

Article

Fostering Personal Initiative in Hierarchical Organizations: Experience in Military Leadership Development

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Abstract: The article deals with the problem of officers' initiative and the ways of its development. The phenomenon of leadership in the officer's activities determines his/her ability to apply knowledge and various skills dynamically when realizing his/her professional competencies. Personal initiative is regarded as a key competence in human resource management, ensuring adaptability, innovation and increased effectiveness of organisational activities in conditions of uncertainty. In this context, military organisations, as highly structured and hierarchical systems, provide a representative case study for examining the characteristics of the formation and manifestation of proactive behaviour among personnel. Whilst most studies focus on civilian organisations, this article examines the specific features of initiative development in a hierarchical environment using military officers with combat experience as a case study. The results demonstrate both the potential and the limitations of initiative development in highly hierarchical environments, in particular the influence of fear of making mistakes and the suppression of initiative by leaders. The findings have practical significance for HR professionals and organisations operating in structured environments.

An important feature of leadership is the ability to take the initiative in accordance with the context and tasks which the officer and his/her team face. The personal initiative of an officer plays a key role in the development and success of his/her career and the military organization as well. The authors conducted an analysis of the officers' views on the initiative at the level of opinions, assessments, and attitudes. The results of the analysis allow asserting the existence of many problematic issues that hinder the development of initiative among officers. The main ones are bureaucracy and hierarchy of military organizations, insufficient support and officers' training, fear of mistakes, insufficient motivation, etc. The development of proactive officers' culture is achieved through a systematic approach and the development of certain skills and qualities. This can be facilitated by developing officers' reasonable self-confidence, developing their critical thinking, imagination, their sensitivity to contradictions and the ability to articulate them during professional training. Developing proactive officers requires time, effort, and support from senior management. The implementation of the proposed principles in formal and non-formal education will contribute to the development of officers who are capable of leading their subordinates effectively and solving important tasks related to the state security.

Keywords: military leadership; management; officers; professional training; combat conditions; development of initiative; leadership qualities; higher military educational institutions.

1. Introduction

In the context of contemporary research into human resource management, personal initiative is regarded as a component of the broader phenomenon of

proactive staff behaviour, which involves the independent initiation of changes aimed at improving the efficiency of organizational performance. According to organisational behaviour approaches, proactive behaviour is an important employee competence in dynamic and uncertain environments, as it ensures the adaptability and innovativeness of organisational systems.

At the same time, the exercise of personal initiative depends largely on the organizational context. One of the key factors is the level of psychological safety in the organization, which determines employees' willingness to express ideas, propose solutions, and take action without fear of negative consequences in the event of mistakes. A low level of psychological safety, often characteristic of rigid hierarchical structures, can limit manifestations of initiative due to the dominance of fear of punishment or criticism.

Another important factor is perceived organizational support, which reflects the degree to which employees believe that the organization values their contributions and cares about their well-being. A high level of such support fosters trust in leadership and stimulates initiative behaviour, whereas its insufficiency may lead to passivity and avoidance of responsibility.

Considering the above, the barriers to the development of initiative identified in the study, particularly the fear of making mistakes and instances of initiative suppression by supervisors, can be interpreted as manifestations of an insufficient level of psychological safety and organizational support. This makes it possible to interpret the research findings through the prism of HRM concepts, considering them not only within the framework of military leadership, but also within the broader context of human resource management, thereby enhancing their theoretical and practical significance.

Literature Review

Leadership issues have always attracted the attention of scholars in various fields. Prominent philosophers, such as Confucius, Plato, Machiavelli, Hegel, and Nietzsche considered leadership as an outstanding role of a personality in the social life. Their thoughts were implemented in the work of the historian Thomas Carlyle, who is considered to be fundamental for the development of the theory of leadership qualities. Later this theory was continued in the behavioural approach developed by K. Levin [1], D. McGregor [2], scientists from the University of Michigan [3], [4]. Today, one of the most popular theories is the transformational theory of leadership, especially in the armed forces of NATO member states.

Leadership is also one of the researched phenomena in management psychology, which examines the behavioural features of the charismatic leadership manifestation in the organization. Among Ukrainian scholars, the greatest interest in the study of leadership is observed in the research [5], which highlight the results of both scientific research and practical experience of a person's professional development. The scientists consider theoretical and methodological foundations and trends of a person's professional development determined by the European integration processes. They try to clarify the psychological and pedagogical features of professional development and self-development of the individual in the context of lifelong learning. The role of social partnership, information and communication technologies, economic and ethical factors in the formation of professional qualities of future leaders is substantiated.

