

Teachers' Emotional Intelligence and English Students' Self-Efficacy, Anxiety and Academic Achievement



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ABSTRACT: The Teachers' Emotional Intelligence and English Students' Self-efficacy, Anxiety and Academic Achievement was a study where the level of teachers' Emotional intelligence was identified based on the perception of the English students, and how the level of students' self-efficacy, anxiety and academic achievement affected based on the students' perception of the teacher's emotional intelligence. It was conducted among the Grade 10 students of PQNHS during the School Year 2021-2022. The study was conducted to determine the level of teachers' emotional intelligence as perceived by Grade 10 English students of PQNHS. Descriptive correlational design was used. There were 225 students who were respondents of the study.

Based on the result, Teachers' EI has a high level, this means that often teachers exhibited emotional intelligence behavior. Self-efficacy was also high, which means students believe in themselves that they can do all the English tasks and activities in the class. Anxiety has an average level. Students' achievement has a high level. The result also showed that there was a significant relationship between the Teachers' EI and students' anxiety. With the Teachers' EI and students' self-efficacy and achievement, it was found out that there was no significant relationship. The factors that were highly correlated with students' self-efficacy, anxiety and achievement were emotional self-awareness, emotional expression and emotional awareness of others. Hence, it is recommended that teachers may evaluate their emotions and attend seminar workshops to enhance their emotional intelligence.

KEYWORDS: Teachers' Emotional Intelligence, Students' Self-Efficacy, Students' Anxiety, Academic Achievement

INTRODUCTION

Teachers' Emotional Intelligence inside the classroom has a great impact on the students' performance. Hence, it is vital for every teacher to develop a good emotional intelligence. For instance, the grade 10 teachers or even all the teachers of President Quirino National High School must have a stable Emotional Intelligence. Based on the clinic and guidance office records since school year 2017-2019, students passed out and or visited the clinic complaining of headache, stomach-ache or feeling unwell during English classes. After series of interview and assessment with the students, it was found out that the reasons of such gestures of students are, they feel nervous when called to recite, report and do other individual activities in class, some students are not ready for the require expected task because of reading and comprehension deficiencies ability and not well developed English communication skills to address the demands of the required task. Students lack other basic and intensive communication skills in English language which causes some English teachers to display emotional shifts or twists like raising the volume tone of their voice that causes the students to be nervous to the extent of passing out or to fear or make reasons just to leave the class like going to the CR or clinic.

Some teachers were strict in the manner of delivering instructions or tasks and expecting too much with regards to students proper behavior in class and also teachers expected mastery of the lessons to meet the required MELCs for a period of time. This situation hinders the learning process and eventually the performance of the students. According to Um et al. (2012), the positive emotion has a great relationship on the academic achievement of the learners and that emotion is the feeling that affects students' readiness to do a certain task.

The teaching performance of the teacher may also affect the students' self-efficacy based on teachers' Emotional Intelligence. In reference to the pro-social classroom model of Jennings & Greenberg, (2012), a teacher may achieve an excellent performance in the class based on his/her social and emotional competence. Thus, the teachers with greater social and

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emotional competence are creative in expressing emotional and verbal support to improve learners' eagerness and happiness in learning and to teach learners in managing his/her behavior or attitude.

Definitely, the study sought to identify the level of anxiety, self-efficacy and academic achievement of the students and how the latter was affected based on their perception of their English teachers' emotional intelligence. This study looked into the essence and quality of emotional intelligence of the English teacher and the connection with English attainment of the grade 10 learners of President Quirino National High School (PQNHS).

One indication of this study is to help and inform PQNHS that they can improve the English achievement of the students by EI-based interventions or initiatives. This helps to strengthen the self-efficacy of the English students and at the same time can lower their anxiety in English subjects and eventually improve students' academic achievement.

