

STATE AND GUIDELINES FOR CULTURAL RELIC RESTORATION PROFESSIONAL EDUCATION ADMINISTRATION OF SHANGHAI ART & DESIGN ACADEMY, THE PEOPLE'S REPUBLIC OF CHINA

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ABSTRACT

This study investigates the State and Guidelines for Cultural Relic Restoration Professional Education Administration of Shanghai Art & Design Academy, The People's Republic of China, the researcher utilized questionnaires and interviews to conducted a content analysis of the data. The findings were as follows: 1. students have a positive opinion about the management of the Cultural Relic Restoration Professional Education Administration, both in overall and each aspect were at a high level, and 2. guidelines for teaching management development include ensuring sufficient educational resources, fostering cooperation, and sharing resources with museums, institutions, and the cultural heritage protection industry. Promoting faculty to adopt and utilize more digital technology in managing digital resources. For academic management, creating a good research management system and evaluating outcomes focused on the academic value of the work. In student management, enhancing collaboration with museums, institutions, and the cultural heritage protection industry to increase job and internship opportunities. Strengthening the development of indicators for evaluating faculty teaching performance and creating feedback channels that meet students' needs.

Keywords: Management, Cultural Relics Restoration Major, Shanghai Art & Design Academy, Teaching and Learning Management, Academic Management, Student Management

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INTRODUCTION

China's advanced vocational education has evolved alongside the rapid development of the economy and society. The talents trained by higher vocational colleges in the past can no longer meet the demands for upgrading and transforming the social industries today. The transformation and upgrading of traditional occupational positions and the emergence of new job roles necessitate an urgent improvement in the quality of technical and skills training. Over the years, China's economy has continued to develop, leading to persistent developmental challenges, such as prioritizing learners with higher education over vocational education, and a domestic shortage of highly skilled personnel. Specifically, the shortage of highly skilled workers has become a significant factor limiting social and economic development (State Council of China, 2019: 3).

The Shanghai Art & Design Academy is the only private institution in Shanghai specializing in art and design education and is a leading vocational education institution in Shanghai that has participated in China's educational reform experiments and the government's "Excellent Teaching Project" Established in 2003, the cultural relics restoration program received support from the Ministry of Education and was first introduced in 2006, with core related teaching established in the 1960s, making it one of the longest-running programs at the college. In recent years, the college has promoted teaching reforms and the development of cooperative networks between museums, colleges, and enterprises. The cultural relics restoration program focuses on theoretical research and the practical application of restoring and protecting tangible cultural heritage. The education of cultural relics restoration in China is continually developing, but it's clear that nurturing talents in cultural relic protection faces new challenges. Traditionally, training for specialized talents in cultural relic protection has been through apprenticeship teaching and self-learning. However, with societal advancement and continuous development, new media and technologies are emerging continuously (Shanghai Art & Design Academy, 2023: 1).

Given the background and significance of the issues mentioned above, the researcher is interested in studying the State and Guidelines for Cultural Relic Restoration Professional Education Administration of Shanghai Art & Design Academy, The People's Republic of China. The aim is to improve the management of the cultural relic restoration program at the Shanghai Art & Design Academy and other universities with similar conditions. Therefore, this research can inform people about the current state of nurturing talents for cultural relic protection in China through instruments such as surveys and in-depth interviews, and help identify various problems.

LITERATURE REVIEWS

Educational Management

Gu (1986: 1) defines educational management as the administration, leadership, and governance conducted by the government or local municipalities towards educational affairs and schools. It highlights that educational management activities are divided into educational administration and school administration, further detailing the basic missions of both. Educational administration operates at the macro level of the nation, focusing on creating the nation's educational activities, such as adjusting various relationships within education and preparing development plans for education. In contrast, school administration addresses the micro level within schools, encompassing short-term, medium-term, and long-term school development plans, managing the quality of teaching, finances, and general affairs.

Bunjob (2013: 38) defines educational management as the activities conducted jointly between administrators and members of an organization to achieve the organization's goals.

Noppong (2014: 4) defines educational management as activities in which multiple individuals cooperate to develop all aspects of society's members, from personality and knowledge to

skills, behavior, and morality, so their values align with societal needs. This process relies on controlling the environment to affect individuals, utilizing resources, and appropriate techniques to ensure individuals develop in accordance with the goals of the society they live in.