Various aspects of military leadership have been studied in many works of Ukrainian scholars. O.V. Boiko [6] outlines the scientific basis for the leadership

competence formation of future officers of the Armed Forces of Ukraine in higher military educational institutions. Military leadership is substantiated as a valuable and contextual basis for the professional competence of officers in the Armed Forces of Ukraine.

In the research [7], [8], new understanding of such phenomena as “leadership” and “leadership qualities” and the theoretical foundations of the leadership qualities formation through an individual approach in the training of future officers of the National Guard of Ukraine was considered. It is determined that the future officers’ training for leadership in a military team is a socio-pedagogical system that helps cadets master basic leadership skills. It has been proven that the effective formation of leadership qualities should take place at four levels: at the level of self-management; the management of individual subordinates; the military unit (team) management and the military organization management.

The socio-psychological influence on the formation of leadership qualities of future officers is studied in the articles [9], [10]. On the basis of the obtained results, the components of psychological and pedagogical support for the development of leadership qualities of future officers are substantiated.

In general, a lot of attention is paid to the development of military leadership in the structure of the security and defence sector of Ukraine. In order to form the leadership competencies of officers, the relevant conceptual documents were developed: The Doctrine of Military Leadership Development in the Armed Forces of Ukraine [11] and the Doctrine of Military Leadership in the National Guard of Ukraine [12], which were developed in accordance with the requirements of the Leadership Concept according to the standards of NATO armies [13].

Much attention is focused on the military leadership development in the armies of NATO member states. In particular, the work [14] analyses the leadership training model used by the Spanish military commanders based on the lifelong learning methodology. This study examines how continuous training of the Spanish Army and Navy commanders affects their leadership style. This study suggests that, from a lifelong learning perspective, military leadership is developed continuously throughout life and is supported by informal rather than formal learning systems.

The research [15] – [19] describe the experience of developing leadership qualities of sergeants and officers in the US Army. The authors draw conclusions about the impact of leadership training on their professional development. In particular, the Policy of Army Career and Leadership defines leadership development as a purposeful, continuous, consistent, and progressive process based on the Army values that transforms soldiers and civilians into competent and confident leaders capable of taking decisive actions. The scholars also note the need for increasingly sophisticated studies of leadership processes in complex and unpredictable environments. These exhortations are of particular importance for those who study leadership in the military environment.

An analysis of recent studies [20-30] allows personal initiative to be considered a multidimensional phenomenon encompassing proactivity, independence, persistence in overcoming obstacles, and the ability to generate new solutions. In the military context, the concept of “disciplined initiative” [20] emphasises the need to combine independent action with adherence to the commander’s intent, reflecting the specific nature of initiative within hierarchical structures. Studies on educational interventions [21] demonstrate that initiative can be purposefully developed, particularly through the implementation of teaching approaches such as problem-based learning. At the

same time, personal initiative is closely linked to self-efficacy, which determines officers' readiness for active behaviour and decision-making [22].

The basic theoretical foundations of personal initiative are presented in Frese & Fay [23], who regard it as active, independent and sustained behaviour that facilitates the achievement of work-related goals but may encounter the implementation gaps. The context of border and military activities [24] highlights the complexity and riskiness of the environment, which further encourages manifestations of initiative. At the same time, proactive behaviour is considered a broader category, to which personal initiative belongs, and is integrated into the paradigm of organisational behaviour [25].

The socio-psychological characteristics of personnel, including individual differences in the manifestation of initiative, play an important role [26]. Combat experience and post-traumatic growth contribute to the development of internal resources that support initiative [27], while the value foundations of military leadership and normative constraints define the cultural and organizational boundaries of independent action [28]. Furthermore, the level of trust in leadership and leaders' openness to subordinates' proposals stimulate manifestations of proactive behaviour [29]. Motivational mechanisms, such as a sense of the significance of one's work and receiving feedback, further enhance officers' readiness to demonstrate initiative [30].