This study determined the relationship between Teachers' Emotional Intelligence (EI) and Students' English self-efficacy, anxiety, and achievement academically at PQNHS for the School Year 2021 to 2022, specifically sought to answer the following questions: 1) What is the level of Teachers' Emotional Intelligence as perceived by the English Students in terms of: Self-awareness; Emotional Expression; Emotional awareness of others; Emotional Reasoning; Emotional Self-Management; Management of Others; and, Emotional Self Control?; 2) What is the level of the English students' self- efficacy, anxiety and academic achievement?; 3) What is the relationship between English Teachers' Emotional Intelligence (EI) and English students' self-efficacy?; 4) What is the relationship between English teachers' Emotional Intelligence (EI) and English students' anxiety?; 4) What is the relationship between English Teachers' Emotional Intelligence (EI) and students' academic achievement?; and 5) Among the seven factors compose to teachers' emotional intelligence, which factors highly correlates English students' self-efficacy, anxiety and academic achievement?

METHODOLOGY

Research Design

This study employed descriptive-correlation research design to describe the relationship of variables, teachers' emotional intelligence (EI), English students' anxiety, English students' self-efficacy, and students' English academic achievement.

In this research design, the researcher describe the computed result of the relationship of the variables in the study, and these are the relationship between teachers' Emotional Intelligence and students' self-efficacy, relationship between teachers' Emotional Intelligence and students' anxiety, relationship between teachers' Emotional Intelligence and students' academic achievement, the relations of the factors that compose EI (emotional self-awareness, emotional Expression, emotional awareness of others, emotional reasoning, emotional self-management, emotional management of others, and emotional self-control) to self-efficacy of students, anxiety and achievements in academics.

Respondents of the Study

The study involved 225 Grade 10 students of PQNHS of the school year, 2020-2021. The students were chosen regardless of their gender and English grades. Each of them was given a questionnaire that sought to answer the different questions related to the study. The students evaluated the Emotional Intelligence of the grade 10 English teachers who were also their English teachers when they were in grade 8.

Research Instrument

The quantitative data needed to investigate this study was collected using two (2) survey questionnaire:

In the first questionnaire, each participant answered the Genos Inventory Technical Manual (Gignac, 2010). This 70-item attitudinal questionnaire was used to assess the EI of the teacher.

The second questionnaire is to measure English students' belief in themselves that they can do best to attain goals and their worries and apprehensions. This evaluation tool is called English Self-efficacy and Anxiety Questionnaire (ESEAQ) formulated by (May, 2009). This evaluation has 2 parts, part 1 is to evaluate the self-efficacy (14-items) and part 2 is to evaluate the anxiety (15-items). 5 point Likert scale from 1 (Never) to 5 (Usually). The two questionnaires took 35 minutes to complete. Students' English academic achievement was collected based on their English GPA in their grade 8.

Data Gathering Procedure

The researcher followed the approved procedural steps to conduct this study with the guidance of the Thesis Adviser. The researcher used adapted questionnaires, part I was Genos EI 360 Assessment (70 items) to assess their English teachers on EI attributes and part 2 was Self Efficacy and Anxiety Questionnaire (29 items) to assess themselves. Questionnaires were included in the module distributed.

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Statistical Treatment

Weighted mean and verbal description was used to determine the level of teachers' emotional intelligence as perceived by the English students, their self-efficacy and anxiety. And, frequency and verbal description for level of students' academic achievement was used.

Correlational analysis was conducted to group participants' scores on the EI of teachers as evaluated by their students and the English self-efficacy, anxiety and academic achievement of the English students was used to answer the third, fourth and fifth research questions.

To determine the factors of Teachers' Emotional Intelligence that highly correlates with students' self-efficacy, anxiety and academic achievement, the table below was used.

Rule of Thumb for Interpreting the size of a correlation by (Creswell, 2012)

Size of Correlation	Interpretation
.90 to 1.00 (-.90-1.00)	Very positive (negative) correlation
.70 to .90 (-.70-.90)	High positive (negative) correlation
.50 to .70 (-.50-.70)	Moderate positive (negative) correlation
.30 to .50 (-.30-.50)	Low positive (negative) correlation
.00 to .30 (.00 -.30)	Negligible correlation

RESULTS AND DISCUSSION

Table 1 presents the Level of Teachers' Emotional Intelligence as Perceived by the English Students.

Table 1. Level of Teachers' Emotional Intelligence as Perceived by the English Students.

