

Determinants of environmental factors and their effect on the entrepreneurial intention of senior high school students: A basis for a strategic management plan

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Abstract

Entrepreneurship is considered an essential component of economic growth, innovation, and job creation, providing various benefits for individuals, especially students, who can use it to pursue self-employment and personal fulfillment. However, despite its potential, challenges in business initiatives persist, hindering the achievement of entrepreneurial goals. Thus, using a correlational design and 293 senior high school business students from public schools, this study aimed to test the effects of demographic profile on environmental factors (desirability and feasibility) and on entrepreneurial intention. The study found no significant relationship between demographic profiles and environmental factors. This suggests that students' willingness to start a business is not dependent on their demographic characteristics. However, the results revealed a positive correlation between entrepreneurial intention and students' desirability, leading to the rejection of the null hypothesis; in contrast, feasibility showed no significant effect on students' entrepreneurial intention. Thus, desirability plays a more substantial role in shaping entrepreneurial intention than feasibility, highlighting the importance of motivating and inspiring students to establish and run their own business. The study also proposes a strategic management plan to encourage student entrepreneurial activities, emphasizing the importance of fostering an entrepreneurial mindset. Thus, the findings have implications for entrepreneurship education and policy, highlighting the need to foster students' desire to start a business and to provide opportunities to develop their entrepreneurial skills. The researcher recommends that the strand coordinators and teachers continue to provide students with the necessary skills and knowledge to start and run a business, including business planning, financial management, and marketing.

Keywords: business-minded, business planning, entrepreneurship, entrepreneurial skills, public schools

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1. Introduction

In this age of global integration, a nation will have more chances to participate in the world's large playground if it is more innovative and proactive. Entrepreneurship is essential to a country's economy, especially in tackling unemployment (Gaddi et al., 2024). Despite the widespread perception that entrepreneurship benefits every aspect of society, especially young people, several obstacles are hindering the intention to start a business (Galay et al., 2023). Depending on the environment in which business operations are conducted, these obstacles may vary. The low rate of entrepreneurial activity persists despite its recognized importance for economic advancement. Previous studies have shown that a complex interaction between internal and environmental factors influences a person's intention to start a business (Shahzad et al., 2021; Galay et al., 2023). The substantial impact that entrepreneurs and business activities have on economic and social development in both developed and developing nations has led to increased interest in studying the factors that influence one's entrepreneurial purpose. This gap makes it difficult for decision-makers, instructors, and organizational leaders to develop a strategic management plan that effectively encourages entrepreneurship. According to Deep (2023), if the contextual elements that most significantly influence business objectives in the local context are not clearly understood, efforts may be ineffective or misguided. Thus, this study examines the specific determinants of environmental factors and their causal relationship with entrepreneurial intention to address this issue. By focusing on the most significant environmental factors, the results will subsequently form the foundation of a strategic management plan intended to foster a more resilient entrepreneurial ecosystem (Nguyen & Phan, 2024).

Research on entrepreneurial purpose has long been considered essential, especially for start-up initiatives. The decision to start a new business was greatly affected by intentions (Galay et al., 2023). Entrepreneurs are becoming increasingly significant in today's wealth-creation process. By studying their purpose, one can better understand the entrepreneurial activity that people planning to launch a firm are likely to pursue. In the study by Al-Qadasi et al. (2023), entrepreneurs are investors who help turn the economy around by introducing new concepts, innovative solutions, and employment opportunities. The traditional philosophy of entrepreneurship talks about personal qualities, particularly the capacity for innovation (Subhan, 2019). Even as innovation and technology improve society in every way, K-12 education is stagnating. Indeed, whether directly or indirectly, education is the main engine of every nation's economy. In fact, the majority of educational institutions have welcomed innovation, with students working in groups to solve problems, learning online, and fusing art and science. Moreover, Galay et al. (2023) state that the important role innovators and entrepreneurial endeavors play in promoting economic and social growth in both established and emerging countries is driving increased interest in studying the elements that contribute to one's entrepreneurial purpose. However, graduates continue to lack the sophisticated skills and creative thinking needed to meet the challenges of modern jobs. To gain real-world experience or new skills they can use in their future careers, some students would rather combine their education with work experience. Others wish to launch their own companies in order to become independent. Since they are regarded as the future and the factor that determines a country's economic sustainability, students and young people are important in any economy. The unemployment rate can be lowered, and the economy will grow more rapidly once young people recognize the value of entrepreneurship and are prepared to start their own businesses. Thus, this study aims to determine the effects of students' willingness (desirability) and belief (feasibility) on the choices they make that affect their business decisions.

