



THE EFFECT OF MEDIA USE ON THE QUALITY OF LEARNING OUTCOMES IN ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN MBOONI EAST SUB-COUNTY, KENYA

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Abstract:

The study sought to accentuate instructional media use and the quality of learning outcomes in English language in public secondary schools. Its purpose was to determine the effect of instructional media use on the quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County, Makueni County. The study employed a mixed approach with a descriptive survey design. Data was collected from Extra County, County and Sub-county public secondary schools using questionnaires, interview schedules and tests for the students where a 97.33% response rate was achieved. The dependent variable was learning outcomes in English language among students in public secondary schools in Mbooni East Sub-county, Kenya while the independent variable was instructional media use. The target population was teachers of English, heads of languages department and form their students in the Sub-county. Simple random sampling was used to select the students while purposive sampling was used to select the teachers of English and the Heads of Department languages. A sample of 12 teachers, 12 heads of the languages department and 313 students were involved. The instruments' validity was determined through expert opinion from the school of Education of Machakos University. The reliability of the instruments was ascertained during piloting a sample that was not part of the study. Two approaches were used in

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analyzing the data, that is, descriptive and thematic approaches for quantitative and qualitative respectively. Quantitative data was analyzed through descriptive statistics and presented in frequencies, means and percentages with the aid of Statistical Package for Social Sciences (SPSS). Content analysis was used to analyze qualitative data which was thematically presented in prose. The study reveals that the quality of learning outcomes in English language in the sub-county is slightly below average, sub-county schools perform poorer and female students outshine their male counterparts. It was concluded that instructional media use enhances learning outcomes in English language. The study recommends that the Ministry of Education should equip public schools with instructional resources. In addition, the Quality Assurance and Standards officers and school principals should emphasize to teachers to use instructional media in teaching English language. Parents and other stakeholders in schools through the Board of Management should also come up with strategies on how to provide instructional media for use by teachers to enhance learners' quality of learning outcomes.

Keywords: instructional media, quality of learning outcomes and teachers of English

1. Introduction

Learning outcomes are representations of the particular skills and comprehension that the learner attains from a learning activity. These learners' achievements are measurable after the learning is accomplished. Success in education is measured through the attainment of learning outcomes by the learner which is computed using tests and examinations (Obeka, 2020). According to Silvi and Haryudin (2020), instructional media are the materials and objects that are used by teachers in the classroom to pass information and enhance learning. Instructional media can also be referred to as learning media. They argue that learning media is an instrument that assists in effective and smooth classroom instruction. Instructional media thus includes what the teacher uses to teach for the achievement of the set objectives.

Naz and Akbar (2010) point out that instructional material can be in form of print media like textbooks, magazines, newspapers, bulletins, newsletters, journals, handouts and posters. Media can also consist of models, graphs, maps, charts, and dioramas. These are called graphics. In addition, we have audio media which include audio tapes, records, radio and audio cassettes. Photographic media involve motion pictures, still pictures, film strips and slides. Another category is television\video which includes broadcast television, cable television, video disks, Teledex, video cassettes and video tapes and finally Computers in form of laptops and desktops.

Visual aids make learning more interactive and learners take part in the process of learning which in turn leads to enhanced quality of learning outcomes. Instructional media are vital to the teaching of any subject. Learning aids improve methodology and reduce the teachers' talk and chalk method of teaching and especially during the delivery of English lessons. Using instructional media provides learners with the opportunity to

access content and maximize learning. This leads to improvement in the learning outcomes (Henrich, 1990). Newby (2000) avers that teachers should amplify learner participation in their lessons through the use of instructional media. This will also assist the learner to form the right attitude towards English language subjects. Fidanboyly (2014) also opines that the application of teaching aids in teaching can create learners' interest, arrest learners' attention during the learning process and improve comprehension of what has been taught.

