

Perceived Emotional Invalidation and Its Impact on Self-Efficacy of Selected Teenagers in the City of Cabuyao



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ABSTRACT: This study investigates the impact of perceived emotional invalidation on the self-efficacy of teenagers in Cabuyao, Laguna, employing a mixed-method approach (Convergent mixed method approach). Quantitative surveys and qualitative interviews provide insights into teenagers' perceptions. While perceived emotional invalidation is moderate and self-efficacy is high, a weak correlation between them is found. Qualitative findings reveal multifaceted challenges and coping strategies. The study sheds light on the importance of addressing emotional invalidation for adolescent well-being, offering implications for intervention and support. This abstract explores aspects of Filipino culture that affect individual emotions and communication styles. It highlights how collective values sometimes disregard personal feelings, but embracing one's true self can be empowering and promote acceptance. It emphasizes the importance of being diplomatic and humble when communicating with Filipinos, who often use indirect communication to maintain harmony.

KEYWORDS: Perceived Emotional Invalidation, Self-efficacy, Teenagers, Adolescents

I. INTRODUCTION

When someone experiences emotional invalidation, their emotions are often disregarded or invalidated by others, which can be deeply hurtful and damaging. Instead of offering support, empathy, or understanding, the person's emotions are dismissed, leading to frustration, loneliness, and self-doubt. Emotional invalidation is defined as the minimization, punishment, or ignoring of an individual's emotional experience (Linehan, 1993). It is vital to understand emotional invalidation as it is a common experience that can have serious consequences, such as depression, anxiety, and low self-esteem. Additionally, a number of mental health conditions, like borderline personality disorder and post-traumatic stress disorder, have been associated with emotional invalidation. Researchers can learn more about how this event affects people and their interpersonal interactions. This understanding can help inform the development of interventions to help individuals cope with emotional invalidation and promote healthy emotional expression in relationships. The researchers want to know if self-efficacy and emotional invalidation are associated with how emotional invalidation can reduce a person's self-efficacy. When someone's emotions are dismissed, they will begin to doubt their own judgment, making them feel helpless and making it harder for them to manage their emotions. On the other hand, people's self-efficacy may rise when they feel understood and supported in their emotional experiences. This is due to the fact that experiencing acceptance and understanding can give one a sense of empowerment and courage can lead them to greater confidence in their capacity to complete tasks and reach their goals. Peer support significantly improved self-efficacy and self-management (Dandan Liang, et al., 2021). Thus, the study aims to investigate how teenagers from Cabuyao deal with emotions that are related to their sense of self-efficacy. Teenagers rely heavily on peer relationships for support, validation, and social comparison. Peer interactions provide opportunities for social learning, identity exploration, and the formation of close friendships. Peers also serve as an essential source of social support and companionship during adolescence. Teenagers are intertwined in numerous connections, especially relationships with peers and parents. Bonds involve a chain of exchanges between two individuals who are acquainted with each other. Previous deals impact these interactions and, subsequently, will impact future exchanges. Erikson's theory suggests that adolescence is a stage of identity formation and exploration. According to Erikson, individuals face the psychosocial crisis of identity versus role confusion during this stage. Adolescents seek to develop a sense of self and establish their identity by exploring different roles, values, and beliefs. This exploration can involve experimenting with various interests, relationships, and career aspirations. The role of peers is particularly crucial during adolescence.

II. METHODOLOGY

A. Research Design

The researchers will use a Qualitative-Quantitative approach, acknowledging the strengths and limitations of each method. They will employ a convergent mixed method approach, combining descriptive statistical analysis for quantitative data and in-depth interviews for qualitative data. The study aims to examine the relationship between perceived emotional invalidation and self-efficacy among senior high school teenagers. Survey questionnaires will measure perceived emotional invalidation and self-efficacy levels, while semi-structured interviews will provide deeper insights. This approach allows for a comprehensive understanding of the impact of emotional invalidation on self-efficacy. Initially, survey questionnaires were developed to quantify emotional experiences and self-efficacy levels among students. Recognizing the complexity of emotional dynamics, qualitative methods were also utilized through structured interviews to delve deeper into participants' experiences. This dual-method approach enhances the credibility and comprehensiveness of the research outcomes.

