



## Teachers' Perception towards Online English Learning Using Distance Education System at Rural Schools Area, Thailand

Nabilah Aulia<sup>1</sup>; Riska Widyanita Batubara<sup>2</sup>

<sup>1</sup> Student of English Education Department, University of Muhammadiyah Gresik, Indonesia

<sup>2</sup> Lecturer of English Education Department, University of Muhammadiyah Gresik, Indonesia

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### **Abstract**

Due to the pandemic situation, the online learning process is really not easy for the teachers, especially for schools that are still located in rural areas. Besides the location, they also lack educators in English Subjects. Since the establishment of online learning, the Ministry of Education in Thailand has a program where the program can be an additional learning process for schools experiencing critical learning problems during the pandemic. This program is called educational TV channels which use a satellite receiver. Although the teachers at these schools have implemented this program to carry out the English learning process for their students, they also have to measure how useful this program is in providing understanding especially in English material to their students. Thus, this research aims to find out the teachers' perception on online English learning towards Educational TV Channels to accommodate the online English learning process in rural schools area, Thailand. Here, the researcher decides to use a mixed methodology. Based on the interview data, it can be concluded that learning through TV Channel, besides that students are more happy and interested when learning through TV Channel, the TV Channel education program is very interesting in the form of pictures, music and animation. And based on the questionnaire analysis, it was found that 40% and 60% of students agreed with the learning using TV Channels. Meanwhile, in the interview analysis, it was found that learning to use Educational TV Channels was very fun because the views, videos and TV Channels season were very interesting.

**Keywords:** *Teachers' perception; Educational TV channels; Online learning; Distance Education System*

### **Introduction**

Currently, online learning in the educational area is widely used to carry out the learning process. Since the news about the Coronavirus spread, all students around the world have to carry out an online learning process based on the information from educational institutions in their respective regions. As explained by Feldman and Zucker (2002) that the online teaching and learning process is one of the new precepts through the internet, that online learning can be delivered anywhere and gives us more time to

access the material. In this learning process, teachers must master the use of appropriate technology to facilitate students in online learning. Research shows that online learning complements a broader classification of expansive learning, which includes earlier technologies such as correspondence courses, educational television, and video conferencing (Barbara, 2007).

The online learning process is not easy for teachers. Especially for schools that are still located in remote and rural areas. Besides the shortage of educators, schools located in rural areas also experience problems with internet connections. Windiarti. et.al, (2019) defined in achieving the success of online learning, educators need technology to support learning outcomes. Using technology can develop information and communication that will be conveyed during online learning. Since the establishment of online learning, the Ministry of Education in Thailand has a program where the program can be an additional learning process for schools experiencing critical learning problems during the pandemic. For example, schools in Thailand that are located in rural areas have a critical problem on internet connection and also a shortage of educators in English subjects. To solve this problem, schools in rural areas use the Distance Education System that is educational TV channels which use a satellite receiver.

Moreover, stated from Information Technology Foundation under the Initiative of Her Majesty Putri Maha Chakri Sirindhorn (2011) the satellite is used to facilitate schools that are short of educators and also have problems with internet connections. Further, the satellites can be accessed by students through 17 TV channels to facilitate the teaching and learning process (Mail, 2020). Schools that use the Satellite Receiver Education System must arrange their class schedules according to the television broadcast schedule. Distance learning television foundation (2019) informed that the broadcast is from a TV station it has a 24-hour broadcast schedule. The program also provides a copy of the book for students who cannot join the program and can download material from the official website; [www.dltv.ac.th](http://www.dltv.ac.th).