Statement of the Problem - This study aimed to examine the effects of environmental factors on the entrepreneurial intention of senior high school students. More specifically, the specific objectives were to (1) test the significant relationship between demographic profile and the determinants of environmental factors in terms

of desirability and feasibility; (2) test the significant relationship between the determinants of environmental factors and the entrepreneurial intention of senior high school students; and (3) propose a strategic management plan to encourage SHS students to pursue their entrepreneurial activities.

Significance of the Study - The researcher believes that the findings of this study provide business students with a foundation for understanding environmental factors and making future decisions. The research will therefore be beneficial to the following individuals and organizations: First, the results of the study may provide business professionals with options for studying entrepreneurial intention and developing ways relevant to their field of expertise. Second, the study may help prospective young investors or entrepreneurs by highlighting environmental factors they can use to inform their decision to launch a business. The results of the study will contribute to the body of knowledge and literature about environmental factors and students' intention to pursue entrepreneurship. Third, the study's findings can assist business students in making informed decisions about their plans by providing valuable insight into the determinants of entrepreneurial intention. The Department of Education, which oversees education, will use the results to develop policies, initiatives, and legislative frameworks that enable all schools to develop curriculum guidelines that are both effective and efficient. Finally, future researchers interested in comparable structures may use the study's results as a reference.

Scope and Delimitation of the Study - The study focused on determining the effects of environmental factors on the entrepreneurial intentions of senior high school students. The environmental factors in this study were desirability and feasibility. Moreover, the respondents' demographics were used as predictors of environmental factors, including age, sex, household income, locality, parents' educational attainment, parents' jobs, and educational achievement. However, this study was limited to senior high school students enrolled in business subjects in public schools in San Jose, Occidental Mindoro, and did not cover private schools. The study covered the fiscal year 2022–2023.

2. Methodology

This study utilized a correlational research design to examine the effects of respondents' profiles on the determinants of environmental factors—desirability and feasibility—and on entrepreneurial intention. According to Creswell (2012), a correlational design is best suited to describe and measure the degree of relationship between two or more variables. To determine the number of senior high school students enrolled in each strand for the 2022–2023 academic year, the researcher asked the Learner's Information System (LIS) Coordinator assigned to each school for assistance. In the current school year 2022-2023, there are two thousand nine hundred eighty-two (2,982) officially enrolled students in three public schools in San Jose, Occidental Mindoro. However, only 1,221 students are enrolled in the three strands that have business subjects. The three strands were Accountancy, Business and Management, Humanities and Social Sciences, and General Academic. The researcher used the Raosoft calculator with a 95% confidence level and a 5% margin of error to determine the study's sample size, which was 293 out of 1,221. The researcher used stratified random sampling to select the final set of respondents, coming from three different strands in three other schools. They were chosen based on their similar characteristic of having business subjects offered in their strands.

Moreover, the proponent used a researcher-made instrument to collect the needed data for this study. The instrument consists of three parts: the profile, environmental factors, and entrepreneurial intention. To determine the validity of the researcher-made instrument, the researcher sought the help of five experts in the field of research and business from DWCSJ graduate school faculty members. In addition, the test-retest method was employed to assess the instrument's reliability. To ascertain the test's reliability, a group of people took it twice over time. Cronbach's Alpha was used to evaluate the consistency of three (3) components describing the determinants of entrepreneurial intention among senior high school students, using eight (8) item indicators. The survey was first tested with thirty (30) students, and then a week later, it was tested with the same respondents who were not included in the final administration of the questionnaire. Using the test-retest approach, the three instruments—feasibility, desirability, and entrepreneurial intention—were evaluated. The resulting Cronbach's alpha coefficient

for three variables was 0.766, indicating acceptable reliability. The last group of respondents was given the instrument since the calculated coefficients showed a generally acceptable level of dependability.

