

Behavioral Contract Technique Positively Affects Children's Discipline

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ABSTRACT

This study aims to examine the relationship between behaviour contract to the discipline of children. This research is a pre-trial research type One group Pre-test-Post-test. The study population was children B in kindergarten Ganesa Singaraja, with a sample of children given consultation (treatment). The sampling technique in this study used the purposive sampling technique. Data analysis uses descriptive statistics, mean, median, mode, standard deviation and variance, and inferential statistics include normality test, homogeneity test, and t-test. Pre-test normality test results obtained $L_0 (0.008) < L_t (0.381)$ Then H_0 is accepted, and Post-test normality test is obtained $L_0 (0.227) < L_t (0.381)$ Then H_0 is accepted. Homogeneity test results $F_{\text{calculated}} \leq F_{\text{table}} = 1.8 < 9.28$, categorized as homogeneous. Hypothesis test results $t_{\text{count}} = 9$, smaller than t_{table} is 2.446. It shows that H_0 is rejected and H_1 is accepted. The result becomes a finding that explains the Behavioral contract's Behavioral contract of the children's discipline. Therefore, it can be denied that the contract behaviour technique (contract behaviour) positively impacts children's discipline behaviour.

Keywords: Behavioral Contract, Child Discipline, Pre-Experimental Research

1. INTRODUCTION

Education is the initial capital to prepare qualified human resources. Education plays an important role in achieving a better standard of living for the advancement of a nation. The opportunity to get an education can be obtained by everyone (education for all) starting from an early age to a higher education level. Children are little human beings with potential that still have to be developed; children have characteristics that are not like adults. Children are always active, dynamic, enthusiastic, and curious over what is seen, heard, felt and never stop exploring [1]. Early childhood development aspects include cognitive development, language, physical-motor, moral, social-emotional and artistic. One of the important aspects of development developed in early childhood is the aspect of moral development, the moral development of a child is related to the way of thinking the child because moral development is closely related to the rules and regulations on how to behave following the norms prevailing in the social environment [2]. Hasanah [3] states that morals are essentially something that becomes a benchmark in people's lives and regulates good behaviour in society following prevailing norms. While in Webster's New World dictionary, morals have

to do with one's ability to determine the right wrong and good, bad behaviour. From all of the opinions, it can be concluded that moral development is related to the right belief of something following the prevailing social norms that become the basis of actions or thoughts.

Piaget (in [3]) states that children's moral development includes cognitive aspects that include knowledge of the right or wrong concept, and affective factors related to behaviour or morals are practised. The aspect of moral development commonly implemented in schools is discipline, which is also one of the fundamentals of developing moral aspects instilled in children from an early age. Discipline is a condition created and shaped through processes and a series of behaviours that demonstrate the values of obedience, loyalty, order and order [4]. The same is conveyed by Rusdinal & Elizar [5]; discipline is an awareness of attitudes and behaviours ingrained in a person following the prevailing discipline in a regularity on an ongoing basis on the specified goals objectives. Another opinion states that discipline comes from the word "diciplina", which means what the teacher conveys to the student who means that discipline is a structuring behaviour that is generally made in discipline or rules. From the above opinion can be concluded that discipline is one's

compliance in following the rules, disciplines and norms that apply and arise from self-awareness or because of punishment; it can be said that the discipline that is the guidance process has the purpose of instilling certain habits to improve one's moral quality [6].

