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Transformational vs change leadership in vocational education reform

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ABSTRACT

Vocational education institutions are under increasing pressure to respond to demographic decline, industrial transformation, digital innovation, and changing labor-market demands. In this context, leadership has become essential for sustaining institutional adaptation and reform. This study aims to compare transformational leadership (TL) and change leadership (CL) and examine their relevance to vocational education reform. Using a conceptual comparative approach, the study synthesizes educational leadership literature to analyze the theoretical foundations, leadership mechanisms, and contextual applicability of the two models. The analysis shows that TL mainly operates through vision, interpersonal influence, motivation, and cultural alignment, while CL emphasizes systemic coordination, capacity building, coherence-making, and sustainability. The findings suggest that neither model alone is sufficient to address the complex demands of vocational education reform. Instead, effective leadership requires an integrated approach that combines the motivational strength of TL with the process-oriented and system-focused strengths of CL. This study contributes to educational leadership literature by clarifying the complementary relationship between agency-oriented and structure-oriented leadership processes. It also provides a context-sensitive framework for vocational education leaders seeking to guide sustainable institutional reform.

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1. INTRODUCTION

In recent years, vocational education systems have been increasingly influenced by rapid and complex socio-economic changes, including demographic decline, industrial transformation, and digital innovation. These factors have triggered significant enrollment pressures and institutional uncertainty, especially in regions like China and East Asia where vocational universities are expected to align closely with labor market needs [1]. The declining birth rate has led to a shrinking student population, while industrial upgrading demands the cultivation of new skill sets and technological competencies [2]. Concurrently, digital transformation has redefined pedagogical methods and institutional operations, posing challenges for leaders navigating both professional identity formation and shifting institutional expectations [3]. In such volatile contexts, leadership capacity has become a pivotal determinant of institutional adaptability. Yet, scholarly debates continue over which leadership theories-particularly between change leadership (CL) and transformational leadership (TL) offer the most effective conceptual tools for understanding and guiding educational transformation in vocational settings.

Leadership is widely recognized as critical for navigating institutional reform, yet important gaps remain in the literature regarding its application to vocational education. First, although TL and CL have each received considerable scholarly attention, they are typically examined independently rather than through direct conceptual comparison [4], [5]. Second, existing studies have largely focused on general educational or organizational settings, with relatively limited attention to vocational education, where reform is shaped by distinctive institutional, industrial, and policy demands [6]. Third, current research provides limited theoretical guidance on how the complementary strengths of TL and CL can be integrated to support sustainable vocational education reform. To address these gaps, this study critically compares the two leadership models by examining their theoretical assumptions, leadership mechanisms, and contextual applicability. By distinguishing TL as primarily agency-oriented and CL as primarily structure-oriented, the study proposes an integrated leadership perspective for vocational institutions facing demographic, technological, and labor-market transformation. To address these gaps, this study provides a comparative analysis of TL and CL and argues that the two perspectives should be understood as complementary rather than competing approaches for vocational education reform.

The purpose of this study is to critically examine and compare TL and CL, assessing their theoretical underpinnings, practical orientations, and relevance to the evolving landscape of vocational education reform. As vocational institutions face intensifying pressures from demographic shifts, labor market realignments, and digital disruption [7], the demand for leadership models that are not only visionary but also responsive to complex systemic changes has grown. While TL has been praised for inspiring motivation and cultural cohesion [8], CL emphasizes adaptive capacity, coherence-building, and sustainability-particularly in environments marked by uncertainty [9]. By juxtaposing these frameworks, this paper aims to clarify their conceptual distinctions, identify their strengths and limitations in vocational contexts, and offer a direction for future leadership research and policy development.

Figure 1 presents the conceptual relationship between TL and CL within the context of vocational education reform. It illustrates that demographic, technological, and industrial changes create new leadership requirements for vocational institutions, which cannot be adequately addressed through a single leadership perspective. Rather than viewing TL and CL as competing approaches, this study considers them complementary in responding to both the motivational needs of individuals and the structural demands of institutional change. The subsequent sections examine the theoretical foundations of each leadership model and demonstrate how their complementary application provides a more comprehensive perspective for achieving sustainable technical and vocational education and training (TVET) reform. Accordingly, this study seeks to address the following conceptual questions:

- How do TL and CL differ in their theoretical assumptions, leadership mechanisms, and approaches to organizational change?
- Why does vocational education reform require a more integrated leadership approach that combines interpersonal influence with systemic coordination?
- What implications do these distinctions have for leadership development and institutional reform in vocational education contexts?