Furthermore, the researcher presents the first request letters from the research adviser to the school heads of three public schools before the start of the data-gathering procedure. Once approval was granted, the list of students who took part in the study was compiled. The researcher personally distributed and collected the surveys to preserve the privacy of the results. In addition, descriptive and inferential methods were used to analyze the collected data on the demographic profile, environmental factors, and entrepreneurial intention. Moreover, Pearson's r moment correlation coefficient was used to examine the effects of demographic profiles on environmental factors and the effects of environmental factors on entrepreneurial intention among senior high school students.

Lastly, to ensure the well-being of each participant, this study was committed to upholding strict ethical standards. Before gathering data, the researcher ensured that each participant provided voluntary, informed consent, following a thorough understanding of the study's goals, methods, risks, and potential results. There were no negative repercussions for anyone who chose not to participate; participation was entirely voluntary. To remove bias, the researcher also made a point of treating each respondent fairly and with respect, regardless of their background or job status. Furthermore, the study was conducted with utmost academic integrity, ensuring that no data were modified or distorted and that all sources were cited correctly in APA style, 7th edition. Additionally, the researcher obtained the necessary consents and permissions from relevant academic and institutional officials before commencing the research. Finally, participants were told they could request access to the study's results after it was over, and they could choose not to answer any questions that made them uncomfortable. These ethical guidelines were put in place to protect the privacy and respect of all participants as well as the credibility of the study.

Table 1

Correlation Coefficient (r) and p-values for Hypothesis Testing (1)

Variables	Correlation Coefficient (r)	p-value	Interpretation
Demographic Profile (Age) → Determinants (Desirability)	0.102	0.083	Not Significant
Demographic Profile (Age) → Determinants (Feasibility)	0.073	0.212	Not Significant
Demographic Profile (Sex) → Determinants (Desirability)	0.028	0.628	Not Significant
Demographic Profile (Sex) → Determinants (Feasibility)	0.043	0.456	Not Significant
Demographic Profile (Parents' Educational Attainment) → Determinants (Desirability)	0.019	0.741	Not Significant
Demographic Profile (Parents' Educational Attainment) → Determinants (Feasibility)	0.033	0.574	Not Significant
Demographic Profile (Parents' Job) → Determinants (Desirability)	0.012	0.837	Not Significant
Demographic Profile (Parents' Job) → Determinants (Feasibility)	0.009	0.878	Not Significant
Demographic Profile (Locality) → Determinants (Desirability)	0.083	0.156	Not Significant
Demographic Profile (Locality) → Determinants (Feasibility)	0.076	0.196	Not Significant
Demographic Profile (Household Income) → Determinants (Desirability)	0.033	0.571	Not Significant
Demographic Profile (Household Income) → Determinants (Feasibility)	0.092	0.115	Not Significant

Significant $p < 0.05$

A statistical analysis was performed to test the hypothesis regarding the demographic profile and environmental factors (desirability and feasibility). As shown in Table 1, the relationship between the demographic profile (age, sex, parents' educational attainment, parents' occupation, locality, and household income) and determinants of environmental factors in terms of desirability and feasibility shows a very weak positive correlation, as indicated by the r values. It supports the p -value result of less than 0.05 at the alpha level, indicating a non-significant relationship between the two variables. This suggests that the respondents' willingness to start their own business (desirability) and their belief in their ability to succeed in their chosen business (feasibility) are not dependent on their demographic characteristics, as they have diverse backgrounds and may still be influenced

by other factors that alter their mindset for running a business. The findings were similar to those of Gaddi et al. (2024) and Galay et al. (2024), which showed that there is no significant relationship between the profile and the environmental factors affecting senior high school students' intention to establish their own businesses. They found that desirability and feasibility are more dependent on individual experiences, perceptions, and attitudes than on respondents' profiles. Meanwhile, the results of this study were contradictory to the study of Dubey & Sahu (2022), who found that the demographic profile may contribute to the development of students' desirability and feasibility. They found that a person's decision to pursue a professional career as an entrepreneur is influenced by their profile, as the respondents shared comparable characteristics.

