



THE ULTIMATE PERFECTIONISM AMONG THE EXCELLENCE IN GIFTED STUDENTS AT THE JUBILEE SCHOOL OF EXCELLENCE, JORDAN AND ITS RELATIONSHIP TO PSYCHOLOGICAL ANXIETY

Lina M. Al Maharmeh¹,

Fuad E. Al Jawaldeh,

Nabil S. Hamedan,

Suhair M. Al-Tal

Faculty of Educational and Psychology Sciences,

Amman Arab University

Amman, Jordan

Abstract:

The study aimed to identify the degree of perfectionism among gifted students in the Jubilee School of Excellence in Jordan and its relation to psychological anxiety. The descriptive connection method was used and the study was applied to a sample of 100 students from the Jubilee School of Excellence. The finding has led to conclusion that perfectionism among the gifted student found to be healthy perfectionists. The family and the surrounding endearment, Middle East crises have essential roles in developing the students of setting the bar too high to be achieved in addition to that the missing strive from the parents due to rabid changes in the surrounding and the standard of living, also led to the rapid increase in developing the gifted students of the Jubilee School.

Keywords: perfectionism, giftedness, psychological, anxiety, gifted students, Jubilee School of Excellence

1. Introduction

The purpose of this paper is to provide a framework for improving the teaching methods and teacher development, on campus through all school in Jordan. The first step for and others is to analyze the emotional social life among their students, that is, identifying the characteristics of Jubilees schools Students. Perfectionism is part of the emotional and social life of some gifted student's goals and it's a state that combines ideas and behaviors related to high standards or high expectations of a person's performance (Al-Jawaldeh, 2016). Superior performance depends on a person setting

¹ Correspondence: email lina@aaau.edu.jo

himself; high standards and such standards seem to be a necessary part of the outstanding output expected from such students. But sometimes nervous/moody status affects the performance. When we talk about the gifted, we find that since their early hood they tend to be almost successful in everything they are trying to do because they feel challenged. If their sense of perfection becomes neurotic, students can become "failure avoidant" and being born gifted, feeling depressed, sad, and anxious if they score 95 instead of 100. Here comes the role of teachers in explaining and point-out to those gifted students. Sometimes - even great and high achievements are usually accompanied by failures in part of the process. (Johnson, 2014).

2. The characteristics and findings of the Jubilee students

On understanding of specific aspects of the student's behaviors on daily activities, we noticed that some of the gifted students may be confused by the idea that they do not achieve the perfect score in their tests and seem to expect far more than themselves even more than their parents might wish (Ashby, Noble & Gnilka, 2012). Hence, the degree of perfectionism among students and their relationship to levels of psychological anxiety. Perfectionism is associated with the psychological-related concepts of their personality. Freud has defined it as a neurotic disorder, where higher and more stringent laws impose limitations on themselves, which require obedience and adherence to the highest goals (Kirk, Jjaljhar, Oleman & Anastazio, 2013). There is a lot of hidden on the human soul, where there is a kind of perfectionism that appear in the form of feeling just happy about the individual's effort and there is the other type, is the Perfectionism which makes the individual sense of the individual dissatisfaction because of the belief that the permanent achievement of the individual to Perfectionism is classified into several forms, such as self-perfection, late luxury and socialism, and three forms can exist in the same person (Stornelli, Flett & Hewitt, 2009)

Johnson (2014) and Neumunster (2004) pointed that perfectionism is the product of the individual's stress when it exists with the father model that is characterized by perfection. Most studies focus on uncooperative perfectionism and inconsistency indicators. There are differences in the quality of family relations when comparing the qualitative and the totalitarian perfectionism. When other people are less well-known and more critical, they develop an equalitarianism. The more perfect the individual is, the less aware of others as such. (Rice & Preusser, 2002).

Seigle & Schuler (2000) reviewed several studies of gifted and ordinary students, finding that they differed in personal characteristics such as seriousness, neurotic decline and giftedness in general attention to parental errors and expectations and parental criticism. There were also differences between male and female gifted in favor of females and high regulation and attention to errors. There were differences in favor of males in height after high parental expectations.

