



Al-Hamdaniya Journal of Sports Sciences

<https://journal.uohamdaniva.edu.iq/index.php/hjss>



## Classroom Management Skills for Faculty Members in the Department of Physical Education and Sports Sciences According to the European Excellence Standard (EFQM) from the Students' Point of View

Ahmad Enad Gargees Al-Soufi<sup>1</sup>  
[ahmadenadjarjees@uohamdaniva.edu.iq](mailto:ahmadenadjarjees@uohamdaniva.edu.iq)

Revan Saeed Ayshoa Kolan<sup>2</sup>  
[rev.kolan88@uohamdaniva.edu.iq](mailto:rev.kolan88@uohamdaniva.edu.iq)

University of Al-Hamdaniya / College of Physical Education and Sports Sciences<sup>1,2</sup>

### Article information

#### Article history:

Received:06/03/2026

Accepted:23/03/2026

Published online:31/03/2026

#### Keywords:

Classroom Management Skills  
European Standard of  
Excellence

#### Correspondence:

Ahmad Enad Gargees  
[ahmadenadjarjees@uohamdaniva.edu.iq](mailto:ahmadenadjarjees@uohamdaniva.edu.iq)

### Abstract

The study aimed to prepare a questionnaire about classroom management skills for faculty members in the College of Basic Education, Department of Physical Education and Sports Sciences, in accordance with the European Excellence Standard (EFQM). It also sought to identify the most important classroom management skills for faculty members in the College of Basic Education, Department of Physical Education and Sports Sciences, according to the EFQM standard, from the students' perspective. The descriptive approach was used through the survey method by the researcher, as it is the most appropriate for the current research in light of its objectives and questions. The research was conducted on all fourth-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education, Al-Mustansiriya University, for the academic year 2024-2025. The number of students in morning and evening studies reached 135 male and female students, and a sample of 122 students (90%) was selected, consisting of 45 female students and 77 male students. The questionnaire was applied to them. The researcher concluded that the Classroom Management Skills Questionnaire consists of 3 domains and 19 phrases. Faculty members possess different classroom management skills in the field of classroom leadership, but there is a weakness in classroom management skills in the field of lesson planning.

مجلة الحمدانية لعلوم الرياضة – المجلد (١) – العدد (٠) – اذار ٢٠٢٦  
مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً  
لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب



Al-Hamdaniya Journal of Sports Sciences

<https://journal.uohamdaniya.edu.iq/index.php/hjss>



مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً  
لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب

ريفان سعيد ايشوع كولان<sup>٢</sup>

احمد عناد جرجيس الصوفي<sup>١</sup>

<sup>١,٢</sup> جامعة الحمدانية/ كلية التربية البدنية وعلوم الرياضة

الملخص

هدفت هذه الدراسة إلى إعداد استبيان حول مهارات إدارة الصف لأعضاء هيئة التدريس في كلية التربية الأساسية، قسم التربية البدنية وعلوم الرياضة، وفقاً لمعيار التميز الأوروبي (EFQM). كما سعت إلى تحديد أهم مهارات إدارة الصف لأعضاء هيئة التدريس في كلية التربية الأساسية، قسم التربية البدنية وعلوم الرياضة، وفقاً لمعيار EFQM، من وجهة نظر الطلاب. استخدم الباحث المنهج الوصفي من خلال أسلوب المسح، كونه الأنسب لهذه الدراسة في ضوء أهدافها وأسئلتها. أجريت الدراسة على جميع طلاب السنة الرابعة في قسم التربية البدنية وعلوم الرياضة بكلية التربية الأساسية، جامعة المستنصرية، للعام الدراسي ٢٠٢٤-٢٠٢٥. بلغ عدد الطلاب المسجلين في الدراسة الصباحية والمسائية ١٣٥ طالباً وطالبة، وتم اختيار عينة عشوائية مكونة من ١٢٢ طالباً (٩٠٪)، منهم ٤٥ طالبة و٧٧ طالباً. طُبِّق الاستبيان عليهم. خلص الباحث إلى أن استبيان مهارات إدارة الصف يتكون من ٣ مجالات و١٩ عبارة. يمتلك أعضاء هيئة التدريس مهارات مختلفة في إدارة الصف في مجال القيادة الصفية، ولكن هناك ضعفاً في مهارات إدارة الصف في مجال تخطيط الدروس.