All the potential that early childhood has must be developed, not only the child's cognitive development but also the moral development that must be developed. Many people think that the most important aspect of a child's cognitive development needs to be developed. Suppose the child's cognitive development is well developed. In that case, it is considered that the child is smart, forgetting the fact that smart and not a child can also be seen from the way he behaves, one of which is disciplinary behaviour that is obeying the rules. Discipline aims to direct and help children learn to control themselves, respect others' rights, and obey the rules [7]. This is supported by Rianti's opinion [8], which states that the purpose of discipline is to guide the child to behave following the rules, disciplines, and norms that apply in the social environment to adjust well. It will have a good impact on the child to prepare if the child is accustomed to adjusting to society's prevailing norms from an early age. In the future, it will be easier for the child to adjust to the community environment so that the planting of discipline in children is important from an early age to guide children to learn to live as social beings and achieve optimal growth and development of children. Erikson mentioned that emphasizing discipline in children can be divided into several stages of age, one of which is the disciplinary stage of children aged 5-7 years. At this age, the child is accustomed to following the rules in a game. The child develops self-control, realizing that behaviour following the prevailing norms must be adhered to [9].

Indonesia today is experiencing a multi crisis dimension that impacts the order of life of the nation. The number of problems related to the moral aspect is proven by the many issues of children no longer having politeness to parents, ditching school, fighting not even a few students are behind prison because of teacher abuse [10]. This situation indicates that the lack of strengthening of moral aspects and discipline from an early age. It also indirectly suggests how important moral education is instilled early to prepare the character of children in the future, following Article I of the National Education System Regulation of 2003, which states that among the national educational objectives is to develop the potential of learners to have intelligence, personality, and great character.

Discipline plays an important role in developing the child's character because it aims to know them to overcome disciplinary problems, control themselves, maintain a sense of security and comfort, and obey the discipline. Fatmawati [11] the many behaviours of children who today do not show moral values and

discipline become a great responsibility for parents and educators because it is the most appropriate time to instil moral and discipline fundamentals at an early age. The formation of disciplinary behaviour in children is not an easy job. Therefore, the instilled of discipline in children must also be adjusted to the level of early childhood age. Most parents and teachers in this country are still misperceptions related to discipline. Discipline is often equated with punishment, as a result of which many children are physically abused and abused, and it is considered reasonable on the grounds to discipline the child. This is why the instilled discipline in children is not realized as expected when the child grows up. The condition is caused by children who are at the time of imitation that adults around them.

The child is an accomplished imitator; therefore, whatever the person around the child will imitate, including the child, will learn the wrong thing about the true meaning of discipline. Based on the observations in group B at Ganesha Kindergarten, there are some problems related to child discipline that has not been maximized. It is shown from some children at the time of marching will enter the class, preceded each other not in line, during praying before starting the activity and ending the activity. There are children still joking and busy talking to other friends when washing hands when the child does not want to queue. The child does not tidy the seat when the activity is finished and will go home from school. It is certainly not following what is expected of disciplinary behaviour. The child is disciplined during the good activity in the classroom or outside the classroom. When they see a child behave not following the rules (lack of discipline), the teacher tries to verbal reprimand to speak with a loud intonation to the child when behaving less disciplined. However, the way has not worked because there are still children who have not shown disciplinary behaviour.

However, based on the observations on January 23, 2020, in group B of Ganesha Kindergarten, there are some problems related to child discipline that has not been maximized. This is shown from some children when marching to enter the classroom is less orderly, preceded and not in line. Also, there are still children who joke and busy talking to other friends during prayer activities together. When washing hands at recess, the child does not want to queue. Lastly, the child does not tidy the seat when the activity is finished and will go home. Children of group B at Ganesha Kindergarten are still many children who have not shown disciplinary behaviour. Out of the six indicators of disciplinary behaviour observed, there are four indicators that the child has not been able to do. As an indicator of obeying the rules of time, some children can be said to have not been able to stop playing when the break time is over. Instead, the child continues to play activities when the break time is over.

