EXPLORING AND DEVELOPING ITEMS MEASURING SITUATIONAL LEADERSHIP II (SLII)

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Abstract

Purpose of the study: This research intended to develop a valid and reliable survey instrument to measure Situational Leadership Model II (SLM II) through Exploratory Factor Analysis (EFA), including the four quadrants, evidently describe the Situational Leadership aspects style which is; directing, coaching, supporting, and delegating.

Methodology: A survey with an interval scale between 1 and 10. Using the extraction method of Principal Component with Varimax Rotation, the researcher performed the EFA procedure on construct elements using Amos 24.0. Bartletts' Test of Sphericity and the sampling adequacy by (KMO) was performed also. Cronbach's Alpha was applied to test the reliability of the retained items.

Main Findings: The Bartletts' Test of Sphericity is highly significant (sig. 000). Furthermore, the sampling adequacy by (KMO=0.889) is excellent. The four components have Cronbach's alpha values with more than 0.7. Furthermore, Cronbach's Alpha value for all 24 items also exceeded the threshold value of 0.7. The development scale and validation confirmed that the instrument is consistent and stable across samples.

Applications of this study: This study was applied to the leading telecommunications companies in Jordan that are exclusively providing mobile phones and internet service. It Includes Orange, Zain, and Umniah. The study targeted all permanent middle managers of (JTS) who hold supervisory positions, heads of departments, directors of divisions, or directors who are supervising three or more subordinates.

Novelty/Originality of this study: It adds a remarkable contribution to the measurement of the SLM II, mainly in the JTS context. The EFA outcomes formed a configuration that extracts four components of SLM II, which can be measured by 24 items established in this research, which reveals that the elements are applicable in this study.

Keywords: Situational Leadership Model II (SLM II), Exploratory Factor Analysis, Jordan Telecommunication Sector (JTS).

INTRODUCTION / BACKGROUND

Leaders can apply different well-defined leadership approaches in the management body of knowledge. Yukl (2008) reviewed over 100 different leadership styles and approaches. Peter G Northouse (2018) recognized ten leadership approaches at present organizations. He identified the Situational Approach as one of them.

Hersey and Blanchard introduced the Situational Leadership (SL) in 1969, referred to as Leadership Life Cycle Theory, then retitled as Situational Leadership Theory (Paul Hersey & Blanchard, 1972), and divided it into two alternatives: Situational Leadership and Situational Leadership II in 1985 (Avery & Ryan, 2002; Thompson & Glasø, 2015). Thompson and Vecchio (2009) suggested a Situational Leadership III model related to their trial of the legitimacy of the past forms of SL. However, this style was not used by any other individual and in its quest for legitimacy forfeits a significant part of the particularity and prescriptive nature of SL (Peter Guy Northouse, 2012).

Information and communications technology (ICT) sectors in Jordan achieved plenty of full of pride activities. The ICT system in Jordan becomes one of the most advanced and robust systems in the Arab region. Besides the development of new technologies, ICT is recorded between the highest priorities in the government and is anticipated to carry -out a high contribution to the Jordanian economy. Despite the growing regional competition and economic contraction added to the regional instability, this sector lasts to be as one of Jordan's most considerable significant powers by demonstrating the sector's development related to numbers defining the market size increase, investments, employment, and exports (Jordan, 2017).

Three major players are dominating the Jordan telecoms sector; Jordan Telecom Group (JTG), Mobile Telecommunications Company K.S.C.P. (Zain), and Umniah Mobile Company (Umniah). Obligatory carrier JTG was privatized in the year 2000 and made an initial public offering in 2002. In 2006 France Telecom acquired a significant share. Nowadays, the company is majority-owned by France Telecom, operating as Orange Jordan, while the Jordanian government maintains a 30% stake. The leading mobile provider is Zain Jordan, with a 40% market share and nationwide coverage, according to Zain Group's 2014 annual report, Orange Jordan holds a 31% share of the market, while Umniah holds 29%. This study targeted these three leading telecommunication companies in Jordan, exclusively providing mobile phone and internet service (Al-edenat, 2018; Oxford, 2017).

The main objective is to explore suitable elements to use in the research instrument. This research intended to develop a reliable instrument to measure Situational Leadership Model II (SLM II) through Exploratory Factor Analysis (EFA).The researcher applied this study on the leading telecommunication companies in Jordan that are exclusively providing mobile phone and internet service (Al-edenat, 2018). The Sector Includes Orange, Zain, and Umniah. The study targeted all permanent full-time middle managers of Jordan Telecommunication Companies who hold supervisory positions, heads of departments, directors of divisions, or directors who are supervising three or more subordinates at their company.