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B. Research Locale

The study was conducted in three urbanized barangays in Cabuyao, Laguna, Philippines, focusing on senior high schools. The chosen barangays were chosen due to their large number of stand-alone public schools for senior high students. The researchers collected data on the population of each school, revealing a total of 1,188 students across three schools. Mamatid Senior High School had 551 students, followed by Pulo Senior High School with 471 and Bigaa Integrated National High School with 166, providing a comprehensive understanding of the educational landscape in these areas.

C. Sampling Design

The researcher plans to study the impact of “Perceived emotional invalidation on self-efficacy among teenagers in Cabuyao City”. Instead of involving all teenagers in every barangay, they will use cluster sampling to group senior high schools from each barangay into one cluster. The selected clusters will be chosen for the research study using simple or systematic sampling.

D. Instrumentation

Researchers will use interviews and questionnaires to measure teenagers' perceived emotional invalidation using PIES, GSE, and descriptive interpretation, using a mixed-method approach to measure if perceiving emotional invalidation has a significant impact on the level of self-efficacy of teenagers.

Perceived Invalidation of Emotion Scale

Perceived invalidation is a psychological trait that refers to the lack of validation, minimization, or disapproval of an individual's emotions. The Perceived Invalidation of Emotion Scales (PIES; Zielinski & Velleux, 2018) measures this trait, ranging from 1 to 5. The scale is used to assess the impact of emotional distress on individuals, and its results are analyzed using a 5-point Likert scale (Almost never; 0–10%) to 5 (Almost always; 91– 100%). PIES has strong concurrent validity for variables related to psychopathology, and its predictive validity suggests that current signs of borderline personality traits or emotional distress can predict future symptoms.

General Self-Efficacy Scale

The General Self-Efficacy scale, developed in 1981 by Matthias Jerusalem and Ralf Schwarzer, is a self-report measure of self-efficacy with internal reliability between .76 and .90. It is correlated with emotion, optimism, and work satisfaction, but has negative coefficients for depression, stress, health complaints, burnout, and anxiety.

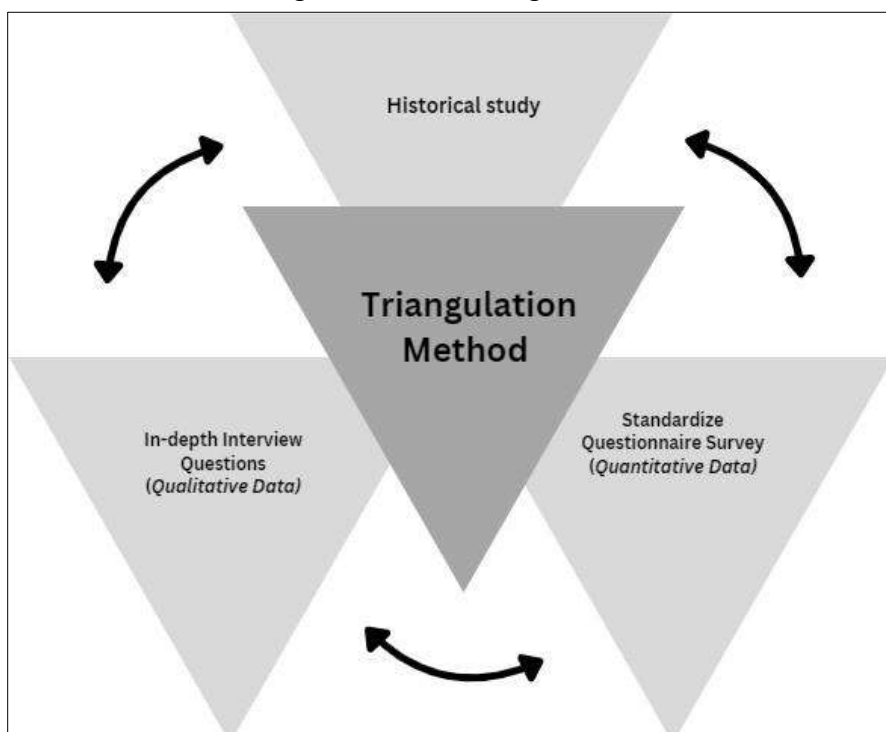
E. Data Gathering Procedure

The researcher presented the research title to the professor and submitted it to the thesis adviser for feedback. Data from the Pamantasan ng Cabuyao library and the internet were used, along with information gathered from three barangays: Mamatid, Pulo, and Bigaa. The study involved collecting data from teenagers using survey questionnaires and interviews, taking approximately 10-15 minutes each. Participants were ensured privacy through the use of symbols and pseudonyms. Debriefing sessions were conducted afterward, and participant information remained confidential throughout the study.