Thus, the literature review [20-30] suggests that personal initiative can be regarded as a key competence shaped by individual, motivational, educational, and organizational factors. In the military environment, characterized by high risks and hierarchical constraints, initiative manifests in a specific way, combining autonomy of action with adherence to command intent and regulatory requirements. These findings confirm that the development of personal initiative is an important element of personnel training and the formation of effective proactive behaviour in structured organizations.

Certain contemporary approaches, particularly Proactive Motivation Theory and approaches within Job Design, provide additional explanations of the mechanisms underlying the development of proactive behaviour through the interaction of motivational states, individual characteristics, and features of the work environment. Within the scope of the present study, these approaches are considered promising directions for further theoretical development.

In general, having analysed these works, it was concluded that the phenomenon of military leadership has been given sufficient attention. However, in the available works, attention is mainly focused on the analysis of the current state of military leadership development, the main problems are outlined and possible ways of solving them are proposed, the essence of general approaches to the leadership formation is revealed, and the necessity of applying these approaches is justified. Not enough attention has been paid to the development of initiative as an important component of an officer's leadership.

In view of what has been said, it seems to be important to reveal the significance of an officer's personal initiative for his/her formation as a leader, for the military organization development, increase of its readiness and efficiency in performing tasks, as well as the achievement of strategic goals in ensuring the national security of the state. Taking into account the specifics of military service, we consider it necessary to reveal also the problems that prevent today's officers from taking initiative, as this will provide answers to the controversial questions that this issue still raises, and will create a basis for implementing recommendations for its development. This determines the relevance of the declared topic of the scientific research.

2. Materials and methods

The purpose of the article is to study the problem of developing personal initiative as an important component of military leadership of officers.

Manifestations of personal initiative have deep roots in military history, but in different periods its significance was assessed ambiguously, and attention to its establishment in military organizations was not always distinguished thoroughly and most often completely or largely depended on the subjective factor of an officer's personality and the position of his/her superiors.

Despite these circumstances, the objective need for officers to take the initiative steadily increased as operations (combat operations) became more complex: growth and expansion of their scale, dynamic development of situations, rapid changes in the situation and, as a result, the emergence of new types of weapons and military equipment. Under these conditions, the role of the uncertainty factor in planning and conducting operations (combat actions) and the need to take into account possible options for their development, which was not always fully predictable, grew.

The introduction of the term 'friction in war' by the famous military theorist Carl von Clausewitz was important for the development of the theory of initiative. He used this term in his book 'Vom Kriege', in which he analysed the nature of war, strategy and tactics. 'Friction in war' refers to various difficulties, obstacles, and contingencies faced by military commanders and by troops (forces) during operations (battles). This concept emphasizes that no military operation can be completely predictable or error-free due to a number of factors that complicate military operations, such as weather conditions, technical problems, unexpected enemy actions and other irreversible circumstances. Carl von Clausewitz emphasized that it is necessary to distinguish real war from exercises and manoeuvres, real-life practice from classroom theories.

The study of the concept of 'personal initiative' allows us to identify key patterns and trends in the initiative manifestation in military organizations. One of them is the expansion of the circle of people for whom taking initiative is a moral and official duty. Historically, the initiative was ultimately limited to not just any initiative, but 'reasonable initiative'. This warning imposed increased demands on an officer's personality and the level of his/her development. At the same time, the officers were warned against taking unauthorized actions carelessly. All of these restrictions were determined by the special respect in military structures for military discipline and subordination – one of the system-forming norms of military life.

The results of the study also allow us to conclude that the conflict between the initiative and the norms of the discipline arises mainly on the border of the scope and content of the manifested independence. Therefore, the boundaries of personal initiative were defined by its manifestation requirement in the context of the senior officer's plan. The other option was considered as arbitrariness and self-government.

The expansion of the circle of people entitled to initiative went from top to bottom of the official hierarchy: from the highest command to junior officers. In this process, another pattern can be identified: the higher the position held by an officer, the more independence he could and had to exercise, and the more important issues he could solve on his own.

The results of the generalization of management practice allow us to describe two variants of initiative during an operation (combat operations): a relatively limited one – when a person who has resources can determine independently how to use them to achieve the goal set 'from the top' with the least effort and losses; a broader one – when in the dynamics of hostilities it is impossible to receive instructions from the

senior commander quickly, and the officer himself chooses the method of action and even sets new goals for himself, provided that they do not contradict the plan of the senior commander.