Furthermore, regarding self-control indicators, children have not been able to pray following what has been taught. There are still many children who joke even though they have been given a reprimand. Children also do not want to queue when washing their hands during recess. Further indicators of self-care, the child has not shown that the child can optimally care for themselves. This is shown by many children who often do not put shoes and bags in their lockers. Also, Ganesha Kindergarten does not write the assessment results of children's disciplinary behaviour, specifically on the report of children's learning outcomes. Based on class teachers' interviews about what kind of actions teachers take when they see children who are not behaving according to the rules (lack of discipline). The teachers stated that they had tried to give verbal reprimand to the child who behaved less disciplined. However, this method has not succeeded in stimulating the children's disciplinary behaviour optimally, and it has often been done. By focusing on the problem, there needs to be a solution to optimize the child's disciplinary behaviour, behaviour modification.

By emphasizing the problem, there needs to be a recommendation to optimize the child's disciplinary behaviour by modifying the child's behaviour using Behavioral contract techniques. Behaviour modification is any action that aims to change behaviour based on Behavioral learning theory. According to Wolpe [12], the limitation of behaviour modification is the application of experimentally tested learning principles to change unadaptive behaviour. Unadaptive habits will be weakened and eliminated while adaptive behaviour will be strengthened. Kazdin [13] states that behaviour modification is an approach to assessment, evaluation and behaviour change. Behaviour modification that teachers can use to cultivate child discipline behaviour early on is a behaviour contract technique. A behaviour contract is a process of establishing children's behaviour through Behavioral contracts created and approved by both parties (educators and children), in this case, to optimize child discipline [14] [15] [16].

It is supported by Latipun [17] opinion, which states that a behaviour contract is an agreement between two or more people to change certain behaviours on the target (child). The contract of behaviour, in this case, is made to change the maladaptive behaviour of the child into adaptive behaviour and to create new conditions in the sense that the child acquires new behaviour and maintains the expected behaviour together in a contract of conduct [18][19][20][21]. So, modifying behaviour with this behaviour contract technique positively impacts the parties stimulated by the contract agreement. There is a change in behaviour to comply with what is stated in the contract. One of the factors considered important in the contract of conduct is the reinforcement factor [16] [22] [23]. This is supported by Santrock's opinion [24], which states that an important learning element is

educators' strengthening. Reinforcement is any form of positive response that is verbal or nonverbal to provide feedback for students for their actions as an act of encouragement or correction.

Behavioral contracts are flexible and open to produce an agreement between educators and students. The things affirmed in the contract of conduct are expectations, responsibilities and consequences that must be met [20][21]. Also, behaviour contracts can allow children to learn to be responsible for contracts that have been agreed upon with their teachers. Responsibility is essential to be stimulated to early childhood as an early effort to develop child discipline [25][26]. Then the behaviour contract can be a forum for children in optimizing the discipline of children early on. The purpose of this study was to examine the influence of behaviour contract techniques on the disciplinary attitudes of group B children in Ganesha Kindergarten in Academic Year 2019/2020

2. RESEARCH METHOD

This study was designed to know the influence of behaviour contract techniques on children's discipline. This research is a form of pre-experimental research type One group Pre-test-Post-test, in this method, no control group is required to be compared with the experimental group, procedurally following the following table pattern:

Table 1. One group Pre-test-Post-test Research Design

O1	X	O2
<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>

(Modified from [27])

Description:

- O1 : Observation before treatment
- O2 : Observation after Treatment
- X : Treatment of experimental groups

This research was conducted in Ganesha Kindergarten in the even semester of the 2019/2020 school year. This research population was all children of group B of Ganesha Kindergarten, which amounted to 28 children. The sample's determination was done by purposive sampling technique and obtained by four children as a sample for the experimental group. The free variables in this study are behaviour contract techniques, and bound variables are child discipline. Data-bound variables are retrieved using instruments in the form of rubrics. The assessment instrument amounts to 12 points based on child discipline dimensions, namely self-regularity, self-control, and understanding of norms. Using the score as a criterion to measure 1,2, and 3 with category 1= Not Able, 2= Sufficiently Capable and 3=Capable. Instrument trials are conducted through instrument content validity tests by judges' experts, empirical validity tests of instruments with product

moment tests, and reliability tests with Cronbach alpha tests. The blueprint of children's disciplinary instruments is as follows:

Table 2. Research Instrument Blueprint

Number	Dimension	Indicator	Item Number	Total
1	Self-Regularity	Time respect	1, 2	4
		Dressed by the rules	3, 4	
2	Self-Control	The children can control themselves	5, 6	4
		Take care of themselves	7, 8	
3	Norms Understanding	Ebviromental concern	9, 10	4
		The children discipline joining the learning	11, 12	
Total				12

Data collection in this study using observation methods and documentation. The Behavioral contract measures undertaken in this study are: a) conducting an observation, b) selecting the desired behaviour, c) discussion with the class teacher regarding the strengthening list that will encourage the child to perform the desired behaviour, d) assign the person who can reward, d) write the contract clearly so that the parties involved understand the content and purpose of the contract of conduct, e) carry out the contract, f) collect data, g) rewrite the contract of conduct when the goal is not achieved, h) Supervise the behaviour on an ongoing basis, i) choose other behaviours that allow the child to achieve the goal.

Data Distribution Normality Test using the Lilliefors Technique is as follows. 1) Sort the sample data from small to large and specify the frequency of each data, 2) Specify the z value of each data, 3) Determine the probability of each z value based on table z and named F(z), 4) Calculate the relative cumulative frequency of each z value called S(z) → Calculate the proportion, if n=10, then each cumulative frequency is divided by n. Using the largest L0 value, 5) Specify the value L0= |F(z)-S(z)|, calculate the difference. Then compare it with the Lt value from the Lilliefors table, 6) If L0 < Lt, then

H0 is accepted, so it can be concluded that the sample is from a normal contributing population.

3. FINDINGS AND DISCUSSIONS

3.1. Findings

Respondents in this study numbered four children who were treated with behaviour contract techniques. Determination of the study results began with instrument testing in Group B1 of Ganesha Kindergarten, then conducted validity testing with the Gregory formula, empirical validity test with product-moment, and reliability test with Cronbach alpha formula. The results of the reliabilities test of the instrument compiled showed the result entered the high category of 0.766 at intervals of 0.60<0.80. After that, the instrument can be used to implement pre-test and post-test in the experimental group. The result data obtained as follows.

Data from the Pre-test results of child disciplinary behaviour group experiments showed that the highest score was 23, and the lowest score was 18. The data distribution of the experimental group's pre-test results is presented in Table 3.

Table 3. Distribution of Pre-test Data on Child Disciplinary Behaviour of Experimental Groups

Interval Class	X_i	F_i	c	F_k	\bar{X}	$X - \bar{X}$	$(X_1 - \bar{X})^2$	$F(X - \bar{X})^2$
18-20	19	2	38	2		-1.5	2.25	9
21-23	22	2	44	4	20,5	1.5	2.25	9

More detailed calculations on a descriptive statistical analysis of data can be seen. In the table above, the average behaviour of child discipline is 20.5, with a Median (Me) of 17.5, so that the standard deviation (SD) is obtained by 2.12. A summary of the results of descriptive statistical calculations of the experimental

group's pre-test child disciplinary behaviour can be seen in table 4.

Table 4. Distribution of Pre-Test Data on Child Disciplinary Behaviour Data of Experimental Group

Descriptive Statistical	Results
Mean	20,5
Median	17,5
Standard of Deviation	2,12
Variance	4,5

Once known mean, median, then the spread of data is presented in polygon charts. The distribution of data on children's disciplinary behaviour in the experimental group is seen in figure 1.