Einstein, Lovibond, & Gaston (2000) aimed to find the relationship between the pursuit of perfection and the emotional purposes of the gifted. The measure of multiple

perfection was applied to the measures and measures of depression, anxiety and stress on 1077 graduate students, results showed that 20% of the study sample showed high results of depression, anxiety and stress, and a strong relationship between the pursuit of perfection and all of depression, anxiety and stress, and there was no strong relationship between the pursuit of perfection and emotional factors.

Neumester, (2004) identifies the development of the two dimensions of the self-directed and socially oriented perfectionism of the gifted in United State, and the factors that gifted students perceive to affect their perfection. The sample consisted of 12 gifted students. The perfectionism of parents contributes to the development of perfectionism in children, and the method of parental treatment is characterized by domination and cruelty and its role in the feelings of children with fear and frustration, low self-esteem and development of social-oriented perfection.

Ashby Rahotep & Martin (2005) conducted a study designed to identify the dimensions of the perfectionism, a study of relationship of the Feelings, Reactions, and Beliefs Survey (FRBS) was administered to 141 undergraduate students from Georgia State University to evaluate differences in Rogerian personality constructs among adaptive, maladaptive, and no perfectionists. The groups differed significantly on 5 FRBS subscales; Fully Functioning Person, struggling with Feelings of Inferiority, Openness to Feelings in Relationships, Feeling Ambivalent in Relationships, and Focusing Conscious Attention.

In the Chan (2007) study, which evaluated the possibility of using the self-report tool to evaluate separately, the forms of perfectionism were positive and negative in 317 Hong Kong gifted students. In China, where students were found to tend to favor positive perfectionism more than negativity, positive and negative perfection was also found to correlate differential to life satisfaction and positive effect, as well as negative impact - the three components of the well-being. Although positive and negative perfectionism can be deduced that directly affect personal well-being, the role of mediation of general self-efficacy is also suggested in the relations between luxury and self-well-being. The implications of the results of future research are discussed on the development of scope and perfectionism and on the complex relationships between positive and negative perfectionism, general self-efficacy, and three elements of personal well-being.

Machan (2000) identified the impact of a therapeutic program to alleviate anxiety among a sample of gifted students in the United States. The program included coping skills and anxiety management such as rational thinking and cognitive reconstruction. The results showed that the program was effective in reducing anxiety among gifted students.

Sincher & Borland (2005) conducted a study Cambridge University aimed at identifying the impact of academic excellence in overcoming the psychological anxiety faced by gifted students. The study sample consisted of (3) cases studied the family background, academic and anxiety. Their academic achievement is high and they are more able to adapt to the harsh conditions, which means that academic discrimination

is a helpful factor in overcoming psychological anxiety. Unfortunately, the harsh reality of overcrowding and budget restraint in Jordan makes it difficult to meet the educational needs of every student in the University.

The objective of this study is to identify the degree of perfectionism among gifted students in the Jubilee School of Excellence and its relation to psychological anxiety.

3. Study questions

- Which is the level of perfectionism of gifted students at the Jubilee School of Excellence?
- Which is the level of psychological anxiety among gifted students at the Jubilee School of Excellence?
- Are there statistically significant differences in the level of perfection due to the gender variable?
- Are there differences of statistical significance in the level of psychological anxiety due to the gender variable student?
- Is there a correlation between the level of perfection and psychological anxiety among gifted students?
- Does the relationship between the level of perfectionism and psychological anxiety among gifted students vary according to gender?

4. Study objectives and justifications

- This study aims to identify gender differences in relation to the measuring levels of perfection and psychological anxiety.
- To identify the degree of psychological anxiety among gifted students
- To identify the relationship between the degree of perfection and levels of psychological anxiety among gifted students

5. Importance of the study

- The current study is very useful in providing information to parents, educators and teachers on the degree of perfection and differences between males and females on the scale.
- Identifying factors that may contribute to the existence of high levels of perfectionism will help parents and educators to support these students who have perfectionism and interfere significantly in their daily lives.
- It is hoped that you add to the theoretical literature with the available tools that measure the degree of perfection and measure of psychological anxiety.
- Determinants of the study: the current study is determined by the gifted students at the Jubilee School for the academic year 2017/2018 in Jordan.