Yang (2023: 1-8) studied that educational management scholarship refers to the basic scientific knowledge system of educational management organized according to various teaching theories established by academic disciplines. It signifies a collection of disciplines in educational management, not just a single discipline or one established by educational management training units. Therefore, the development of the educational management discipline requires the support of related organizational resources, such as the establishment of departments and faculties.

In summary, educational management refers to the discipline that studies the phenomena or activities of managing education, revealing its essential principles or laws, and guiding practices in educational management. It involves the development of education through the application of management theories across different aspects of education to enhance the level of education. This ensures that all educational activities are coordinated, or it's the process by which administrators use management concepts and methods to allocate resources logically, such as manpower, material resources, and financial resources within the educational environment to coordinate all educational activities. It also organizes the basic scientific knowledge of educational management according to certain teaching theories, ultimately recognizing the integration of interdisciplinary studies in the field of educational management.

Management of the field of Cultural Relic Restoration Professional Education Administration

Educational management reveals the essential content or rules of managing education and guides practices in managing education through the development and application of management theories across various aspects of education. This is to enhance the level of education and ensure that all educational activities are conducted in a coordinated manner. It's a process where administrators use management concepts and methods to logically allocate resources, such as manpower, material resources, and financial resources within the educational environment, to coordinate all educational activities and organize the basic scientific knowledge of educational management according to certain teaching theories. Ultimately, it recognizes the importance of integrating educational management, which comprises three aspects: teaching management, academic management, and student management, detailed as follows:

Teaching Management

Zhang (2022: 59-62) defines teaching management as studying the condition and approaches to teaching management in colleges in the modern era. The research found that flexible teaching management plays a crucial role in fully achieving humaneness in teaching management. The layout of teaching plans and the creation of teaching task requirements must respect both teachers and students. There should be flexibility in managing various aspects of teaching, including lesson planning, management and teaching services, curriculum systems, teaching methods and formats, teaching teams, and motivational mechanisms.

Wei (2019: 196-197) studied teaching and learning management. It was found that teaching and learning is an important part of a university. In addition, the quality of teaching is directly related to the future direction of students and producing talented people for society as well, and that is important. If teaching and learning are not truly successful, the curriculum, quality of teachers, and students will be greatly affected.

Li and Dai (2023) define teaching management as the administration of instructional processes in colleges and universities within the context of developing information-based education. They found that teaching management refers to the comprehensive management of teaching

methods, content, and systems, including the objectives of teaching, management of teaching resources, infrastructure development, teaching evaluation, and planning in colleges and universities. It requires a high level of academic proficiency from the teaching administration team. The management of teaching is directly related to the quality of instruction and the efficiency of training talented individuals.

As previously mentioned, it can be found that teaching management encompasses a comprehensive process that involves managing teaching methods, content, systems, and goals. This includes managing teaching resources, infrastructure development, teaching evaluation, and planning. The administration must possess high academic capability as teaching management is directly related to the quality of instruction and the efficiency of training talented individuals. Administrators should fully respect the values and rights of teachers and students in colleges and universities, aiming to develop both in all aspects. Implementing teaching plans and teaching management requires the organization of curriculum systems, teaching methods and formats, teaching teams, and motivational mechanisms. At the same time, it's essential to emphasize students' benefits, fully value student initiatives, focus on developing learning and student outcomes, and care for service promotion and additional learning about students' training plans. Goals, training formats, and management processes should outline the direction of progress and help students provide more beneficial feedback and opinions.

Academic Management

Hua (2021: 67-69) studied that the management of scientific research in universities must be based on research, involving coordinated and disciplined scientific research activities characterized by policy specificity, diversity, orientation, and innovation.

Zhang et al. (2022: 64-69) studied academic management as the full-scale administration of processes for scientific research projects. This includes managing the establishment of projects, process management, inspection management, outcome management, file management, and fund management.

Zhao (2023: 1-3) studied that academic management means managing academics to achieve the set goals according to the laws of scientific development and higher education, including the principles of management. It is an organizational activity that involves planning, organizing, controlling, and summarizing regarding humans, finance, materials, time, information, and outputs at each stage of research activities in universities, to ensure that research projects can achieve the best possible success.

In summary, research management refers to the organized and planned administration of school projects, including process management, inspection management, outcome management, file management, and fund management for research projects. It also involves managing people, money, materials, time, information, and outcomes, among others.