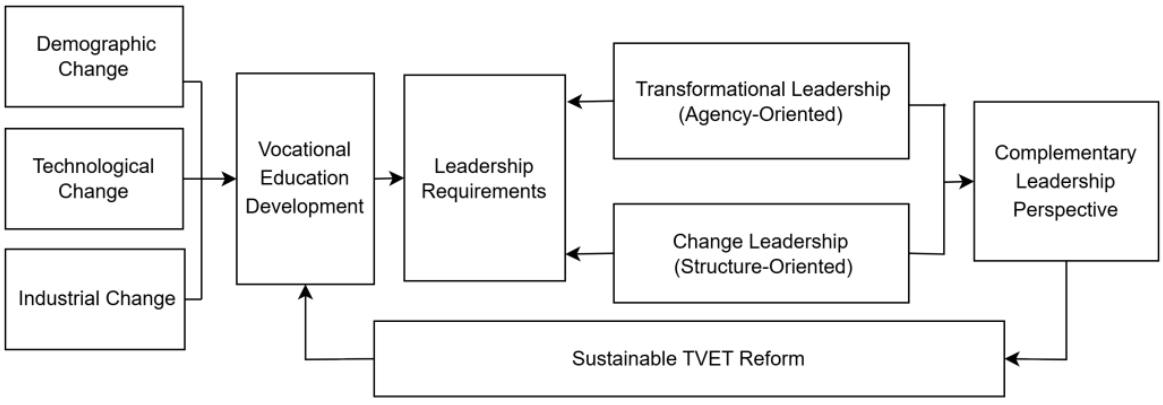


Figure 1. Complementary roles of TL and CL in vocational education reform

2. METHOD

2.1. Design

This study employs a conceptual comparative research design to examine the distinctions and complementarities between TL and CL within the context of vocational education reform. Rather than adopting an empirical or systematic review approach, the study is grounded in a critical synthesis of educational leadership literature. This design is appropriate because the main purpose of the study is not to measure leadership effects statistically, but to clarify the theoretical assumptions, mechanisms, and contextual relevance of the two leadership models. Through this approach, the study aims to advance conceptual understanding and provide a more integrated framework for interpreting leadership in vocational education reform.

2.2. Sources

The literature was selected through a three-stage process. First, relevant studies were identified through searches of Scopus, Web of Science, ERIC, and Google Scholar using predefined keywords related to transformational leadership, change leadership, vocational education, and organizational change. Second, the retrieved publications were screened according to the predefined publication period (2010–2025). However, seminal works that established the theoretical foundations of transformational and change leadership, including Burns, Bass, Fullan, and Kotter, were retained to provide the conceptual basis for the review [10]–[13]. Finally, studies were purposively selected based on their theoretical relevance, contribution to vocational education and organizational change, and suitability for comparative analysis.

Table 1 summarizes the databases, keywords, selection criteria, and analytical dimensions used in this study. The literature search employed combinations of keywords including "transformational leadership", "change leadership", "educational leadership", "vocational education", "organizational change", "educational reform", "capacity building", and "system leadership". The selected studies met four criteria: i) theoretical relevance to TL or CL; ii) relevance to educational or vocational education contexts; iii) contribution to leadership and organizational change scholarship; and iv) applicability to institutional adaptation under conditions of technological, demographic, or policy change. Both seminal and recent studies were included to provide a balanced conceptual analysis reflecting the historical development and contemporary application of the two leadership models.

Table 1. Literature selection and analytical framework

Component	Description
Databases	Scopus, Web of Science, ERIC, Google Scholar
Keywords	TL, CL, vocational education, educational reform, organizational change
Publication range	2010–2025, plus foundational works
Selection criteria	Theoretical relevance, vocational education relevance, contribution to organizational change discussions
Analytical dimensions	Agency vs structure, leadership mechanisms, contextual applicability

2.3. Analysis

The analysis followed an iterative comparative process involving close reading, thematic categorization, and cross-model synthesis. Three analytical dimensions guided the comparison: i) assumptions about organizational change, particularly the distinction between agency-oriented and structure-oriented perspectives; ii) leadership mechanisms through which influence is exercised at individual and institutional levels; and iii) contextual applicability within vocational education reform.

