

# Perceptive Determination of Saudi EFL Learners about the Characteristics of an Ideal English Language Teacher

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## Abstract

This empirical study is an attempt to investigate the perceptions of Saudi EFL learners related to personality and ability characteristics of an ideal English language teacher and it raised a number of pedagogical implications which are of interest for administrators and teacher trainers in general and EFL faculty teaching in Saudi Arabia in particular. In general the participants of this study assigned higher values to a vast majority of both the aspects: personality and ability characteristics whereas very few characteristics were allocated lower values. It is reported that Saudi EFL learners represented by the participants of this study prefer those English language teachers who are expert in their field, are well-organised, explain according to the level of the learners, answer learners' questions correctly, are clear in instructions, clarify assessment procedures, provide them with sufficient examples, help learners to become life-like learners, exploits necessary teaching aids and use multiple pedagogical techniques. The teachers who spend class time in lecturing, give frequent quizzes are not favoured by the participants. The perceptions of the participants related to the personality characteristics revealed that the teachers who involve students in academic matters, treat all students equally, explain properly, make learning fun and are available after classes to guide students are liked more. Rather it is also found out that Saudi university students consider their teachers as role model for them and prefer the ones who are professionally committed. Other preferred qualities include the ability to be flexible, understand the students and ensure students' active participation. Thus it transpires that those English language teachers are considered ideal who have the capacity to motivate their students to exploit their latent potential to achieve enhanced learning possibilities.

**Keywords:** ability, personality, characteristics, ideal teacher

## 1. Introduction

Teachers play a pivotal role in facilitating the learning process and their success mainly depends on those behaviours that help them achieve the aspired learning outcomes such as high grades, positive attitudes towards learning and enhanced learning skills (Borich, 1996). Successful teaching is not a static and stereo-typed activity that can be achieved only through applying teaching methods. Elliott, Kratochwill, Cook and Travers (2000) have suggested that effective teaching depends that the teachers fully understand their students and have the ability to cater for their specific needs by modifying their teaching styles. Hiebert and Grouws (2007) are among those who also advocated that teachers' understanding of their students has a positive overbearing on their learners' classroom performance. Thus it seems to appear that it is important for teachers who want to be effective and successful to keep themselves abreast with the students learning needs and expectations. Numerous studies have been conducted in the West to identify those behaviours that constitute effective teachers but there is a dearth of such studies in the Arab context of Saudi Arabia. This study is an attempt to fill this gap by identifying the characteristics of ideal English language teachers by investigating Saudi EFL learners' perceptions in their specific academic and socio-cultural context. This seems rather imperative considering the fact that during the past decade Saudi universities have initiated an era of unprecedented growth in ELT. Several universities have started preparatory year programme (PYP) that require the freshmen students to study English for nearly twenty hours per week during their first year at university level (Javid, 2011). This created a great demand for English language teachers who have been recruited from all over the world. Majority of these English language teachers from the Western and Asian countries do not have any experience or exposure of teaching Arab students. The findings of this study will also help these teachers to understand their students' academic and socio-cultural needs in a better way. This perceptive investigation of Saudi EFL learners will enrich the definition of an ideal English language teacher by incorporating Arab perspective in the present westernised concept of successful teachers.

## 2. Literature Review

Research has offered valuable insights into the fact that identification of behaviours associated with effective teaching has a long history. Beishuizen et al. (2001) have reported that "Good teachers have been studied ever since Plato described how Socrates taught by asking questions of his audience" (p. 185). Although there has been an agreement among researchers to investigate this much sought-after domain, yet there existed much controversy on the characteristics that make ideal teachers (Raymond, 2008; Stronge, 2002). It has been found

out that researchers have tried to answer this knotty question through different perspectives. Research has indicated that teaching philosophies has also exercised a significant influence over the attitude of the teachers and the students towards ideal teachers' characteristics and it has been stated that:

"effective teachers were viewed as 'ideal teachers' in the 1950s, 'analytic teachers' in the 1960s, 'effective teachers,' 'dutiful teachers,' and 'competent teachers' in the 1970s, 'expert teachers,' and 'reflective teachers' in the 1980s, and 'satisfying teachers' and 'diversity responsive teachers' in the 1990s" (Cruickshank and Haeefe, 2001 cited in Wang, Gibson, & Slate,, 2007, p. 22-23).

