The effectiveness of building a proposed guide according to the expansionist theory in developing classroom teaching skills for the practical education course

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Abstract

Research Summary:

The current research aims to define "the effectiveness of building a proposed guide according to the expansionist theory in developing classroom teaching skills for the practical education course"

For the purpose of verifying the research goal, the researcher developed the following zero hypotheses:

1- There is no statistically significant difference at the level of significance (0.05) between the average scores of students (teachers) in the teaching skills test before and after applying the proposed evidence according to the expansionary theory.

2- There is no statistically significant difference at the level of significance (0.05) between the average scores of students (teachers) in the observation card to perform teaching skills before applying the guide.

The researcher adopted the descriptive and experimental approaches in preparing and experimenting with the guide and chose the experimental design of one group and the post achievement test.

The current research community was students of Iraqi colleges of education in humanities.

The researcher randomly and intentionally selected the fourth graders in the departments of Arabic Language, History and Geography from the College of Education for Humanities.

The researcher performed a statistical equivalence among the sample members in the following variables: (degrees of practical education subject).

The researcher applied the work in the educational guide, as she printed the guide on the form of a book and distributed it to the sample members on the first day of application (practical education) in schools.

The researcher derived (262) behavioral goals covering most levels and areas of behavioral goals.

The researcher prepared the teaching skills test to determine the amount of benefit from the educational guide. The test consisted of (36) paragraphs of different types of objective questions, and verified the sincerity and reliability of the test and the level of difficulty and strength of its distinction. And the note card, as the second tool for determining the performance level of the sample consisted of 30 paragraphs, and the researcher verified the validity of the tool and its stability.

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The researcher used the following statistical methods in the research procedures and reaching the results: mono-variance analysis and (T-Test) of two interconnected samples, Pearson correlation coefficient, difficulty coefficient equation, paragraph discrimination factor equation, and the effectiveness of error substitutes.

After analyzing the data statistically, the researcher reached the following result:

The presence of a positive impact on the performance skills of the student with knowledge when applying practical lessons in secondary schools.

The researcher came out with a set of conclusions, recommendations and proposals that complement the current research.

Depending on the results of the research, the researcher can conclude the following points:

1- The possibility of applying the educational guide several times to samples from the teachers of human majors and will achieve good results if it is better applied.

2- The educational guide is a close assistant to the teacher or applied when teaching the subject or at the stage of preparing for the daily lessons.

3- The educational guide can be applied from the current teachers during the service and not for the applicants only because the guide is based on the basic needs of teachers in general.

4- The educational guide for students in the college can be taught through various educational platforms.

In light of the results of the current research, the researcher recommends a set of recommendations, including the following:

1- Printing the educational guide and distributing it to the teachers in order to adopt it as an assistant guide for the teachers.

2- Directing the students in the last stage of the Iraqi colleges of education to use the educational guide in reaching the appropriate teaching skills for each educational situation that the applied student passes

3- Adopting the guide from college professors who are studying practical education as an educational assistant for students and directing their students to seek the help of the educational guide.

As a continuation of the current research and in order to develop the educational guide and interest in it, the researcher recommends the following recommendations:

1- Conducting a study to design an educational guide for teachers that suits the professional needs of the primary school.

2- Conducting a study to design an educational-training manual for the proficiency of the profession for teachers in scientific majors in colleges of education or for English language teachers.

3- Conducting a study to design an educational program in the form of an integrated interactive guide that is next to a computerized application in the form of the Windows, Apple, or Android program.

Key Words

Teaching Manual / Teaching Methods / Expansionary Theory / Classroom Teaching / Practical Education / Faculty of Education / Teaching Skills

Chapter One
1. The Problem of the Study

The issue of teacher preparation is one of the issues that have been and still occupy a large area of   educational thought and although it is a traditional issue, it is soon to put forward a new proposal with any development or change in the dimensions of the educational system. On the one hand it is the cornerstone, on the other hand ,the success of the development depends on the issue of teacher preparation. The teacher is the most important element in the educational process and its basic pillar. He is the effective human element which has contracted the burden of preparing and bringing up generations and give them basic right qualities. He is responsible for the educational goals and prepare good creative thinker citizen. Efficient educational system depends primarily on the efficiency of teacher and the way of preparing him well (AL -Ibadi, 2008:3). So, the educational establishments interested in preparing teachers of faculties of education, research centers and scientific consulting in the issue of preparing teachers and their training and improve their academic, professional. Despite this attention paid by these educational institutions in different countries of the Arab world for teacher preparation programs regulation and supervision, however, these programs had fallen below the required standard and ambition to reach an integrated program that meets the needs of society and its development (Benali and Samir, 2003:31).

