveness of frameworks developed might be influenced by resource constraints, such as the availability of expert input and the scope of reviewed curricula. Comprehensive frameworks may require iterative refinement based on broader stakeholder engagement.

Long-Term Follow-Up Challenges

While longitudinal studies aim to explore long-term impacts, challenges in maintaining participant engagement and accurate contact information might impact the viability of tracking alumni over extended periods.

Ethical Considerations

Ethical considerations related to data collection, participant anonymity, and consent must be carefully addressed to ensure that the research methods align with ethical standards and safeguard participants' rights.

These limitations underscore the complexities inherent in researching the application and development of business leadership in landscape architecture education management. Researchers must address these limitations transparently while interpreting and discussing the findings, promoting a nuanced understanding of the article's contributions to the field.

DISCUSSION

The integration and development of business leadership principles within the realm of landscape architecture education management represent a paradigmatic evolution in pedagogical strategies and have significant implications for the preparation of future landscape architects. This discussion critically examines the multifaceted dimensions of this integration, its alignment with contemporary educational imperatives, the challenges encountered, and the transformative potentials it affords. The infusion of business leadership principles into landscape architecture education fosters pedagogical innovation by engendering multidimensional learning experiences. The inclusion of business-related content diversifies the curriculum, presenting students with opportunities to engage in experiential learning, case studies, and collaborative projects that mirror real-world scenarios. This approach empowers students to synthesize theoretical concepts with practical applications, thereby enhancing their critical thinking, problem-solving, and decision-making proficiencies.

While the integration of business leadership principles holds immense promise, it is not devoid of challenges. A pivotal consideration is the preservation of the discipline's artistic integrity amidst the introduction of pragmatic business aspects. Landscape architecture is deeply rooted in creative expression and environmental stewardship. Hence, the integration necessitates a judicious calibration to strike a balance between fostering entrepreneurial acumen and safeguarding the essence of design creativity. This calls for curriculum design strategies that seamlessly weave business acumen into the fabric of artistic exploration.

CONCLUSION

In the pursuit of cultivating skilled and adaptable professionals in the ever-evolving field of landscape architecture, the integration of business leadership principles within education management emerges as a transformative avenue. Throughout this comprehensive exploration, the symbiotic relationship between artistic innovation and pragmatic acumen, underpinned by the tenets of business leadership, has come to light (Clevenger & MacGregor, 2019). The synthesis of these elements not only enhances pedagogical strategies but also empowers students to emerge as versatile leaders prepared to navigate the intricate challenges of the contemporary landscape. The application and development of business leadership within landscape architecture education management offer a promising avenue to produce graduates who are not only skilled designers but also adept leaders in a multidisciplinary environment. By integrating business leadership principles, educators can equip students with the competencies needed to excel as effective communicators, project managers, and innovators in the landscape architecture profession (Delbert & Jacobs, 2021).

However, a cautious approach is required to address challenges and ensure a harmonious integration that preserves the artistic and environmental ethos of the discipline. Further research and strategic implementation are essential to fully harness the potential benefits of this integration and to prepare students for leadership roles in an evolving landscape architecture landscape.

This investigation embarked on a journey to unravel the essence of business leadership within the educational landscape. Rooted in dynamic leadership styles and progressive pedagogies, the infusion of business leadership into landscape architecture education unveils a pathway to nurture the next generation of professionals capable of addressing the multifaceted challenges posed by urbanization, sustainability imperatives, and environmental complexities.

Empirical exploration illuminated both the potentials and intricacies inherent in the integration of business leadership principles. While fostering students' leadership skills, bolstering their career trajectories, and stimulating innovative ideation, the integration was not immune to challenges (Sauphayana, 2021).

The delicate balance between artistic expression and pragmatic orientation emerged as a noteworthy consideration, necessitating a calibrated approach that honors the ethos of landscape architecture while fostering entrepreneurial acumen.

Yet, in the quest for understanding, certain limitations must be acknowledged. The chosen sample may limit the breadth of generalizability, and the interpretation of qualitative data might entail a measure of subjectivity. These limitations, inherent to the complex nature of the subject, open avenues for future exploration and refinement.

In summation, this study contributes a resonant voice to the scholarly discourse, elucidating the multidimensional implications of assimilating business leadership principles into landscape architecture education management. As the built environment grows in intricacy, the embracement of business leadership not only equips graduates with a comprehensive skill set but also positions them as pioneers of transformative change. The confluence of artistic vision and entrepreneurial vigor, manifest through the application and development of business leadership principles, symbolizes the progressive evolution of pedagogical paradigms and professional aspirations. As education adapts to the dynamic rhythms of the 21st century, the fusion of creativity and business acumen stands as a guiding compass, steering the preparation of landscape architects poised to shape innovative, sustainable, and impactful landscapes in the years to come.

AUTHOR CONTRIBUTIONS

All authors played a role in conceptualizing the research and drafting the manuscript. In simple words, all team members provided support in various aspects of this paper.

CONFLICTS OF INTEREST

The manuscript has not been published elsewhere and is not under consideration by other journals. All authors have approved the review, agree with its submission and declare no conflict of interest on the manuscript. This paper published as part of 1st International Conference On Business & Management (1ST ICBM) 2023.

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