Despite the fact that the initiative development among military officers is an important component of the military organization success, there are certain problems that can hinder the development of their initiative. The authors define the main ones as: bureaucracy and hierarchy; insufficient support and training; fear of mistakes; insufficient motivation; insufficient communication and exchange of ideas, etc.

The obtained results can be appropriately interpreted from the perspective of contemporary approaches in human resource management and organizational behaviour where personal initiative is considered as a component of the broader phenomenon of proactive personnel behaviour, which involves independently initiating changes aimed at improving the organisation's performance. According to organisational behaviour approaches, proactive behaviour is an important competence for personnel in dynamic and uncertain environments, as it ensures the adaptability and innovativeness of organisational systems.

At the same time, the exercise of personal initiative depends to a large extent on the organisational context. One of the key factors is the level of psychological safety within the organisation, which determines employees' willingness to express ideas, propose solutions, and act without fear of negative consequences if they make a mistake. A low level of psychological safety, which is often characteristic of rigid hierarchical structures, may constrain manifestations of initiative due to the dominance of fear of punishment or criticism.

Another important factor is perceived organisational support, which reflects the extent to which employees believe that the organisation values their contribution and cares about their well-being. A high level of such support fosters trust in management and encourages proactive behaviour, whereas its absence or insufficiency may lead to passivity and avoidance of responsibility.

Taking this into account, it makes it possible to interpret the study's findings through the lens of HRM concepts and to consider them not only in terms of military leadership but also within the broader context of human resource management, thereby increasing their theoretical and practical significance.

In addition, the obtained results may be further interpreted through the lens of the concept of psychological empowerment, which emphasizes the role of a sense of significance, autonomy and influence in the development of employees' proactive behaviour.

Therefore, the problem of initiative requires constant attention and the desire to combine theory with the evolution of military practice – to understand how ready and interested an officer is to take the initiative, what prevents him from taking an active life position in military service and how to organize the training and education of officers to meet the requirements of the new times.

In order to address the research question, the authors employed an empirical approach using a survey method. Based on the theoretical analysis of the issue, the study examined officers' views on personal initiative in terms of their opinions, evaluations, and attitudes.

To collect empirical data, a questionnaire-based survey was used, which allows for the quantitative assessment of subjective perceptions and manifestations of initiative in professional activity. 100 tactical-level officers participated in the study.

The sample was formed using elements of random sampling and is representative

of the main socio-demographic and professional characteristics of the respondents, including age, military rank, and combat experience. The main characteristics of the sample are presented in **Table 1**.

Table 1. Characteristics of the Respondent Sample

Indicator	Value
Total number of respondents	100 officers
Level of command	Tactical level
Military ranks	From Captain to Lieutenant Colonel
Age distribution	25-40 years (25-27 years – 12%; 28-30 years – 18%; 31-33 years – 22%; 34-36 years – 24%; 37-38 years – 14%; 39-40 years – 10%)
Years of service	Average: 15 years (5-7 years – 12%; 8-10 years – 15%; 11-13 years – 22%; 14-16 years – 24%; 17-18 years – 14%; 19-20 years – 13%)
Combat experience	71% of respondents (25-27 years – 4%; 28-30 years – 11%; 31-33 years – 16%; 34-36 years – 20%; 37-38 years – 11%; 39-40 years – 9%)
Sampling method	Random sampling
Sample representativeness	Representative

The highest concentration of respondents was observed in the 31-36 age group with 11-16 years of service, which corresponds to the typical characteristics of the professional development stage of the officer corps. It should also be noted that a clear positive correlation was observed between respondents' age, length of service, and the presence of combat experience. The obtained data confirm that as age and years of service increase, the likelihood of having combat experience also rises, which, in turn, may influence the level of professional competencies and the manifestation of officers' personal initiative. Thus, the formed sample can be considered to be representative and allows for drawing well-grounded conclusions regarding the relationship between socio-demographic characteristics, combat experience, and key professional qualities of personnel. Participation in the study was voluntary and based on informed consent, in accordance with the ethical principles of scientific research.

Therefore, the research methodology can be regarded as transparent, which enhances the reliability of the obtained results and their relevance for personnel management practices in formalized hierarchical organizational structures, where the development of initiative and proactive personnel behaviour is a key factor in improving organizational effectiveness.

