



The Factors Influence of Students' English Achievement in the Morning and Afternoon Course Schedule at Seventh Grade of SMP N 12 Solok Selatan

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ABSTRACT

This research related to the factors that influence of students achievement in the course schedule (Morning and afternoon). According to some experts, studied in the morning was more effective than in the afternoon and made the students achievement in the morning better than studied in the afternoon. However, based on the fact found in SMP N 12 Solok Selatan in seventh grade, it showed that average score students' English achievements were almost same between students who studied English in the morning and afternoon. Therefore, the researcher wanted to find out the factors causing there was no difference in students' English achievement results between morning and afternoon classes. Qualitative descriptive was the design in this research. Researcher used observation and interviews as the instrumentation. Seventh grade at SMPN 12 Solok Selatan as informants. To analyze the data, the researcher used the theory of Miles, Huberman, and Saldana. Based on research results, the factors that make students English achievement the same were external factors, namely teacher and lesson standard. The teachers treatment and the way she taught was the same to all students, but when the teacher taught in the afternoon the teacher carried out several activities that made students re-focused and enthusiastic in learning, such as ice breaking and made joked with students. In conclusion, how the teachers taught both in the way they present the material and their creativity in creating learning condition that still conducive at all times, and also how the teachers attitude to students.

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PENDAHULUAN

In learning something someone will definitely get knowledge or understanding of something that is learned, and at school the teacher usually conducts tests to find out the level of student understanding. Achievement according to Linn, achievement is the level of individual ability in mastering subject matter or certain tasks which are determined through tests or other measurements. The same thing was also expressed by Millan, achievement is the end result of the interaction between individual abilities

and the opportunities available for learning, which is reflected in the mastery of certain knowledge, skills and competencies. According to Subini , there are two factors that affects student learning achievement, the first factor is internal factors are factors that come from within the student which are divided into physical factors and also student psychological factors. The second is external factors or factors that come from environmental conditions around students, which include family factors, school factors, and also community factors. One of the external factors that affect student learning achievement comes from school, related to lessons and time, school time affects student's learning, students whose school in the morning has differences in enthusiasm, learning process and also student conditions compared to students who enter during the day which will certainly lose enthusiasm for learning, and because of that difference, it certainly affects student learning achievement outcomes.

Studying in the morning and in the afternoon also have difference of student' s focus, when studying in the morning students are more manageable and focused with explanations and also teacher directions or students to be more receptive, while in the afternoon students are more difficult to control because at this time students already feel bored because they have learned from the morning, this certainly impacts the results of students learning achievement or students understanding of the material that has been taught by the teacher (Clare et al.). Learning in the morning the results of student learning achievement are better than students who study in the afternoon. Studying in the morning is also considered more effective, this is in accordance with Biggers' opinion, studying in the morning is more effective than studying at other times, in the morning the physical and spiritual conditions of the students are still fresh and the brain's memory is still empty, so it is easy to absorb the material being taught. According to Tjipto Utomo, in participating in learning activities, students will experience an increase in concentration after the 20th minute after which their concentration will gradually decrease. So the concentration of students will increase when studying in the morning and will begin to decrease during the afternoon.

In the context of education, time can be interpreted as setting the time or schedule used to organize teaching and learning activities in schools or other educational institutions. The concept of time in education is very important because time is a thing that must be used effectively and efficiently for all school members, both teachers, and students. Time is considered an important factor in learning activities because the time used for learning must be properly managed so that students can understand the concepts and subject matter as a whole. In Indonesia, it is generally the school itself that determines when school hours start and end. There is no law that specifically regulates school hours at the national level. The length of school hours is usually also determined by the level of education, and the teaching and learning process occurs from morning to afternoon for elementary and middle school levels. According to the KBBI , morning

time in Indonesia is the first part of the day, namely the day after sunrise until midday. The afternoon is the part of the day that is light (i.e. from sunrise to sunset), the time between morning and evening (approximately 11.00–14.00). , Thus, course schedule is a planning and scheduling learning activities in an educational environment. This includes allocating time for various learning activities, breaks, as well as routine activities. The learning schedule is designed with the aim of optimizing time and resources to ensure that the learning process is efficient, effective and structured. There are several previous studies related to this research.