Obeka (2020) asserts that the application of teaching aids in the instruction of English language is very important for the improvement of learners' learning outcomes. Teachers of English language might not fully achieve their lesson objectives if they do not apply relevant instructional media. Wamalwa (2016) underscores that the practical involvement of learners in lesson activities through the use of instructional media assists the learners in internalizing the concepts taught. It further aids in the development of the cardinal skills in the English language which are listening, speaking, reading and writing. The use of media also makes the learners form a positive attitude towards learning the English subject and this leads to improvement in their performance. Instructional media further helps the learner to understand easily, retain and be able to apply what is learned in English language to other subjects. Thus, lack of media or inadequacy during English lessons poses a challenge to acquiring quality learning outcomes. According to Richard and Rodgers (2001), the media that a teacher selects only influences learning positively if it is combined with the right teaching methods and approaches.

Silvi and Haryudin (2020) conducted a study in Indonesia on media use by teachers of English teaching English. They concluded that media use is very important for the realization of quality learning outcomes. When a teacher of English uses instructional media, the students feel comfortable and are interested in participating in classroom activities. Thus, media increases the students' interest to learn and aids the teacher in the attainment of the set objectives which in turn leads to improvement in performance in English language examinations.

In Nigeria, Adenle and Ughelu (2019) investigated the influence of the usage of instructional media and its effect on learners' performance in the sciences. The findings revealed that instructional media use positively influenced the performance of the learners in the sciences. The study emphasizes the importance of the implementation of instructional media for the enhancement of learning. In Zimbabwe, Chinooneka and Mupa (2015) did research on the effect of media use in teaching reading and writing in English language. The study revealed that teachers of English did not use a variety of media when teaching. This led to the failure of the learners to grasp the basic skills of reading and writing. They recommended the use of media in teaching of English language to make the learning process effective by enhancing understanding and reinforcement.

Omariba (2012) believes that for a country to offer quality education a favorable learning environment for learning must be created. This can be enhanced by the supply of appropriate instructional resources and adequately trained teachers. The Gachathi

Report (1976) emphasizes that teaching resources mainly comprising books are basic tools for development in education and thus their availability is very key. The delivery of standard education and instruction is dependent on the availability of appropriate instructional media. The secondary school English syllabus by KICD (2002) also underscores the importance of media use in instruction and learning to enhance retention of the content taught. According to Wanjuki (2000), the majority of the secondary schools in Kenya have insufficient instructional media materials. He believes that this may be one of the causative factors of the dismal performance in the English language subject in the Kenya certificate of secondary education examinations.

In Kenya, a study by Kasilia (2018) on the impact of instructional media on Christian Religious Education performance revealed that instructional media enables the learners to understand the lesson topic. In addition, instructional media improves learners' motivation and memory because learners are able to remember the content taught easily thus increasing performance in Machakos county. Wamalwa (2016) also did research on the effective use of teaching aids in the instruction of English language. He discovered that there was an unavailability of teaching aids. Bungoma county teachers mostly used the textbook in their teaching and had not embraced the application of technological media. The study suggested that it is vital for teachers to traverse utilization of other types of instructional media and especially technological media.

1.1 Purpose of the Study

The purpose of the study was to determine the effect of media use on the quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County, Makueni County.

The study was guided by the objective to assess the effect of instructional media use on the quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County, Makueni County.

2. Research Methodology

The study adopted a mixed methods methodology in data collection. It applied descriptive survey which the collection of information is done by giving out a questionnaire or conducting interviews with respondents. Kombo and Tromp (2012) aver that the descriptive survey method can be utilized when gathering information about people's beliefs, characteristics, and habits or when dealing with diversified social or educational issues. This design was thus appropriate for this study since the inquiry sought to suggest measures and provide solutions that could be taken to upgrade the standard of learners' learning outcomes in English in KCSE examinations in Mbooni East Sub-County.

3. Findings and Discussions

3.1 Quality of Learning Outcomes in English Language

The quality of learning outcomes in English language was determined using an English test questionnaire. The questions set evaluated the students' listening, speaking, writing, and reading skills. A total score was computed from the test which represents the quality of learning outcomes in English. The test was marked out of 20 marks. Table 3.1 below indicates the frequency distribution of the English test scored by the 313 form 3 students who took the test.