Table 2

Correlation Coefficient (r) and p-values for Hypothesis Testing (2)

Variables	Correlation Coefficient (r)	p-value	Interpretation
Determinants (Desirability) → Entrepreneurial Intent	0.071	0.031	Significant
Determinants (Feasibility) → Entrepreneurial Intent	0.126	0.224	Not Significant
Determinants → Entrepreneurial Intent	0.129	0.027	Significant

Significant $p < 0.05$

Results of testing hypothesis 2 are shown in Table 2. With calculated correlation coefficients (r) of 0.071 and 0.126, respectively, the study demonstrates a positive relationship between the variables desire (Desirab), feasibility (Feasib), and entrepreneurial intent (Entrepreneurial Intent). However, the determinants of respondents' feasibility (Feasibility) do not significantly affect their entrepreneurial intent (Intent), with a p-value of 0.224, which is below the significance level of 0.05, indicating that the determinants (desirability) alone have a direct and substantial impact on students' entrepreneurial intention. This study suggests that students' ambition or willingness to launch their own firm influences their entrepreneurial intention.

Moreover, the computed correlation coefficient of 0.129 for determinants to intention indicates a positive relationship also between variables, thus posing a direct significant relationship between the two variables, and backed up with the computed p-value of 0.027 denotes a significant relationship between variables, leading to the rejection of the null hypothesis, which states that there is a significant relationship between senior high school students' entrepreneurial intention and determinants. This result implies that environmental factors, specifically the desirability, significantly affect students' intention to start their own businesses. This is corroborated by the research of Gaddi et al. (2024) and Galay et al. (2023), who found that senior high school students' desire, feasibility, and impulse to proceed indicated their perceived entrepreneurial spirit and readiness to start a business. Additionally, they claim that students' willingness or interest in launching a business is correlated with their personal values and career choices; highly attractive students are more eager to launch a firm. By defining a desire that will materialize in a particular way, Sukavejworakit et al. (2018) emphasized that having an entrepreneurial mentality offers a way to both describe and anticipate entrepreneurship. In line with the theory of planned behavior, entrepreneurial intention can be explained and predicted by both desirability and feasibility (Wannamakok et al., 2020). Also, this finding is supported by the study by Mante & Abellanos (2022), which states that an individual's entrepreneurial conduct is influenced by their entrepreneurial desirability. Given how much it affects entrepreneurial activity, the environment positively affects the growth of small businesses in society. Sukavejworakit et al. (2018) also stated that entrepreneurship is the capacity to seize fresh chances in the business sector. Further studies have shown that factors such as entrepreneurial activity influence perceptions of feasibility and desirability, which, in turn, affect intentions to engage in entrepreneurial actions (Al Ghafri & Malik, 2021; San & Khuong, 2019). However, the aforementioned results did not correspond to the Maheshwari et al. (2022) study's entrepreneurial event model (EEM), which highlights perceived feasibility as one of the main variables influencing a person's intention of starting an enterprise. Thus, perceived feasibility refers to an individual's perception of the viability of launching a new business (Elnadi et al., 2020).

Vision and Mission

Vision: To be a leading public senior high school ecosystem that develops young entrepreneurs who are resilient, creative, and prepared for the market.

Mission: To give each senior high school student the fundamental entrepreneurial mentality, information, and practical abilities needed to recognize opportunities, acquire income, and pursue jobs centered around innovation or self-employment.

