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Influence of relational leadership on employees' informal knowledge sharing: The effects of organizational commitment and team diversity

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Abstract

This research aims to delve deeper into the impact of relational leadership on informal knowledge-sharing behavior and expand empirical research on these aspects in the Chinese context, providing further managerial perspectives for business leaders. This research focuses on in-service employees from 16 Chinese enterprises as our study subjects. We employ a questionnaire survey method to research the relationship between relational leadership and informal knowledge-sharing behavior. To construct a theoretical model, we also introduce two variables: organizational commitment as a mediating variable and team interdependence as a moderating variable. Examination of 683 data samples indicates that relational leadership facilitates employees' informal knowledge-sharing behavior and strengthens their organizational commitment. Importantly, raising organizational commitment levels serves as a means to promote the emergence of informal knowledge-sharing behavior. This means that relational leadership has a direct effect on employees' informal knowledge-sharing behavior and can indirectly improve it by making employees more committed to the organisation, with organizational commitment acting as a mediator. Team interdependence makes relational leadership more effective for informal knowledge-sharing behavior. Studying the impact of informal knowledge sharing behavior among employees from the perspective of leader behavior style can promote the understanding of employee sharing behavior in the management process of enterprises and help enterprises maintain or even continuously acquire development motivation and vitality.

Keywords: Informal knowledge sharing, Organizational commitment, Relational leadership, Team interdependence.

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1. Introduction

Over recent years, China's business landscape has been undergoing continuous and profound changes. Increasingly, corporate leaders are directing more attention towards knowledge resources. Recognizing the significant implications of knowledge resources in gaining competitive advantages, the effective management of knowledge and the optimal utilization of employees' knowledge and experience have emerged as crucial challenges for businesses. To enhance the management of corporate knowledge resources, employees, being the bearers of knowledge, naturally assume the pivotal role and driving force within enterprises.

Knowledge sharing can be categorized into formal and informal modes based on differences in formality and the interaction patterns among organizational members [1]. Diverging from formal knowledge sharing, informal knowledge sharing among individual employees is characterized by its inherently personal nature, existing independently of the organization's structure, policies, and formal collaborations [2].

Although formal knowledge sharing plays a vital role in the realm of organizational knowledge management, it is not feasible for all knowledge to be shared through formal organizational systems (comprising rigid content, procedures, or established formal agreements), particularly in today's high-pressure, fast-paced work environments where fragmented time is the norm. In this context, specific organizations find that their tacit knowledge cannot be effectively disseminated through formal sharing mechanisms. In contrast, imposing standardized processes and formal mechanisms may evoke employee aversion or resistance. These factors can impede innovation and hinder organizational adaptability in response to change [3].

Fostering increased and improved knowledge sharing among employees through management interventions can, at the macro-strategic level of an organization, be advantageous for accumulating organizational resources, ultimately leading to the gradual formation of distinctive strategic assets. This is a crucial conduit for converting individual knowledge into essential corporate strategic resources [4]. Conversely, knowledge sharing facilitates the exchange of knowledge among diverse positions, teams, and departments within the organization, thus enabling the effective utilization of existing practical experience and knowledge to reduce the costs associated with repetitive trial and error [5]. Additionally, it transforms individual knowledge into team and organizational knowledge, reducing the potential loss of knowledge resources due to employee turnover [6].

External disruptions can influence the perceptions and behaviors of individuals. In the workplace, colleagues influence employees' decision-making, which also holds for leaders. In the midst of leadership styles, relational leadership stands out as a type that operates from an organizational perspective. Through behaviors encompassing care, empowerment, morality, inclusiveness, and vision [7], it strives to cultivate an environment of open communication and mutual trust between the organization and its members, symbolizing a leadership approach that seeks to achieve shared objectives between the organization and individuals [8]. This style of leadership behavior exhibits a dual emphasis. It manifests care and empathy towards employees, advocating for the development of emotional connections within the organization [9]. Simultaneously, it places significance on a dedicated approach to work, ensuring a relaxed work atmosphere within the organization [10]. This type of leadership possesses abstract and overarching characteristics, primarily focusing on perceiving, establishing, and consolidating interpersonal relationships with others through the lens of social construction [11], and fully utilizing the requirements and inherent potential of culturally diverse labor in a culturally complex environment to minimize potential challenges [12].