The researcher, since she works as a lecturer in College of Education for Human Sciences has found that there is a weakness in the teaching performance and lack of practical teaching skills for students/teachers through the observation within the duration of the application. On the other hand, the researcher , during teaching Curricula and Methods of Teaching for third stage and Practical Education for fourth stage since she works as a lecture in College of Education for Human Sciences has found a lack of interest in teaching skills through planned vocabulary for these two materials.

2. The Importance of the Study

Education has an important position in the construction and development of societies because it aims to bring about changes in human behavior and development of personality and directing it towards the service of human society since it is the process that leads to a comprehensive change in the intellectual behavior of the individual, emotional and performance. It is a continuous process beginning from the first years in the life of the human being to the last days of his life (Obeidi, 2004: 6- 7).

The worth saying which belongs to prophet Mohammed ((peace and blessings of Allah be upon him and his pure household)) about the teacher " I am sent as a teacher" also, the philosophers of a nation, the nobles make a consensus on the importance of the teacher and the great role he plays in the process of upbringing and education for the rising generations (Attia, 2002: 71).

The teacher is the primary source of the cultural, economic and social development of nations through his real contributions to human development, the enormous size added to the inventory of knowledge, and the theory of "human capital" that whenever a teacher succeeds in increasing the educational levels of nations, The levels of national production of science, which, in turn, are reflected in the increase of income levels of the people of the nations and the achievement of social welfare (Ganima, 1996: 10).

The curricula of the faculties of education include three basic aspects: academic, professional and cultural, as well as the materials of the academic specialization that the student will teach in the future in the intermediate or preparatory and the professional side levels. It consists of two components: : Facts and information related to teaching profession and scientific and practical skills that enable him to apply facts and information and enable him to help students to complete their growth and cannot be separated between these two elements of teacher's preparation that are interrelated and each of them complete teacher's skills in the teaching methods and various educational materials. It is natural that he will not be a successful teacher without mastering his specialty and vice versa, that is, no matter how proficient his specialty is, he will not be able to fully communicate it to his students without his proficiency in the skills and methods of teaching and other educational materials (Ibrahim, 1992: 134).

The preparation of teachers and imparting them effective teaching skills is a prominent place of interest of educators, researchers and research institutions. The teacher is one of the most important elements in mastering his student to the desired objectives that are designed and planned by educators to meet the challenges of comprehensive development in view of the scientific, technological, social and economical changes for contemporary societies, the systems and methods of the programs of the faculties of education have been developed in Arabic and international levels to improve the outputs of the faculties of education and to cope with the contemporary scientific and technological developments (Al-Heela, 2007: 5).

The theory of expansionary is one of modern theories in education by which the researchers are trying to use education in order to understand the educational aspects and its multiple interrelated dimensions, the systemic approach relies on so-called concept of the system or the format which means in essence a set of things that gathered together in the field or specific major in different educational fields grasp the need to adopt the systemic approach, so, they can follow the complex nature of the educational problems that are affected by an interactive set of different variables (Faraj,2005: 36)

Third: Aim of the Study

The current research aims to identify: (What is the effectiveness of an interactive manual based on the theory of expansion in the development of teaching skills of students / teachers in the Faculty of Education?), to achieve the aim of the present study, the researchers formulated the following hypotheses :

The first hypothesis : There are no statistically significant differences at the level of (0,05) between the scores of the experimental and control groups in the performance of teaching skills as a whole and measured in the observation questionnaire.

The second hypothesis: There are no statistically significant differences at the level of (0,05) between the scores of the control group students in the pre- test and post-test teaching skills.

Fourth: Research limits

This present study is determined to:

1- Fourth grade students at the Faculty of Education for Human Sciences / Babylon University .

2-The academic year (2017-2018)

3- Teaching skills : a. The skill of writing the daily plan b. Skill configuration c. Skill (view) d. The skill of classroom questions e. The skill of taking students' attention throughout the lesson (diversifying stimuli) f. Skill booster g. The skill of tuning the system inside the class h. Closing skill.