A growing mass of research suggested that efforts of identifying the behaviours and characteristics that are associated with ideal teachers has a long history and numerous parameters of defining ideal teachers have been developed in Europe and the USA (Campbell, Kyriakides, Muijs, & Robinson, 2003). Skilbeck and Connell (2003) reviewed a bulk of literature related to ideal teachers and spotted four different perspectives to identify the phenomenon. According to them, a lot of literature indicated that the first perspective is related to the personal qualities of the ideal teachers as highlighted in Banner and Cannon (1997). The second perspective considers those teachers as ideal who are expert in their field and have a strong professional knowledge. This perspective is supported by Shulman (1992). Learners' performance and success is the main indicator in the third perspective of ideal teacher research. Much research has been conducted on the basis of this perspective (Cole and Chan, 1986; Anderson, 1991; Borich, 1996). Skilbeck and Connell (2003) cited the example of Ayres, Dinham and Sawyer (2000) who attempted to identify the characteristics of ideal teachers on the basis of their students' test scores and identified thirteen characteristics in this regard. The last perspective is based on the learners' perception of their teachers (Lingard, Martino, Mills and Bahr, 2002; Cook-Sather, 2002). Skilbeck and Connell (2003) suggested that in addition to these four perspectives, other important stakeholders such as parents and community should also be considered to ensure effective learning. Based on an extensive review of relevant literature, Leu (2005) concluded that vast disagreements have been found regarding a valid and comprehensive definition of an ideal teacher. It has been stated that a growing mass of research has pointed out that it is nearly impossible to have a list of (universally accepted) agreed upon characteristics of ideal teachers and that research is needed "..... at the school and community level, not just at the district and national level" to define them according to the local echo system of the various organizations (Leu, 2005, p. iii).

Holt (1964) explained that those teachers are able to achieve enhanced learning who have strong content knowledge, enthusiasm and the ability to create a warm classroom environment, thus, kindling the learners' desire to learn and making them ready to assimilate that is offered in the classroom. The same has been emphasised and suggested that an "effective teacher is one who maximises the achievements of students...in accordance with an explicit set of principles that have order, coherence and relevance in the particular instructional context" (Cole and Chan, 1986, p. 64). Gillett-Karam (1994) recommended a blend of personality/professional characteristics. He mentioned that ideal teachers exhibit the skills to involve their students in the process of learning by infusing high learning expectations, incorporating the urge to learn, providing the necessary guidance and minimising the obstacles that the learners encounter. He further stated that an ideal teacher who possesses these characteristics is able to achieve the much sought-after goal of transforming their students into life-long learners as well. It has been reported that teaching effectiveness mainly depends upon the extent they are able to achieve the learning objectives, such as enhanced academic skills, better grades and better attitudes, whether these are set by themselves or by others such as administration etc. (Anderson, 1991; Borich, 1996). It is not possible to achieve these objectives by mere applying straightforward teaching methodologies. It is also extremely important for the teachers to understand their students' learning preferences and use appropriate teaching styles accordingly (Elliott et al., 2000). Research has offered valuable insights that teachers' effectiveness mainly depend on their skills to influence their students in a positive manner to enhance their learning possibilities. It has been reported that ideal teachers exercise a strong psychological influence on their students' learning and achievements (Stronge Tucker, P.D., & Hindman, 2004). Rubio (2009) has also identified another major area and stated that ideal "teachers have good expertise in a variety of assessment methods, equitable practice, and a good and fair evaluation system" (p. 40).

Faull (2008) discussed the inclusion of a newer trend of student-centred learning in ideal teaching process. He cited the "..... advances in interactive learning that make use of information technology" as a tangible shift towards modern and new learning approaches that are exercised by ideal teachers (ibid., p. 10). Goold, Craig and Coldwell (2007) reported that "advances in technology in the last decade have opened up new ways for the delivery of learning materials and teacher-student interactions" (p. 492). It has also been noticed that the effective use of information technology enables the teachers to cater for the individual needs of the learners through differentiated teaching (Anderson, 2007; Tomlinson, 2001) and differentiated assessment (Chapman & King, 2005; Skowron, 2001). These modern trends require the ideal teachers to incorporate individualised human aspect that is addressed to by exploiting 'flexible pedagogies' (Rischin, 2002; Pillay & Albert, 2003; Weaver, 2003).