Upon further examination, relational leadership can be divided into task-oriented and interpersonal-oriented [13]. Task-oriented relational leadership prioritizes goal achievement, establishing organizational structures, and work direction. It regards organizational members as instruments for achieving organizational goals. On the other hand, interpersonal-oriented relational leadership emphasizes cultivating interpersonal relationships among organizational members. It seeks to create a harmonious interpersonal environment and work atmosphere within the organization, foster a caring, human-centric organizational culture, and give importance to the individuality and needs of each member. Leaders often exhibit inclinations in their everyday work, prioritizing the tasks at hand or maintaining a harmonious balance within the team. For employees, leaders, much like colleagues, influence their behavior. Employee informal knowledge-sharing behavior pertains to knowledge assistance and interactive exchanges among employees. It constitutes proactive behavior by employees, primarily categorized as self-interest-driven and organization-interest-driven. Individual needs or objectives drive self-interest-driven knowledge-sharing behavior, whereas organization-interest-driven knowledge-sharing behavior is motivated by considering the organization's overall value and development.

According to social exchange theory, when one party offers assistance or support, it generates an obligation for the other party to reciprocate. This constitutes the behavior of exchanging interests, representing a form of mutual reciprocity [14]. The Leadership-Member Exchange (LMX) theory, which emerged from this framework [15] clearly defines the roles of the two parties as leaders and employees. From one perspective, leaders leverage the diligent work of employees to enhance the organization's development. This interdependence between employees and the organization constitutes a social exchange relationship [16]. Conversely, employees, in return for the benevolence of leaders, gain opportunities for effective learning and development. In light of this, relational leadership employs positive behaviors encompassing care, empowerment, ethics, inclusiveness, and vision to aid and treat employees well. Consequently, employees are inclined to contribute to the well-being and development of others and the organization through informal knowledge-sharing actions. As such, this study seeks to examine the influence of relational leadership on employees' informal knowledge-sharing behavior. The objective is to assist numerous practitioners in the field of management in effectively tapping into employees' subjective initiative, thereby stimulating and fostering more knowledge-sharing behaviors, ultimately strengthening the competitiveness of their organizations.

In this study, empirical research is carried out to investigate the connection between relational leadership and employees' informal knowledge-sharing behavior, particularly within the framework of Chinese culture. This research seeks to confirm findings from previous empirical studies in the Chinese context and offer supplementary insights for enterprise human resources management practitioners. As a result of the rapid-paced work environment and intense competition in the contemporary business context, enterprise managers are compelled to explore effective management strategies that can inspire employees' pro-organizational behaviors, thereby elevating the competitiveness of their enterprises. The ability of employees to proactively participate in knowledge sharing is a pivotal aspect of realizing high-quality knowledge management within organizations. In the absence of a suitable and appropriate environment, it may impede employees from actively participating in knowledge sharing. To address examining the factors influencing informal knowledge-sharing is imperative. To address this, these challenges, research will investigate the relationship between leadership styles and employees' informal knowledge-sharing behavior. By doing so, it seeks to advance the comprehension of knowledge sharing among employees within the framework of organizational management, ultimately aiding organizations in sustaining and continuously gaining development impetus and vitality.

2. Theory and Research Hypothesis

Knowledge sharing, characterized as a dynamic process [17] involves individuals spontaneously, proactively, and enthusiastically exchanging knowledge within established sharing mechanisms, engaging in knowledge communication and interchange [18]. Given its crucial role in the knowledge management process, knowledge sharing has become a focal point for scholars across multiple academic disciplines, including management. Among the various types of knowledge sharing, informal knowledge sharing plays a particularly vital role.

2.1. Relational Leadership and Informal Knowledge Sharing

Non-formalized knowledge-sharing behavior operates outside formal governance structures, relying heavily on personal trust, reciprocity, and societal norms to regulate conduct. Employees engage in this type of behavior because it serves their interests and aims to either secure or acquire personal benefits [19]. Described as interpersonal knowledge assistance [19] this process of informal knowledge sharing is characterized by employees' voluntary and proactive engagement [20]. Its differentiation from formal sharing lies in its inherently private nature, operating outside organizational structures, policies, and formal collaborations [2] and relying on individual, social connections rather than organizational regulations [21].