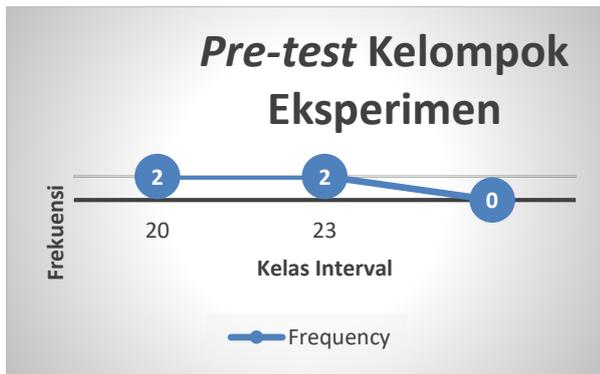


Figure 1. Polygon Data on Child Discipline (Pre-test)

Table 5. Distribution of Post-test Data on Child Disciplinary Behaviour of Experimental Groups

Interval Class	X_i	F_i	$F_i \cdot X_i$	$F_i \cdot k$	\bar{X}	$X - \bar{X}$	$(X_1 - \bar{X})^2$	$F(X - \bar{X})^2$
25-27	26	2	52	2	-	-1.25	2.5	5
28-29	28.5	2	57	4	27.25	1.25	2.5	5

A more detailed calculation of descriptive statistical analysis of data can be seen in the table above/ It is known that the average child disciplinary behaviour is 27.25 with a Median (Me) of 77.4. Then obtained standard deviation (SD) of 1,581 Summary of the results of descriptive statistical calculation of the experimental group's pre-test child disciplinary behaviour can be seen in table 6.

Table 6. Distribution of Post-Test Data on Child Disciplinary Behaviour Data of Experimental Group

Descriptive Statistical	Results
Mean	27.25
Median	77.4
Standard of Deviation	1.581
Variance	2.5

Once known mean, median, then the spread of data is presented in polygon charts. The distribution of child

3.1.1. Experiment Group Post-test

Data from the post-test results of the experimental group children's initial reading ability showed that the highest score was 29, and the lowest score was 25. The following is presented the distribution of the frequency of data swaying post-test experimental groups in table 5.

disciplinary behaviour data in the experiment group can be seen in the following figure.

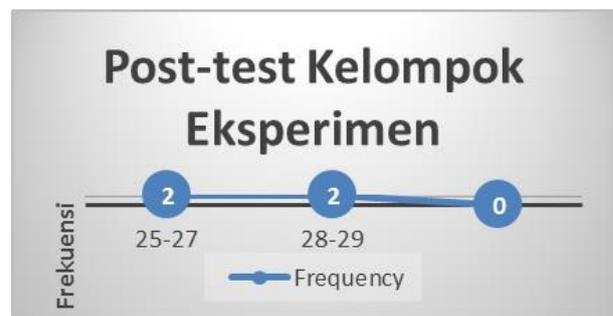


Figure 2. Polygon Graph of Children's Discipline (Post-test)

3.1.2. Normality Test

The normality test of data distribution is conducted as a condition for conducting hypothesis tests. This study using a normality test with Lilliefors Technique. Here's a Comparison of Pre-test and Post-test Normality Test Results.

Table 7. Comparison of Pre-test and Post-test Normality Test Results

Number	Results	L_0	L_{t_i}	Description
1.	<i>Pre-test</i>	0.008	0,381	Normal
2.	<i>Post-test</i>	0.227	0,381	Normal

The results of the child's pre-test normality test were obtained, $L_0 < L_{t_i}$, then H_0 is accepted, it can be concluded that the sample comes from a normally distributed population. The result of the normality test was obtained. $L_0 = 0,008 < L_{t_i} (0.381)$ Then, H_0 received, and the results of the child's post-test normality test were obtained, $L_0 < L_{t_i}$, then, H_0 is accepted, it can be concluded that the sample comes from a normally distributed population. The result of the normality test was obtained. $L_0 = 0,227 < L_{t_i} (0.381)$ Then, H_0 is accepted.