A growing mass of research has attempted to identify the characteristics of ideal teachers from the perspective of the main stake holders, such as students (McBer, 2000; Witcher, Onwuegbuzie, & Minor, 2001; Saafin, 2005; Wang et al., 2007; McCabe, Feghali, & Abdallah, 2008; Minor, Onwuegbuzie, Witcher, & James, 2002) and administration separately or comparative studies to identify the differences/similarities in their perceptions (Krueger, 1997; Raymond, 2008; Walls, Nardi, von Minden, & Hoffman, 2002; Miller et al., 2001; Beishuizen et al., 2001). Majority of the studies reported in the field of ideal teaching have investigated university students in general and that is also in the western context (Emanuel & Adams, 2006; Griemel-Fuhrmann & Geyer, 2003; Kember, Jenkins, & Ng, 2004; Kember & Wong, 2000) whereas identification of these characteristics from the perspective of English as a Foreign Language (EFL) students is less frequent and scarce (Raymond, 2008; Park & Lee, 2006; Chen, 2005). This study is an attempt to fill the gap by investigating Saudi EFL learners' perceptions of the personality and ability characteristics of ideal English language teachers.

### 3. Objectives of the Study

The study will be governed by the following objectives:

- a. To identify the personality characteristics of an ideal English language (EL) teacher preferred by Saudi EFL learners
- b. To identify the ability characteristics of an ideal EL teacher preferred by Saudi EFL learners
- c. To recommend some measures for EL teachers teaching in the KSA to improve their performance by adopting personality and ability characteristics that are preferred by Saudi EFL learners

### 4. Research Questions

This research study has the following research questions:

- a. What are the personality characteristics of an ideal EL teacher as perceived by Saudi EFL learners?
- b. What are the ability characteristics of an ideal EL teacher as perceived by Saudi EFL learners?

### 5. Research Methodology

#### 5.1 Instrumentation

The researchers consulted much research to gather data related to the ability and personality characteristics of ideal English language teachers and developed a rough draft mainly based on Raymond (2008) to elicit data from the participants of this study. The initial version of the 5-point agree-disagree Likert-scale questionnaire was submitted to two senior researchers to provide their feedback on the linguistics clarity, vocabulary and overall shape of the instrument. The feedback received from them was incorporated by the researcher to enhance the face validity of the questionnaire. Arabic version of the questionnaire was piloted to achieve internal reliability of the instrument. It was administered to 20 Saudi EFL learners and their responses were manually coded, computed and Cronbach's coefficient alpha was used. The result of item analysis was calculated as .90 after deleting 5 items with less than .89 correlation (See appendices 1 & 2).

#### 5.2 Sample Size

The participants of this study were solicited from two different programmes: English-major and non-English major. The questionnaire was administered to the whole population of male students (n= 99) enrolled at the foreign languages department and randomly selected one hundred (n= 100) male students of medicine and information technology.

#### 5.3 Data Collection

The researcher is a member of foreign languages department faculty and administered the Arabic version of the questionnaire to English-major students during routine teaching sessions himself. The students were briefed about the purpose of the research and they were asked to fill in the questionnaire. The questionnaires were collected in the same sessions. The researcher requested English language teachers who were teaching medicine and information technology students and got the questionnaire filled in.

#### 5.4 Statistical Analysis

All the responses of the participants were manually entered, coded and analyzed using version 17 of SPSS. According to the requirements of this survey study, the researcher ran the descriptive analysis (i.e., means, range, standard deviations and percentages) for all the responses of the participants to identify their preferences related to the personality and ability characteristics of an ideal English teacher.

### 6. Results and Discussion

The following tables contain results of the responses of Saudi EFL learners towards personality and ability characteristics of ideal EFL teachers. The questionnaire items were divided into two tables based on the items related to ability and personality characteristics.