Table 3.1: Form 3 Students' Quality of Learning Outcomes in English Language

Test Score Range	Test Score Range	Frequency	Percent
0-5		41	13%
5-10		117	37%
10-15		140	45%
15-20		15	5%
Total		313	100.0
Average Score:	10.10		

The scores show that the average score for the English test was 10.10 which is slightly above the 50% mark of 10. Most students scored between 10 and 15 marks. Further analysis indicates that only 49.5% (155/313) of the students who took the test scored above average, which means that the simple majority scored less than average.

The study also computed the test scores by school category. Findings are presented in Table 3.2 below.

Table 3.2: Form 3 Students' Quality of Learning outcomes in English Language by School Category

Test Score Range	School Category			Total	%
	Extra County	County	Sub-county		
	Frequency	Frequency	Frequency		
0 – 5	0(0%)	0(0%)	41(100%)	41	13%
5 – 10	3(3%)	11(9%)	103(88%)	117	37%
10 – 15	18(13%)	60(43%)	62(44%)	140	45%
15 – 20	5(33%)	7(47%)	3(20%)	15	5%
Total	26	78	209	313	100%

The results show a relatively higher test score for extra county schools with 5/26 students scoring 15-20 while 7/78 and 3/209 students in the county and sub-county schools respectively fall under the same range. These scores imply that the quality of learning outcomes in English language is higher in extra county schools and lower in the sub-county public secondary schools in Mbooni East sub-county. Most students in the extra county and county schools scored 15 marks and above as opposed to sub-county schools where the majority of the students scored less than 15 marks. 41% of the students scored

0-5 and the students were solely from sub-county schools. Furthermore, 7.69%, 6.41% and 60.29% from the extra county, county and sub-county public secondary schools respectively scored below the average mark. This demonstrates a massive failure in the English language test among form three students from sub-county schools.

Furthermore, a cross-tabulation of the test score and sex of the student was computed. Results are presented in Table 3.3 below.

Table 3.3: Form 3 Students Quality of Learning Outcomes in English Language by Sex

Test Score Range	Gender of Student		Total
	Male	Female	
0 – 5	23(64%)	18(36%)	41
5 – 10	63(54%)	54(46%)	117
10 – 15	50(36%)	90(64%)	140
15 - 20	3(20%)	12(80%)	15
Total	139	174	313

The results show that female form three students have a better performance in English than their male counterparts. This was demonstrated by slightly higher average scores. In fact, their mean score (10.81) is slightly above the overall mean score (10.10). The male students average score (9.23) on the other hand is below the overall mean of 10.10. In addition, female students posted higher scores (80%) on the English test than their male counterparts (20%).

In terms of the students who scored below average, slightly more than half of the male students interviewed got less than possible 10 marks with 64% of the male students scoring 0-5 compared to 36% of the female students. These findings imply that female students in Mbooni East have post higher learning outcomes in English language than male students.

3.2 Effect of Instructional Media Use on Quality of Learning Outcomes in English Language

The objective aimed at assessing the effect of instructional media uses on the quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. To answer this objective, teachers of English were asked to rank statements related to their use of instructional media on a scale of 1-5 where; 1 = Strongly Disagree (SD), Disagree, 3 = Not sure (NS), 4 = Agree (A), 5 = Strongly Agree (SA). The summary results are presented in Table 3.4.

Table 3.4: Summary Statistics on Instructional Media
 Use and Quality of Learning Outcomes in English language

Variable	SD	D	NS	A	SA	Mean	Std. Deviation
	%	%	%	%	%		
Use of instructional media improves performance in English language	0.0	0.0	0.0	45.5	54.5	4.55	0.52
Use of instructional media motivates learners in learning English language	0.0	0.0	0.0	54.5	45.5	4.45	0.52
Use of instructional media enhances learners understanding in English language	0.0	0.0	9.1	45.5	45.5	4.36	0.67
Use of instructional media improves learners' listening skills in English language	0.0	0.0	9.1	36.4	54.5	4.45	0.69
Use of instructional media improves learners' reading skills in English language	0.0	9.1	9.9	54.5	27.3	4.00	0.89
Use of instructional media improves learners' writing skills in English language	0.0	0.0	9.1	36.4	54.5	4.45	0.69
Use of instructional media improves learners speaking skills in English language	0.0	0.0	9.1	36.4	54.5	4.36	0.92
Use of instructional media improves learners' competence in grammar in English language	0.0	0.0	18.2	45.5	36.4	4.18	0.75