6. Language definitions of terms

6.1 Perfectionism

The desire to reach perfection status, Perfectionism is a state that combines ideas and behaviors related to high standards or high expectations of the performance of the individual. (Chan, 2009) and It is known for the purpose of this study in light of the degree to which gifted students receive the scale of perfection prepared for this study.

6.2 Gifted students

Those who shows evidence of high performance in more than one area of mental, creative, technical, leadership, or academic competence, and require services or activities that are not normally provided by schools to fully develop them (Jonsen, 2012 / 2014).

6.3 Psychological anxiety

A psychological state characterized by fear and tension or the expectation of something and resulting in fear of the future or a conflict within the self between the barriers and constraints that prevent them. (Radwan, 2007) and is known for the purposes of the current study in the light of the degree that students will get on the scale Psychological anxiety prepared for this study.

6.4 The approach

The researchers used the descriptive and connection approach, which is consistent with the objectives of the study, by studying the phenomenon in reality and expressing it quantitatively and examining the relationship between two variables.

6.5 Study population

The study population is composed of 500 students from the Jubilee School for Excellence in Jordan.

6.6 Samples

A random sample of 100 male and female students from the Jubilee School of Excellence was selected.

6.7 Study tools

Measure of perfectionism, using the scale of perfectionism developed by Machan (2000), Sincher & Borland (2005), Neumester, (2004)

7. Stability of the Reliability Scale

Refer to Cronbach's alpha, one of the most popular reliability statistics in use today is Cronbach's alpha to assess and improve upon the reliability of variables derived from summated scales.

The stability coefficient used in the study was (0.70)" and assume to be acceptable to achieve the objectives of this study. The items in our test are only some of the many possible items which could be used to make the total score. If we were to choose two random samples of k of these possible items, we would have two different scores each made up of k items.

The psychological anxiety scale was developed by reference to (Radwan, 2007) and the selection of the appropriate paragraphs for the study Reliability and Stability of the Study Tool.

7.1 Validation of the scale

The validity of the arbitrators was verified by presenting the standard to specialized professors in the field of special education at Amman Arab University. The arbitrators presented a set of observations concerning the drafting of some paragraphs and agreed upon by 80% of the arbitrators.

Stability of the tool has been Verified by applying the scale to a sample outside the proposed study twice (Test/Retest). It was re-applied after two weeks on the sample of the survey, consisting of (40) male and female students from outside the study sample.

The Person coefficient of consistency was calculated in both tests, using the internal consistency method according to the (Cronbach's alpha equation) and Table 1 shows the coefficient of internal consistency according to the Cronbach's alpha equation and the outcome results considered adequate to be used in this study.

Table 1: Cronbach's alpha the consistency coefficient and repeatability of the fields and the total score

	Coefficient of Repeatability	Internal consistency-alpha
Perfectionism	0.84	0.76
Anxiety	0.92	0.90

Numerous statistical methods were used to analyze research information, including methods, Arithmetic Means, and Standard Deviations.

Table 2: Correction of the scale of perfectionism range

Likert Quadratic Anxiety Scale	Correction Factor	Corrected Scale	Results
1.00-2.00	1.33	1.00-2.33	Low
2.01-3.00	1.33	2.34-3.67	Average
3.01-4.00	1.33	3.68-5.00	High

The scale is calculated by using the following equation: the upper limit and lower limits defined to be between (5) and (1) and the Number of categories required are (3) categories, and adding the factor of 1.33 to each group to achieve the final corrected scale called derived by Likert after applying the 1.33 factor lead to stringent results as shown "Likert Quadratic Anxiety Scale" and the corrected perfectionism

7.2 Statistical analysis

Statistical program (SPSS) and a descriptive and explanatory statistics were used. A descriptive analysis of data using dispersion scales and measures of central tendency, the arithmetical mean and the standard deviations of the responses of the study sample were implemented.

8. Results and discussion of the study

Q1. Which is the level of perfectionism among gifted students at the Jubilee School of Excellence?