Relationship-oriented leadership within a team establishes high-quality leader-member exchange relationships, leading to increased team atmosphere and members' identification [22], ultimately contributing to positive interpersonal relationships. Additionally, shared objectives, knowledge exchange, and mutual respect indicate high-quality relationships within the organizational context [23]. Informal knowledge sharing, on the other hand, hinges on the existence of individual solid social relationships [21]. Consequently, establishing a favorable interpersonal environment within an organization facilitates employees' inclination to participate in informal knowledge sharing.

Regarding individual impacts, prior studies have affirmed that relational leadership can boost employees' innovative thinking and stimulate them to enact more innovative work behaviors [24]. Furthermore, relational leadership can enhance employees' perceptions of organizational support, contributing positively to subordinates' organizational citizenship behaviors [25]. Additionally, informal knowledge sharing is recognized as a manifestation of organizational citizenship behavior [19].

Based on the above analysis, this research posits that as the level of relational leadership increases, employees are more likely to engage in informal knowledge sharing. Thus, we put forward the hypothesis:

Hypothesis 1: Relational leadership positively impacts employees' informal knowledge-sharing behavior.

2.2. Mediating Effect of Organizational Commitment

Organizational commitment is the degree to which employees identify with and are dedicated to their organization, willingly taking on various responsibilities and obligations as members [26]. To a certain extent, it represents employees' sense of belonging and commitment to their work within the organization. Employees' willingness to assume these responsibilities and obligations is crucial to organizational commitment [27].

As a leadership style that fosters equitable social exchange relationships between leaders and subordinates [28], relational leadership utilizes a series of incrementally additive human resource management measures [13] to establish strong interpersonal relationships, driving collective development and the attainment of collective objectives [29, 30]. Relational leadership impacts subordinates through various behaviors, such as fostering cooperation, facilitating open communication, and encouraging genuine actions [23]. These actions generate a sense of support, authenticity, and trust in employees, making them more inclined to trust their leaders and commit to their work. When employees are more optimistic, resilient, and aspirational, they demonstrate elevated levels of organizational commitment [31]. Trust is another vital factor, with employees exhibiting higher levels of organizational commitment when they have greater trust [32]. Employee perception is also a key factor influencing organizational commitment.

As a result, this study makes the assumption that as organizational commitment among employees rises, so does the level of relational leadership demonstrated by leaders. Consequently, it formulates the hypothesis:

Hypothesis 2: Relational leadership positively impacts employees' organizational commitment.

Employees with a high level of organizational commitment exhibit identification and dedication to their respective organizations, willingly shouldering a range of responsibilities and obligations [26], reflecting a robust sense of

organizational belonging. Employees are more willing to contribute to the betterment of the organization or others when they have a high level of organizational commitment, and non-formal knowledge sharing is undertaken by employees based on either personal needs, objectives, or considerations for the overall value and development of the organization [33]. An elevated organizational commitment creates a favorable interpersonal atmosphere for employees about the organization and others. Drawing on those above, this research posits that as employees' organizational commitment levels increase, their propensity for non-formal knowledge-sharing behavior also rises, leading to the formulation of the hypothesis:

Hypothesis 3: Organizational commitment positively influences employees' inclination toward non-formal knowledge-sharing behavior.

Hypothesis 4: Organizational commitment intermediates relational leadership and employees' inclination toward non-formal knowledge-sharing behavior.

2.3. The Regulatory Effect of Team Interdependence

Team interdependence is the degree to which members must exchange information and share resources to achieve team performance [34]. It represents the collaboration and coordination employees require to accomplish the team's shared objectives [35]. However, it indicates the extent of cooperation and interaction among employees needed during work to cooperate and interact with each other [36]. The factors required for the job itself or for achieving team goals are interconnected, and the behavior of different individuals shows different levels of dependence on the behavior of others [13]. Private trust, reciprocity, and social norms are a few examples of the factors that primarily govern non-formal knowledge-sharing behavior because it lacks formal governance mechanisms. Employees share knowledge and notable characteristics of private exchanges to pursue or safeguard their interests [19]. As a form of interpersonal knowledge assistance [19], it is a voluntary and proactive process for employees [20]. In contrast to formal sharing, it is characterized by its purely private nature, operating independently of organizational structures, policies, and formal collaborations [2] and depending on individual social relationships rather than organizational systems [21]. Building on this, the present study postulates that the higher the level of team interdependence, the stronger the inclination of employees toward non-formal knowledge-sharing behavior. It further proposes the hypothesis:

Hypothesis 5: Team interdependence moderates the relationship between relational leadership and employees' non-formal knowledge-sharing behavior.