Table: 1 Data Analyses of Perceived Ability Characteristics of an Ideal EL Teacher

No	An ideal EL teacher.....	N	Range	Mean	SD
1	is well-organized.	199	3.00	4.5879	.63648
2	has updated knowledge of subject.	199	3.00	4.6482	.55676
4	explains considering the students' level.	199	4.00	4.5578	.78844
6	exploits relevant teaching materials.	199	4.00	3.6985	.98962
7	provides the students with necessary and immediate feedback.	199	4.00	3.9296	.90736
8	exploits necessary teaching aids.	199	4.00	4.3417	.80014
9	answers students questions correctly.	199	4.00	4.4824	.75775
12	is very clear in instructions.	199	3.00	4.4422	.71452
13	clarifies assessment procedures.	199	3.00	4.3568	.70234
14	gives sufficient examples to ensure understanding.	199	3.00	4.3668	.73244
17	uses multiple pedagogical techniques.	199	4.00	4.2111	.87368
22	exploits frequent pair/group work.	199	4.00	4.0452	.90619
23	gives frequent quizzes.	199	4.00	3.3317	1.18516
24	is very experienced.	199	3.00	4.2211	.88840
27	spends his class time in lecturing.	199	4.00	3.2111	1.24547
28	helps learners to be life-long learners.	199	4.00	4.3216	.83308

Table 1 contains the descriptive analyses for 16 questionnaire items which meant to elicit the participants' responses towards ability characteristics of an ideal EL teacher. The results revealed that higher mean values have been assigned to the ability characteristics and 12 items out of the total 16 have been given a mean value of more than 4 and only the remaining 4 (items 6, 7, 23 & 27) have been reported less preferred as indicated by lower scores of less than 4. The highest mean value (4.65) was reported for EL teachers who "have updated knowledge of subject" confirming the findings of Raymond (2001 & 2008) who investigated the preparatory year and science-major university students and faculty perceptions related to effective English teachers. The results also align the study conducted by Javid, Farooq, and Gulzar (2012) investigating the causes of ineffective ELT in the KSA and the participants identified the scarcity of well-qualified teachers as one of the main causes in this respect. Research conducted in the Western countries also showed similar results showing students' preference for the teachers who are proficient in the target language (Barnes, 2010; Park & Lee, 2006; Rammal, 2006). The second highest mean was allocated to well-organised teachers qualifying the findings of Raymond (2008) who also reported that Arab university students perceived this characteristic as amongst the most favoured. The results are also in line with much research conducted in the Arab world and elsewhere to identify the qualities of ideal English language teachers (see for example Anderson, 2004; Walls et al., 2002; Cruickshenk & Haeefe, 2001). The participants of this study assigned the third highest value with a mean value of 4.56 to the teachers who explain according to the level of the students to ensure maximum understanding confirming the study of Barnese (2010) who also stated that Korean university students also prefer those English language teachers who explain considering their students' level. Much research conducted in the Arab world (Raymond, 2008; Saafin, 2005) and in the Western countries (Walls, et al., 2002; Donaldson, 1991 cited in Barnese, 2010) also offered valuable insights into the fact that students like those English teachers who explain in simple language considering the level of their students to maximize understanding. The next most favoured item remained the quality of "answering students' questions correctly confirming the finding of Javid (2011) who investigated learning styles of medical undergraduates of Taif university and Barnese (2010) who investigated Koran university students. Higher ranking allotted to these items seems to suggest that University undergraduate of Taif University like expert English teachers who arrange their classes in well-organised manner and provide the students with plenty of examples and explanation and address to their questions with prompt and appropriate responses.

The items which have been allocated top medium high mean values have been for the teachers who are "clear in instructions" and "clarify assessment procedures". The finding is also supported by much research such as Barnes (2010) study that reported that Korean university undergraduates prefer these two attributes in their English lecturers. Javid (2011) conducted research in the same academic context and showed that Saudi medical undergraduates want to know more about text-taking strategies and prefer their teachers to do this before they appear in the midterm and final examinations so that they may achieve maximum scores. Several studies (e.g., Griemel-Fuhrmann, 2003; Kember & Wong, 2000) also suggested that students prefer those teachers who are clear in their instructions and provide their students with ample explanation. Much research supported the finding of this study and reported that learners like those English teachers who provide clear guidelines related to their grading and assessment procedures (Faranda & Clarke, 2004; Desai, et al., 2001). The other items that were assigned medium high values by the participants of the study included the questionnaire items that elicited their



responses related to the “exploiting required teaching aids and pedagogical techniques, providing students with sufficient examples and using frequent group/pair work”. The findings of Barnese (2010) also supported the above-mentioned results and reported that Korean university students also rank those English teachers high who possess these qualities. The studies of Faranda & Clarke (2004) and Kelley et al. (1991) also showed similar results and stated that learners prefer those English language teachers who give ample examples to clarify the teaching contents.