Table 3: Computational averages and standard deviations of the level of perfectionism of gifted students at the Jubilee School of Excellence are ranked descending by arithmetical averages

No.	Rank	Description	Asthmatic Mean	Standard Deviation	Level of Perfectionism
1	4	The most important for me to be successful in what I am doing.	4.7	0.628	High
2	16	I have high objectives to archives.	4.42	0.781	High
3	17	My parents expect high performance.	4.41	0.668	High
4	6	I am trying to be more organized.	4.28	.866	High
5	27	I expect high performance in my daily activities compare to others.	4.25	.809	High
6	9	My parents expect me to better in everything's I do.	4.23	1.072	High
7	10	I add higher and difficult goals compare to other students.	4.06	.908	High
7	26	Neatness and organizing is very important for me.	4.06	1.013	High
9	1	The school is important for me.	4.04	0.824	High
9	24	I am trying to be neat person.	4.04	1.014	High
11	5	I am neat person.	3.93	1.037	High
11	13	The perfect performance act the only one preferred by my parents.	3.93	.935	High
13	25	I doubt the small thing I do.	3.78	1.203	High
14	28	I am organized person.	3.74	1.116	High
15	8	I should be worry if I make a mistake.	3.63	1.236	Average
16	14	I am very good concentrating in my efforts.	3.42	1.191	Average
17	29	I need more time to complete the perfect work.	3.35	1.077	Average

18	12	The small failure appears to me complete failure.	3.31	1.220	Average
19	11	I feel complete failure if someone did better than me.	3.29	1.289	Average
20	23	My parents always expect the best from me.	3.26	1.397	Average
21	21	It seems other accept lower standards than me.	3.25	1.209	Average
22	30	The less mistakes I do the people like me more.	3.12	0.913	Average
23	7	If I fail in school or at work, this means I am a failure.	3.01	1.251	Average
24	18	The people expectation may reduce if I make mistakes.	3.01	1.049	Average
25	15	Even I do careful jobs, still I have some feeling I am not doing the right things.	2.94	1.081	Average
26	22	I do not earn people respect if I do not perfect the job all times.	2.67	1.190	Average
27	2	I got punched in the past due to incomplete, and perfect works.	2.57	1.289	Average
28	20	If I do not match others, this means I am behind.	2.46	1.417	Average
29	31	I do not feel I could achieve my parents expectations scales.	2.2	1.119	Low
30	19	I do not feel I fulfill my parents expectations.	2.07	1.008	Low
31	3	My parents will not even try to understand my mistakes.	1.86	.995	Low
		Perfectionism	3.46	0.372	Average

Table 3 shows that the mathematical averages ranged from (1.86-4.70). This high degree of perfectionism can be explained by the fact that the students of the Jubilee School are students who are considered gifted and the qualities of perfection are characteristic of this class and for them a problem that needs guidance. The gifted students are successful because they feel challenged when they offer them any difficult tasks that challenge their abilities and the sense of perfection becomes a key part of getting to the perfectionism in each task presented to them, this result is consistent with Einstein, Lovibond, & Gaston, (2000) and agreed with Siegel & Schuler, (2000), on the rise in organization and attention to errors in the gifted.

Q2: Which is the level of psychological anxiety among gifted students at the Jubilee School of Excellence?

Table 4: Computational averages and standard deviations of the level of psychological anxiety of gifted students at the Jubilee School of Excellence are ranked descending by arithmetical averages

No.	Rank	Description	Arithmetic Means	Standard Deviation	Perfections Levels
1	20	Sometimes I wake up with nightmare.	3.3	.916	High
2	18	Have terrible dreams.	3.2	.910	High
3	21	I have hard time to go to sleep.	3.09	1.026	High
4	25	Many people appears against me.	3.03	.717	High
5	19	I feel someone telling me that I am doing the wrong things.	3.02	.724	High
6	12	I feel stomach egg.	2.93	.946	Average
7	14	My hand sweating.	2.89	1.053	Average
8	8	I feel others did not like my way doing things.	2.88	.891	Average
8	11	I feel lonely even if with others with me.	2.88	.967	Average
10	17	Other Kids were happier than me.	2.83	.975	Average
11	26	I feel something bad could happen to me.	2.68	1.034	Average
12	9	I have difficulties going to bed.	2.68	1.034	Average
12	15	I get tired to much.	2.68	1.091	Average
14	13	I feeling get hurt easily.	2.62	1.033	Average
15	3	Others doing things better than me.	2.55	.869	Average
16	22	It's difficult to focus on my daily homework's.	2.51	.847	Average
17	23	I could not stay still.	2.49	1.000	Average
18	7	I feel worry from my parents instruction to me.	2.48	.904	Average
19	5	I am afraid from lots of things.	2.44	1.122	Average
20	1	I have difficulties taking decisions.	2.42	.806	Average
21	24	I have high temper.	2.39	1.109	Average
22	10	I feel worry about what other thinking about me.	2.37	1.041	Average
23	4	I feel worry most of the time.	2.30	1.020	Average
24	6	I get angry fast.	2.07	1.094	Average
25	16	I feel worry about what could happen to me in the future.	1.77	.93	Low
26	2	I get nerves when things did not turn according to my way.	1.64	.798	Low
		Anxiety	2.63	.526	Ave