The research questionnaire was structured into thematic blocks covering general beliefs about the importance of personal initiative, practical manifestations of proactive behaviour, the level of organizational support and psychological safety, as well as individual (personal and professional) factors influencing officers' initiative. The questions were designed to capture respondents' subjective assessments, attitudes and behavioural practices. Responses were measured using Likert-type scales, including five-point gradations of agreement (from "strongly disagree" to "strongly agree"), frequency of behaviour (from "never" to "always"), and the strength of influence of specific factors (from "has no influence at all" to "has a very strong influence"). The

use of standardized scales enables the quantitative processing of results, comparison of respondents' answers, and subsequent statistical analysis of the empirical data obtained.

To specify the approach to measuring the studied characteristics, a number of indicative statements were included in the questionnaire. In particular, the level of personal initiative was assessed using the statement: "I demonstrate initiative in my professional activity even in situations of uncertainty," whereas barriers to its manifestation (in particular, fear of making mistakes) were assessed through the statement: "I avoid demonstrating initiative due to possible negative consequences in the event of a mistake." The responses were assessed using a five-point Likert scale.

3. Results and discussion

The results of the survey turned out to be somewhat contradictory. The majority of the officers (67%) recognize the significant role of initiative in military service and consider the problem to be relevant. 56% of the respondents said that they often face situations where they need to take the initiative, 16% of them have such situations very often, and 20% of the respondents – rarely. 24% of the interviewed officers connected the relevance of the initiative problem with a specific service situation. Therefore, it can be assumed that 91% of the officers consider the issue of personal initiative to be relevant. Only 9% of the respondents expressed the opposite opinion (**Fig. 1**).

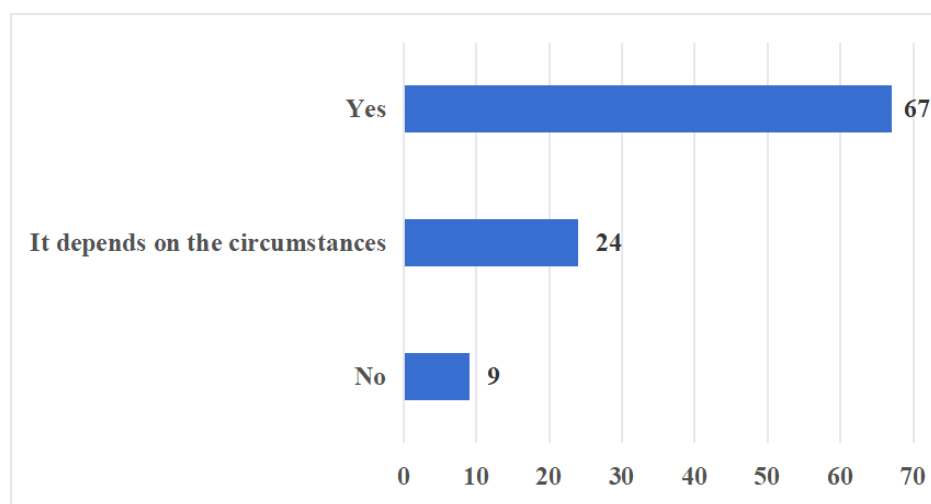


Figure. 1. The results of the respondents' answers to the questions about the relevance of personal initiative

It should be assumed that they include the respondents with unstable military-professional orientation, or those who compare their subjective view of the problem with the real demand for the initiative in military organizations.

However, it is not enough to understand the relevance of the initiative, it is important to be morally, psychologically, and professionally ready to take it. The results of the studies [20] - [28] underline that in the modern society the importance of personal initiative as a condition for social recognition has increased significantly. It is noteworthy that over the past few years, the number of supporters of initiative, entrepreneurship, and the search for something new in work and in life has increased. In our opinion, this is correlated with the growth of such a value as individual freedom.

How does this indicator correlate with the situation in military organizations? According to the survey conducted by the authors, 47% of the respondents are ready to take the initiative if it is justified. One third of the respondents would hesitate

depending on the circumstances, and only 17% of them are ready to take the initiative constantly and seek out new opportunities, even if it involves uncertainty or possible difficulties. 6% of the respondents are not ready to take the initiative (**Fig. 2**).