The analysis combined deductive and inductive approaches. Initial analytical categories were informed by existing leadership theories, while repeated comparison across sources allowed additional themes to emerge, particularly concerning interpersonal influence, systemic coordination, and institutional sustainability. Interpretations were refined through cross-source comparison and iterative literature review to identify patterns of convergence and divergence between the two leadership models. Because the study relied exclusively on publicly available scholarly literature and did not involve human participants or confidential data, formal ethical approval was not required.

3. THEORETICAL BACKGROUND

3.1. Transformational leadership

The TL has been widely regarded as one of the most influential paradigms for understanding how leaders mobilize change through interpersonal influence and value alignment. Originally conceptualized by Burns [10], the model foregrounds leadership as a moral and relational process in which leaders inspire

followers to transcend self-interest in pursuit of collective goals. This normative foundation was subsequently extended by Bass [11], who operationalized TL into measurable behavioral dimensions, most notably through the "Four I's", as shown in Figure 2: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions collectively emphasize the leader's capacity to shape meaning, foster commitment, and stimulate innovation, forming the basis of widely used instruments such as the multifactor leadership questionnaire (MLQ) [13].

Beyond its descriptive appeal, TL rests on a set of underlying assumptions about how change occurs within organizations. At its core, the model adopts an agency-driven perspective, positing that change is primarily initiated through the leader's capacity to reshape followers' beliefs, motivations, and identities, as illustrated in Table 2. This emphasis on psychological transformation has contributed to the model's strong empirical traction across fields such as education, healthcare, and public administration [14], [15]. In educational contexts, TL has been consistently associated with improved teacher motivation, enhanced organizational culture, and increased readiness for innovation [16].

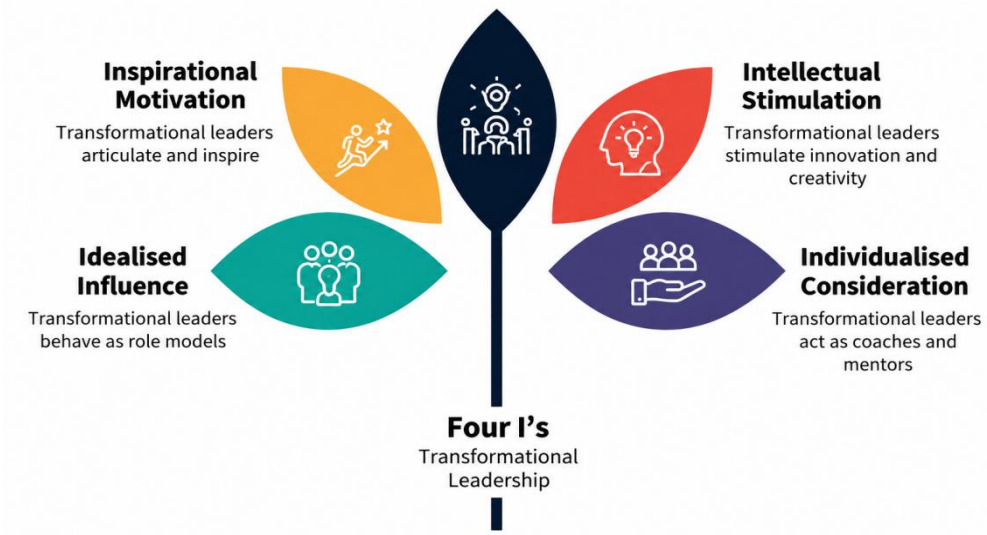


Figure 2. Conceptual structure of TL

Table 2. The framework of TL models

Dimension	Core ideas	Key study
Idealized influence	Leaders serve as role models, gaining trust and respect.	[14]
Inspirational motivation	Leaders articulate a clear, compelling vision to inspire followers.	[15]
Intellectual stimulation	Encouraging innovation, questioning assumptions, and promoting creativity.	[14]
Individualized consideration	Providing personalized support and coaching based on followers' needs.	[16]

However, these strengths also reveal critical theoretical limitations, particularly in complex institutional environments. First, its reliance on leader-centric influence tends to overestimate individual agency while underemphasizing structural constraints such as policy environments, institutional inertia, and resource limitations. Scholars argue TL offers an incomplete account of systemic change [17]. Second, the model's normative orientation-rooted in moral elevation and shared vision-can obscure underlying power dynamics, raising concerns about potential manipulation, ideological control, or uncritical follower alignment [18], [19]. Third, the widespread use of standardized measurement tools such as the MLQ has been criticized for limited contextual sensitivity and conceptual ambiguity, particularly in non-Western or highly diverse educational settings [20].