Table 4 shows that the arithmetic averages ranged from 1.6 to 3.30. This can be explained by the fact that the gifted feel a certain degree of concern and this is related to their level of perfection, which showed a medium degree. This result is consistent with the conclusions reached by Sincher & Borland, (2005), and Einstein, Lovibond, & Gaston

(2000) suggest that there is a relationship between the level of perfectionism of the gifted and their level of anxiety.

Q3: Are there differences in the level of perfectionism due to the gender variable of the student?

Table 5: The mathematical averages, the standard deviations and the "Test value" of the student's gender influence at the level of perfection

		Number	Arithmetic Mean	Standard Deviation	Test Value	Freedom Degrees	Statistics Marks
Perfectionism	Male	57	3.32	0.362	-4.834	98	.000
	Female	43	3.65	0.298			

Table 5 shows that there are statistically significant differences ($\alpha = 0.05$) due to the effect of the student gender on the level of perfectionism. The differences were in favor of females. This result was consistent with (Seigle & Schuler, 2000), and were in the organizing and attention of the mistakes.

Q4: Are there differences of statistical significance in the level of psychological anxiety due to the gender variable student?

Table 6: Mean averages, standard deviations and Test Value of gender impact at the level of psychological anxiety

		No	Arithmetic Mean	Standard Deviation	Test Value	Freedom Degrees	Statistics Marks
Psychological Anxiety	Male	57	2.85	0.514	5.64	98	.000
	Female	43	2.33	0.374	4.00		

Table (6) shows that there are statistically significant differences ($\alpha = 0.05$) due to the effect of the student gender on the level of psychological Anxiety and those differences were in favor of males. This result was consistent with (Hay & Bryne, 2000).

Q5: Is there a correlation between the level of perfectionism and psychological anxiety among gifted students?

Table 7: Correlation coefficient was extracted between the level of perfection and the level of psychological anxiety among gifted students

		Anxiety
Perfectionism	Connection Index	-0.354
	Statistical Marks	.000
	Number	100

A6 Table 7 shows that there is a statistically significant negative relationship between the level of perfection and the level of psychological anxiety among gifted students. This relationship can be explained by the fact that the higher the level of perfectionism

among the gifted, the higher the degree of anxiety they have. This affects their academic achievement and affects their psychological situation. They have symptoms of depression, anxiety and stress. There is also a strong relationship between perfection, depression and anxiety. This finding is consistent with Einstein, Lovibond, Gaston (2000) and Schnur & Borland (2005).

Q6: Does the relationship between the level of perfectionism and psychological anxiety among gifted students vary according to gender?

To answer this question, the correlation between the level of perfection and psychological anxiety among gifted students was determined by sex variable (male & female). Also, computed Z factor to distinguish the difference between the correlation between the categories of these variables was calculated as shown in the table below.