There are several previous studies that discussed or researched 'teachers perception' on the use technology in Thailand, including research from Khamprem and Boonmoh (2019) which showed that English teachers from Kamphaeng Phet Technical College, Kamphaeng Phet, Thailand stated that they cannot optimally use technology in the teaching and learning process, because of the bad internet network problem, the lack of technology-based learning support facilities, and the many teaching tasks they have to handle each week. The teachers in this study hope to learn new skills in mastery of technology and apply them in the teaching and learning process in the classroom. Another study comes from research conducted by Putjorn, et al. (2018), where he and his team examined the perceptions of teachers in using the Augmented Reality-based application for Astronomy learning in secondary schools in northern Thailand. The results of this study indicate that teachers in rural areas still have difficulties and consider the use of Augmented Reality technology to be complicated, while teachers in urban areas are easier to accept and use this new technology and practice it in their classroom teaching. One more study from Manprasert (2017) was a thesis entitled "Thai EFL Learners' and teachers' Perceptions on The Teacher's Role in Promoting English Language Learning Autonomy with Social Media". In this study the teachers used the social media they had to help students in learning English, although not many students had social media accounts and some did not even understand how to use social media. One of the results of this study, both teachers and students, agreed with the suggestion that the use of social media for additional learning is important.

Based on the previous studies above, present study focuses more on investigating the teacher's perception on online English learning in the use of educational TV channels in rural school areas. There are several schools in Thailand that use educational TV channels to carry out the learning process online. Due to the location of this school located in the remote area, they implemented the Educational TV Channel for their students to run the learning English process. Although the teachers at these schools have implemented this program to carry out the English learning process for their students, they also have to measure how useful this program is in providing understanding especially in English material to their

students. Lee & Tsai (2005) stated that teachers' perceptions form a significant component to describe the environment of the learning process. The perception from each teacher will be an additional part of the evaluation in the online learning process for the better. Thus, this research aims to find out the teachers' perception on online English learning towards Educational TV Channels to accommodate the online English learning process in rural schools' area, Thailand.

## ***Literature Review***

### *Educational TV Channel*

Television is a mass media that has various functions. The main function of television is as an information tool for people who need information both nationally and internationally. Besides being used to receive news information, according to Elena & Natalia (2018) television is nowadays also used for the learning process for example, basic education management (Grade 1 to Grade 11) and education management for professional development, the development of the life skills in social and community development. As well as free educational services and promote non-formal education through public TV educational television programs. Educational television or television-learning is the use of television programming in the field of distance education. This may be in the form of individual television programs or specialized channels often associated with cable television in the United States as a provider of public access, education, and government (PEG) channels.

With school-age children having to study from home due to the COVID-19 pandemic, the Distance Learning Foundation helped the Ministry of Education prepare distance learning and teaching programs via digital television systems, after the National Broadcasting and Telecommunications Commission (NBTC) agreed to allow students access education through 17 TV channels (Thainews, 2020). Of the 17 channels, 15 involve basic education programs, one concerns distance education and another is related to vocational education (Tortermvasana, 2020).

The Distance Learning Foundation provides educational courses from Kindergarten to Junior High School level, and for this, the Ministry of Education schedules classes across 12 channels (Thainews, 2020). For those in kindergarten and junior high school, distance learning will comprise lessons by teachers of a school in the resort town of Hua Hin each day. Lessons will be repeated later in the day for those who miss them in the morning (Techakitteranun, 2020). The other three channels will provide education to students between grades 10 and 12, with all courses to be provided by the ministry. The other two channels will offer vocational education as well as non-formal and informal education. The Minister of Education, Nataphol Teepsuwan, said schools would reopen after the COVID-19 pandemic situation is resolved. Social distancing will remain in effect at the start of school reopening, and students may have to take turns attending school and continuing to learn from educational TV channels. In normal times, distance learning requires a satellite receiver. In the next six months, students will be able to access distance learning programs on digital TV channels 37 to 53. The system starts operating on July 1, 2020. To watch this channel, Thais can simply unplug their digital TV set-top box to activate the automatic update (Thainews, 2020).

### *Teachers' perception*

Teacher's perception is the opinion of the teacher has regarding something related their students, the use of learning media, and the curriculum used based on their experiences that have been experienced in an educational environment. There are many aspects and factors that underlie the existence of teachers' perception. The thoughts or mental images teachers have about their students are shaped by their

background knowledge and life experiences. These experiences might involve their family history or tradition, education, work, culture, or community. All of these and more contribute to an individual's personal lens and how he or she views others (iris.peabody.vanderbilt.edu, 2020).