English teachers who spend their class time in lecturing remained the least preferred followed by the ones who give frequent quizzes. The findings support previous research conducted in the same academic context (Javid, 2011, JAvid, 2013; Javid, Farooq, & Gulzar, 2012) which reported that Saudi university undergraduate consider that they learn best if English teachers spend their time in interactive activities instead of just lecturing providing them ample room to practice the target language in classroom setting to compensate for scarce chances to practice English outside the academic context in Saudi Arabia. Furthermore, it was also reported that they do not prefer to take frequent quizzes by their English language teachers. “Exploitation of relevant teaching material” and “providing the students with necessary and immediate feedback” were the remaining two least preferred items partially confirming the findings of previous research conducted in the same context (Javid, 2011).

Table: 2 Data Analyses of Perceived Personality Characteristics of an Ideal EL Teacher

No	An ideal EF teacher.....	N	Range	Mean	SD
3	causes enhanced interest in learning.	199	3.00	4.4724	.74399
5	is available after the classes.	199	4.00	4.5528	.76276
10	makes learning interesting.	199	4.00	4.5427	.87440
11	professionally committed.	199	4.00	4.3568	.74423
15	attempts to understand his students well.	199	4.00	4.1608	.86121
16	ensures mutual discussion among students.	199	4.00	3.9296	.96141
18	is a role model for his students.	199	4.00	4.5879	.75949
19	shows flexibility in scheduling quizzes and assignment deadlines.	199	3.00	4.5025	.70262
20	involves students by ensuring active participation.	199	3.00	4.3869	.71494
21	treats all his students as equal.	199	4.00	4.5980	.86992
25	provide his students with sufficient explanations.	199	3.00	4.5678	.66982
26	use target language with students.	199	4.00	3.8442	1.07349
29	involves students in academic matters.	199	4.00	4.6231	.63855

Descriptive analyses of the questionnaire items that were related to personality characteristics of an ideal EL teacher have been detailed in Table 2. The results showed nearly the same trend as was evident in the analyses of ability characteristics as a vast majority (11 out of 13) has been allocated high mean values of more than 4. The participants assigned the highest mean of 4.62 for the teachers who ensure students’ active involvement in academic matters confirming the previous research that those English teachers are preferred by learners who listen to them, consider their suggestions for academic matters and involve them actively in the classroom proceedings (Faranda & Clarke, 2004; Park & Lee, 2006; Rammal, 2006). The finding aligns the study of Chen (2005) who found out that congenial teachers are preferred by learners because they are successful in involving students in the academic affairs. The second highest ranking was assigned to the item that was included to elicit the participants’ responses towards the teachers who treat all their students equally. This fairness in dealing with students is reported in much research conducted across the countries and informed that biased attitude of the teachers is not approved by the learners (Barnese, 2010; Desai et al., 2001; Faranda & Clarke, 2004; Stronge et al., 2004; Peart & Campbell, 1999). The third most preferred personality characteristic remained the quality of providing the students with sufficient explanations so that proper understanding may be ensured. The finding supports the previous research that give clear explanations (Griemel-Fuhrmann, 2003; Kember & Wong, 2000; Kutnick & Jules, 1993; Javid & Ahmed, 2013) and use of sufficient examples (Griemel-Fuhrmann, 2003; Palmer, 2000) are the qualities that have been identified among the most important personality characteristics of ideal English language teachers. The next two questionnaire items that were allocated the next highest values were the ones which elicited participants’ perceptions of ideal EL teachers who are available after classes and have the ability of making learning interesting. The study of Javid, Farooq, & Gulzar (2012) also found out that English-major university undergraduates of the same academic context suggested that to improve English language learning possibilities, it is important that the teachers should be available after the classes to guide them in their academic matters and discuss individual problems of the students. The results are also in line with the findings of Javid (2011) who reported that medical undergraduates of college of medicine and medical sciences, Taif university like to have those teachers who make learning fun: a finding that is reported frequently by much research conducted in the various regions to investigate the qualities of ideal English language teachers (Raymond, 2008; Walls et al., 2002; Beishuizen et al., 2001; Miller, Dzindolet, Weinstein, Xie, & Stones, 2001;

Raymond, 2001). Franda & Clark (2004) also posited that the participants of their study also ranked these two qualities among the most favoured ones.