Table 8: Correlation coefficients between the level of perfection and psychological anxiety of gifted students by sex variable (male, female) and g-test for the difference between correlation coefficients

		Number	R	Z	Statistics Marks
Perfectionism	Male	57	0.349	-2.773	.005
	Female	43	0.211		

Table 8 shows that there is a statistically significant difference ($\alpha = 0.05$) in the strength of the correlative relationship due to the effect of sex. The differences were in favor of males. This result can be explained by the significant relationship between perfection and anxiety. The result is consistent with Seigle & Schuler, (2000). The differences are in favor of males in height after high parental expectations

9. Recommendations

1. To make awareness and guidance programs for gifted students in emphasizing the importance of positive perfectionism and ways to get rid of negative perfectionism
2. The work of awareness programs and guidance for gifted students in ways to mitigate the negative effects of perfection, including the emergence of symptoms of psychological anxiety
3. Awareness and guidance for the families of gifted students in how to deal with the characteristics of gifted students and teach them ways to deal with perfectionism as a property of students
4. to conduct training programs for teachers to raise awareness of the characteristics of gifted students to take into account when dealing with them
5. To conduct further research and studies on the effects of perfectionism by factors of psychological disorders such as depression, psychological pressure, isolation, etc.

Statistical review

Statistical Analysis and Review: Anwar Maharmeh, PE., Terracon Consultant, Sterling VA.

References

1. Al-Jawaldeh, Fuad (2016). Introduction to Special Education "The Basics of Special Needs Education" Amman, House of education Amman, Jordan.
2. Ashby, J.S., Noble, C., & Gnlika, P.B. (2012). Multidimensional Perfectionism, Depression, and Satisfaction with Life: Differences among Perfectionists and Tests of a Stress-Mediation Model. *Journal of College Counseling*, 15, 130-143.
3. Ashby, J. Rahotep, S. & Martin, J. (2005). Multidimensional Rogation Perfectionism and Rogation Personality constructs. *Journal of Humanistic Counseling Education and Development*, 44. pp55-65
4. Chan, D. W.(2007). Positive and Negative Perfectionism among Chinese Gifted Students in Hong Kong: Their Relationships to General Self-Efficacy and Subjective Well-Being. *Journal for the Education of the Gifted*. Vol. 31, No. 1, pp. 77–102.
5. Chan, D. (2009). Perfectionism and Goal Orientations Among Chinese Gifted Students in Hong Kong, *Report Review*, 31: 9-17
6. Hay, L, Bryne, J. & Butler, C. (2000). "Evaluation of Conflict Resolution and Problem Solving Program Enhance Adolescents Self-Concept". *British Journal of Guidance and Counseling*. 28, 1, 101
7. Johnson, S. (2014). *Curriculum for gifted education*, (Saleh Abu Jado, translator) Riyadh: King Abdul Aziz and his men for talent and creativity and Obeikan Education Company (original work published in 2012).
8. Johnson, S. (2012). *Knowledge of talented students*, (Ghassan Akhdhair, translator) Riyadh: King Abdul Aziz and his talented men and creativity, and Obeikan for Education (original work published in 2012).
9. Einstein, D. A., Lovibond, P. F. & Gaston, J. E. (2000). Relationship between perfectionism and emotional symptoms in an adolescent sample. *Australian Journal of Psychology*. 52 (2), 89-93
10. Kirk, S. Jjaljhar, Oleman J., and Anastazio M., (2013). *Teaching Children with Special Needs*, Amani Mahmoud. Jordan: Dar Al Fikr for Printing, Publishing and Distribution (Lat.).
11. Machan, D. (2000). "Spare the Prod, Spoil the Child". *Forbes*. 148, 8, PP. 211-214
12. Neumeister, K. L. (2004). Factors influencing the development of perfectionism in gifted college students. *Gifted Child Quarterly*, 48, 259-274.
13. Rice, K. G., & Preusser, K. J. (2002). The Adaptive Maladaptive Perfectionism Scale. *Journal of Measurement and Evaluation in Counseling and Deveopment*,34,210-222.

14. Radwan, Samer (2007). *Mental Health*, Dar Al Masirah First Printing, Amman Jordan.
15. Sincher, R. & Borland, J. H. (2005). "Academic Giftedness as Protective Factors in Three Resilient Self-Determined Successful Adults". www.digitalcommons.libraries.columbia.edu.
16. Siegle, D., & Schuler, P.A. (2000). Perfectionism differences in gifted middle school students. *Roeper Review*,23,39-45
17. Stornelli, Deborah, Flett, Gordon, Hewitt, Paul, (2009). Academic Journal Perfectionism, achievement, and affect in children: A comparison of students from gifted, arts, and regular programs. *Canadian Journal of School Psychology*, 24(4),113-129.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Special Education Research shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).