Table 3

Strategic Management Plan

Strategic Plan	SMART Objective	Deliverables	Responsible Unit/Person	Timeline	Key Result Areas (KRAs)
Strategic Plan 1: Curriculum & Pedagogy	From 20% to 80% of SHS students should be involved in a live market-based business initiative.	Curriculum Mapping Examine and incorporate at least two entrepreneurial skills (such as opportunity seeking and critical thinking) into the curriculum for four non-business core topics (such as science, math, English, and Filipino)	Curriculum Coordinator, Department Heads Students	Quarter 1	Multidisciplinary mapping of the curriculum. The implementation of Project-Based Learning (PBL). Development of business incubation in schools.
Strategic Plan 2: Ecosystem & Partnerships	Make ten long-term alliances with nearby company owners, trade groups, and universities (HEIs) to share resources and mentorship.	Design the Signature SHS Venture (Culminating Activity) Develop a mandatory, year-long "Mini-Startup Challenge" module for all Grade 12 students across all strands (Academic, TVL, Arts, Sports), culminating in a school trade fair.	Entrepreneurship Teacher, ABM Teachers, Students	Quarter 2-3	The quantity of registered active business mentors. Exposure/internship days for students every year. Access to outside seed money and microgrants.
Strategic Plan 3: Entrepreneurial Intention	Add 30% to the average Entrepreneurial Intention Index (EII) score of SHS graduates compared to the baseline.	Resource Material Development Assemble and produce a digital library of entrepreneur biographies and local business case studies for use as teaching resources.	Library/ICT Coordinator, Research Team, Students	Quarter 4	Entrepreneurship is viewed as a desirable professional option. A propensity to take measured risks.

Monitoring and Evaluation

Evaluation is ongoing and goes beyond grades to include behavioral change (intention).

Assessment Tools

Pre- and Post-Program Survey: At the beginning of Grade 11 and the conclusion of Grade 12, administer a survey based on validated scales (Desirability & Feasibility).

Venture Quality Rubric: Assess student business ventures according to their creativity, financial feasibility, market validation, and reflective learning.

Table 3 comprises a strategic management plan that could encourage SHS students to pursue entrepreneurial activities. By coordinating the school's resources and day-to-day activities with its overall objectives, a Strategic Management Plan (SMP) is a structured, multi-year process that defines and pursues long-term excellence. The SMP outlines the vision and mission, which may guide students and teachers in cultivating senior high school entrepreneurs. It also includes specific target goals, possible deliverables, a responsible unit/person, and a timeline for curriculum alignment and implementation, which may help prevent problems and provide guidance on how an

individual or group may pursue a business career. Monitoring and evaluation, which falls under goal 3 of SMP, supports the person(s) involved in assessment tools and the review cycle. This SMP was aligned with the basic development plan of 2030, as adopted by DepEd order no. 24, s. of 2022 (https://www.deped.gov.ph/wp-content/uploads/2022/05/DO_s2022_024.pdf), ensuring that the curriculum is appropriate for creating competent, employable, active, and responsible citizens. It also provides senior high school students with comprehensive instruction in entrepreneurship, encouraging them to consider entrepreneurship as a career.

3. Conclusions and recommendations

Based on the findings, the following conclusions were drawn: The environmental factors such as desirability and feasibility are not significantly affected by the demographic profile of the respondents; this suggests that the students' willingness to start a business and belief in being successful are not dependent on their demographic characteristics; thus, other factors may play a more significant role in shaping students' intention to start a business. Desirability drives entrepreneurial intention, while feasibility is not a significant predictor of the students' intention. This suggests that fostering a strong desire to start a business is essential for promoting entrepreneurial intention among students. The strategic management plan was proposed to provide a structured approach to promote entrepreneurship education and encourage students to participate in entrepreneurial activities.

The following suggestions were made in relation to the conclusions derived from important findings. The researcher recommends that the teachers focus on providing opportunities and hands-on experiences, such as business plan competitions and internships, that develop entrepreneurial skills, knowledge, and mindset for all students. Strand coordinators may develop programs and activities to increase students' desire to become entrepreneurs, such as industry visits and success stories of entrepreneurs. Also, public schools may use a strategic management plan, aligned with the Department of Education curriculum and pedagogy, to create a supportive environment that fosters entrepreneurial skills and a mindset among senior high school students, preparing them to establish and manage their own businesses. Lastly, future researchers may explore students' psychographic profiles and perceived social norms to gain deeper insights into the entrepreneurial intentions of senior high school students.

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