### *Previous research on teachers' perception toward the use of technology in educational areas*

Mollaei, Fatemeh., and Riasati (2013) reported the perceptions of EFL teachers about the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes. The result from quantitative and qualitative data revealed teachers' perceptions about integrating technology in their classes, incentives for teachers who use technology, types of technology used, facilitating and inhibiting factors affecting technology implementation, and the different attitudes of male and female teachers toward using technology shows a positive attitude regarding the use of technology, in particular computers, in their classrooms. One of the reasons for this positive response is language teachers have a variety of positive teaching and learning experiences in using computers. Interestingly, the teachers are likely to be more confident and skillful in implementing CALL (Computer-Assisted Language Learning) in their own classrooms. Ismail, Almekhlafi, A, Al-Mekhlafy, M (2010) investigated the perceptions of both teachers of Arabic and teachers of English about the use of technology in their classes in United Arab Emirates" (UAE) schools. Based on qualitative and quantitative data analysis indicates significant results about teachers' perceptions toward the integration of instructional technology in their classes. The general discoveries underlined Instructors' view of the significance of the part of innovation in the first and second language instruction and learning. One of the outcomes that stood apart was the educator underscored the unavoidable effect of innovation on their own educating rehearsals which thus can upgrade understudy learning. The other outcome is that instructors show an ability to quicken the incorporation of innovation in their classes to improve language instructing and learning. Notwithstanding, time and the motivator variable was seen by instructors as an essential for more innovation. Yanti, Setiawan, and Yanuar (2017) examined teachers' perception on the use of E-learning Edmodo at secondary level. The results from the descriptive method with questionnaire, literature and documentation shows that the teacher's positive response on motivation, and easy to use is higher than negative response. It seems that not all teachers in secondary level interest use this E-learning application in educational activities. As the literature review suggests, the majority of studies on teachers' perception have dealt with the use of technology is highly facilitated in online education.

## **Methodology**

### *Instrument*

Online data collection using qualitative methods does not always provide a clear description of the use of educational TV channels used by schools in rural areas, due to the teachers in that schools are not fluency in using English language. Therefore, to examine teachers' perceptions, in this study the researcher decided to use mixed methodology. Furthermore, the data was collected from close-ended questionnaires, and interviews.

### *Participants*

The participants in this study were the English teachers at 10 rural schools in Loei, Thailand. In this schools, there is a shortage of teachers, especially English teachers for 3 levels of students. In each school, there are only 2 English teachers and some of these teachers cover other subjects as well. Those teachers run the online English learning by implementing the educational TV channel for their students starting from May 18th to July 1st, 2020.