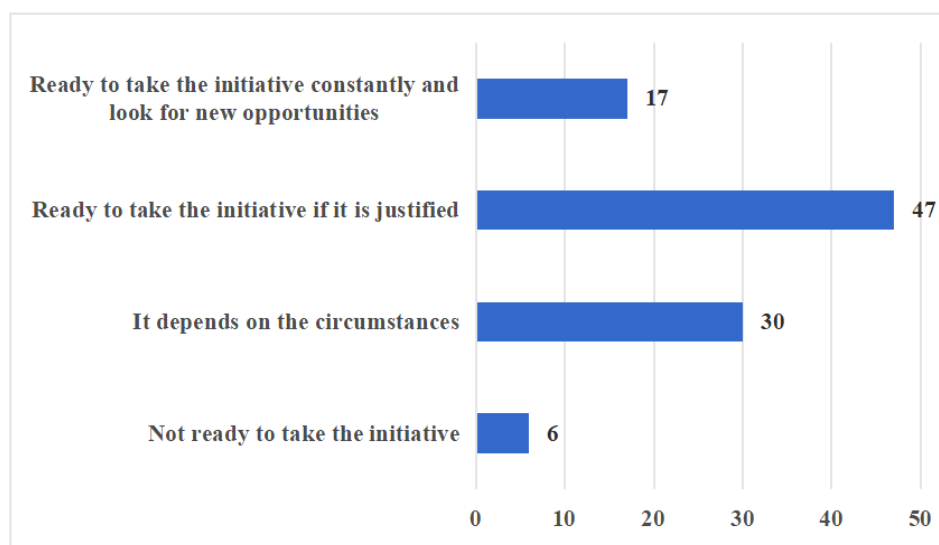


Figure. 2. The results of respondents' answers to the questions about readiness to take the personal initiative

Undoubtedly, in military organizations, taking the initiative is associated with special responsibility and dangerous consequences of officers' actions in case of unsuccessful initiative, especially in wartime, although in civilian life there are many situations when unsuccessful initiative breaks the fate of many people. But here is a characteristic detail. Both the officers with combat experience overcome psychological barriers more easily when daring to take the initiative and the officers with positive experience of taking it do in the same way (55% of the respondents say that they have positive experience of taking the initiative, while 45% of them have negative one). Thus, the successful personal experience of taking the initiative is very important for its further manifestation in combat conditions. The extent to which the respondents believe the risk of taking the initiative in combat is justified is shown in **Fig. 3**.

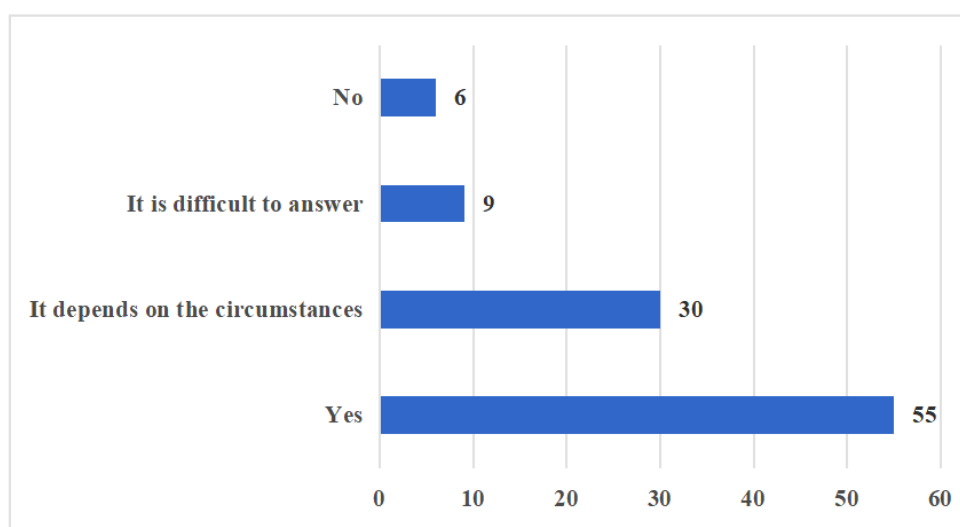


Figure. 3. The results of respondents' answers to the question "Is the risk of taking the initiative in combat conditions justified?"

Therefore, the experience of acquiring proactive actions is very important for the initiative manifestation. At the same time, in practice, this need is limited by psychological and organizational barriers in everyday activities. They are often supported by some existing traditions of service behaviour, expressed in the following phrases and statements that have become popular, for example: “Do not refuse tasks, do not ask for tasks”, “Do not stick out even when there are ideas – it’s more expensive for yourself”, “There is little room for initiative in the army” and others.