In vocational education, these limitations become more pronounced because institutional reform extends beyond motivating individuals to coordinating complex organizational and external systems. Although TL is effective in fostering vision, commitment, and cultural alignment, it is less equipped to address structural challenges shaped by governance arrangements, labor-market dynamics, and policy requirements [21]. Consequently, its primary strength lies in generating organizational commitment rather than coordinating and sustaining large-scale institutional change, highlighting the need to complement interpersonal influence with broader systemic leadership perspectives.

3.2. Change leadership

The CL has emerged as a critical framework for understanding how organizational transformation is enacted within complex and evolving institutional environments. Unlike traditional change management models, which emphasize linear planning, control, and staged implementation, CL foregrounds the systemic, relational, and adaptive nature of change processes. Early formulations, particularly those associated with Kotter, conceptualized change as a structured sequence of actions-establishing urgency, building coalitions, and sustaining momentum, as illustrated in Figure 3. However, subsequent developments, most notably through the work of Fullan, shifted this perspective from procedural change management to a broader structure-oriented approach in which change is understood as a continuous process embedded within organizational systems and cultures [22]. Central to Fullan's framework is the concept of moral purpose, which positions equity and educational improvement as the fundamental drivers of change while integrating capacity building, relationship development, and coherence-making to translate shared values into sustainable organizational practice [23].

The dimensions of Fullan's CL framework, together with their core ideas and associated scholarly contributions, are summarized in Table 3. These dimensions collectively emphasize the importance of moral purpose, relational trust, collaborative culture, capacity building, adaptive leadership, and organizational coherence in sustaining educational change. Together, they illustrate how CL extends beyond procedural change management to address the systemic and relational conditions necessary for sustainable institutional transformation.

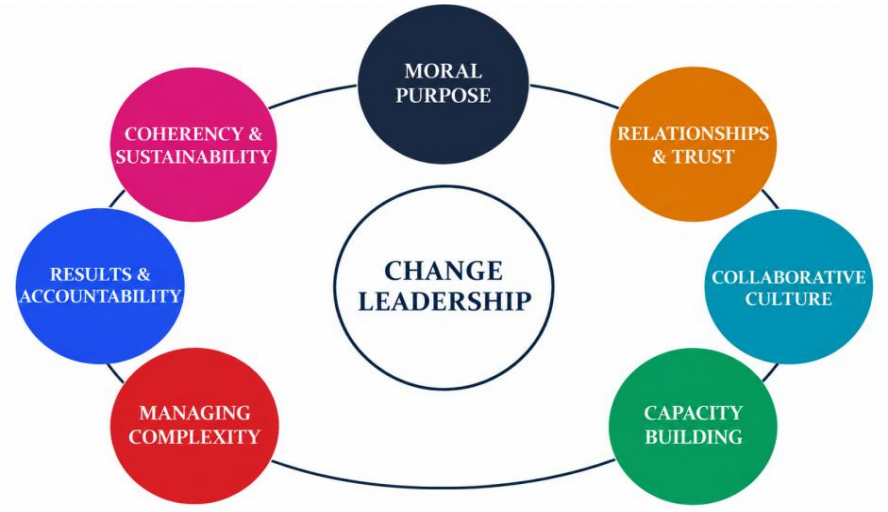


Figure 3. Conceptual structure of CL

Table 3. The framework of CL models

Dimension	Core ideas	Key study
Moral purpose	Commitment to equity, ethical goals, and student-focused outcomes.	[12], [24]
Building relationships and trust	Trust and emotional intelligence are central to leading change.	[12], [25]
Creating a collaborative culture	Professional learning communities foster collaborative reform.	[12], [26]
Capacity building	Developing people and infrastructure is key to sustainable reform.	[12], [27]
Understanding and managing complexity	Non-linear, adaptive leadership needed for complexity.	[12], [28]
Results and accountability	Balance between performance demands and professional support.	[12], [24]
Coherence making and sustainability	Aligning vision, policies, and practice to ensure sustainability.	[12], [24], [26]

From this perspective, CL emphasizes the alignment of organizational systems rather than individual influence alone. Capacity building focuses on developing both human and institutional competencies, while coherence-making aligns policies, practices, and organizational goals to sustain reform and avoid fragmentation [29]. Unlike linear models of change, Fullan conceptualizes change as an adaptive and iterative process that requires continuous learning, collaboration, and responsiveness to uncertainty.