Student Management

Wu (2016) studied that the interpretation of student management in colleges and universities can be broadly categorized into two types. The first is the narrow concept of "university student management," focusing on the organization and management of non-academic affairs and extracurricular activities. The second type is the broad concept of "university student management," embodying the idea of comprehensive education and management. This broader concept encompasses the management of scientific research, teaching, and all aspects related to student affairs.

Tan (2021: 10) mentioned that the State Education Committee first proposed standards for "student management" and included them in the "Regulations on Student Management in Colleges and Universities," enacted in 1990. It clearly indicated that "student management" refers to the administration and management of students from enrollment to graduation according to academic, life, and behavioral standards in colleges and universities.

Wang (2022: 71-75) studied that student management in Chinese colleges and universities can be defined as activities organized and planned by educational administrators to provide knowledge, guidance, and services to students within the scope of the administrative system, aimed at promoting student growth.

In summary, student management refers to the management of all aspects related to student activities in schools, such as learning, life, and behavioral norms, organized and planned by educational administrators within the scope of the system. Based on theoretical concepts and related research, the researcher has defined the research framework as outlined in Figure 1.

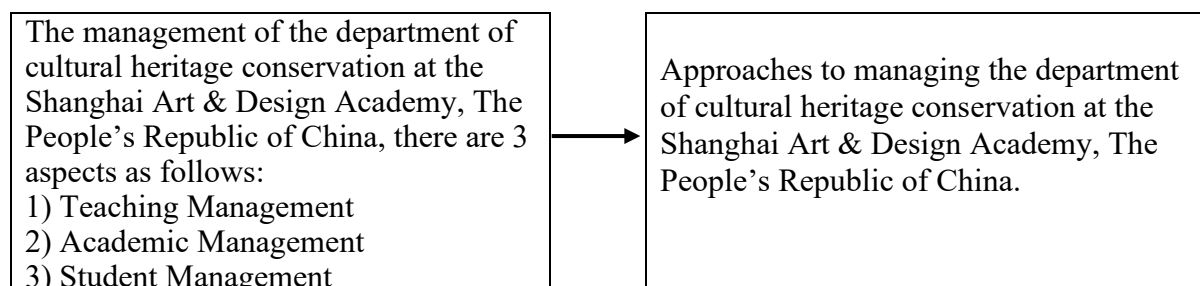


Figure 1 Research Conceptual Framework

RESEARCH METHODOLOGY

The study of the State and Guidelines for Cultural Relic Restoration Professional Education Administration of Shanghai Art & Design Academy, The People's Republic of China, involved a research sample consisting of students from the Cultural Relic Restoration Program of Shanghai Art & Design Academy, for the academic year 2024. The sample size, determined according to the Krejcie and Morgan table, comprised 92 individuals, divided into 43 first-year students, 22 second-year students, and 27 third-year students. The sampling was conducted using stratified random sampling. The data collection tool for this research was a questionnaire surveying student opinion on the current state of management within the cultural relic restoration program. The questionnaire was divided into two parts: Part 1 asked for general information about the respondents, such as their current year of study, using a checklist format; Part 2 contained questions regarding the management situation of the cultural relic restoration program in three main areas: 1. teaching management, 2. academic management, and 3. student management. The questionnaire used a Likert scale, dividing performance levels into five categories: most, more, moderate, less, and least. The expert assessment of the management situation of the cultural relic restoration program of Shanghai Art & Design Academy, included 36 items. The results showed that 5 questions needed to be discarded, leaving 31 viable questions. Questions selected had a consistency index ranging from 0.60 to 1.00, considered acceptable for use. The questionnaire was trialed with students from the Cultural Relic Restoration Professional Education Administration of Shanghai Art & Design Academy, The People's Republic of China, who were not part of the sample group, involving 24 individuals. The discriminative power of the questionnaire items was analyzed, selecting 30 items that met the criteria with values ranging from 0.396 to 0.725. The reliability of the questionnaire was assessed using the Cronbach's alpha coefficient method, setting the reliability criterion at .70 and above. The results showed that the questionnaire achieved a reliability coefficient of 0.962, indicating it is reliable and surpasses the set criterion, thus it can be used for further data collection.