معلومات الارشفة

تاريخ الاستلام: ٢٠٢٦/٠٣/٠٦

تاريخ القبول: ٢٠٢٦/٠٣/٢٣

تاريخ النشر الالكتروني: ٢٠٢٦/٠٣/٣١

الكلمات المفتاحية:

مهارات إدارة الصف

معيار التميز الأوروبي

المراسلة:

الاسم: احمد عناد جرجيس

[ahmadenadjarjees@uohamdaniya.edu.iq](mailto:ahmadenadjarjees@uohamdaniya.edu.iq)

### **1-1 Introduction:**

In light of the tremendous developments in educational technology that the world is witnessing, there is a significant impact on all aspects of the state, including political, economic, and educational aspects, especially on teaching in colleges and universities. The methods followed by faculty members in classroom management play a crucial role in achieving the goals set by the faculty members. The skills used by teachers are of great importance in improving the level of teaching through effective classroom management, which requires the correct and appropriate use of these skills in light of global changes, especially given the progress of countries in international rankings of education quality. Since Iraq is considered one of the less advanced countries in these rankings, it is essential to provide these skills according to European Excellence Standards (EFQM), which are among the most important standards relied upon to improve the level of education in countries around the world. The importance of the current research lies in identifying the extent to which classroom management skills are used by faculty members in the Department of Physical Education and Sports Sciences according to the EFQM standard, from the students' perspective, in order to develop these skills in line with global advancements.

### **1-2 Problem of the Study :**

The problem of the current research lies in identifying the extent to which classroom management skills are used by faculty members in the Department of Physical Education and Sports Sciences according to the European Excellence Standard (EFQM) .

### **1-3 Objectives of the Study :**

- 1- To prepare a questionnaire on classroom management skills for faculty members in the College of Basic Education, Department of Physical Education and Sports Sciences, according to the European Excellence Standard (EFQM) .
- 2- To identify the most important classroom management skills for faculty members in the College of Basic Education, Department of Physical Education and Sports Sciences, according to the EFQM standard, from the students' perspective.

**مجلة الحمدانية لعلوم الرياضة – المجلد (١) – العدد (٠) – آذار ٢٠٢٦**  
**مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً**  
**لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب**

---

#### **1-4 Scope of the Study:**

**1-4-1 Human Scope:** Fourth-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education, Al-Mustansiriya University.

**1-4-2 Time Scope:** From March 16, 2024, to May 16, 2024.

**1-4-3 Geographical Scope:** Department of Physical Education and Sports Sciences at the College of Basic Education, Al-Mustansiriya University.

#### **2-1 Research Methodology:**

The researcher used the descriptive approach through the survey method, as it is the most appropriate for the current research in light of its objectives and questions. Through this method, the researcher was able to identify the research objectives.

#### **2.2 Research Population and Sample:**

The research population consisted of all fourth-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education, Al-Mustansiriya University, for the academic year 2024-2025. The number of students in morning and evening studies reached 135 male and female students, and a sample of 122 students (90%) was selected, consisting of 45 female students and 77 male students. The questionnaire was applied to them.

#### **2-3 Research Tool and Steps for Its Preparation:**

To achieve the objectives of the current research, the researcher relied on a questionnaire prepared by Ibrahim Al-Hassan Al-Hakmi on classroom management skills for university professors. The researcher modified the skills according to the EFQM standard by revising the phrases and presenting them to experts for approval. The scale consisted of 3 domains and 20 phrases, as shown in Table 1.

No.	Fields	Number of phrases
1	Classroom leadership	7
2	Lesson planning	6
3	Student care	7
Total		20

**مجلة الحمدانية لعلوم الرياضة – المجلد (1) – العدد (٠) – اذار ٢٠٢٦**  
**مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً**  
**لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب**

**2-4 Scientific Conditions of the Study:**

**2-4-1 Validity of the Questionnaire:**

To obtain the scientific basis for the scale or questionnaire, the researcher presented the phrases after modifying them to align with the research problem. The phrases were presented to 5 experts in the field of sports management and organization to obtain the validity of the questionnaire. The experts agreed on 19 phrases and excluded one phrase that received less than 75% agreement.