The research model in this study is depicted in Figure 1.

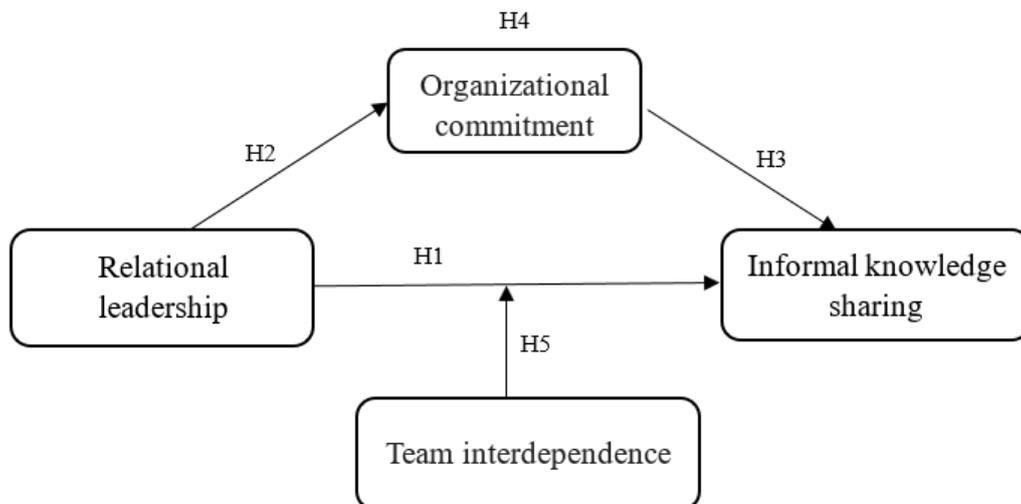


Figure 1.
Research framework.

3. Research Methods

This study utilized a questionnaire survey method, used SPSS 27 operation software to process and analyzes the data, and used regression analysis to test the relationship between various variables.

3.1. Participants and Procedure

Targeting in-service employees from 16 domestic companies in China. With the assistance of local chambers of commerce and labor unions, this research was conducted from May to July 2023, using a combination of online and paper-based questionnaires. A total of 800 questionnaires were distributed for this study (100 paper-based and 700 online), with 754 questionnaires returned, resulting in a response rate of 94.25%. Among them, 54 paper-based questionnaires and 700 online questionnaires were collected. After excluding invalid questionnaires, a total of 683 valid questionnaires were collected, resulting in an effective questionnaire rate of 90.58%.

3.2. Measures

The variables examined in this study encompass relational leadership, organizational commitment, informal knowledge-sharing behavior, and team interdependence. Various scales utilized in the survey were either translations of well-established scales or directly adopted with adjustments. Participants responded using a 5-point rating scale, ranging from "strongly disagree" to "strongly agree."

This study employed the definition of relational leadership provided by Komives, et al. [37] characterizing it as a relational and moral process that motivates individuals to facilitate positive change collectively. Relational leadership was measured using a 25-item scale developed by Chen, et al. [38]. This scale comprises five dimensions: caring, empowerment, fairness, inclusiveness, and vision, with items like "encouraging self-leadership and making work decisions based on team members' expertise."

Following Kuhnert and Palmer [26] organizational commitment was defined as the degree to which employees identify with and are committed to their organization and their willingness to undertake the responsibilities and obligations associated with organizational membership. Measurement of organizational commitment utilized an 11-item scale as employed by Yao, et al. [32], with items such as "I feel a sense of belonging in this company."

We have utilized Xie [19] definition of informal knowledge-sharing behavior. It defines informal knowledge sharing as sharing knowledge without formal governance mechanisms, primarily relying on personal trust, reciprocity, and societal norms to regulate behavior. Employees engage in such behavior to pursue or protect their interests, exhibiting significant characteristics of private exchange. Informal knowledge sharing was measured using a 2-dimensional, 10-item scale employed by Zhou, et al. [33]. Example items include "Based on complementary learning, I am willing to share my work ideas with colleagues."