### Data Collection

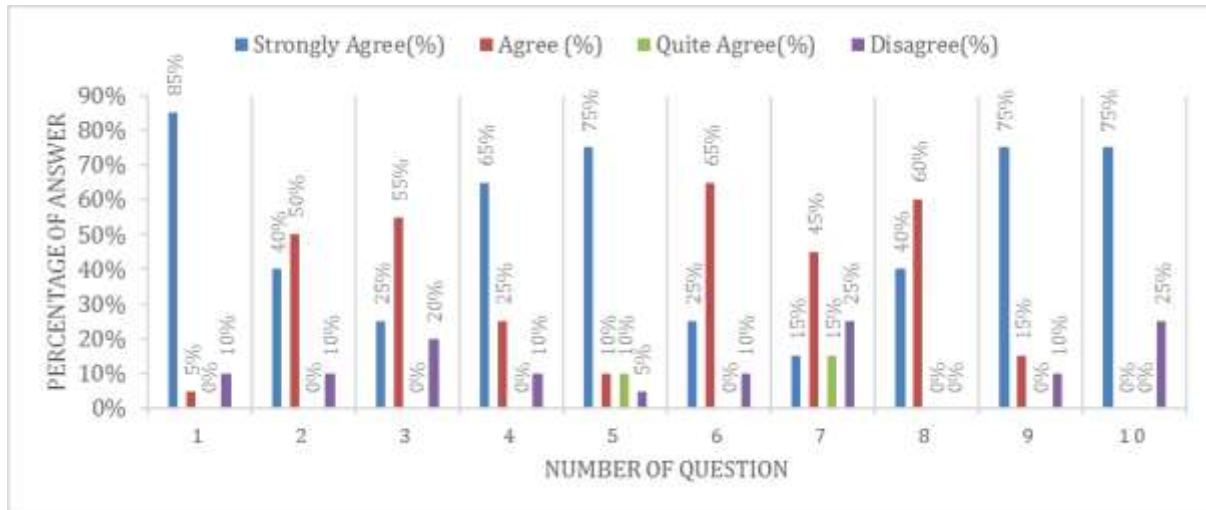
The data were collected in two stages. The first step was carried out by using close-ended questionnaires given to teachers in rural area schools who used educational TV channels during online English learning. The close-ended questionnaire consists of 10 questions in the form of a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) and were analyze by using simple T-test to indicate the teachers' perception. Close-ended questionnaire data collection were collected on December 7th, 2020 to December 11th, 2020 with 20 respondent participants. The second stage is carried out by interviewing 3 English teachers at Chumconbannongkan School, Banhuasisiad School and Ban Nong Bua School to obtain more relevant data. Interviews were conducted online using the zoom application from 12th December 2020 to 13th December 2020.

### Findings and Discussion

#### Questionnaire data analysis

**Table 1.** Table questionnaires were distributed to know teachers' perception of using educational TV Channels in online English learning

No	Statement	Total Respondents	Strongly Agree (%)	Agree (%)	Quite Agree (%)	Disagree (%)	Strongly Disagree (%)	Total
1.	Educational TV channel helps in the development of teaching and learning English online.	20	85%	5%	0%	10%	0%	100%
2.	Using educational TV channels helps students acquire English lessons during online learning.	20	40%	50%	0%	10%	0%	100%
3.	Educational TV channels assist students in improving English lesson academic achievement and grades.	20	25%	55%	0%	20%	0%	100%
4.	Educational TV channels assist in making English language learning interesting and enjoyable.	20	65%	25%	0%	10%	0%	100%
5.	Student motivation is increased due to the use of educational TV channels during online English learning.	20	75%	10%	10%	5%	0%	100%
6.	Educational TV channels help students meet different needs in the online classroom.	20	25%	65%	0%	10%	0%	100%
7.	Educational TV channels help students understand English language subjects better.	20	15%	45%	15%	25%	0%	100%
8.	Students become more independent learners as a result of using Educational TV channels in online English learning.	20	40%	60%	0%	0%	0%	100%
9.	Using Educational TV channels in online learning has many benefits to teachers and students alike.	20	75%	15%	0%	10%	0%	100%
10.	Educational TV channels play a great role in online English learning in rural areas.	20	75%	0%	0%	25%	0%	100%



Based on table 1 and the chart, it can be seen that respondents in general “strongly agree” and “agree” with statements about teachers' perceptions of using educational TV Channels in online English learning. If calculated as an average, the result shows that 52% of the respondents chose the answer "Strongly Agree" for statements about teachers' perception. Followed by the average respondent who answered or chose the answer "Agree" as much as 33%. Only then followed by the answer "Disagree" with an average of 12.5% and the answer "Quite Agree" only 2.5%.

For statement number 1 which states "Educational TV channel helps in the development of teaching and learning English online", a total of 90% or 18 respondents answered agree with this. During the COVID-19 pandemic, almost all schools have implemented distance learning or online learning, and the problem is that not all regions in Thailand can get access to the internet. So with educational TV, which includes English language learning, it is felt to be very helpful, especially for some teachers in rural areas who do not have internet access.