The following responses were received to the question “What, in your opinion, prevents officers from taking the personal initiative in their service?” (Fig. 4).



Figure. 4. Factors that, according to the respondents, prevent the manifestation of initiative

As we can see, three answer options out of seven ones are related to the activity style of senior commanders, in particular, two of which are close in essence: working within the framework of certain rules and instructions (9%), suppression of initiative and individuality by the chief (17%) and underestimation of the significance of subordinates’ personal initiative (23%), which may be related to the authoritarian style of leadership. It should also be noted that 45% of the respondents believe that the biggest obstacle to putting forward ideas which can change the situation for better is the fact that they often have to implement their own initiative proposals.

This finding is consistent with the concept of ‘implementation intention’ [23], which emphasizes the complexity of the transition from forming an intention to its practical implementation. In addition, 23% of respondents reported that initiative is underestimated by their supervisors, which correlates with research on leaders’ openness to new ideas and its influence on subordinates’ behaviour.

The hierarchy of the respondents’ opinions regarding the most important factors in the formation of readiness to take the initiative is shown in Fig. 5.

The respondents put competence (31%) in the first place, which is followed by self-confidence (23%), moral and psychological stability (18)%, professional experience (14)%, etc.

In terms of initiative development, the respondents primarily emphasised the need to build self-confidence and self-reliance (33%), to abandon patterned thinking (26%), to use problem-based learning methods (17%), and to accept mistakes as opportunities for improvement (11%) (Figure 6). At the same time, only 30% of the

respondents support the prohibition of punishment for unsuccessful initiative.

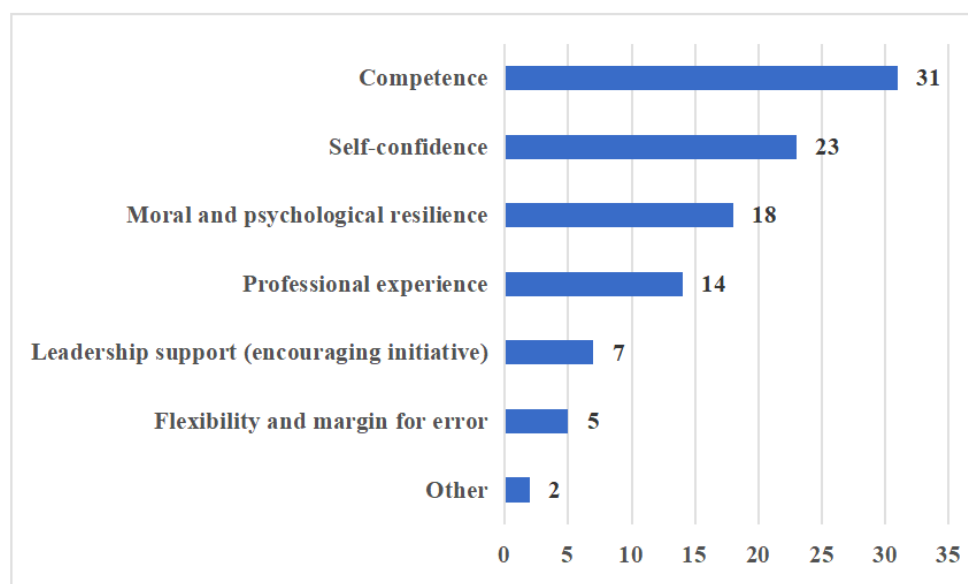


Figure. 5. Factors contributing to the formation of officers' willingness to take the initiative