F. Treatment of the Data

The gathered data underwent statistical treatment, involving classification, tallying, tabulation, and interpretation according to the research hypothesis. Statistical tools used included the Raosoft Sample Size Formula for calculating sample size, Mann-Whitney U Test for comparing two groups, Kruskal Wallis Test for comparing three or more groups, and Pearson Product-Moment Correlation Coefficient for determining the relationship between emotional invalidation and self-efficacy. These analyses guided interpretation of the results. Researchers transition to the qualitative phase with the aim of delving deeper into the quantitative findings to determine their relevance or potential contradictions. This phase involves understanding underlying mechanisms, exploring participant perspectives, and uncovering contextual nuances. Thematic analysis involves stages such as data preparation, familiarization, code construction, theme identification, review, and final report creation. This method entails coding data into informative pieces, categorizing them into themes, and analyzing them in relation to the research question or goal.

Figure 3: Method Triangulation



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Data triangulation occurs when researchers utilize various methods to collect data, such as combining qualitative and quantitative approaches or using different types within each category. The key is to ensure that these methods yield independent results. Triangulation, as defined by Patton (1999), involves employing multiple methods or data sources to achieve a comprehensive understanding in qualitative research.

III. RESULT AND DISCUSSION

This chapter focuses on data analysis, where survey questionnaires and interviews were used. Adopting a convergent mixed method approach, this study integrates qualitative and quantitative methodologies. Through qualitative exploration of subjective experiences and subsequent quantitative validation of emergent themes, the research aims to understand the relationship between emotional invalidation and self-efficacy.

TABLE 1.1 Frequency and percentage distribution of respondents according to age

Age	Frequency
15 - 16	75
17 - 18	183
19 - 20	38
Total	296
Mean	17.22
Sd	0.97

Table 1.1 displays the age distribution of respondents. The majority, comprising 61.8% or 183 respondents, were aged 17-18 years old, followed by 25.3% or 75 respondents aged 15-16 years old, and 12.8% or 38 respondents aged 19-20 years old.

TABLE 1.2 Frequency and percentage distribution table of respondents according to gender

Gender	Frequency	Percent
Male	135	45.6
Female	161	54.4
Total	296	100.0

Table 1.2 presents the gender distribution of respondents. Of the total 296 respondents, 54.4% (161) were female, while 45.6% (135) were male.

TABLE 1.3 Frequency and percentage distribution table of respondents according to grade level

Grade Level	Frequency	Percent
Grade 11	141	47.6
Grade 12	155	52.4
Total	296	100.0

Table 1.3 illustrates the distribution of respondents by grade level. The majority, accounting for 52.4% or 155 respondents, were from Grade 12, followed by 47.6% or 141 respondents from Grade 11.

TABLE 1.4 Frequency and percentage distribution table of respondents according to school

School	Frequency	Percent
BIGAA INHS	67	22.6
MAMATID SHS	133	44.9
PULO NHS	96	32.4
Total	296	100.0

Table 1.4 outlines the distribution of respondents by school. The majority, comprising 44.9% or 133 respondents, were from Mamatid Senior High School, followed by Pulo National High School with 32.4% or 96 respondents, and Bigaa Integrated National High School with 22.6% or 67 respondents.

TABLE 2. Presentation of the level of Perceived Emotional Invalidation

OVERALL	2.55	0.7	MODERATE
WEIGHTED MEAN	3		

The overall mean PIES of 2.55 suggests a moderate level of perceived emotional invalidation among selected teenagers in Cabuyao. This indicates a notable, though not extreme, experience of emotional dismissal or lack of acknowledgment. Qualitative findings highlight challenges in communication, where students feel unnoticed or undervalued, contributing to a sense of emotional invisibility.