The first study by Indiyati et al.,, the study aims to analyze how the time of day influenced the results of students' achievement test and teaching method in the morning and afternoon hours in English subject. Researchers used data on score of students' morning and afternoon achievement tests consisting two classes and interview the teacher and several students. The result of the study showed that scores of students who study English in the morning are higher than the scores of students who study in the afternoon, and the results of interviews, the teacher did not use different teaching methods, and the results of interviews with several students showed that students experienced physical fatigue in the afternoon class. The other research is from Fathurrahman, the research was to analyze "students learning interest based on morning and afternoon schedule. The indicate interest in learning English in morning and afternoon classes had a significant difference. The third research, conducted by Wile & Shoupe their research was to explores literature related to Time of Day instruction and possible impact on students achievement. The result indicated the time affect and plays the role of time in student learning achievement. Scores significantly higher if students studying at their preferred time that suits their learning style. Based on the facts found in the field, there was no different of the average score of students' or was almost the same between students who studied in the morning and in the afternoon, therefore the researcher formulates the question of the research is What are the factors that cause no difference in the students English achievement, who learn English in the morning and afternoon of seventh grade in SMP N 12 Solok Selatan?

METODE PENELITIAN

Setting of the Research

This research conducted in one of the junior high schools in Solok Selatan regency. Precisely at SMP N 12 Solok Selatan, which is located on Jl Raya Padang Aro-Sei Penuh KM 5, Lubuk Gadang village, Sangir district, South Solok regency, West Sumatra province. In this research, the researcher used descriptive qualitative approach. The focus of this approach is on an in-depth description of a phenomenon or a particular perspective, and is more directed at describing and telling in-depth or detail (Gay, et al)

Informant of the Research

The informants of this research were students who study English in the morning and in the afternoon in seventh grades at SMPN 12 Solok Selatan. This research was conducted in class 7, researcher conducted the research in class 7-B who studied English in the morning and in class 7-A, who studied English in the afternoon. The researcher also conducted interviews with many students and an English teacher.

Instrument of the Research

An instrument is a tool used for data collection, and the instruments section of a research plan describes the particular instruments to be used in the study. In this researcher used observation sheet and interview. In this study the researcher act as a non-informant observation, where the researcher will not involve in activities at the research location, the researcher only observe and record the results of observations and recorded phenomena that happening at the research location. The researcher carried out a validation process to validate the observation sheet. The researcher also used interview as instrument, in this study, researcher uses the structure of the questions is semi-structured interviews, in this structure the researcher brings a list of questions and also the researcher for free to ask anything and the questions will appear according to the flow of the interview.

Technique of Data Analysis

The data analyze use the interactive model, the theory of Miles, Huberman, and Saldana. The steps can be figured as follows:

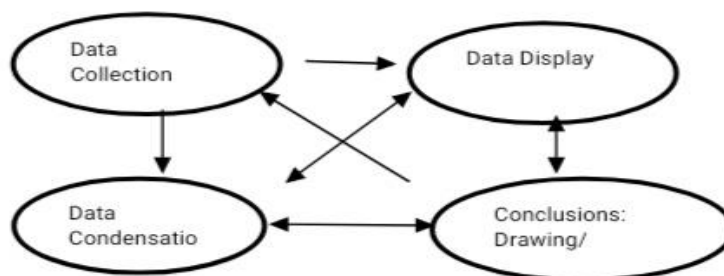


Figure1.