RESEARCH RESULTS

The opinions of students regarding the management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, according to the students' perspectives according to the table 1-4

Table 1 Mean and Standard Deviation of Students' Opinions on the Management Situation of Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, in overall and each aspect

Management Conditions	\bar{x}	S.D.	Meaning	Rank
Teaching and Learning Management	3.72	0.59	High	2
Academic Management	3.74	0.60	High	1
Student Management	3.71	0.62	High	3
Grand Total	3.72	0.60	High	

According to the table above, it is found that Students' opinions on the management situation of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, overall and by aspect, are at a high level ($\bar{x} = 3.72$, S.D. = 0.60). When considered by aspect, it is found that all aspects are rated highly, with academic management having the highest mean ($\bar{x} = 3.74$, S.D. = 0.60), followed by teaching management ($\bar{x} = 3.72$, S.D. = 0.59), and student management having the lowest mean ($\bar{x} = 3.71$, S.D. = 0.62).

Table 2 Mean and Standard Deviation of Students' Opinions on the Teaching Management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, in overall and each aspect

Teaching and Learning Management	\bar{x}	S.D.	Meaning	Rank
1) There are clear rules and practices for managing teaching.	3.71	0.90	High	7
2) There is a curriculum service system for the department.	3.83	0.81	High	2
3) Teaching assessment and feedback processes are implemented.	3.73	0.90	High	5
4) The department ensures adequate allocation of teaching resources.	3.54	0.91	High	10
5) Curriculum evaluation is conducted.	3.72	0.89	High	6
6) An education quality assurance system is in place.	3.58	0.83	High	9
7) Motivational strategies for students are developed.	3.75	0.93	High	4
8) The department encourages faculty to use technology and innovation in learning.	3.78	0.85	High	3
9) Faculty possess expertise in their subject matter.	3.92	0.94	High	1
10) The department's infrastructure is appropriate.	3.65	0.79	High	8
Total	3.72	0.59	High	

According to the table above, it was found that Students' opinions on the overall teaching management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, are at a high level ($\bar{x} = 3.72$, S.D. = 0.59). When considered by item, all items were rated highly, with item 9, regarding faculty possess expertise in their subject matter, scoring the highest ($\bar{x} = 3.92$, S.D. = 0.94). This was followed by item 2, there is a curriculum service system for the department ($\bar{x} = 3.80$, S.D. = 0.81), and item 8, the department encourages faculty to use technology and innovation in learning ($\bar{x} = 3.78$, S.D. =

0.85), respectively. The item with the lowest average was item 4, regarding the department ensures adequate allocation of teaching resources ($\bar{x} = 3.54$, S.D. = 0.91).

Table 3 Mean and Standard Deviation of Students' Opinions on the Academic Management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, in overall and each aspect

Academic Management	\bar{x}	S.D.	Meaning	Rank
11) The department has clear policies and regulations for project planning and management.	3.80	0.92	High	3
12) The establishment of research teams aligns with policies and regulatory requirements.	3.87	0.95	High	1
13) The department provides training or guidance on academic ethics for faculty and staff.	3.83	0.93	High	2
14) The department allocates sufficient resources for research.	3.61	0.86	High	9
15) The department defines roles, duties, and responsibilities in conducting research projects.	3.63	0.86	High	8
16) The department evaluates research projects according to agreed-upon terms.	3.79	0.93	High	4
17) The college's academic division mandates supervision of research projects.	3.77	0.85	High	5
18) The department supports the application of research findings.	3.59	0.80	High	10
19) The project managers can strictly manage project members, funding, and data.	3.74	0.86	High	7
20) The college motivates by awarding faculty with outstanding research achievements.	3.77	0.99	High	5
Total	3.74	0.60	High	

According to the table above, it was found that Students' opinions on the academic management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, were generally high ($\bar{x} = 3.74$, S.D. = 0.60). When considering individual items, all were rated high. Item 12, concerning the establishment of research teams aligns with policies and regulatory requirements, had the highest average ($\bar{x} = 3.87$, S.D. = 0.95). Followed by item 13, regarding the department provides training or guidance on academic ethics for faculty and staff ($\bar{x} = 3.83$, S.D. = 0.93), and item 11, related to department has clear policies and regulations for project planning and management ($\bar{x} = 3.80$, S.D. = 0.92), in order. The item with the lowest average was item 18, regarding the department supports the application of research findings ($\bar{x} = 3.59$, S.D. = 0.80).