.High levels of perceived emotional invalidation are associated with increased stress and negative effects in daily life (Zielinski et al., 2022). The moderate level of perceived emotional invalidation suggests that individuals' emotions may be partially recognized but not fully acknowledged or understood by others.

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TABLE 3. Presentation at the level of Self-Efficacy

OVERALL WEIGHTED MEAN	2.78	0.63	HIGH
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This suggests that teenagers display a high level of general self-efficacy, reflecting a positive and confident outlook on their ability to handle various situations and challenges. Quantitative findings emphasize the importance of feeling understood and respected, as it boosts self-belief. Confidence and success are intertwined, as emotional validation fosters a cycle of confidence-building, encouraging individuals to pursue and achieve their goals. Valizadeh (2021) supported these findings, demonstrating that undergraduate students with high self-efficacy levels in the Philippines were assertive and successful in their academic endeavors. Moreover, high academic self-efficacy predicted better academic performance, indicating that confidence in academic abilities correlates with higher achievement.

TABLE 4. Analysis Level Of Perceived Emotional Invalidation

Profile	Computed values	p-value	Decision	Interpretation
AGE	2.630	0.269	Failed to Reject Ho	Not Significant
GENDER	9927.5	0.159	Failed to Reject Ho	Not Significant
GRADE LEVEL	10180.0	0.264	Failed to Reject Ho	Not Significant
SCHOOL	0.316	0.854	Failed to Reject Ho	Not Significant
Gender and grade level -			Mann-Whitney U test	
Age and school -			Kruskal Wallis Test	

Table 4 displays the analysis results of perceived emotional invalidation across demographics. The findings indicate no significant differences in perceived emotional invalidation among teenagers when grouped by age range, gender, grade level, and school. This is evidenced by computed p-values all exceeding the 0.05 level of significance (0.269, 0.159, 0.264, and 0.854, respectively).

TABLE 5 Analysis level of Self-efficacy

Profile	Computed values	p-value	Decision	Interpretation
AGE	3.005	0.223	Failed to Reject Ho	Not Significant
GENDER	9342.5	0.016	Reject Ho	Significant
GRADE LEVEL	9032.0	0.003	Reject Ho	Significant
SCHOOL	3.413	0.182	Failed to Reject Ho	Not Significant
Gender and grade level -		Mann-Whitney U test		
Age and school -		Kruskal Wallis Test		

Table 5 presents the analysis results of self-efficacy across demographics. It reveals no significant differences in self-efficacy among teenagers grouped by age range and school (p -values > 0.05). However, significant differences were found based on gender and grade level (p -values < 0.05). Female students demonstrated lower confidence levels compared to males, consistent with prior research (Olave, 2019). Additionally, self-efficacy varied across grade levels, with differences observed among students in different years of study (p -value = 0.003), aligning with findings by Callao (2021) on undergraduate students.

TABLE 6. Presentation of the relationship Perceived Emotional invalidation to Self-efficacy

VARIABLE	r-value	p-value	Direction and Degree of Relationship	Decision	Interpretation
Perceived Emotional Invalidation Self-Efficacy	0.039	0.508	Negligible Relationship	Failed to Reject Ho	Not Significant

if $p < 0.05$ Reject Ho

If $p > 0.05$ accept/Fail to reject

The correlation between perceived emotional invalidation (PEI) and self-efficacy (SE) yielded an r-value of 0.039, falling within the negligible range (0.01-0.19). With a p-value of 0.508 exceeding the common significance level of 0.05, the null hypothesis is not rejected. This suggests that any observed correlation between PEI and SE in teenagers is not statistically significant or practically meaningful. In simpler terms, the association is so weak that it could likely occur by random chance, and there is insufficient evidence to conclude a genuine relationship between these variables. Additionally, Catembug et al. (2023) found that Senior High School Students demonstrated resilience in handling high stress, independence despite family absence, and unique comprehension of others' thoughts and emotions.