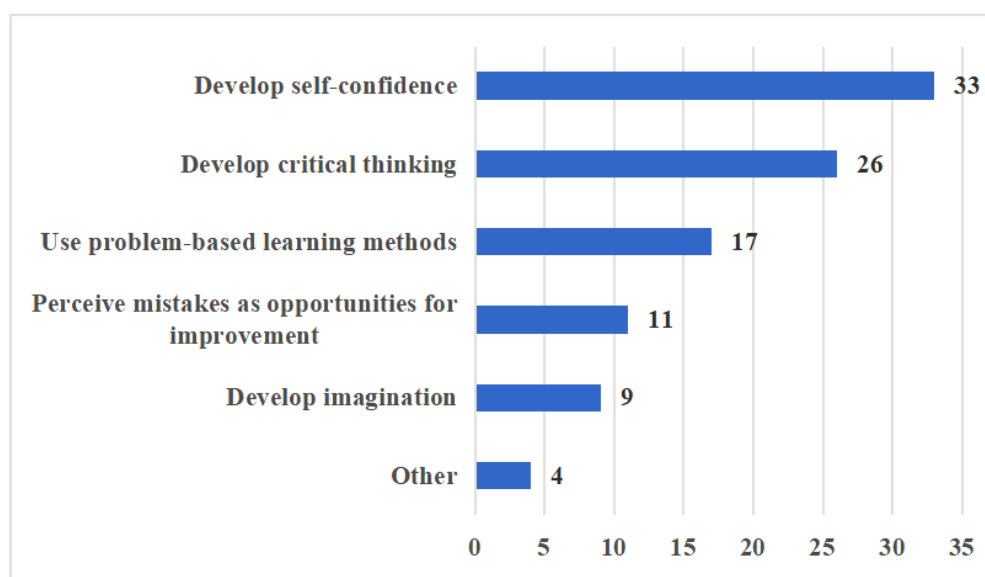


Figure. 6. Results of the survey of the respondents regarding the factors that contribute to the initiative development

The analysis of the presented results makes it possible to summarise the obtained empirical data and draw the following interpretative conclusions.

In contrast to most studies that examine proactive behaviour in relatively flexible organizational structures, this study shows that in hierarchical systems, factors such as control, subordination and managerial culture play a key role, which may both stimulate and constrain the manifestation of personal initiative.

From the perspective of human resource management, the findings can be interpreted as expanding the understanding of the initiative development within hierarchical organizations. The study shows that barriers to the realization of personal initiative are not only individual but also organizational in nature. The obtained results may be used by HR professionals to develop programs aimed at

fostering personnel initiative, particularly through the implementation of problem-based training, the development of a culture of tolerance for mistakes, and increasing leadership openness to subordinates' ideas.

At the same time, these approaches are universal in nature and can be effectively adapted for non-military organisations. In particular, within government bodies, fostering a culture of openness to ideas and reducing the fear of making mistakes may contribute to improving the quality of managerial decision-making, whilst in large corporate structures, the use of problem-based learning and systems to encourage initiative can stimulate employees' innovative activity even under conditions of a high level of formalization in management processes.

According to the results of the study, the authors concluded that the formation of an initiative officer can be facilitated by focusing the training on some psychological and pedagogical principles. These include: developing officers' reasonable confidence in their abilities, taking responsibility for their own decisions; providing officers with access to education and training courses that promote the development of leadership and organisational skills; using open-ended tasks in training that allow for multiple solutions, and other norms typical of problem-based learning; stimulating innovative ideas, introducing a system of rewards and recognition for those officers who have actively contributed to the improvement of the organisation's activities and achievement of its goals; developing critical thinking and imagination; developing sensitivity to contradictions and the ability to formulate them; encouraging the officer's desire to be himself or herself; promoting active communication among officers, which facilitates the exchange of ideas and the implementation of initiatives; creating an open and transparent environment in which officers can express their opinions and suggest new ideas without fear.

4. Conclusion

Therefore, initiative has long been considered as an important feature of the professional face of an officer-leader. Unfortunately, even in military educational institutions, the concept of 'personal initiative' is noticeably losing out to such important military ethical categories as: heroism, courage, bravery, military honour and dignity. Without underestimating the importance of these moral categories as the basic values of an officer's personality, we should note that present conditions objectively require that the concept of 'personal initiative' be given greater significance. That is why it is important to direct the system of formal and non-formal education to the development of officers' personal initiative, which is an important component of military leadership. The implementation of the proposed principles, in our opinion, will contribute to the development of officers capable of taking the initiative in solving important tasks related to their professional activities.

At the same time, the results of the study should be interpreted with consideration of certain methodological limitations. In particular, the study has a cross-sectional design, which does not allow for definitive conclusions regarding causal relationships. Furthermore, the use of self-reported data may be accompanied by subjective response biases among respondents. In future studies, it would be advisable to employ longitudinal approaches and combine different methods of data collection.

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writing – review and editing, AI, VT; visualization, OH; OV; supervision, IB; project administration, YM, MH. All authors have read and agreed to the published version of the manuscript.

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