Consequently, CL is particularly suited to educational environments characterized by multiple stakeholders and complex institutional demands. In vocational education, where reform depends on coordinating curriculum innovation, industry partnerships, and organizational development, this systemic orientation provides a more comprehensive explanation of how sustainable change can be implemented.

Nevertheless, CL is not without limitations. Despite its conceptual breadth, it remains less clearly defined than many leadership theories and often overlaps with related constructs such as TL, distributed leadership, and instructional leadership. In addition, Fullan's framework has been criticized for its prescriptive orientation, which may underrepresent issues of power, resistance, and institutional constraints in practice [12]. Its effectiveness also depends heavily on contextual factors, including policy environments and organizational capacity. Consequently, while CL offers a robust perspective on systemic change, it pays comparatively less attention to the motivational and symbolic dimensions of leadership, suggesting the need to complement it with more agency-oriented perspectives.

4. COMPARATIVE ANALYSIS AND DISCUSSION

4.1. Conceptual distinctions

As summarized in Table 4, the distinction between TL and CL extends beyond a simple difference in style, reflecting a deeper theoretical divergence in how organizational change is conceptualized and enacted. The TL emphasizes agency, meaning-making, and motivational alignment, whereas CL foreground's structure, process coordination, and institutional coherence. Importantly, the table illustrates that these approaches are not competing alternatives but interdependent dimensions of effective leadership. The TL may be more influential in initiating change by fostering commitment and shared purpose, while CL becomes critical in translating that commitment into sustained organizational practice. This complementary relationship suggests that leadership effectiveness in vocational education depends on the capacity to integrate symbolic and structural dimensions of change. By making this distinction explicit, the present analysis contributes to a more nuanced understanding of leadership in reform contexts, highlighting the need for a hybrid approach that aligns vision with execution in complex educational systems.

The TL and CL are closely related but conceptually distinct. The TL focuses on people-centered influence: it seeks to elevate followers' motivation, values, and commitment through vision, inspiration, intellectual stimulation, and individualized consideration [30]. Its primary mechanism is psychological-changing how individuals think, feel, and identify with the organization. In contrast, CL is process-centered and context-sensitive: it concentrates on orchestrating the implementation of change across systems, structures, and practices. It addresses issues such as coherence, capacity building, stakeholder alignment, resistance management, and sustainability over time. The TL can initiate and energize change, but CL is required to translate that energy into coordinated action and lasting outcomes.

Table 4. Comparative analytical framework of TL and CL in vocational education

Dimension		TL	CL	Analytical interpretation
Conceptual foundations	Theoretical origins	Rooted in political and organizational theory	Emerges from change management and educational reform traditions	TL originates in leadership psychology; CL in organizational change theory
Mechanisms of leadership	Primary orientation	Inspires individuals to exceed expectations	Guides complex organizational change processes	TL mobilizes commitment; CL structures implementation
	Organizational scope	Operates at individual and group levels	Functions across institutional levels	Reflects tension between agency (TL) and structure (CL)
	Change process logic	Relies on vision, motivation, and charismatic influence	Emphasizes strategic action, coherence-making, and sustainability	TL initiates change; CL sustains and institutionalizes it
	Conception of participation	Followers are transformed through alignment with leader vision	Stakeholders co-construct change collaboratively	Shift from influence to distributed agency
Critical evaluation	Limitations	May overlook structural constraints	Less clearly defined and context-dependent	TL risks over-personalization; CL risks conceptual ambiguity

4.2. Practical applications in vocational education

Empirical research suggests that TL and CL contribute to educational reform in complementary but distinct ways. The TL primarily enhances affective commitment and professional engagement by articulating a compelling vision and fostering intrinsic motivation among staff. For example, Gilley *et al.* [31] found that TL is more strongly associated with followers' commitment to change initiatives than change-specific leadership behaviors. Similarly, TL has been identified as a key driver of innovation and creativity within organizational teams. In vocational education contexts, where reform requires alignment between academic

instruction, technical training, and industry collaboration, such vision-driven leadership can mobilize diverse stakeholders-including teachers, employers, and students-around long-term developmental goals [32]. Unlike general academic education, vocational institutions must continuously coordinate curriculum reform with industry standards, technological change, and workforce demands. This requires leadership that can simultaneously motivate internal stakeholders while managing external partnerships with employers, training agencies, and government sectors. As a result, vocational education reform depends not only on visionary leadership, but also on sustained organizational coordination across multiple institutional and industrial actors.