Component of data analysis: Interactive model

Data condensation is a process that refers to the process of selecting, focusing, and simplifying the data obtained when collecting data in the field, in the form of interview results or observations. After condensing the data, the researcher will display it in a matrix, chart, or graph. This will help researcher to organize information obtained while in the field so that it becomes a more concise and clear form. The third activity flow is drawing and verifying conclusions.

HASIL DAN PEMBAHASAN

Based on the analysis, there are several factors that cause the English achievement of morning and afternoon class students to be not much different and almost the same. The factors that make students' achievement when studying English in the morning and afternoon the same are the factors that make the internal and external factors that influence student learning achievement between morning and afternoon classes not much different, such as interest, motivation, memory, gender and other factors in morning and afternoon classes, which makes the achievement of morning and afternoon student learning achievement not much different. Based on the results of observations and interviews conducted by the researcher, there are several differences between morning and afternoon students related to factors that influence in students achievement.

There are, study concentration and tiredness, same as what the teacher inform when the researcher asked about the difference between students who studied English in the morning and afternoon in interview process, she said: "The difference between students learning English in the morning and afternoon lies in focus and motivation. In the afternoon, students' focus tends to drift, and it's harder for them to maintain concentration. Additionally, their motivation decreases as they become more tired, often leading them to feel incapable of doing things they haven't even tried yet." That situation was in line with the researcher observed in three times, both in the afternoon and afternoon classes. It can be summarized as follow:

Table 1.

Observation Results (Internal Factor: Study Consentration)

No	Statement	Morning class (7-B)	Afternoon class (7-A)
1	Students concentrate when they hear the teachers explanation (Students focus and their eyes are only on the teacher).	Only a few students don't pay attention to the teacher, there are students who daydream and disturb their friends.	Several students don't pay attention to the teacher, such as many students are busy with their activities, disturbing other students and frequently going in and out of the classroom.

2	Students answer the teachers question when the teacher randomly choose who should answer the questions.	Students can answer correctly when the teacher randomly appoints students to answer the question.	Students answer carelessly or incorrectly when the teacher asks students selected by the teacher to answer the question.
3	Students ask the teacher to explain again about the material being studied (when doing the assignment).	Students do not ask many questions about the assignments the teacher gives.	Many students approach the teacher to ask how to do the assignment given by the teacher.
4	Students do not talk to other classmates.	Some students talk about things that are not included in learning with other students when teacher explains the material.	Many students talk when the teacher explains, both with their classmates and students outside the class (there are students in other classes who peek through the window and invite students who are studying to talk).

The table above shows that one of differences in learning English between morning and afternoon students is on their concentration or study focus. Afternoon students seem to lose their focus on studying compared to morning classes. Students who learn in the afternoon seem to lose focus due to distractions from outside the classroom. During the observation, the researcher found that many students from other classes were disrupting their concentration in the afternoon, for example, someone was peeking outside the window, inviting students who were studying to talk. Besides that, students also find it difficult to focus on the teacher's explanation, this made the teacher have to think extra hard about how to keep them focused. This is also in accordance with the results of the researcher's interview with the teacher, where the difference between students who study in the morning and afternoon is in their focus. According to the teacher, teachers had to more active, therefore teacher carried out ice-breaking to restore students focus and visit students frequently. Therefore, teacher did ice breaking when teaching English in the afternoon before studying to restore students' focus and enthusiasm. When interviewing students they also said that

during the day they found it difficult to concentrate because they were tired and their thoughts were on going home.