This research utilizes Stewart and Barrick [36] definition of team interdependence, which defines it as the extent to which team members must collaborate and interact to achieve team goals. Team interdependence was measured using a scale developed by Bai, et al. [39]. Items included statements like "I need to work closely with colleagues to complete my tasks."

As shown in Table 1, based on the results of the validity and reliability assessments, it is evident that all measurement scales exhibited favorable performance and are considered appropriate for utilization.

Table 1.
Results of scale reliability and validity testing.

Variable	χ^2/df	RMSEA	SRMR	GFI	TLI	CFI	Cronbach α
Relational leadership	3.373	0.059	0.032	0.959	0.966	0.932	0.951
Organizational commitment	3.724	0.076	0.034	0.957	0.964	0.951	0.939
Informal knowledge sharing	4.329	0.070	0.039	0.978	0.986	0.977	0.868
Team interdependence	2.928	0.076	0.014	0.980	0.991	0.993	0.889

4. Results

4.1. Description Statistics and Correlation Analysis of Variables

Table 2 provides the descriptive statistics and correlation analysis for the variables.

Table 2.
Descriptive statistics and correlation analysis of variables (N = 683).

Variable	M ± SD	A	B	C	D
Relational leadership(A)	3.711 ± 0.730	1			
Organizational commitment(B)	3.693 ± 0.683	0.667***	1		
Informal knowledge sharing(C)	3.649 ± 0.666	0.671***	0.704***	1	
Team interdependence(D)	3.076 ± 1.101	-0.066	-0.049	0.106*	1

Note: *p<0.05, ***p<0.001: A significant level, as below;
All values are rounded to three decimal places, as below.

4.2. Regression Analysis

In the upcoming sections, this research will use regression analysis to investigate the causal relationships among variables. Explanations will be given for the model's total, direct, and indirect effects. To begin with, demographic variables will be dummy-coded and included in the model. The detailed test results can be found in Table 3.

Examination of the overall model effect. Data results from Model 1 indicate that R is 0.690, R2 is 0.476, adjusted R2 is 0.467, R2 change is 0.407, and the F-value is 55.301 (p<0.001), signifying model significance. Transformational leadership has a statistically significant effect on how employees share informal knowledge ($\beta = 0.674$, $t = 22.810$, $p = 0.000 < 0.001$), and the 95% bootstrap confidence interval, with upper and lower limits [0.562, 0.667], does not include 0, which means the effect is significant overall.

Subsequently, a specific examination of the model's direct and indirect effects is conducted. In Model 1, the mediator variable, organizational commitment, is introduced into the regression model, as depicted in Model 2. The results reveal that R is 0.769, R2 is 0.591, adjusted R2 is 0.583, R2 change is 0.115, and the F-value is 80.617 (p<0.001), signifying model significance. The study shows that transformational leadership still has a significant effect on employees' informal knowledge-sharing behavior even when organizational commitment is taken into account ($\beta = 0.346$, $t = 9.763$, $p =$

0.000<0.001). The 95% bootstrap confidence interval with upper and lower limits [0.252, 0.379] does not include 0, indicating a significant direct effect. Hence, H1 is validated.

Model 2 results likewise indicate that the predictive influence of the mediator variable, organizational commitment, on employees' informal knowledge-sharing behavior is significant ($\beta = 0.474, t = 13.741, p = 0.000<0.001$), with a 95% bootstrap confidence interval spanning from [0.396, 0.529] and excluding 0. This confirms H3.

Additionally, in Model 3, R equals 0.698, R2 equals 0.487, adjusted R2 equals 0.479, R2 change amounts to 0.429, and the F-value stands at 57.991 ($p<0.001$), signifying model significance. Furthermore, the independent variable, relational leadership, exhibits a significant predictive effect on the mediator variable, organizational commitment ($\beta = 0.692, t = 23.701, p = 0.000<0.001$), with a 95% bootstrap confidence interval spanning from [0.594, 0.701] and not including 0. As per the above, this indicates a significant indirect effect of organizational commitment, thereby confirming H2 and H3, with the mediating effect established.