Fifth: Definition of Basic Terms

First: (Effectiveness)

1- (Shehata and others ., 2003: 280) define it as: the extent to which a factor or some independent factors affect a factor or some dependent factors.
2- (Attia, 475: 2008) the ability to make the effect of events and the effectiveness of a thing measured by the impact, it has on something else.

Second: (Program Training). It is linguistically defined by Arabic Language Academy (1985) as the Plan for action and for All Educational Programs (Arabic Language Academy, 1985:54).

Terminology: It defined by: (1-UNESCO Regional Office for Education, 1993) as organized and planned activity for trainees to enhance and develop their skills and knowledge (UNESCO, 1993:16).

2-(Nasr and Hammadi ,1995): A number of proposed educational / learning activities in such a way as to give the targeted students the opportunity to train extensively on a number of skills (Nasr and Hammadi, 1995: 259).

3- System Oriented Theory .

1-(Saraya, 2007)defines it as a group of elements that are grouped together in one or the same entity and interact in interactive network relationships to achieve specific functions or objectives (Saraya, 2007: 30).

2-(Temptation, 2008: 68). It is an organized, interrelated, and interactive steps that lead to the development of educational materials to achieve specific goals directed at a particular type of learners in the light of certain theoretical concepts and principles.

Sixth: Development (linguistic): It mentioned in tongue of the Arabs: he grows up, growing is the increase, he grew someone up , he grows someone up and the growth itself which it increased and multiplied. (Ibn Manzoor, 725).

Terminology defined by: (Muhieddin, 1978) as: Development is not a process of cultural selection, but a fundamental change of traditional life patterns. It has a social value that deals with changing attitudes towards inherited ones and embracing new goals and means.

(Al-Salem and Mar'i, 1980): Development, change and growth (Al-Salem and Meri, 1980: 91).

Teaching Skills

(Merzouk et al., 1996) Define teaching skills as a set of good ideas and actions by the teacher to convey information to his students accurately(Merzouk et al., 1996:993).

(Zeitoun, 2004) defines it as: the ability to perform a specific work, activity related to the planning, implementation and evaluation of teaching. This work can be analyzed for a range of cognitive, motor or social behaviors. The speed of its achievement and the ability to adapt to changing teaching positions using organized observation, and thus can be improved through training programs (Zeitoun, 2004: 12).

3. The researchers define teaching skills procedurally as the ability of the students / teachers (the research sample) to perform the following skills: (the skill of writing the daily plan, the skill of the preparation, explanation, asking the class questions taking the attention of students throughout the lesson, closing skill) with accuracy, speed, proficiency and measured by a note questionnaire prepared for the purposes of this study.

4- Seventh: The student / teacher. (Sabri and Al-Sindi, 2011): Every student enrolls in the Faculty of Education or enrolls in teacher training programs, who will become a teacher practicing the profession of education and performing the required responsibilities and tasks after he has completed all the preparation and rehabilitation requirements he has undergone in colleges or institutes (ibid: 16).

Chapter 2
Theoretical aspects and previous studies

First: The expansionary theory

Charles Glioth The expansionary theory is one of the useful means of organizing the American curriculum: elementary, secondary, preparatory and university, taking into account the level of difficulty at each stage. It was based on the logical sequence from general to specific and from plain to the concrete with details of the content of the curriculum to several stages followed by the summary, synthesis and conclusion stages. It was called the expansionary theory because it dealt with the content of the article at the extended level. It deals with the organization of a set of general concepts, principles or procedures Which includes a unit of study, or a course of study taught in a month, semester or year.

The Theory of Expansion

The main goal is to find a set of formalized forms that represent the content of the subject and organize it in a logical sequence that starts from year to year and helps to construct a knowledge-based structure. This arrangement helps to give a general idea and then gradually breaks it down and begins with a brief presentation of the main ideas in a special way. The introduction of the comprehensive and the details of this introduction are described horizontally or vertically in several stages and depend on the number of stages of details on the size of the content of the subject matter and the level of difficulty.

Elements of Expansionary Theory

Comprehensive introduction: It is the main ideas contained in the content of the material to be organized.

Simulation Comparison: The process in which a comparison between the new topic and another one is familiar to the learner and has a direct relationship with what is intended to learn.