The .percentage	It doesn't work	The percentage.	It works	The phrases	
				The field of classroom leadership.	No.
0	0	%100	11	Teaching staff member has the ability to manage the classroom effectively .	1
%10	1	%90	10	Teaching staff member has the ability to persuade students effectively.	2
%19	2	%81	9	Teaching staff member works on dealing with students fairly and equally.	3
%19	2	%81	9	Teaching staff member takes into account the individual differences among students.	4
0	0	%100	11	Students are evaluated by Teaching staff member objectively and without bias.	5
%10	1	%90	10	Teaching staff member gives sufficient time to understand students properly.	6
%19	2	%81	9	Teaching staff member has a direct influence on the students.	7
<b>The field of lesson planning.</b>					
%19	2	%81	9	Teaching staff member prepares lesson plans in advance before starting to implement them.	1
0	0	%100	11	Teaching staff member has the ability to simplify the subject matter in a straightforward and uncomplicated manner.	2

2-4-2 Reliability of the

**Tool:** The reliability of the tool was confirmed through statistical analysis, and the results showed high reliability.

0	0	%100	11	Teaching staff member explain the study material in an understandable way.
%10	1	%90	10	Teaching staff member consider individual differences in learning posed by them.
%19	2	%81	9	Teaching staff member use understandable strategy for learning material.
%0	0	%100	11	Teaching staff member have the abilities to deliver the study material to the students.
<b>The field of student care.</b>				
0	0	%100	11	Giving students the opportunity in lesson to participate in developing lesson plans by listening to their views.
0	0	%100	11	Students are evaluated through monthly and daily tests.
%10	1	%90	10	Motivating students properly through encouraging and praising them.
0	2	%100	11	Teaching staff member pay attention to the desires and needs of the students.
%10	1	%90	10	Allowing students to express their desires and inclinations correctly.
%10	1	%90	10	Teaching staff member value students encouraging group work to increase their effectiveness.
%27	3	%72	8	Motivating students properly through encouraging and praising them.

الفكروميخ	The fields		No.
	The field of classroom leadership.		
0.80	Teaching staff member has the ability to manage the classroom effectively .		1

**مجلة الحمدانية لعلوم الرياضة – المجلد (١) – العدد (٠) – اذار ٢٠٢٦**  
**مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً**  
**لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب**

**2-4-2 Reliability of the Tool:** The reliability of the tool was confirmed through statistical analysis, and the results showed high reliability.

الفكر ومباخ	The fields	No.
	The field of classroom leadership.	
0.80	Teaching staff member has the ability to manage the classroom effectively .	1
0.82	Teaching staff member has the ability to persuade students effectively.	2
0.83	Teaching staff member works on dealing with students fairly and equally.	3
0.81	Teaching staff member takes into account the individual differences among students.	4
0.80	Students are evaluated by Teaching staff member objectively and without bias.	5
0.82	Teaching staff member gives sufficient time to understand students properly.	6
0.80	Teaching staff member has a direct influence on the students.	7
<b>The field of lesson planning.</b>		
0.79	Teaching staff member prepares lesson plans in advance before starting to implement them.	1
0.77	Teaching staff member has the ability to simplify the subject matter in a straightforward and uncomplicated manner.	2
0.84	Teaching staff member has the ability to explain the study materials in a clear and understandable way	3
0.83	Teaching staff member considers individual differences in the questions posed by them.	4
0.82	Teaching staff member has a clear and understandable strategy for the study material.	5
0.84	Teaching staff member employs all their abilities to deliver the study material to the students.	6

**مجلة الحمدانية لعلوم الرياضة – المجلد (١) – العدد (٠) – اذار ٢٠٢٦**  
**مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً**  
**لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب**

<b>The field of student care.</b>		
0.83	Giving students the opportunity in the lesson to participate in developing lesson plans by listening to their ideas.	1
0.84	Students are evaluated objectively through monthly and daily exams.	2
0.82	Motivating students properly through encouraging and praising phrases.	3
0.79	Teaching staff member pays daily attention to the desires and tendencies of the students.	4
0.79	Allowing students to express their desires and inclinations clearly and correctly.	5
0.80	Teaching staff member works on giving students encouraging grades to increase their effectiveness.	6
<b>0.81 %</b>	<b>Total</b>	