Table 3.
Results of regression analysis.

Outcome variable	M1		M2		M3		M4		M5	
	Informal knowledge sharing				Organizational commitment		Informal knowledge sharing			
	β	t	β	t	β	t	β	t	β	t
Relational leadership	0.674	22.810***	0.346	9.763***	0.692	23.701***	0.692	23.531***	0.704	23.484***
Organizational commitment			0.474	13.741***						
Team Interdependence							0.065	2.259*	0.051	1.732*
Relational leadership x team interdependence									0.058	1.963*
R	0.690		0.769		0.698		0.701		0.703	
R2	0.476		0.591		0.487		0.491		0.494	
adjR2	0.467		0.583		0.479		0.482		0.484	
$\Delta R2$	0.407		0.115		0.429		0.004		0.003	
F	55.301***		80.617***		57.991***		53.839***		50.205***	

Note: *p<0.05, ***p<0.001: A significant level.

Based on the data results above, it can be concluded that hypotheses H1, H2, and H3 proposed in this study have all been validated. Additionally, the results for the model's total, direct, and indirect effects are presented in Table 4.

The bootstrap 95% confidence intervals for all effect tests do not include 0, indicating that all effects are statistically significant. The direct effect of relational leadership on informal knowledge-sharing behavior (0.331) constitutes 54.11% of the total effect (0.612). The indirect effect (0.281) represents 45.89% of the total effect, suggesting that organizational commitment partially mediates the model. Thus, hypothesis H4 of this study has been supported.

Table 4.
Decomposition of indirect, direct and total effect.

Type of effect	Effect	Boot SE	Boot LLCI	Boot ULCI	Ratio
Total effect	0.612	0.026	0.561	0.663	
Direct effect	0.331	0.031	0.271	0.392	54.11%
Indirect effect	0.281	0.031	0.221	0.342	45.89%

After standardizing the variables, a regression analysis was conducted to examine moderation effects. In Model 5, R was 0.703, R2 was 0.494, and adjusted R2 was 0.484, with an R2 change of 0.003 and an F-value of 50.205 ($p<0.05$), indicating the model's significance. The interaction between the moderating variable, team interdependence, and the independent variable, relational leadership, on informal knowledge-sharing behavior, had a bootstrap 95% confidence interval with upper and lower limits of [0.022, 0.121], excluding 0. $\beta = 0.058 (t = 1.963, p = 0.041)$, indicating a significant moderation effect.

Figure 2 depicts the differences in interaction effects, illustrating the moderating influence of team interdependence. A significant positive predictive effect of relational leadership on informal knowledge-sharing behavior is seen in people with lower levels of team interdependence (M-1SD) (simple slope = 0.324, $t = 7.993, p = 0.000$). On the other hand, people who are more interdependent on their team (M + 1SD) show that relational leadership not only has a significant positive predictive effect on informal knowledge-sharing behavior, but it also has an enhanced predictive effect (simple slope = 0.464, $t = 9.784, p = 0.000$). This implies that as team interdependence increases, the impact of relational leadership on informal knowledge-sharing behavior progressively strengthens, indicating a positive moderating role for team interdependence. Therefore, Hypothesis 5 is substantiated.