Table 7. Presentation of Themes

SUPERORDINATE THEMES	SUBTHEMES
Challenges in PEI	Environmental Factors Emotional Struggles Communication Failure Academic Challenges
Coping Strategies in PEI	Owning the Problem Interpersonal Adaptation Maintaining Disclosure
The Struggles for PEI in Daily Striving	Dissimilarity in Interpretation Working Student Struggles & Daily Activities Emotionally Damaging Emotional response from Distress
Empowerment Through Support and Self-Belief	Internal Empowerment External Support & Recognition Goal Orientation Communication and Emotional Well-being Autonomous Self-Embrace

Table 7 presents the Superordinate themes and emerged Subthemes in this study, addressing the following interview questions as follows:

What are the emotional experiences of the teenagers' perceived emotional invalidation?

- Can you share an experience when you felt emotionally invalidated by someone close to you?
- How do you respond when someone dismisses or downplays your feelings?

Explain how emotional invalidation affects the teenager's ability to solve problems on their own?

- What do you feel when you perceived emotional invalidation while doing tasks in your daily activities?
- In your opinion, how does emotional validation or support contribute to your belief in your abilities to achieve your goals in life?

1. Challenges in Emotional Invalidation

1.1 Theme - Environmental Factors

Perceived emotional invalidation involves complex environmental factors beyond personal experiences. The home environment and familial dynamics significantly influence feelings of being unheard. Communication gaps exacerbate emotional strain. Jin and Wang (2019) highlight the positive impact of self-esteem, family relationships, and social support on adolescents' mental health.

1.2 Theme Emotional Struggles

In emotionally invalidated contexts, students face unaddressed emotional struggles, leading to higher psychological distress levels. Schreiber and Veilleux (2022) emphasize the crucial role of interpersonal interactions in understanding and coping with psychological distress.

1.3 Theme - Communication failure

Emotionally invalidated communication challenges lead to emotional neglect, with students feeling unnoticed in social circles. Gogitsaeva et al. (2019) stress the importance of effective communication for teenagers' social growth.

1.4 Theme – Academic Challenges

In emotionally invalidated academic settings, students struggle with the transition to Senior High and adapting to new expectations. Zhao and Zhao (2022) found that the quality of family environment and peer interactions positively predicts academic success, with peer communication partially mediating this relationship.

2. Coping Strategies in PEI

2.1 Theme - Owning the problem

Coping with emotional invalidation requires taking charge of well-being, being flexible in interactions, and maintaining open communication. Internalizing emotions can lead to inner conflicts. Alexander et al. (2021) found that close parent-child relationships, open communication, and peer acceptance reduce teen anxiety and depression, while excessive parental monitoring may worsen internalizing problems.

2.2 Theme - Interpersonal Adaptation:

Interpersonal adaptation involves addressing familial misunderstandings to prevent emotional neglect. Jin et al. (2023) discovered that family incivility correlates with social struggles and loneliness, with self-compassion mediating its impact on social adaptation.

2.3 Themes - Maintaining Disclosure

Maintaining disclosure involves overcoming limited expressiveness and responding to dismissal with silence. Maryani et al. (2020) highlight cultural variations in beliefs about sharing with friends, where openness fosters strong friendships and encourages personal sharing.

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3. *The Struggle for PEI in Daily Striving*

3.1 Theme – Dissimilarity in Interpretation

In Dissimilarity in Interpretation, Exhaustion from Misunderstood leads to emotional weariness and frustration. Non-Vocal Nature complicates communication breakdowns due to difficulty expressing feelings. Rejection of Opinion and Discrepancy in Perception contribute to emotional disconnection and frustration stemming from differing interpretations.

3.2 Theme - Emotionally Damaging

In Emotionally Damaging situations, Internalized Resilience showcases inner strength and coping skills to bounce back from invalidation. Unacknowledged Efforts and Emotional Impact of Misunderstanding entail feeling sad when misunderstood and disappointed when efforts go unnoticed or underappreciated.

3.3 Theme - Working Student Struggles and Daily Activities

In Working Student Struggles and Daily Activities, Task and Activity Influence explores how responsibilities affect emotions, especially for those balancing work and studies. Heiland and Veilleux (2021) found that positive emotions influence confidence and perceived emotional recognition daily. Individuals with more personality dysfunction feel less capable in the moment, experience greater distress, and perceive their emotions as invalidated more frequently.