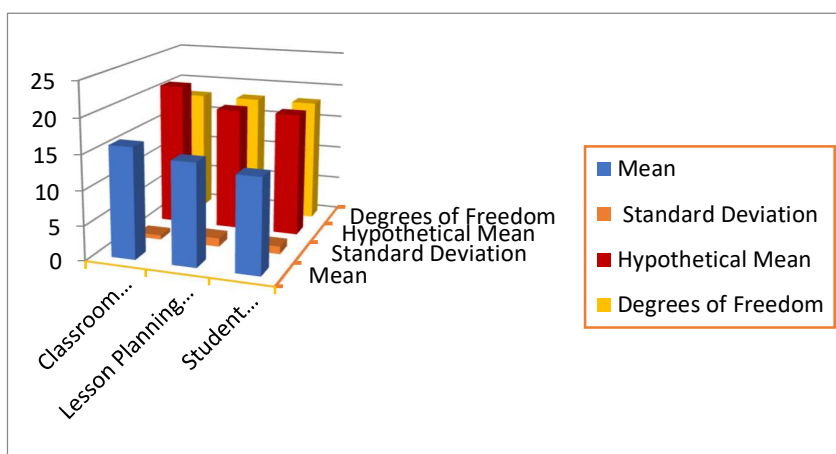
#### **4- Results and Discussion:**

The results related to the first question: Preparing a questionnaire on classroom management skills for faculty members in the College of Basic Education, Department of Physical Education and Sports Sciences, according to the EFQM standard. The most important skills used by faculty members in the classroom according to the EFQM standard were identified.

The results related to the second question: Identifying the most important classroom management skills for faculty members in the College of Basic Education, Department of Physical Education and Sports Sciences, according to the EFQM standard, from the students' perspective. The results showed that faculty members possess different classroom management skills in the field of classroom leadership, but there is a weakness in classroom management skills in the field of lesson planning and student engagement.

**مجلة الحمدانية لعلم الرياضيات - المجلد (1) - العدد (0) - آذار 2026**  
**مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً**  
**لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب**

No.	Variables	Mean	Standard deviation	Hypothetical mean	Degree of freedom	Sig.	Statistical significance
1	Classroom Leadership	15.94	0.63	21	18	0.00	Spiritual
2	Lesson Planning	14.63	1.23	18	18	0.00	Spiritual
3	Student Engagement	13.56	1.12	18	18	0.00	Spiritual
Total score of the scale		44.13	2.98	57	99	0.00	Spiritual



After completing the preparation of the **Classroom Management Skills Questionnaire** for faculty members in the **College of Basic Education / Department of Physical Education and Sports Sciences** according to the **European Excellence Standard (EFQM)**, it was applied to the main research sample consisting of **(100) male and female students**. The questionnaire included **(3) domains** and **(19) items**, distributed as follows: **(7) items** for the **Classroom Leadership** domain, **(6) items** for the **Lesson Planning** domain, and **(6) items** for the **Student Engagement** domain. The researcher then extracted the **mean** and **standard deviation** of the sample's scores on the questionnaire and calculated the **hypothetical mean** of the questionnaire, which amounted to **(57) points**.

To determine the significance of the differences between the two means (the achieved mean and the hypothetical mean of the scale), the researcher used the **T-test for a single sample** as a statistical tool to achieve this purpose and to identify classroom

**مجلة الحمدانية لعلوم الرياضة – المجلد (١) – العدد (٠) – آذار ٢٠٢٦**  
**مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً**  
**لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب**

---

management skills from the students' perspective. The results showed that the **mean** of the research sample was **(44.13) points**, with a **standard deviation** of **(2.98) points**. When comparing this with the hypothetical mean, it was found that there was a **statistically significant difference** between the two means, in favor of the hypothetical mean. This indicates that there are **no effective classroom management skills** among the faculty members.