Mean: Strongly Disagree = 1.00-1.80, Disagree = 1.81-2.60, Not Sure = 2.61-3.40, Agreed = 3.41-4.20, Strongly Agree = 4.21-5.00

Findings in Table 3.4 indicate that 54.5% and 45.5% of the teachers of English strongly agreed and agreed respectively that the use of instructional media improves learners' reading skills as well as their competence in grammar in English language. In addition, the majority of the teachers (54.5%) agreed with the statement that the use of instructional media motivates learners in learning English language while 45.5% of the respondents strongly agreed. The study has also revealed that 45.5% of teachers of English strongly agreed with the assertion that the use of instructional media enhances learners' understanding of English language while another 45.5% agreed with this statement. These findings imply that teachers of English in Mbooni East sub-county public secondary schools hold the view that the application of instructional media is very critical when it comes to learning outcomes in English language. These findings are consistent with the assertions of Silvi and Haryudin (2020) that media use is very important for the realization of quality learning outcomes. When a teacher of English uses instructional media, the students feel comfortable and are interested in participating in classroom activities. Thus, media increases the students' interest to learn and aids the teacher in the attainment of the set objectives which in turn leads to improvement in performance in English language examinations.

The findings are also in line with the findings of Henrich (1990) that Instructional media are vital to the teaching of any subject since they make learning more interactive and learners are motivated to learn which in turn leads to enhanced quality of learning outcomes. Learning aids improve methodology and reduce the teachers' talk and chalk method of teaching and especially during the delivery of English lessons. Using

instructional media provides learners with the opportunity to access content and maximize learning. This leads to improvement in the learning outcomes. What the study reveals is also consistent with the assertions of Fidanboylu (2014) who averred that application of teaching aids in teaching can create learners' interest, arrest learners' attention during the learning process and improve comprehension of what has been taught

The study also established that 54.5% of the teachers of English strongly agreed with the argument that the use of instructional media improves learners' listening skills in English language while 36.4% of them agreed with the statement. In addition, the majority (54.5%) of the teachers agreed with the statement that the use of instructional media improves learners' reading skills in English language while 54.5% of the teachers of English strongly agreed that the use of instructional media improves learners' writing skills in English language. Findings also indicate that the majority of teachers of English (54.5%) strongly agreed with the argument that the use of instructional media improves learners speaking skills in English language while most English teachers agreed (45.5%) with the statement that the use of instructional media improves learners' competence in grammar in English language.

The findings concur with Wamalwa (2016) who underscored that the practical involvement of learners in lesson activities through the use of instructional media assists the learners in internalizing the concepts taught. It further aids in the development of the cardinal skills in the English language which are listening, speaking, reading and writing. The use of media also makes the learners form a positive attitude towards learning the English subject and this leads to improvement in their performance. Instructional media further helps the learner to understand easily, retain and be able to apply what is learned in English language to other subjects. Thus, lack of media or inadequacy during English lessons poses a challenge to acquiring quality learning outcomes.

3.3 Qualitative Findings on Instructional Media Use and Quality of Learning Outcomes in English Language

The researcher also interviewed the heads of the languages department to assess media use and the quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. The responses from all heads of the languages department indicated that they concurred that the use of instructional media enhances performance in English language. For example, when asked whether the use of instructional media influences learning outcomes in English language, one head of the department had to say this:

"I strongly agree that the use of instructional media has a positive influence on learning outcomes. Instructional media creates more interest in the learners and motivates the learners to learn, this improves their performance. In addition, when teachers use instructional media in teaching the learners are able to participate in the lesson and that makes them like the subject" (HOD03).

The same sediments were echoed by Newby (2000) who avers that teachers should amplify Learner participation in their lessons through the use of instructional media. This will also assist the learner to form the right attitude towards English language subjects. Fidanboyly (2014) also opines that the application of teaching aids in teaching can create learners' interest, arrest learners' attention during the learning process and improve comprehension of what has been taught.