Then for statement number 2 which states "Using educational TV channels helps students acquire English lessons during online learning", it is the same as statement number 1, 90% or 18 respondents agreed with this opinion. This is because the use of educational TV channels does help students get online English learning.

In statement number 3 which states "Educational TV channels assist students in improving English lesson academic achievement and grades", the number of respondents who answered agreed decreased to around 80% or 16 respondents. Meanwhile, 20% or 4 respondents stated that they did not agree with this statement. In general, educational TV does help students improve their ability in learning English, but it has not been empirically proven how far the improvement is.

Then in statement number 4 which states "Educational TV channels assist in making English language learning interesting and enjoyable", again 18 respondents or 90% answered agree with this statement. With educational TV, almost all students find it helpful to learn English because online learning is interesting and fun.

For statement number 5 which states "Student motivation is increased due to the use of educational TV channels during online English learning", 85% of the total respondents agreed, even if added by those who answered "quite agree", the number agreed reached 95%. The increase in student motivation in learning English is greatly helped by the existence of this educational TV, where they learn online and don't have to go to school but can be fun even from home.

In statement number 6 which states "Educational TV channels help students meet different needs in the online classroom", only 25% or only 5 respondents answered strongly agree, the rest 65% answered agree, and 10% answered disagree. Educational TV is indeed very helpful in the learning process during a pandemic, but not all of them meet the needs of online classrooms because the nature of this learning is one-way, there is no interaction or dialogue between teachers and students.

Then for the statement number 7 which states "Educational TV channels help students understand English language subjects better", only a portion of the respondents strongly agree (15%) and agree (45%). Some respondents answered quite agree (15%) and disagree (25%). The number of respondents who disagree as much as 25% on this statement makes sense, because understanding language, especially English, is not only for one direction of learning. Learning a language takes practice and practice. Perhaps for understanding vocabulary or text, it can be achieved using the help of this educational TV.

For statement number 8 which states "Students become more independent learners as a result of using Educational TV channels in online English learning", all respondents 100% agree and this is the reality in the field. How students will be required to be independent in terms of learning English through educational TV channels.

In statement number 9 which states "Using Educational TV channels in online learning has many benefits to teachers and students alike", 18 respondents or 90% agreed with this statement. An education program that is carried out should have benefits, both for teachers and for students.

Then in the last statement number 10 which states "Educational TV channels play a great role in online English learning in rural areas", only 75% or 15 respondents responded positively by answering strongly, the remaining 5 respondents (25%) answered disagree with this statement number 10. Learning through educational TV by the Thai government has been very helpful in rural areas. However, if you want learning English online in rural areas to have more influence, access to online media through the internet and its facilities should be fulfilled, not only from television, which is very limited for interaction and further development. This is a problem currently faced by some teachers in rural areas of Thailand.

Based on this description, it can be said that teachers' perceptions are matching the real condition in Thailand nowadays during pandemic COVID-19. The teachers who were respondents saw students who are studied in their home, most of them, like learning using educational TV Channels in order to learn English online. Based on the results of the questionnaire that had been obtained too, most of the teacher respondents saw that most of their students felt happy, motivated, understood, and enjoyed learning English online through educational TV channels provided by the Thai government. The teachers who were respondents, most of them rated that online learning through educational TVs was quite effective for the majority of students at home. It's just that for rural areas, it must be supported by additional facilities and an internet network. This finding clarified all the previous studies of this research together; Khamprem and Boonmoh (2019); Putjorn, et al. (2018) Manprasert (2017), in which students are happy, enjoy, and motivated by online learning, even though some of them do not know and understand the process, and further reinforce that online education and learning in rural areas in Thailand need more attention. from the government, especially for the provision of internet networks and online learning support facilities.

### *Interview data*

The qualitative part of the study comprises questions 1 to 5. Its analysis has been more pain taking than the quantitative one but necessary in order to try to obtain relevant data regarding students' comprehension in English subject, classroom activities, teachers' methodology and materials and in order to enhance students' participation according to their own perceptions and suggestions.