#### **4-1-1 Discussion of the Classroom Leadership Domain:**

From **Table (4)**, it is evident that the **mean** of the **Classroom Leadership** domain in the **Classroom Management Skills Scale** achieved an **average score of (15.94)** with a **standard deviation of (0.63)**. Through the comparison between the **achieved mean** and the **hypothetical mean**, it was found that there is a **statistically significant difference** between the two means, in favor of the achieved mean. This indicates that **faculty members possess the ability to manage the classroom effectively**, thanks to their **personal and leadership strengths** in classroom management ( ). This is reflected in the responses of the sample, as faculty members have the ability to **persuade through dialogue with students**, which helps them gain the **affection and respect of students**. This is considered one of the most important factors for the success of an instructor in the classroom ( ).

The success of faculty members with students primarily depends on **treating them equally**, meaning there is no discrimination between one student and another. This is achieved by **considering individual differences** among students, such as differences in **intelligence** and **academic comprehension**, by giving students **sufficient time** to understand the material correctly. This positively impacts the **relationship between the instructor and the student**, which is why this domain achieved a **good ranking** and a **higher mean** compared to the hypothetical mean.

#### **4-1-2 Discussion of the Lesson Planning Domain:**

From **Table (4)**, it is evident that the **mean** of the **Lesson Planning** domain in the **Classroom Management Skills Scale** achieved an **average score of (14.63)** with a **standard deviation of (1.23)**. Through the comparison between

the **achieved mean** and the **hypothetical mean**, it was found that there is a **statistically significant difference** between the two means, in favor of the hypothetical mean. This indicates that the **level of attention given to students by faculty members is ineffective and unproductive**. Most responses reflected this, as faculty members' **preparation for lessons before implementation is weak**, and they often **do not plan lessons adequately before teaching**. This is why the responses to this domain were weak. Additionally, the **connection between study materials is very weak** on the part of faculty members, who often rely on **complex and unclear explanations**, leading to a **lack of understanding** of the material and a failure to **progress from easy to difficult concepts** ( ).

The main difficulties faced by the researcher include the **lack of clear and understandable explanations** of the study material, which negatively affects the classroom environment and students' performance. Furthermore, the **failure to consider individual differences among students** resulted in weak responses for this domain.

#### 4-1-3 Discussion of the Student Engagement Domain:

From **Table (4)**, it is evident that the **mean** of the **Student Engagement** domain in the **Classroom Management Skills Scale** achieved an **average score of (13.56)** with a **standard deviation of (1.12)**. Through the comparison between the **achieved mean** and the **hypothetical mean**, it was found that there is a **statistically significant difference** between the two means, in favor of the hypothetical mean. This is because **opportunities for students to participate in developing lesson plans by sharing their ideas** were not sufficiently provided by faculty members, which negatively affected the sample's responses to this domain. The researcher believes that the **failure of faculty members to listen to students properly and understand their perspectives** in order to improve lesson aspects significantly weakened the lesson, creating a **negative impression** among the sample regarding their responses to this domain.

Additionally, the **continuous evaluation** by faculty members through **frequent monthly and daily exams** diminishes the value of the lesson, reducing it to a **mere exam-focused activity** and undermining the proper development of the lesson. Furthermore, the **lack of encouragement and praise** from faculty members in various situations also greatly weakens the value of the lesson, making it **boring and ineffective**. Proper attention to students' **desires and interests**, not just in the context of the lesson, is a method of lesson development that can lead to **positive outcomes** ( ). However, this was **absent** among most faculty members, as reflected in the students' responses.

## **5. Conclusions and Recommendations**

### **5-1 Conclusions:**

1. Development of a Classroom Management Skills Questionnaire consisting of (3) domains and (19) items.
2. Faculty members possess varying levels of classroom management skills in the domain of classroom leadership.
3. There is a weakness in classroom management skills in the domain of lesson planning.
4. There is a weakness in classroom management skills in the domain of student engagement.

### **5-2 Recommendations:**

1. It is essential to conduct continuous evaluation of faculty members by the college to identify their strengths and weaknesses.
2. It is necessary to involve faculty members in training courses and workshops to learn effective communication skills with students.
3. It is important to rely on the responses of the sample in determining the essential skills that faculty members should possess.
4. Identifying the most significant obstacles that hinder faculty members' performance in classroom management.

**مجلة الحمدانية لعلوم الرياضة – المجلد (1) – العدد (٠) – اذار ٢٠٢٦**  
**مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً**  
**لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب**

5. Developing proposed programs to enhance the management skills of faculty members in accordance with European excellence standards.