The first level (detailed): This is the part of the content of the material which provides us with a detailed material of the ideas that came in the comprehensive introduction.

The second level is a detail of the first level

The third level is a detail of the second level.

Summary: with a view to recall.

Composition and synthesis: A way of summarizing the internal relationships between the main ideas contained in the educational material is the comprehensive conclusion (Qatami, 2004: 21-13).

Second: Previous studies

Al - Saidi Study (2013). Builds a manual to teach presentations in view of the difficulties faced by students and teachers in Basic Education Faculties at the universities of the Middle Furat. Language is merit of the human being and the Arabic language in particular, it has its remarkable merits, namely the language of religion and the language of nationalism and offers a branch of this decent language and since the poetry of the Arab Diwan , its translation and the history of the presentations are therefore an important branch of the Arabic language as a balance of its poetry; because the only way to distinguish between the proper weights of Arabic poetry and spoiled any detection of quality and inferiority in poetry and adjust its systems so the need for its necessary and it is indispensable.

The students of faculties of Basic Education were not away from this difficulty, and this is evident from the weakness of their level. This is due to a number of reasons, some of which are related to the material, including the student himself, the pedagogy and teaching methods. Hence, the current study aims to build a manual to teach the presentations in view of the difficulties faced by students and teachers by answering the questions posed for the teaching of the material of presentations and students of the third stage in the Arabic language departments at the faculties of Basic Education at the universities of the Middle Furat:

 1 - What difficulties do you encounter when you teach prosodies?

 2 - What difficulties do you encounter when you study prosodies?

After collecting the difficulties of the questionnaires since the researchers owned a modest experience and in view of what previous and similar studies had reported to this study, the questionnaires were drafted initially after they presented the questionnaires to a number of qualified experts and specialists with their modified value. The researchers edited, deleted and merged a number of paragraphs to get two closed questionnaires.

Then the researchers distributed two questionnaires to a representative sample of the original sample which consists of four prosodies material teachers and (301) male and female students from the three colleges. The questionnaire consists of (54) paragraphs while the number of students' questionnaire paragraphs consists of (57) paragraphs (Pearson correlation coefficient, individual coefficient of difficulty (weighted) and percentage weight) the researcher concluded several results presented in chapter four.

The researchers of the present study obtain the following results:

1. The lack of clarity, knowledge , formulation of objectives and the lack of accurate drafting leads to the inability of teaching to achieve the purpose or objective of the study of this material.
2. The lack of knowledge of the students of this material and lack of prior knowledge of them in addition to the difficulty led to their reluctance and unwillingness.
3. The absence of prosodies specialized teacher or whoever does not have experience or adequate information which qualify him to teach the mentioned material lead to the increase of its complexity and difficulty with the students.
4. There are many difficulties that the students and teachers suffer from in prosodies.

In view of results of the present study, the researchers recommend the following:

1. Placing the objectives of prosodies teaching in clear, accurate, comprehensive and drafted in practical and special way which can be a manual which direct the activities of the researchers.
2. Treating the practical side , making the students accustomed to it and monitoring the students' assignments.
3. Increasing the number of prosodies determined teaching years and hours to teach it to stabilize teachers in the control of the material completely.
4. Placing the stating of prosodies science in preparatory stage and identify it to students in Literature and texts material in order not to make them surprised in universal learning stage.

For the completion of the present study, the researchers suggest the following:

1. Making a balanced study between two groups, one of the study with the mentioned manual and the other one with the traditional method of teaching.
2. Identifying the trends of second stage students at departments of Arabic, Faculties of Basic Education in prosodies.

Chapter Three

Research Methodology and Procedures

First: Research Methodology

To achieve the aim of the present study, the researchers adopted the experimental approach:

Experimental approach: Experimental researches go beyond the limits of the quantitative description of the phenomenon and increases the processing of certain variables under precise conditions to ascertain how they occur. Experimental research is not merely a presentation of past events or the diagnosis of the present and its observation and description but rather the control of the variables in experimental situations. The experimental approach has the ability to control various factors Affecting the phenomenon to be studied (Abdel Rahman and Zilkana, 2007: 474).

Second: Population and Sample of the Study

1. Population of the Study : It refers to individuals or objects that all have certain observable characteristics and the only line of population is the existence of a common property among its members and the characteristics of the society that can be observed "features of population" (Abu Huij, 2002: 44). The population of this research consisted of students of the fourth stage in the Faculty of Education for Human Sciences / Babylon province for the academic year (2017-2018) of (506) students.