Variable	Mean	Level
Emotional Self Awareness	3.24	Average
Emotional Expression	3.58	High
Emotional Awareness of Others	3.68	High
Emotional Reasoning	4.30	Very High
Emotional Self-Management	3.65	High
Emotional Management of Others	3.88	High
Emotional Self Control	3.56	High
Section Mean	3.70	High

The section mean of the Level of Teachers' EI based on the assessment of English Students was 3.70 and with a High Level and described as "often". This means that teachers of President Quirino National High School often exhibit Emotional Intelligence (EI) behavior as perceived by the English students.

The table 2 shows the mean and level of students' Self Efficacy & Anxiety and the mean of the students' achievement.

Table 2. Level of Students' Self Efficacy, Anxiety and Achievement.

Variable	Mean	Level
Self-Efficacy	3.41	High
Anxiety	2.94	Average
Achievement	89.69	High

English students' Self Efficacy has a high level with a mean of 3.41 and described as "often". This means that students often believe and have confidence in themselves in doing all the English activities in the class. This conforms to the study conducted by Schuck, (2008); Usher and Pajares, (2008) that high level of self-efficacy is a positive predictor of performance outcome in different subjects. On the other hand, English Students' Anxiety has an average level with 2.94 mean and described as "sometimes". This implies that students sometimes were tensed in doing all the English tasks and activities in the class.

Moreover, English students' achievement has a mean of 89.69, has a high level and is described as very satisfactory. This implies that students' academic achievement was high because students were sometimes tense or had little fear of their English teacher, thus, they could manage and were motivated to do all the English activities in class. According to (Chapell et al, 2015), they stated that an acceptable level of anxiety in students motivates them to work hard and provides them with its positive consequences which tends students to have a good academic performance.

Table 3 presents the correlational analysis between the English Teachers' Emotional Intelligence and Students' Self-Efficacy.

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Table 3. Correlation Coefficient Obtained from the Association Between English Teachers' Emotional Intelligence and English Students' Self-Efficacy

Paired Variable	r	t _{comp} value	t _{critical} value	Decision	Description
Emotional Self-Awareness & Self-Efficacy	0.987	4.155	1.652		Significant
Emotional Expression & Self-Efficacy	0.070	1.052	1.652		Not Significant
Emotional Awareness of others & Self-Efficacy	0.045	0.053	1.652		Not Significant
Emotional Reasoning & Self-Efficacy	0.026	0.387	1.652		Not Significant
Emotional Self-Management & Self-Efficacy	0.612	11.564	1.652		Significant
Emotional Management & Self-Efficacy	0.270	0.347	1.652		Not Significant
Emotional Self-Control & Self-Efficacy	0.070	1.056	1.652		Not Significant
Emotional Intelligence & Self-Efficacy	0.090	0.673	1.652	Accept Ho₁	Not Significant

0.05 level of significance

The correlation analysis shows that the relationship between Teachers' Emotional Self Awareness and Self-Efficacy was significant as revealed by the t-computed value of 4.155, which is greater than the t-critical value of 1.652. This implies that the higher the teachers' emotional self-awareness, the greater the students' self-efficacy; or the more the teacher is aware of her own emotion, the more the students' self-efficacy increases.

With the relationship of teachers' emotional expression and students' self-efficacy it was found out that the two has no relationship as it was revealed in the t-computed value = 1.052, which is less than the t-critical value of 1.652.

The correlational analysis of teachers' emotional self-control and students' reveals that there is no significant relationship as revealed in the t-computed value of 1.056, which is lesser than the t-critical value of 1.653.

Generally, the correlation analysis for the paired variable, Teachers' Emotional Intelligence and Students' Self-Efficacy, reveal that the t-computed value of 0.673 is lesser than the t-critical value of 1.652. Thus, the null hypothesis **Ho₁** was accepted.