### References

1. Khudayr Kazem Hammoud; Organizational Behavior, 1st Edition (Amman: Dar Safa for Publishing and Distribution, 2002).
2. Abdul Rahman Ahmed Seif; Functions of a Successful Leader, 1st Edition (Cairo: Dar Al-Mu'taz for Publishing and Distribution, 2017).
3. Al-Ajili, Sabah Hamza; Educational Measurement and Evaluation, 3rd Edition (Center for Education Printing and Publishing, Faculty of Education, Sana'a University – Yemen, 2005).
4. Al-Kawaz, Adi Ghanem; Sports Management (Mosul: Dar Noon for Publishing, 2019).
5. Yasin, Mahjoub Ibrahim; Tests and Measurements in the Field of Physical Education and Sports Science (Baghdad: Dar Al-Doctor for Administrative and Economic Sciences, 2015).
6. Muhammad Abboud Al-Harasha, Muhammad Qasim Muqabala; The Degree of Practicing Administrative Functions Among Heads of Departments in the Directorates of Education in Jordan (Published in the Proceedings of Damascus University Journal, Volume 25, Issue 43, 2009).
7. Nader Fahmi Al-Zyoud; Principles of Measurement and Evaluation in Education, 3rd Edition (Amman: Dar Al-Fikr Al-Arabi for Publishing, 2005).

No.	Name	Sir name	Specialization	Place of Work
1	Khalid Aswad Layikh	Prof.D r.	Management and Organization	Al-Muthanna University – College of Physical Education and Sports Sciences
2	Mohammed Fadhil Musleh	Prof.D r.	Management and Organization	University of Diyala – College of Physical Education and Sports Sciences
3	Salam Hantoush Rashid	Prof.D r.	Management and Organization	Al-Mustansiriya University / College of Basic Education

			4	Salah Wahab Shaker		Management and	University of Baghdad Physical Education Sciences	
Slightly	Moderately	Greatly	The phrases				No.	
			5	Yaseen Ali Khalaf	Asst.p rof.Dr	Management and Organization	University of Anbar Physical Education Sciences	
			6	Ghazwan Aziz Mousen	Asst.p rof.Dr	Management and Organization	University of Wasit Physical Education Sciences	
			7	Thamer Hammad Rajab	Asst.p rof.Dr	Management and Organization	University of Baghdad Physical Education Sciences	
			8	Baha Saleh	Asst.p rof.Dr	Management and Organization	University of Al-Qadisiyah Physical Education Sciences	
			9	Rana Turki	Asst.p rof.Dr	Management and Organization	-Mustansiriya University Physical Education Sciences	
			10	Abdulrahman Faisal	Asst.p rof.Dr	Management and Organization	University of Tikrit Education	
			11	Omar Nourit Abbas	Asst.p rof.Dr	Management and Organization	-Mustansiriya University Basic Education	
							7	
							8	
							9	
							10	
							11	
							12	
							13	

**مجلة الحمدانية لعلوم الرياضة – المجلد (١) – العدد (٠) – اذار ٢٠٢٦**  
**مهارات إدارة الصف لأعضاء هيئة التدريس في قسم التربية البدنية وعلوم الرياضة وفقاً**  
**لمعيار التميز الأوروبي (EFQM) من وجهة نظر الطلاب**

			Teaching staff member has a direct contact with the students.
			Teaching staff member prepares lesson plans in advance before starting to implement them.
			Teaching staff member has the ability to explain the subject matter in a straightforward and uncomplicated manner.
			Teaching staff member has the ability to explain the study materials in a clear and understandable way.
			Teaching staff member considers individual differences in the questions posed to students.
			Teaching staff member has a clear and understandable strategy for the students.
			Teaching staff member employs all available resources to deliver the study material to the students.
			Giving students the opportunity in the classroom to participate in developing lesson plans and listening to their ideas.
			Students are evaluated objectively through monthly and daily exams.
			Motivating students properly through encouraging and praising phrases.
			Teaching staff member pays daily attention to the desires and tendencies of the students.
			Allowing students to express their opinions and inclinations clearly and correctly.
			Teaching staff member works on giving encouraging grades to increase the effectiveness.