In contrast, CL provides the operational mechanisms necessary to translate vision into sustained institutional practice. Its strength lies in structuring the reform process through activities such as establishing urgency, coordinating cross-functional coalitions, and maintaining momentum through incremental achievements. Importantly, Herold *et al.* [33] found that effective change-management practices were associated with higher levels of employees' commitment to change even when leaders were not perceived as transformational, highlighting the importance of change-specific managerial behaviors during organizational change. These findings suggest that effective leadership in vocational education should integrate both approaches rather than privileging one over the other. The TL is particularly critical in the early stages of reform to build alignment and motivation, whereas CL becomes increasingly important during implementation and consolidation phases [34]. For vocational institutions, this implies that leadership development should focus not only on vision-building capabilities, but also on process coordination, industry engagement, and institutional coherence, which are essential for sustaining reform in practice-oriented and rapidly evolving educational systems.

4.3. Discussion

Despite its widespread influence, TL has been subject to sustained critique regarding its normative assumptions and potential for misuse. Scholars argue that, in the absence of ethical constraints, TL may become overly leader-centric and even manipulative, as its reliance on charisma and personal influence risks subordinating collective agency to individual authority [35]. Its effectiveness may also diminish in complex or culturally diverse environments where shared values and close relational proximity cannot be readily assumed [36]. These observations are consistent with the broader leadership literature, which suggests that motivational influence alone is insufficient to sustain organizational transformation in contexts characterized by structural complexity and multiple stakeholder interests. By contrast, CL addresses many of these structural dimensions by emphasizing organizational processes, systems, and coherence. However, when applied in isolation, CL may reduce change to a sequence of technical interventions, prioritizing coordination and measurable outcomes while overlooking the cultural and relational foundations that enable sustainable reform [37], [38].

The distinction between TL and CL therefore reflects a broader theoretical tension between agency and structure. TL operates primarily at the interpersonal and symbolic level by shaping meaning, identity, and motivation, whereas CL functions across organizational layers by aligning policies, practices, and institutional processes. Similarly, TL conceptualizes followers as individuals influenced primarily through motivational and symbolic processes, while CL increasingly positions them as active participants in distributed and collaborative change processes [39]. This comparison extends previous leadership research by suggesting that the two perspectives should not be viewed as competing explanations but as addressing different dimensions of organizational change. While TL explains how leaders mobilize commitment and shared vision, CL provides a stronger account of how institutional change is coordinated and sustained across complex organizational systems.

Unlike many general education settings, vocational education operates at the intersection of education, industry, and public policy. Institutional leaders must simultaneously inspire teachers to embrace pedagogical innovation, coordinate curriculum reform with rapidly changing industry standards, establish sustainable partnerships with employers, and respond to government policy reforms [40]. Consistent with recent studies on vocational education leadership, these interconnected responsibilities require leaders to balance interpersonal influence with organizational coordination rather than relying on a single leadership perspective. Consequently, an integrated leadership approach is not merely advantageous but structurally necessary for sustaining vocational education reform, where institutional effectiveness depends on both individual commitment and systemic adaptability.

These observations suggest that leadership effectiveness in vocational education lies not in choosing between TL and CL but in strategically combining their complementary strengths. In systems characterized by institutional rigidity, diverse stakeholders, and continuous reform pressures, leaders must simultaneously cultivate shared purpose and manage structural complexity [41]. This conclusion is consistent with international evidence demonstrating that sustainable educational reform depends on integrating motivational

leadership with effective organizational coordination [42]. Accordingly, vocational education leaders should combine the visionary and motivational strengths of TL with the systemic coordination and implementation capacity emphasized by CL. Such a complementary approach not only mitigates the limitations of each leadership perspective but also provides a more comprehensive explanation of how sustainable institutional transformation can be achieved in complex vocational education environments.