Table 2.
Observation Results (Internall Factor: Tiredness)

No	Statement	Morning class (7-B)	Afternoon class (7-A)
1	Students less enthusiastic in following the lesson with a sluggish facial expression.	The students' enthusiasm for learning is still good with cheerful faces. students respond to the teacher enthusiastically, such as speaking loudly when the teacher asks something, for example when the teacher says hello and asks how the students are.	Students begin to lose enthusiasm for learning and appear lethargic. There are even students who openly tell the teacher that they are tired of studying.
2	Students yawn repeatedly.	Students do not appear to yawn often.	Many students yawn frequently, there are even students who ask the teacher for permission to wash their faces.
3	Students are lazy to write or do assignment.	Students immediately write when instructed by the teacher to write and are serious about carrying out the assignment given by the teacher. This seriousness can be seen in how students want to finish it quickly and also to ensure the correctness of the answers they have made to the	Students will write when the teacher checks by walking towards the students to see which students do not want to write. There are even students who don't have pens and are forced to wait for their friends to be ready to write.

		teacher.	
4	Students sleep in class when studying.	No one students sleep in class	Several students appeared to be asleep and the teacher told them to wash their faces.

The table above shows that another difference in learning English between morning and afternoon students, apart from study concentration, is tiredness. This can be seen from the students' sluggish facial expressions, even though they are not sleepy, some students who study English in the afternoon appear lethargic and sluggish when studying, some prop their heads up with their arms and are lazy when instruct to write. As said by the teacher during the interview, teacher was required to be more active, such as frequently visiting and approaching students who appear lazy or lack enthusiasm for doing what the teacher tells them to do. During observations, researcher also saw that teacher often visited students to reprimand students who did not appear to be doing things the teacher ordered, such as writing. Apart from that, the teacher with her humor entertains the students to keep them enthusiastic to learn of students in learning English in the afternoon.

Therefore, teacher has an important role in making students who study in the afternoon refocus and become enthusiastic in learning. Teachers play an important role in determining student achievement in class, not only as providers of material but also in how teachers try to create an enjoyable learning process and build good relationships with students because on the other hand teachers are also motivators for students. Apart from that, the factors that cause the impact of differences in learning during the day and in the morning can be overcome. There are two factors that cause not much difference in the English achievement of students who study in the morning and afternoon, namely the teacher factor and lesson standards or how the teacher delivers the material. In the following, the researcher will describe the results of observations related to teachers and standard lessons and interview results related to teachers and standard lessons:

Table 3.
Observation Results (External Factor: Teacher)

No	Statement	Morning Class	Afternoon Class
1	The teacher is close to the her students (greeting, asking how	The teacher friendly with the students. Before studying, the teacher asks about	In the afternoon class, the teacher is also friendly to the students. Before studying, the teacher asks about the student's condition and feelings. There

	they are and how they feeling).	the students' condition and feelings. The students' responses also show their closeness to the teacher, such as telling random things.	were even students who said they were tired of studying, therefore before learning started the teacher did an ice -breaking to restore their enthusiasm and focus on learning.
2	The teacher looks attractive and neat (neat clothes with matching colors, not excessive make-up).	The teacher's appearance is neat and clean, wearing clothes that are the matching color and not excessive make-up.	The teacher's appearance remains neat and clean even though it is afternoon.
3	The teacher speaks polite language (does not get angry by using harsh words.	The teacher does not say harsh words when teaching, even when angry the teacher prefers to remain silent for a moment.	The teacher does not use bad language when teaching, even though teaching during the day is certainly tiring for the teacher and students who are difficult to manage, to calm the students, the teacher raises her tone and hits the blackboard to get the students' attention again.
4	The teacher listens and feel interest to students opinion	Teacher always respond well to opinions given by students, and listen to students' stories even though they are outside the learning context.	Teacher always respond well to the opinions given by students, and listen to students' stories even though they are outside the learning context, even responding with jokes that make the class atmosphere enthusiastic again.
5	The teacher gives praise every students answer the	Teachers often give plus points to students who can answer the	To increase students' enthusiasm for studying during the day, teachers often ask questions and answer them in a scramble. For