The findings of the study indicate that the relationship between teachers' emotional intelligence and students' self-efficacy was not significant. Teachers' Emotional Intelligence may not totally affect students' self-efficacy, for students' self-efficacy depends on the students' assertiveness in order to achieve his/ her goals. According to Paterson, et al (2002) in their study reported that Teachers' emotional intelligence may not fully affect students' self-efficacy as this will matter on the assertive behavior of the students in order to achieve their goals. Assertive people are able to express their feelings and know what they want in life. By learning how to express opinions one can strengthen or improve the sense of self-efficacy.

Furthermore, the factors of teachers' emotional intelligence; emotional awareness and emotional management of teachers have a significant relationship with the students' self-efficacy. The result that emotional self-awareness has a significant relationship with the students' self-efficacy was proven by Brígido et al. (2013) who found out that positive teachers' emotional awareness significantly related to students' self-efficacy. Furthermore, Martínez and Salanova (2005) states that a high level of emotional self-management of teachers will create an elevated level of self-efficacy of the students.

Moreover, based on the result of this study, it can be inferred that teachers' with high emotional self-awareness and emotional self-management have a relationship in the students' self-efficacy.

Table 4 presents the correlational analysis between the English Teachers' Emotional Intelligence and English Students' Anxiety.

Table 4. Correlation Coefficient Obtained from the Association between English Teacher's Emotional Intelligence and English Students' Anxiety

Paired Variable	r	t _{comp} value	t _{critical} value	Decision	Description
Emotional Self-Awareness & Anxiety	0.678	7.891	1.652		Significant
Emotional Expression & Anxiety	0.872	6.434	1.652		Significant
Emotional Awareness of others & Anxiety	0.251	0.399	1.652		Not Significant
Emotional Reasoning & Anxiety	0.176	0.452	1.652		Not Significant
Emotional Self-Management & Anxiety	0.738	8.245	1.652		Significant
Emotional Management & Anxiety	0.823	6.743	1.652		Significant
Emotional Self-Control & Anxiety	0.241	0.784	1.652		Not Significant
Emotional Intelligence & Anxiety	0.300	4.720	1.652	Reject Ho₂	Significant

0.05 level of significance

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Table 4 presents the correlation coefficient of the English teachers' emotional intelligence and English students' anxiety. On the teacher's emotional self-awareness and students' anxiety the correlation analysis reveals that the t-computed value of 7.891 is greater than t-critical value of 1.652. It implies that the relationship between teachers' emotional self-awareness and students' anxiety was significant. It can be inferred that when the teachers have greater emotional awareness while on the teaching-learning process, then the greater the students have anxiety towards English subject or when the teachers have less emotional awareness, then lesser the students have anxiety towards English subject.

On the teachers' emotional expression and students' anxiety the correlation analysis reveals that the t-computed value of 6.434 is greater than t-critical value of 1.652. It implies that when the teachers have greater emotional expression in dealing with the students, then the greater the students have anxiety towards English subjects or when the teachers have less emotional expression, then the lesser the students have anxiety.

On the teachers' emotional awareness of others and students' anxiety the correlation analysis reveals that the t-computed value of 0.399 is lesser than t-critical value of 1.652. It implies that the teachers' emotional awareness of others does not affect the students' anxiety. And so with the teachers' emotional reasoning and students' anxiety, the correlation analysis reveals that the t-computed value of 0.452 is lesser than t-critical value of 1.652. It can be inferred that the teachers' emotional reasoning has no relationship towards students' anxiety.

Furthermore, the correlation analysis reveals that there was a relationship between teachers' emotional self-management and students' anxiety as revealed by the t-computed value of 8.245 was greater than t-critical value of 1.652. This implies that when the teachers have greater emotional self-management, then the greater the students have anxiety towards English subjects or when the teachers have less emotional self-management, then lesser the students have anxiety.

The correlation analysis revealed that there was a relationship between teachers' emotional management of others and students' anxiety as it was revealed that the t-computed value of 6.743 is greater than the t-critical value of 1.652. This implies that when the teachers have greater emotional management of others, then the greater the students have anxiety towards English subjects or when the teachers have less emotional management of others, then lesser the students have anxiety. The emotional self-control of teachers and anxiety of the students has no relationship, as it was indicated that the t-computed value of 0.784 was greater than t-critical value of 1.652. This signifies that the teachers' self-control to its emotion have no relationship towards the students' anxiety.