5. IMPLICATIONS

The comparative analysis of TL and CL has important implications for leadership development in vocational education. Rather than emphasizing only visionary or interpersonal leadership skills, TVET institutions should develop leadership programs that integrate TL competencies, such as vision building, motivation, and communication, with CL competencies, including capacity building, cross-departmental coordination, and reform implementation. This integrated approach would better prepare leaders to manage complex institutional changes associated with demographic decline, technological innovation, and industry transformation. For example, leaders introducing emerging programs in areas such as artificial intelligence or digital manufacturing should be equipped not only to inspire teachers and staff to embrace change, but also to coordinate curriculum redesign, faculty development, industry partnerships, and long-term implementation across organizational units.

Education policymakers should redesign leadership standards and evaluation systems for TVET institutions to reflect the dual demands of educational innovation and organizational change. Rather than relying primarily on administrative performance indicators, leadership assessment frameworks should include competencies such as strategic communication, change management, capacity building, cross-sector collaboration, and the ability to sustain institutional reform over time. Governments should also strengthen national leadership development initiatives by providing targeted professional training, promoting collaboration between vocational institutions and industry partners, and supporting distributed leadership practices that empower middle managers and young faculty to participate actively in institutional transformation. These policy measures would help develop leadership capacity that is better aligned with the rapidly changing demands of vocational education.

At the institutional level, TVET institutions should establish leadership systems that promote collaborative decision-making, cross-departmental coordination, and continuous organizational learning. Rather than relying solely on hierarchical administrative structures, institutional leaders should create multidisciplinary leadership teams that involve teachers, middle-level managers, and industry partners in curriculum development, technology adoption, and strategic planning. Regular leadership training, cross-functional project teams, and structured industry engagement mechanisms should also be incorporated into institutional governance to strengthen organizational adaptability and sustain reform initiatives. By embedding both transformational and CL practices into everyday management, TVET institutions will be better positioned to respond to evolving labor-market demands and technological change while maintaining long-term institutional resilience.

6. LIMITATIONS

This study has several limitations. It adopts a conceptual and interpretive design rather than an empirical research design. Although the comparison between TL and CL was developed through careful synthesis of relevant leadership literature, the proposed integrated framework has not yet been tested in actual vocational education institutions. Therefore, the findings should be understood as a theoretical contribution rather than direct empirical evidence. Future studies could examine how the two leadership models interact in real reform settings through qualitative case studies, quantitative surveys, or mixed-method research. The literature was selected purposively based on theoretical relevance, vocational education relevance, and contribution to organizational change discussions. This approach enabled a focused conceptual comparison, but it may not capture the full range of studies on leadership in vocational education reform. In addition, the analysis mainly compares two leadership models, while related approaches such as distributed leadership, adaptive leadership, instructional leadership, and system leadership are only addressed indirectly. Future systematic reviews and empirical studies could further validate, refine, or extend the proposed framework across different educational systems, institutional contexts, and stages of vocational education reform.

7. CONCLUSION

This paper has critically examined the distinctions between TL and CL within the context of vocational education reform, highlighting the increasing demand for leadership models capable of responding to demographic decline, industrial restructuring, and technological disruption. While TL offers a compelling

framework for mobilizing commitment through vision, motivation, and the "Four I's," it remains limited in its capacity to address the structural and processual complexities of organizational change. In contrast, CL, particularly as articulated by Fullan, provides a system-oriented and context-sensitive framework. This distinction is especially critical in vocational education, where reform processes are shaped not only by internal cultural dynamics but also by external pressures from labor markets and policy environments. Together, these perspectives reveal that leadership effectiveness cannot be fully understood through either interpersonal influence or structural coordination alone.

This study moves beyond treating TL and CL as separate or competing approaches and explains how they can function as complementary dimensions of leadership in vocational education reform. By linking the motivational and relational strengths of TL with the systemic and process-oriented strengths of CL, the study offers an integrated perspective for understanding leadership in reform contexts shaped by demographic, technological, and labor-market pressures. This perspective is particularly relevant to vocational institutions, where sustainable reform requires both individual commitment and coordinated organizational adaptation. In this sense, the study extends existing leadership literature by positioning vocational education as a context in which integrated leadership approaches are structurally necessary rather than theoretically optional.

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AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

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C : **C**onceptualization
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D : **D**ata Curation
O : Writing - **O**riginal Draft
E : Writing - Review and **E**diting
Vi : **Vi**sualization
Su : **Su**pervision
P : **P**roject administration
Fu : **Fu**nding acquisition

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

INFORMED CONSENT

Not applicable. This study did not involve human participants.

DATA AVAILABILITY

Data availability is not applicable to this paper as no new data were created or analyzed in this study.

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