	teachers question, even though the students answer is wrong.	teacher's questions correctly.	students who can answer correctly, the teacher will give plus points to the students. This makes students compete with each other to answer questions.
6	Teacher do not discriminate or be fair to all students (the way the teacher responds to students is the same).	Teacher treats all students equally without discriminating. This can be seen in how teacher responds and communicate with all her students.	Teacher treats all students equally without discriminating. This can be seen in how teacher responds and communicate with all her students. However, several circumstances make teacher have to treat her students more, especially male students. The teacher will often monitor the student by coming directly to him and ordering him to write or do assignments, this is because the student has started to lose enthusiasm when studying in the afternoon.
7	Teacher use fun teaching strategies (show video, do fun things like games and also joke with students)	In several meetings the teacher makes games but they are also related to the material being studied	When teaching in the afternoon, apart from making games related to the same material being taught as the teacher teaches in the morning class, the teacher also plays games whose aim is to restore students' focus and enthusiasm for learning. Besides that, teachers often joke with students so that students who are sleepy and bored with studying become enthusiastic again.

Based on the table above, it shows that the teacher is good at teaching. This was in line with interviews conducted by researcher with students, regarding the way the teacher teaches, and all the students interviewed answered that they liked how the teacher taught and explained, the teacher was not angry and exciting, then there were

also those who said that the teacher using games in the learning process. This was also the same as what researcher found during observation. The teacher responds to whatever the student says and gives awards to students who participated to answer even though the student's answer is wrong. Besides that, the teacher also do not differentiate between students, this can be concluded from the way the teacher treats all students the same.

Table 4.
Observation Results (External Factor: Lesson Standard)

No	Statement	Morning Class	Afternoon Class
1	The teacher explain the material sequentially by prioritizing the most important parts that students must know (from easy to difficult).	The teacher explains the material clearly and teaches from easy things first, for example, the teacher explains the subject "I, you, she, he" first to make sentences and in the next meeting the teacher will tell other subjects such as "they, we" to make sentences related with material likes and dislikes.	As is done in the morning class, in the afternoon class the teacher also explains the material clearly and teaches from easy things first, for example, the teacher explains the subject "I, you, he, she" first makes sentences and at the next meeting the teacher will tell other subjects such as "they, we" to make sentences related to material likes and dislikes. Besides that, the teacher also start teaching from how to express it, then in the form of dialogue and in the form of text so that later students can know the important things in dialogue and text.
2	The teacher connects the subject matter with students daily lives so that it easy for students to understand.	The teacher explains the material by relating it to things related to students' daily lives. For example, the use of social media in teaching like and dislike material, students have used a lot	The teacher also does the same thing in the afternoon class, the teacher explains the material by relating it to things related to students' daily lives. For example, the use of social media in teaching likes and

		of social media such as FB, IG and there are like and dislike buttons, then the teacher links it to learning.	dislikes material, students have used a lot of social media such as FB, IG and there are like and dislike buttons, then the teacher connects it to learning.
3	The teacher provides example and illustration that support students understanding of the subject matter.	The teacher illustrates like with a thumbs up and illustrates dislike with a thumbs down. when teaching material about likes and dislikes.	The teacher also does the same thing when teaching in the afternoon class, the teacher illustrates "like" with a thumbs up and illustrates "dislike" with a thumbs down. when teaching material about likes and dislikes. Besides that, the teacher also plays guessing games with students to guess the meaning of English vocabulary using movements, for example writing, the teacher will demonstrate writing.

The table above shows the lesson standards, this is also related to the way the teacher explains the material. According to observations, the teacher is good at explaining. When studying, the teacher explains the material using language that is easy for grade 7 students to understand, the teacher also relates the material to everyday life and illustrates it so that it is easy for students to understand. The researcher saw this when the teacher explained material about likes and dislikes, where the teacher started by raising her thumb and asking the students what it meant and where the students could see it. Then the students answered that it was a sign of liking and was usually seen on social media such as Facebook. After that the teacher explained how to express likes and dislikes in English. This can make it easier for students to remember the material.