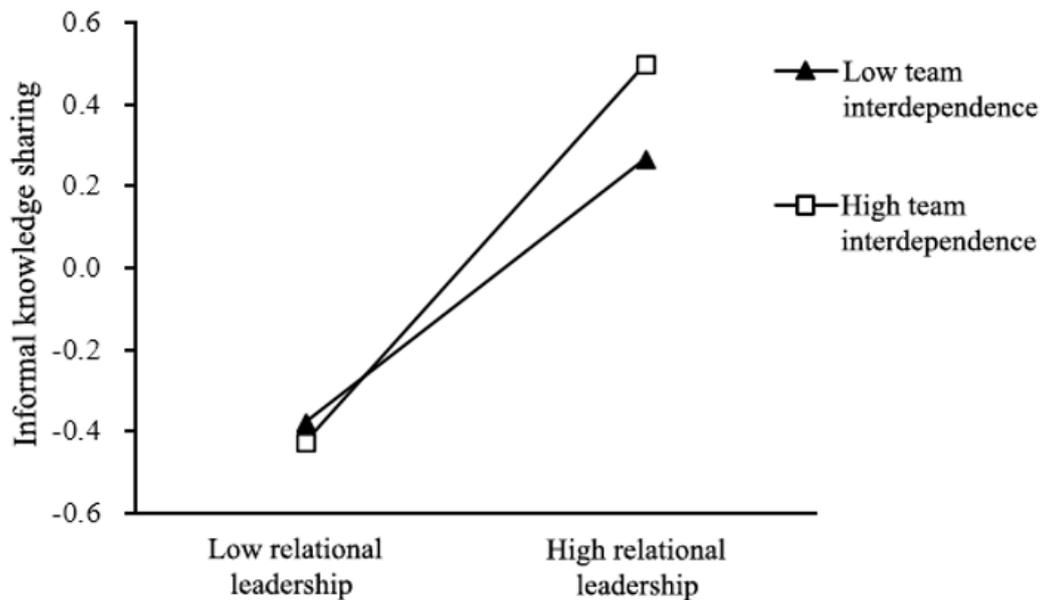


Figure 2. Difference in interaction between relational leadership and informal knowledge sharing under high and low-level team interdependence.

5. Conclusion

Through data analysis, it can be concluded that relational leadership positively impacts employees' informal knowledge-sharing behavior and positively influences their level of organizational commitment. Conversely, employees' organizational commitment positively affects their informal knowledge-sharing behavior. In essence, relational leadership directly influences employees' informal knowledge-sharing behavior and can indirectly enhance it by elevating employees' organizational commitment levels, with organizational commitment as a partial mediator. Additionally, team interdependence moderates the process where relational leadership positively influences employees' inclination toward informal knowledge-sharing behavior, enhancing effectiveness.

5.1. Significance and Suggestions

As a leadership approach that promotes mutually beneficial social exchange relationships between leaders and subordinates [28], relational leadership constructs strong interpersonal connections through a series of human resource management interventions to drive collective growth and the attainment of collective objectives [29, 30]. These actions engender a sense of support, authenticity, and trustworthiness in employees toward their leaders, increasing their willingness to trust their leaders, invest in their work, and exhibit heightened organizational commitment. Relational leadership can shape high-quality team leadership through member exchange relationships, elevating members' sense of identification and fostering positive interpersonal dynamics. When relational leadership encourages the establishment of a favorable interpersonal climate within the organization, employees are more likely to actively speak out [40] and engage in informal knowledge-sharing behaviors.

Strong organizational commitment is conducive to cultivating positive interpersonal dynamics among employees within and with others. Employees exhibiting high levels of organizational commitment display a sense of identification and dedication to their organization, willingly embracing various responsibilities and obligations [26], symbolizing a strong affiliation with the organization. When employees possess a robust level of organizational commitment, they are more willing to contribute to the organization or assist others, and informal knowledge sharing is driven by individual needs or objectives, as well as the organization's overarching values and developmental considerations [33]. Factors associated with job responsibilities or the attainment of team objectives are interconnected. When employees have a sense of team interdependence, their inclination to collaborate and engage with peers propels them to communicate with others, making knowledge-sharing a natural and harmonious part of this process.

5.2. Limitations

While we directly examined the relationship between relational leadership and informal knowledge-sharing behavior in the Chinese context and explored the mediating mechanisms to some extent, this study still has several limitations.

First, this study's sample size and sampling scope were limited due to constraints, and a convenience sampling method was employed. Therefore, further validation is needed to determine the representativeness and generalizability of the data analysis results.

Second, the number of variables selected in this study was quite limited. Since numerous factors in the actual environment influence employees' organizational identification, it is necessary to consider a comprehensive range of research findings to enhance employees' organizational identification.

5.3. Future Research

At the same time, there are other types of leadership that can enhance employee knowledge sharing, such as paternalistic leaders [41]. Subsequent research can be extended to more leadership types. Consequently, the conclusions of this study may have limitations in practical applications, and further research is needed to explore whether other factors have an impact. In future related studies, the first consideration should be given to the scope of sample selection. Increasing the sample size and adopting sampling methods that better align with research needs are essential. Additionally, expanding the scope of discussion and exploring new influencing factors should be considered.

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