Generally, the correlation analysis for the paired variable, English teachers' emotional intelligence and students' anxiety reveals that the t-computed value of 4.720 is greater than t-critical value of 1.652 thus, rejecting the null hypothesis **Ho2**. It implies that the relationship between the emotional intelligence of the English teacher and the anxiety of the students was significant. It was concluded that the higher emotional intelligence the teacher may have, the greater the students have anxiety towards English subjects or the teachers have less emotional intelligence, the lesser the students have anxiety.

Table 5 presents the correlation analysis between the English Teachers' Emotional Intelligence and Students' Academic Achievement.

Table 5. Correlation Coefficient Obtained from the Association Between English Teachers' Emotional Intelligence and Students' Academic Achievement

Paired Variable	r	t _{comp} value	t _{critical} value	Decision	Description
Emotional Self-Awareness & Academic Achievement	0.245	0.376	1.652		Not Significant
Emotional Expression & Academic Achievement	0.714	4.150	1.652		Significant
Emotional Awareness of others & Academic Achievement	0.916	34.196	1.652		Significant
Emotional Reasoning & Academic Achievement	0.350	0.643	1.652		Not Significant
Emotional Self-Management & Academic Achievement	0.018	0.273	1.652		Not Significant
Emotional Management & Academic Achievement	0.060	0.896	1.652		Not Significant
Emotional Self-Control & Academic Achievement	0.834	18.434	1.652		Significant
Emotional Intelligence & Academic Achievement	0.120	0.876	1.652	Accept Ho3	Not Significant

0.05 level of significance

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The table shows the correlational analysis of the Emotional Intelligence of teachers and academic achievement of the students and it was revealed that the two have no relationship and was not significant, as its t -value=0.867 is lesser than the t -critical value=1.652. This implies that the teachers' emotional intelligence and students' academic achievement does not affect each other. This is true based on the study of Sahinidis, Kallivokas, Antonatou, and Sdrolas (2016) where they investigate the effect of emotional intelligence teachers on students' performance academically. The findings reported that there was no effect of the teachers' emotional intelligence on students' performance in academics.

As to the factors of teachers' emotional intelligence, it was found out in this study that Emotional Expression; Emotional Awareness of others; and Emotional Self-Control have a relationship with the students' achievement. Based on the study of Chin et al. (2017), they found a significant relationship between the teachers' emotional awareness of others and students' high level of performance. Pekrun et al. (2009) also stated that positive emotions like happiness, joy and fulfillment that the teachers are showing to their students have vital connections with students' performance in academics.

The table presents the factors of Teachers' Emotional Intelligence that highly correlates with English students' self-efficacy, anxiety and academic achievement.

Table 6. Teachers' Emotional Intelligence that Highly Correlates English Students' Self -Efficacy, Anxiety and Academic Achievement

Paired Variable	r	Interpretation
Emotional Self-Awareness & Self-efficacy	0.987	Very Highly Correlates
Emotional Expression & Anxiety	0.872	Highly Correlates
Emotional Awareness of others & Academic Achievement	0.916	Very Highly Correlates

Among the factors that comprise teachers' emotional intelligence, table 6 shows that emotional self-awareness, and emotional awareness of others very highly correlates English students' self-efficacy and academic achievement respectively. And, teachers' emotional expression highly correlates students' anxiety.

CONCLUSION

The findings of the study concluded that among the factors of Teachers' Emotional Intelligence (EI), Emotional Self-awareness, Emotional Expression and Emotional Awareness of Others highly correlates with self-efficacy, anxiety, and academic achievement, respectively. This means that the Emotional self-awareness of English teacher has a positive effect on the students' self-efficacy, where the English students may eventually develop a belief to themselves that they can do or they have the ability to complete a particular task in their English subject and this will lead to high level of English students' Academic Achievement .

Generally, based on the findings of the study, it was concluded that Teachers' emotional Intelligence that he/she shows inside the class can affect the students' self-efficacy, anxiety and academic achievement. This is the reason why a teacher must have a healthy Emotional Intelligence and be careful with the emotions that he/she is showing inside the class.

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