The results obtained from observations showed the differences between morning and afternoon students related to factors that influence in students achievement, namely tiredness and study concentration. Students who study in the morning show their enthusiasm for learning, whereas in the afternoon students start to feel lethargic

because they feel tired from studying since the morning. This is the same as what was conveyed by Clare, Et al, they explained that studying in the morning and afternoon has a different focus, in the morning students are easier to organize and still focus on the teacher's explanations, whereas in the afternoon students are starting to get bored of studying because they have been studying since the morning. Then the difference in enthusiasm when studying was conveyed by Subini's opinion which said that students who study in the morning and afternoon have different enthusiasm when studying. However, this does not happen to all students depending on sleeping habits, daily habits or routines, and how the teacher teaches.

So teacher can influence how to focus and maintain enthusiasm when studying during the day. The teacher's attitude and personality as well as the level of knowledge the teacher has and how the teacher teaches his students also determine the learning outcomes that students will achieve. Thus, teachers have responsibility for student learning achievement results, this is because teachers are one of the factors originating from the school that influence students' success in learning. During the observation process, the researcher found how the teacher's role was in dealing with students who had begun to lack enthusiasm and returning the students' focus. The teacher conducted an ice-breaking in the afternoon class to return students' focus to learning. Ice breaking is an activity to eliminate boredom and boredom when studying, and ultimately make the learning atmosphere more conducive again, apart from that it can also increase motivation when studying so that learning goals can be achieved and influence student learning achievement. Teachers also often approach students to see them to reprimand them directly if they do not do what the teacher tells them to do. Besides that, the teacher also made several jokes to prevent students from feeling bored while studying.

From how the teacher responds to each student's answer, the teacher still appreciates the student even though the answer is wrong. The teacher's attitude towards students was also the same, the teacher did not differentiate between them.

This is similar to the results of interviews where all the students the researcher interviewed liked how the teacher taught. The way of the teacher explains the material, the teacher plays a game so that the learning process is more exciting, apart from that, the teacher also connects the learning material with everyday life which makes students quickly understand the material taught by the teacher. Based on what teacher did, the teacher had implemented effective teaching. In the book *The Psychology of Education* explained about effective teaching by Long, et al. explains effective learning which shows the characteristics of teachers who are effective in teaching, including: Providing positive direction rather than negative criticism, using clear instructions, refocusing students' attention regularly, providing informative feedback, praise only when it is warranted.

Teachers also show the characteristics of good interaction with students according to Jeremy Harmer in the book "The Practical of English Language Teaching, Fourth Edition", he explains several characteristics of good interaction between students and teachers. One important thing is how teachers use conversation to guide learning and convey new knowledge to students. Successful interactions with students rely on four key characteristics: the first is recognizing students, listening to students, respecting students, and being even-handed. Based on internal factors that influence students' achievement, all of them are related to the teacher. Apart from study concentration and student tiredness which teachers can overcome, other factors are also related to the way teacher teach but also her actions towards students when studying in class, which makes students' conditions in the morning and afternoon no didifferent

KESIMPULAN

Based on research results, both from observations and interviews, the factors that make students English achievement the same between classes that study in the morning and afternoon are external factors, namely teacher and lesson standard factors. Teacher: the teachers actions are same for all students, the way she teaches is also the same, but when teacher teach in the afternoon the teacher carries out several activities that make students re-focused and enthusiastic in learning, including did ice- breaking before studying, joking with students and playing games. Teachers also often come to students to directly reprimand students who did not do what the teacher instruct.

Lesson standard: related to the way teacher teach is also the one of factor that make students English achievement in the morning and afternoon class are same. Teacher teaches by relating lesson material to everyday live and illustrating the material so that easy for students to understand and remember the material. There are differences between morning and afternoon students related to factors that influence in students achievement, namely study concentration and tiredness. Morning students are more focused than students who study in the afternoon. Besides, tiredness also occurs to students who study in the afternoon where students show tired faces and appear bored when studying.

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