The results of this empirical study suggests that Saudi EFL learners don't consider "using the target language" and "ensuring mutual discussions among students" very important as indicated by the lowest mean values (3.84 & 3.92) assigned to these two questionnaire items by the participants' of this study. This finding contradicts with the previous research which reported that use of target language is considered important by the learners and they do not like those teachers who frequently use learners' mother tongue (Auerbach, & Burgess 1985; Chen, 2005; Javid, 2013). This finding has serious pedagogical implications because use of Arabic by English language teachers may impede their learning possibilities and there is a need to educate them in this respect. Another study conducted by Javid, Farooq, & Gulzar (2012) also highlighted that Saudi EFL learners love to use their mother tongue in their mutual discussions and like their teachers as well to resort to this to facilitate their understanding; therefore, it seems important that serious efforts should be made by English language teachers who are teaching in the Arab world to motivate their students to use target language by highlighting its pedagogical significance in this regard. The remaining six items were assigned medium high values by the participants of this study indicating that they consider these personality characteristics as important. Among the remaining ones, the teachers who show flexibility in scheduling quizzes and deadlines were preferred the most followed by ones who are able to motivate the students by enhancing their interest in learning. Reasonably high mean was allocated for the teachers who ensure learners' active participation by involving them in multiple classroom activities. The results confirm the findings of Javid (2011) who investigated Saudi medical undergraduates' preferred learning styles and both these perspectives remained among their preferred learning styles. The last two items of this group have been the teachers who are professionally committed and attempt to understand their students well.

## 7. Conclusions and Recommendations

This empirical study is an attempt to investigate the perceptions of Saudi EFL learners related to personality and ability characteristics of an ideal English language teacher and it raised a number of pedagogical implications which are of interest for administrators and teacher trainers in general and EFL faculty teaching in Saudi Arabia in particular. In general the participants of this study assigned higher values to a vast majority of both the aspects: personality and ability characteristics whereas very few characteristics were allocated lower values. It is reported that Saudi EFL learners represented by the participants of this study prefer those English language teachers who are expert in their field, are well-organised, explain according to the level of the learners, answer learners' questions correctly, are clear in instructions, clarify assessment procedures, provide them with sufficient examples, help learners to become life-like learners, exploits necessary teaching aids and use multiple pedagogical techniques. The teachers who spend class time in lecturing, give frequent quizzes are not favoured by the participants. The perceptions of the participants related to the personality characteristics revealed that the teachers who involve students in academic matters, treat all students equally, explain properly, make learning fun and are available after classes to guide students are liked more. Rather it is also found out that Saudi university students consider their teachers as role model for them and prefer the ones who are professionally committed. Other preferred qualities include the ability to be flexible, understand the students and ensure students' active participation. The least preferred personality characteristics remained using the target language and ensuring mutual discussion among students. It may be concluded that to be an ideal teacher is a challenging job that require the teachers to have good professional and personal skills. Thus it transpires that those English language teachers are considered ideal who have the capacity to motivate their students to exploit their latent potential to achieve enhanced learning possibilities.

The findings of this survey bear significant pedagogical implication for English language pedagogy as well as English language teachers serving in the KSA because it is reported that when the students' perception of an ideal teacher align with that of their English language teachers, the possibilities of enhanced learning increase. Thus it seem inevitable that teachers should attempt to find out the perceptions of their students related to this important aspect to take appropriate action either to change their own instruction or attempt to amend their students' erroneous perceptions. This seems rather important for EL teachers, who do not have relevant experience of teaching Saudi EFL students, to identify their students' perceptions of ideal EL teachers, to know the similarities and differences in their perceptions with that of their own beliefs and strike a balance in this regard to maximize their teaching performance. The findings of this empirical research may be helpful for EL teachers working in the KSA to understand psychological underpinnings of their students, perform better in this academic echo system and serve their students needs well. The present study is limited to perceptive investigation of a limited number of participants majoring in English, medicine and information technology studying at Taif university; therefore, the findings may be considered with caution so as to avoid overgeneralization and misinterpretation of the results.