3.1.3. Homogeneity Test

The homogeneity test of group data variance is used to measure whether a data group has a homogeneous variance. Homogeneity test is done with F-test with homogeneous data criteria if, $F_{count} \leq F_{table}$, and the data is not homogeneous if, $F_{count} \geq F_{table}$. Data testing was conducted at a significant rate of 5% with dk numerator, $n-1-1$ and dk denominator, $n-2-1$. Descriptive analysis has obtained standard deviation and variance values from pre-test, and post-test experimental groups can be seen in table 8.

Table 8. Standard Deviations and Variances from Pre-Test and Post-Test Experimental Groups

Statistic	<i>Pre-test</i>	<i>Post-test</i>
Standard of Deviation	2.12	1.581
Variance	4.5	2.5
N	4	4

Based on the calculation of the homogeneity test with F test obtained, $F_{count} = 1.8$ and F_{table} . With dk numerator ($4-1=3$) and denominator dk ($4-1=3$) with a significant level of 5% = 9.28. Thus, $F_{count} \leq F_{table} = 1.8 < 9.28$, so the data group is categorized as homogeneous.

3.1.4. Hypothesis Testing

Based on prerequisite tests conducted, namely normality tests and homogeneity tests, it was obtained that the results of the disciplined behaviour of the children of the experimental group were normal and homogeneous.

Table 9. Standard Deviations and Variances from Pre-Test and Post-Test Experimental Groups

Respondent	<i>Pre-test X</i>	X^2	<i>Post-test Y</i>	Y^2	XY
1	18	324	25	625	450
2	20	400	27	729	540
3	22	484	28	784	616
4	23	529	29	841	667
Total	83	1.737	109	2.979	2.273
Mean	20.5		27.25		
Median	17.5		77.4		
SD	2.12		1.581		
Variance	4.5		2.5		

Based on the results of the t-test obtained, $t_{count} = 9$ and for $df = 28$ with a significant rate of 5%, $t_{table} = 2,446$. Thus, $t_{count} \leq t_{table} = 9 < 2,446$. So H_0 is rejected, and H_1 is accepted, which means there is a significant influence (5%) discipline of the child before and after the conduct is applied.

3.2. Discussions

The pre-test and post-test experiments were obtained from differences in the average results of children's disciplinary behaviour. The post-test data analysis of the experimental group was 27.25, while the pre-test result was 20.5. This explains that there is an influence of behaviour contracts on children's discipline.

The next stage is data classification into a multi-range frequency distribution and looking for the pre-test and post-test average. The data will be tested for normality and reliability as a prerequisite for hypothesis testing. From the calculations' results, it can be concluded that the distribution of data from the experimental group is normally distributed. This is seen from the pre-test normality test scores of the experimental group obtained by 0.008 and 0.381, while the post-test results obtained were obtained from 0.227 and 0.381. So, the figure of significance above is more than 0.05. This means zero hypotheses are accepted, which means sample data comes from normally dispersed populations.

Based on the calculation of the homogeneity test with F test obtained, F-count. 1.8 and. F-table. With dk numerator (4-1=3) and denominator dk (4-1=3) with a significant level of 5% = 9.28. Thus, F-count. \leq , F-table. = 1.8 < 9.28, so the data group is categorized as homogeneous. After that also obtained the results of the post-test experimental group, where an experimental group is a group given treatment in Behavioral contracts. Hypothetical test results using t-test obtained that .t-count. \leq , t-table. = 9 < 2,446. So H₀ is rejected, and H₁ is accepted, which means there is a significant influence (5%) discipline of the child before and after the conduct is applied. This shows that Behavioral contracts' technique affects the discipline of children of group B Ganesha Kindergarten in Academic Year 2019/2020.

This study's results are also supported by Wahyuni (2016) research, which states that Behavioral contracts can improve children's discipline. The results showed an increase in cycle I. The child's discipline to 71.42% in the criteria developed as expected, and after cycle-II achieved a success indicator of 85.71% on the criteria developed as expected. This is similar to Abraham et al., [25] and Kaya & Karatepe [26] which states that behaviour contracts positively influence children's discipline by prioritizing moral principles and developmental stimulation. Based on the explanation, it appears that the right behaviour contract technique is used as an alternative to stimulate disciplinary behaviour in early childhood.