Table (1) shows the numbers of fourth stage students in departments of Faculty of Education for Human Sciences / University of Babylon

Department	Number of males	Number of females	Total
Arabic	22	99	121
English	14	76	81
History	21	69	90
Geography	26	71	97
Psychological and Education Sciences	16	31	47
Psychological and Educational Guidance	24	46	70
Total	123	383	506

Sample of the Study

The choice of the sample of the study is one of the most important steps of the research. When the researcher wants to collect the data about a whole population, he cannot include all the members of it. Rather, he uses a sample of this population to help him collect his data. The purpose of which is to disseminate the results that are derived from them to a larger society (Abu Huwij, 2002: 45). For the purpose of applying the current study experience, the researchers chooses the stylistic method.

Equivalence of the Study Sample

The researchers must create equal groups in relation to variables related to research (Van Dalin, 1985: 398)
On this basis, the researchers were statistically equalized between the two groups of the study (experimental and control) before the start of the program in some variables that they believe they may affect the safety of the experiment and the accuracy of its results. These variables are:
a) Pre-test scores (for teaching skills).
b)Mental capacity.
c) The age (calculated in months).
d)Grades of the teaching methods of the third stage.
e)The general rate of the third stage.

The researchers obtained the data of the first variable after applying a pre-test to measure the previous knowledge of teaching skills and obtained the data of second variable after applying the Otis test, which was designed to measure mental ability. The data of third variable were obtained from the students themselves after they were distributed a special questionnaire prepared for this purpose, while the data of the variables (fourth and fifth) of the departmental records based on the book facilitation task.

Construction of an interactive Manual

Basis and principles of the interactive Manual:

The researchers designed the interactive manual according to expansionary theory and it consists of four main components: 1. Input: It consists of (general and special program objectives, students / teachers (trainees), teaching skills, content, multimedia, training materials for the program, program management and program date) 2. Processes: It consists of: (pre-test, methods and styles of teaching, training and educational activities - learning, mini-teaching, formative assessment and feedback).

3. Output: It consists of: a. Cognitive Side: A student / teacher who has sufficient information about teaching skills. B. Skill (performance): Student / teacher proficient in the performance of teaching skills.
4. Final Calendar:
a. Note card for teaching skills.
B. Student performance evaluation form applied to educational supervisor and scientific supervisor.
C. Post-test.

Measuring instruments

To avoid the effect of this variable, the researchers used the same tools with the two r groups (pre-post test of teaching skills) and (observation questionnaire), thus limiting the effect of this variable.
Third: Instruments of the Study

Preparation of Teaching Skills Test

In order to achieve the aim of the present study and its hypotheses, this requires the construction of a pre-post teaching test to verify the equivalence of the two groups of study (experimental and control) before this program by comparing the two groups after the implementation of the program. The researchers has built an objective test (multiple choice) since this type of test has many positives, the most important of which is its comprehensiveness and objectivity (truthfulness and consistency), as well as the ease of correction and lack of guessing effect. It is also more exciting and interesting for the student. (Al- Imam Et al., 1992: 54). The test paragraphs were derived by examining a

number of literature in the curricula, teaching methods and writings related to teaching skills, and extrapolating previous research and studies in the field of teaching skills development.

Note Card

The observation of a long history in social sciences is of great importance in educational research in particular. Many educational situations need to be observed by the researchers in their normal state and recording what they see and hear, what is happening in their natural daily life. In this way the researchers do not interfere in the affairs of the category to be considered In some ways of research, but note what is really happening in the normal situation (Kubaisi, 2007: 245).

Note is considered as the more reliable research tools in measuring performance skills (zawbai, Mohamed, 1981:206). It serves as a manual to the observer to record his/her assessments of performance according to assessment levels identified on questionnaire (David and Anwar, 1990:114). Since the current study requires a measure of student/teacher performance, so the researchers build a note questionnaire in accordance with the following steps:

The Aim of the Applying Note Questionnaire

Note questionnaire aims at measuring the performance of student/teacher (sample) teaching skills, (writing daily plan and preparation, explanation (offer) and classroom questions and capture the attention of students throughout the lesson (diversification of stimulations) ,reinforcement and adjust the system within classroom and closing style).