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**Appendix # 1**

Reliability

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted	
VAR00001	145.0000	128.4706	.7061	.8863
VAR00002	145.0000	131.0588	.3719	.8901
VAR00003	145.0556	129.8203	.3876	.8898
VAR00004	145.1111	133.5163	.1810	.8929
VAR00005	145.0000	132.3529	.2754	.8915
VAR00006	144.9444	134.6438	.1123	.8937
VAR00007	145.9444	129.7026	.3622	.8903
VAR00008	145.3889	128.4869	.3897	.8899
VAR00009	145.2222	126.8889	.6634	.8857
VAR00010	145.4444	132.6144	.1720	.8941
VAR00011	145.0000	132.7059	.3158	.8909
VAR00012	145.0556	131.9379	.2524	.8921
VAR00013	145.2778	124.0948	.7647	.8833
VAR00014	145.1111	125.9869	.7311	.8846
VAR00015	145.3333	125.8824	.5810	.8862
VAR00016	145.1667	127.7941	.5933	.8867
VAR00017	145.2222	132.7712	.1505	.8948
VAR00018	145.3333	130.5882	.3452	.8905
VAR00019	145.5000	128.5000	.4127	.8894
VAR00020	145.2778	129.3889	.4154	.8893
VAR00021	144.8333	129.3235	.5881	.8875
VAR00022	145.7778	127.0065	.3208	.8931
VAR00023	145.2222	130.0654	.4291	.8892
VAR00024	145.2222	127.8301	.5110	.8877
VAR00025	144.9444	128.0556	.6218	.8866
VAR00026	145.4444	125.4379	.5731	.8862
VAR00027	145.7222	126.5654	.3473	.8922
VAR00028	145.2222	125.4771	.5353	.8869
VAR00029	145.1111	123.2810	.7225	.8834
VAR00030	146.1667	128.6176	.2859	.8933
VAR00031	145.1111	133.1634	.2061	.8925
VAR00032	145.8889	121.0458	.6130	.8850
VAR00033	145.0556	130.5261	.4967	.8887
VAR00034	144.8889	131.7516	.4619	.8895

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 18.0

N of Items = 34

Alpha = .8922

## Appendix # 2

### Reliability

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Item-total Statistics

Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted	
VAR00001	124.2222	103.4771	.7669	.8970
VAR00002	124.2222	105.7124	.4269	.9011
VAR00003	124.2778	105.6242	.3604	.9023
VAR00004	124.3333	109.1765	.1341	.9057
VAR00005	124.2222	107.5948	.2705	.9035
VAR00007	125.1667	103.9118	.4438	.9009
VAR00008	124.6111	103.4281	.4265	.9014
VAR00009	124.4444	102.9673	.6350	.8977
VAR00011	124.2222	107.2418	.3786	.9019
VAR00012	124.2778	107.6242	.2189	.9048
VAR00013	124.5000	99.3235	.8247	.8938
VAR00014	124.3333	100.8235	.8151	.8948
VAR00015	124.5556	100.9673	.6310	.8971
VAR00016	124.3889	103.1928	.6134	.8981
VAR00018	124.5556	106.0261	.3387	.9027
VAR00019	124.7222	103.5065	.4475	.9009
VAR00020	124.5000	105.7941	.3483	.9025
VAR00021	124.0556	104.6438	.6054	.8988
VAR00023	124.4444	105.5556	.4226	.9012
VAR00024	124.4444	103.6732	.4955	.8999
VAR00025	124.1667	103.5588	.6322	.8981
VAR00026	124.6667	101.5294	.5584	.8986
VAR00027	124.9444	103.1144	.3076	.9065
VAR00028	124.4444	101.6732	.5144	.8996
VAR00029	124.3333	98.8235	.7600	.8944
VAR00031	124.3333	109.0588	.1433	.9055
VAR00032	125.1111	97.7516	.5917	.8982
VAR00033	124.2778	105.5065	.5359	.8998
VAR00034	124.1111	107.5163	.4037	.9017

##### Reliability Coefficients

N of Cases = 18.0

N of Items = 29

Alpha = .9035

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