3.4 Themes - Emotional Response and Distress

When emotions are ignored, Emotional Responses can lead to frustration, sadness, or increased vulnerability. Feeling of Invalidity reflects the sense of reduced value when emotions are disregarded, making it difficult to express and validate emotional experiences. Benitez et al. (2022) found that invalidation leads to larger drops in positive feelings and slower mood recovery after discussing anger.

4. *Empowerment Through Support and Self-Belief*

4.1 Theme - Internal Empowerment

In Internal Empowerment, Self-Belief and Confidence are crucial, fueled by positive emotional experiences and support. Belief in Self emphasizes inner belief in one's skills and strength. Understanding and Respect from emotional validation strengthen self-belief. Confidence and Achievement form a cycle, boosting confidence to pursue and achieve goals. Bedoria and Madrigal (2022) found that self-compassionate individuals handle stress effectively and have better control over thoughts and emotions, leading to improved well-being.

4.2 Theme - External Support and Recognition

External Support provides valuable encouragement, guidance, and understanding, bolstering belief in one's capabilities. Goal Achievement and Support emphasizes collaborative efforts to reach goals, including both emotional and practical assistance. Recognition by Others boosts self-image and belief in achieving goals. Salters-Pedneault (2022) notes that emotional validation fosters a sense of belonging and helps individuals effectively manage overwhelming emotions.

4.3 Theme - Goal Orientation

A Goal-Oriented Mindset involves focusing on specific objectives, aided by emotional validation and support, which foster a positive outlook and confidence in achieving meaningful goals. Li (2023) found that emotionally validated children develop confidence, positive self-identity, and enhanced mental well-being.

4.4 Theme - Communication and Emotional Wellbeing

Lack of validation breeds self-doubt and inadequacy. Emotional support boosts well-being. Communication sensitivity is vital. Validation correlates with emotional state. Kuo et al. (2022) found accepting shame or sadness enhances happiness, but acknowledging fear less so. Emotional control doesn't impact response to invalidation.

4.5 Theme - Autonomous Self-Embrace:

Autonomous Self-Embrace entails independence from external opinions, embracing strengths, weaknesses, and uniqueness. Self-acceptance and support are crucial. Roth et al. (2019) suggest integrative emotion regulation is most effective in supportive environments that foster expression without judgment.

IV. DISCUSSION

The study investigated the demographic profile, levels of perceived emotional invalidation (PEI), and self-efficacy (SE) among 296 teenagers in Cabuyao City. Findings revealed diverse demographics, with 17-year-olds being the largest age group and a balanced gender distribution. Grade levels were equally split between Grade 11 and Grade 12, representing various schools. Teenagers reported moderate acknowledgment of emotions and generally high self-efficacy, with slight variations in confidence levels across gender and grade level. Analysis showed no significant differences in perceived emotional invalidation based on demographics. However, significant differences were noted in self-efficacy by gender and grade level. Interestingly, the study found a weak correlation between perceived emotional invalidation and self-efficacy, suggesting further research is needed to understand this relationship better. Overall, the findings underscore the need to grasp the diverse characteristics and experiences of teenagers in Cabuyao City, emphasizing the importance of exploring the interplay between emotional acknowledgment and self-efficacy in this population.

Integration and Comparison

In a mixed-methods study on perceived emotional invalidation (PEI) and self-efficacy (SE), a gap emerged between qualitative and quantitative findings. While quantitative analysis found no significant link between PEI and SE, qualitative data revealed a clear connection. This highlights the complexity of the topic, signaling a need for further exploration.

Analysis showed a limited connection between feeling emotionally invalidated and self-confidence among teens. However, moderate support and self-belief significantly impact coping with emotional invalidation.

In Filipino society, collective values may overshadow individual emotions, but embracing true self empowers individuals. Expressing emotions challenges societal norms and promotes acceptance.

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When communicating with Filipinos, diplomatic and humble approaches are essential to avoid arrogance. Indirect communication maintains harmony, paying attention to tone, posture, and expressions for nuances (CharaScroope, 2017). Filipinos exhibit resilience amid challenges, fostering persistence and flexibility crucial for self-confidence. Despite hardships, they display determination and ingenuity, showcasing faith in overcoming obstacles.

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