Sources of questionnaire's paragraphs Derivation

Paragraphs of questionnaire are derived through:

- seeing previous research studies conducted in the development of teaching skills.
- Viewing the number of literature in the curriculum ,teaching methods and teaching skills-related literature.
- Analysis of main teaching skills that are specified in the study to their components.

Selection of Experimental Design

Experimental design means (base structure for an experience which describes the group's members experience and identify ways of testing this sample selection) (vandal,1962: 222), a chart or a work program for how to implement the experiment (Abdul Rahman weznknh, 2007:487), It includes a summary of what the researchers will do from the writing of hypotheses and their empirical uses to the final analysis of numbers and facts, it helps the researchers to obtain answers to the research, control experimental aspects and their extraneous variables and the discrepancy between the error and the research problem (Abd al-Rahman and al-Safi, 2005: 122).

This research requests determined experiment which consists of two groups, one experimental material to experimental variable (the independent variable) that is the control group This research requests determined empirically consists of two groups, one experimental subject to experimental variable (the independent variable) that is the control group should not expose to a training program as shown in form (2).

Form (2) Experimental Design of the Study

Group	Pre-test	Independent Variable	Dependent Variable	Post-test
Experimental		Interactive Manual	Development of Teaching Skills	Note Questionnaire
Control				

Statistical Tools

The researchers use (SPSS) program to achieve the procedures and results of the study.

Chapter Four

Interpretation of Results

This chapter contains an overview of the results reached at the present study hypotheses, according to a scientific explanation for these results and conclusions which enables the researchers to deduce in light of their findings. A number of recommendations and suggestions for future studies, as follows:

First: the findings on first main hypothesis

It states that "There are no statistically significant differences at the level of (0.05) between the experimental groups students scores and control group in the performance of the whole teaching skills as actually measured in note questionnaire"

To verify the hypothesis the researchers used (mann – whitney) test and that there is a statistically difference for members of the experimental group that the calculated value of Mann Whitney is less than tabulated one at significance level (0.05). Table (2) shows that the null hypothesis will be rejected .

Table (2).The results of the Mann Whitney test for the differences between the experimental and control groups in overall skill performance as measured by the note questionnaire.

Group	Number of samples	Average grade	Total grade	Value of mann-whitney		Statistical significant 0,05
Experimental	12	16,67	200,00	calculated	tabulated	Statistically significant differences
control	12	8,33	100,00	22	37	

Results of the second hypothesis

The main fifth hypothesis shows that "there are no statistically significant differences at the level of significance (0.05) between control group students scores in pre and post tests " to verify this hypothesis, the researchers used Wilcoxon test, the computed Wilcoxon value was higher than tabulated at the level of significance (0.05), so null hypothesis has been accepted, there are no statistically significant differences between the pre-test and post-test for control group members who have teaching skills, table (3) shows that.

Table(3)

Results of the Wilkinson test to find out the differences between the pre and post application of the teaching skills scale to the control group

Control Group	Test	Number of sample's subjecs	Mid-ranking	Wilcoxon value		Significant Level(0.05)
	Post- test	12	3,00	computed	tabulated	
	Pre- test	12	4,75	19	14	Statistically significant difference

Effectiveness Ratio

To determine the ratio of the effectiveness of the independent variable (the training program) on the dependent variable (the skills scale of teaching "theoretical side"), the researcher applied the equation of MacGujian. The efficiency ratio was 0.83. This indicates that the program is effective. The field should be more than (0.60) to verify effectiveness and, if this is less, the program is ineffective   (roebuck,1973:472-473).

Table   4
Effectiveness Ratio the skills scale of teaching "theoretical side"

x	y	z	X*y	X*z	Ratio of effectiveness
23,08	23,33	28	538,45	646,24	0,083

In view of the results of the research, the researchers concluded the following:

 1. The effectiveness of the interactive manual on developing the teaching skills of students / teachers.

2. The effectiveness of the expansionary theory in the development of teaching skills in students / teachers.

Recommendations

 in view of the results, the researchers recommend the following:

1. adopting the interactive search's manual to be a practical one for students/teachers and provide them with a framework of skill and knowledge to do their job efficiently and effectively.

Suggestions

To complete the current study, the researchers suggest the following: 1. conduct a study similar to the current study applied to scientific departments.

A study similar to the current study applies to teachers in secondary schools.

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