A behaviour contract attempts to instil disciplined behaviour in a child, hoping that the behaviour that wants to be changed becomes clear due to a contract's existence. A behaviour contract also allows the child to build a responsible attitude in complying with the agreed contract. The statement is supported by Wahyuni [28] opinion, which states that after the implementation of the contract, the child's behaviour is more obedient to the rules, and the child becomes more responsible in completing the task.

In the implementation of the contract of behaviour, the teacher conveys the rules stated in the contract of behaviour repeatedly with language that is easy to understand. The child can still remember the agreements

that have been made. One of them is short concentration power; therefore, repeating information periodically to the child keeps the child's memory. The teacher also reinforces to the child if he shows behaviour following the contract to feel happy and trigger the child to repeat the behaviour. This is supported by Antara's opinion [29], which states that the child will feel comfortable if the teacher provides reinforcement both verbally and nonverbally so that the child will always show behaviour according to the value of daily life.

The reinforcement aims to stimulate the child to elicit a response that is the child's disciplinary behaviour. Reinforcement is always given immediately and consistently after the child shows the desired behaviour together. This is corroborated by Wantah's opinion [2], which states that the faster-given strengthening, the better the influence for the behaviour given strengthening. Positive reinforcement can be in the form of showing attention, smiles, head nods, awards, objects and even fun activities [16][19][23]. Following one of the characteristics of early childhood, namely children interested in new things. Giving objects such as 'Good Job' stickers have never been received before. It will be something new and interesting for the child.

The award given by the teacher when creating a Behavioral contract with the child will motivate the children to behave disciplined. The repetition of disciplinary behaviour given strengthening will be the habituation of disciplinary behaviour for the children. The longer the teacher does not need to remind again, just by giving a signal such as shaking the head, the child immediately understands what the teacher means and immediately corrects it. Thus, the child's awareness of his daily behaviour proves that the child has moral awareness.

Children will be given negative reinforcement to educate children who behave less disciplined as stated in the contract of behaviour instead of giving punishment or physical, but strengthening it in the form of getting an additional one-day picket schedule, the last break or the last home. Punishment can harm the child if it is wrong in its application. Therefore, teachers should be careful in choosing the appropriate form of punishment for the child and choosing the insertion's right opportunity. If the application is not appropriate for the child and improperly can cause new problems in the child.

Based on the study results, it can be concluded that the disciplinary behaviour of children of group B Ganesha Kindergarten can be influenced through behaviour contract techniques that are conducting Behavioral agreements that must be adhered to by the child. Behavioral contract techniques are one of the alternatives in helping and guiding the cultivation of discipline in children. In addition to training children to understand better their obligation to develop good social

life habits, Behavioral contract techniques can also train children to be responsible for their duty.

4. CONCLUSIONS

Behavioral contract techniques are one of the alternatives in helping and guiding the cultivation of discipline in children. In addition to training children to understand better their obligation to develop good social life habits, Behavioral contract techniques can also train children to be responsible for their duty. Behavioral contracts are carried out in several ways. Namely, explaining the importance of disciplinary behaviour for children, followed by making agreements and delivering contracts, agreed that the last teacher provides immediate reinforcement to the child according to their behaviour. Based on research and discussion results, children's disciplinary behaviour can be stimulated through Behavioral contract techniques. With this significant influence, Behavioral contract techniques can be used as an alternative to improve early childhood discipline. Discipline is an important aspect that must be stimulated in the right way from an early age. Using inappropriate means such as using corporal punishment will cause other impacts for the children in the future. Thus, with this research, readers are expected to understand the importance of instilling child discipline behaviour early. It is also recommended that other researchers examine this issue in a wider scope and try to apply it to more samples.

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