Table 4 Mean and Standard Deviation of Students' Opinions on the Student Management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, in overall and each aspect

Academic Management	\bar{x}	S.D.	Meaning	Rank
21) The department has a detailed and clear student recruitment process.	3.72	0.88	High	5
22) The department has clear disciplinary guidelines for student behavior.	3.71	0.90	High	6
23) The department offers academic guidance and career planning support to students.	3.75	0.96	High	3
24) The department provides internship guidance and job placement services to students.	3.60	0.84	High	10
25) The department conducts comprehensive assessments of Students' academic performance and behavior.	3.75	0.85	High	3
26) The department has a student support system with clear evaluation methods.	3.85	0.93	High	1
27) The department has a fair and efficient system for evaluating and providing feedback on student exams.	3.71	0.90	High	6
28) The department encourages student involvement in academic research and innovation development projects.	3.83	0.95	High	2
29) The department has a system for gathering student feedback to understand their needs for living and learning.	3.62	0.81	High	8
30) The department promotes development in all aspects of student life.	3.61	0.90	High	9
Total	3.71	0.62	High	

According to the table above, it was found that Students' opinions on the student management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, were generally high ($\bar{x} = 3.71$, S.D. = 0.62). When considering individual items, all were rated high. Item 26, regarding the department has a student support system with clear evaluation methods, had the highest average ($\bar{x} = 3.85$, S.D. = 0.93). Following were item 28, concerning the department encourages student involvement in academic research and innovation development projects ($\bar{x} = 3.83$, S.D. = 0.95), and item 23, related to department offers academic guidance and career planning support to students ($\bar{x} = 3.75$, S.D. = 0.96). Item 25, about the department conducts comprehensive assessments of Students' academic performance and behavior, had the same average ($\bar{x} = 3.75$, S.D. = 0.85). The item with the lowest average was item 24, related to department provides internship guidance and job placement services to students ($\bar{x} = 3.60$, S.D. = 0.84).

DISCUSSION & CONCLUSION

Students' opinions on the management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, overall are at a high level ($\bar{x} = 3.72$, S.D. = 0.60). When considered by aspect, all areas are rated highly. This is because educational management is of great importance as the quality of youth or national education can determine whether the country can compete with others. The success of educational management, or in other words, depends on the educational administrators of the country. If a country has truly knowledgeable and capable educational administrators with a broad vision, understanding of

educational work, and the impact of education on the progress of its people and nation, then that country will prosper in every way. Conversely, without skilled educational administrators who aim for national progress and prosperity, it's challenging for a country to thrive. This aligns with Krit (2014: 1), emphasizing efficient management according to university regulations and the comprehensive system for scientific research management and team management mechanisms. Similarly, Mei (2022: 174-176) mentions the improvement of scientific research personnel management mechanisms, strict adherence to scientific research project application, mid-term management, project completion, and quality checks according to regulatory requirements, along with regular supervision, inspection, and evaluation. The study of the management situation of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, reflects these principles.

Students' opinions on the management of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, overall and by aspect, are at a high level ($\bar{x} = 3.72$, S.D. = 0.60). When considered by aspect, all areas received high ratings, with the highest average in academic management ($\bar{x} = 3.74$, S.D. = 0.60), followed by teaching management ($\bar{x} = 3.72$, S.D. = 0.59), and the lowest average was in student management ($\bar{x} = 3.71$, S.D. = 0.62).

The study on the management approaches of the Cultural Relic Restoration Program of Shanghai Art & Design Academy, People's Republic of China, suggests the following strategies for teaching management: ensure the provision of adequate learning resources, foster cooperation and resource sharing with museums, institutions, and the cultural heritage protection industry. There's an emphasis on encouraging faculty to create and utilize digital technologies for managing digital resources more effectively. Teaching management should prioritize providing sufficient resources for instruction, focus on improving and maintaining instructional equipment, build long-term collaborations with museums, cultural heritage conservation institutions, and industries, and share resources and exhibitions.

For academic management aspect, the approach involves establishing an effective research management system with an emphasis on evaluating outcomes based on the academic value of the work. This encourages faculty members to engage in student development through scientific research projects, aiming to integrate personnel development with scientific research. Faculty and staff should receive specialized training in scientific research methodologies. Additionally, establishing scientific research consultancy services will assist faculty in better understanding and responding to various scientific research projects.

In the aspect of student management, the approach includes enhancing collaboration with museums, institutions, and the cultural heritage protection industry to increase job and internship opportunities for students. It also focuses on developing a system for evaluating faculty teaching performance and creating feedback mechanisms tailored to student needs. There should be channels for students to voice their opinions on their life and learning needs, allowing them to continuously offer feedback and suggestions.

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