Technology is a tool to facilitate online learning classes, in addition to students being able to receive lessons wherever and whenever the use of technology is very helpful for teachers in delivering learning material, this also has a positive effect on students experience, Teacher 1 from Chumconbannongkan School and Teacher 2 from Banhuaysisiad School share their opinion about the use Educational TV Channels in teaching online English learning.

*“I think that so good because TV can help the students intellect , show students have to see new things that they wouldn’t see before. They can learn with native English by TV online teachers”  
(Teacher 1)*

*“Online English learning using educational TV channel is make students proud themselves” (Teacher 2)*

They agreed that educational TV channels can help their students be smarter in learning English, this program can make different learning process. Educational TV Channels play a great role for their students in online English learning.

Besides using smartphones and soft files, online learning worksite using educational TV channels, student motivation in learning English has increased. The two teachers from different school explained:

*“TV can be compared with a real teacher for students. They most interested in learning; they will have a chance to access the English subject. It is a great way to open the student’s mind to a various things and help them learn about topics they may not be exposed to at curriculum school.” (Teacher 2)*

*“It is easy for the teacher in teaching English during Online learning” (Teacher 3)*

This educational TV channel can build students critical thinking. The students also found various thing about the topic that they would not see in offline English learning. Educational TV channels are like their substitute teachers during online English learning. Using technology in online English learning apparently affect their students moreover for a new word in English language.

There are some barriers that faced with the teachers during online English learning. Those two teachers from different school shared some opinion.

*“The barriers that I faced with is the equipment and signal, some students cannot follow teacher’s teaching immediately” Teacher (1)*

*“My barriers during online English learning is I cannot handle as well as offline classes, I found some of my students are have miss communication related to my instruction in doing a task or some assignment”  
Teacher (2)*

Even though educational TV channels require satellite receivers, those two teachers said that students cannot immediately follow the teacher's teachings because there is a signal in the students' homes. That way, some students will experience miss communication in the learning process.

The main factor that affects the use of Educational TV Channels is the internet connection, the opinions of two teachers in different schools expressed.

*“Signal of Internet connection, connected electronic accessory” Teacher (1)*

*“The Internet is not good” Teacher (3)*



Really requires good patience for students when attending class. Besides the problem with an internet connection, students still feel happy and enjoy during online English learning using educational TV channels.

There are some effect on using educational TV in online English learning the two teachers from Chumconbannongkan and Banhuasyiad school are have different perception.

*“students’ responses are like to TV, it can help the student’s intellect, can be a teacher for students, show students things they wouldn’t see otherwise in offline English classes, for example, help them to learn about topics they may not be exposed to at curriculum school.” Teacher (1)*

*“The students don’t have interaction with the teacher.” Teacher (2)*

Besides the positive effect there is also negative effect. The positive effect shows that their students are very interesting in learning English, they like to learn by using application or a program this Educational TV channels help the students to found something new and they have a chance to learn about the topic outside the curriculum. For the bad effect is shows that the students cannot have direct interaction with the teacher. This also affected to the teacher that they cannot control the students as well as offline classes.

Based on the interview data, it can be concluded that learning through TV Channel, besides the location in a rural area that the internet connection sometimes has a problem, their students are happier and more interested when learning through TV Channel, their motivation and understanding in learning English is also increase. They were very interested in online English learning due to the material is in the form of pictures, music and animation.

## **Conclusion**

Most of the teacher respondents saw that most of their students felt happy, motivated, understood, and enjoyed learning English online through educational TV channels provided by the Thai government. Furthermore, it was found that learning to use TV Channels was very fun due to the views, videos and TV Channels season were very interesting. By conducting this research, it is hoped that learning can be conducted by doing something fun and not monotonous. Hence, learning English lessons, especially in the pronunciation section, will not become a fear for students. At last, the use of TV channel for learning can be developed as media for learning other course on English lesson.

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