Similarly, another head of the languages department argued that;

"Use of instructional media encourages students' participation in the learning process and thus enables the teacher to achieve the set lesson objectives." (HOD10).

These findings are in concurrence with those of Silvi and Haryudin (2020) who opine that when a teacher of English uses instructional media, the students feel comfortable and are interested in participating in classroom activities. Thus, media increases the students' interest to learn and aids the teacher in the attainment of the set objectives which in turn leads to improvement in performance in English language examinations.

Another respondent was of the opinion that;

"When a teacher of English fails to use instructional media in teaching, the students may fail to grasp the content and skills being taught. This will in turn lead them to perform poorly in their examinations" (HOD06).

These sediments are in line with those of Chinooneka and Mupa (2015) whose study revealed that teachers of English did not use a variety of media when teaching. This led to the failure of the learners to grasp the basic skills of reading and writing. They recommended the use of media in teaching of English language to make the learning process effective by enhancing understanding and reinforcement.

However, the findings revealed that many instructional media were unavailable in the schools and thus their use was limited. One of the respondents argued that;

"Teachers of English may be willing to use media in teaching but most of them are unavailable in the school. The school lacks electronic media since there are no funds to purchase them." (HOD08).

These findings are in line with Wanjuki (2000) who established that the majority of the secondary schools in Kenya have insufficient instructional media materials. He believed that this may be one of the causative factors of the dismal performance in the English language subject in the Kenya certificate of secondary education examinations. In addition, the same was echoed by Wamalwa (2016) also did research on the effective use of teaching aids in the instruction of English language and discovered that there was an unavailability of technological teaching aids. Bungoma county teachers mostly used

the textbook in their teaching and had not embraced the application of technological media. The study suggested that it is vital for teachers to traverse utilization of other types of instructional media and especially technological media.

4. Recommendations for Practice

The study made the following recommendations:

- 1) Results showed that there are more girls than boys in the surveyed public secondary schools implying that, there has been an enhanced effort to educate girls in the sub-county. In addition, the findings revealed that the majority of the form three students reported a below-average score. The findings also show that learning outcomes in English language are relatively lower among male students. Furthermore, the results show that sub-county public secondary schools perform poorer in terms of mastery of English language followed by county and then, extra county schools. This demonstrates a massive failure in the English language test among form three students from sub-county schools. The poor performance may be attributed to teachers of English failure to use instructional media in teaching of English language. Parents and other stakeholders in schools through the Board of Management should come up with strategies on how to provide instructional media for use by teachers. This will enhance learners' quality of learning outcomes in English language.
- 2) It was established that the use of instructional media enhances learning outcomes in English language by motivating learners, increasing their interest in learning and encouraging active participation in class. This has been demonstrated by both teachers of English and the heads of the language department. The study concluded that the use of media also makes the learners form a positive attitude towards learning the English subject and this leads to improvement in their performance. Instructional media further helps the learner to understand easily, retain and be able to apply what is learned in English language to other subjects. Thus, lack of media or inadequacy during English lessons poses a challenge to acquiring quality learning outcomes. The study has established that the use of instructional media improves learners' reading skills as well as their competence in grammar in English language and improves learners listening and speaking skills in English language. This means that the use of instructional media is very critical when it comes to learning outcomes in English language. Furthermore, the study suggests that Quality Assurance and Standards Officers (QASOs) and school principals should emphasize the application of instructional media in teaching by teachers to improve performance in the English language and enhance teacher effectiveness.
- 3) The study revealed that in most public secondary schools in Mbooni East sub-county many instructional media were unavailable in the schools and thus their use in teaching English language was limited. In addition, there was the

unavailability of technological teaching aids due to financial constraints. This may be one of the causative factors of the dismal performance in the English language subject in public secondary schools in Mbooni East Sub-county. The study recommends that it is vital for teachers to traverse utilization of other types of instructional media and especially technological media. The Ministry of Education needs to allocate more financial resources to public schools to equip them and purchase all the necessary instructional resources. This will enhance learning in schools which translates into quality learning outcomes.

Conflict of Interest Statement

All authors declare that they have no conflicts of interest.

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