LITERATURE REVIEW

The recent form of Situational Leadership Model (SLM) is (SLII) (Avery & Ryan, 2002; K. Blanchard, H, Zigarmi, & Zigarmi, 2013; Thompson & Glasø, 2015). The developments in SLII incorporated the utilization of new expressions just as some hidden modifications to parts of the hypothesis (Avery & Ryan, 2002; Graeff, 1997). The wording modification in SLII was referred to as SL as a model instead of theory. Further wording modifications involved retitling the leadership styles from Telling, Selling, Participating, and Delegating to Directing, Coaching, Supporting, and Delegating. K. H. Blanchard, Zigarmi, and Nelson (1993) noted that it was set to make extra excellent clearness by strengthening the leading segments of Directing and Supporting just as to artfulness a portion of suggestions which may be accidentally originated after the past names, for example, just S3 permitted participating. Up to this point, subordinate 'Development' was retitled as 'Advancement Level' to dismiss the relationship of the idea from the age. Thus, the Development Level parts are retitled as Competence and Commitment instead of Ability and Willingness (K. H. Blanchard et al., 1993). Figure 1 outlines the progressions among both primary forms of Situational Leadership.
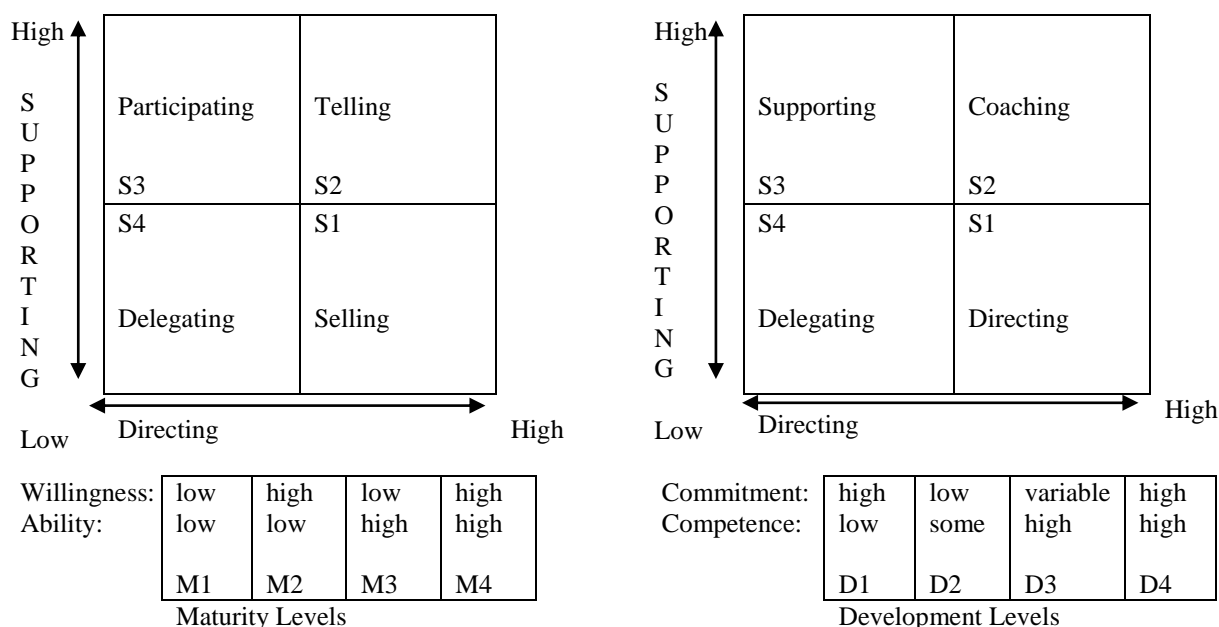
Figure 1: SL Theory and SLII model's changes

Leadership style is the shape of behavior used by leaders. This shape of actions goes into two essential classes characterized by Situational Leadership Model II as Directive and Supportive Behaviors. Leaders have utilized a mixture of practices to meet the developmental needs of a person on a specific objective or assignment, where the leaders make explicit objectives and desire to watch and monitor performance, and give instructions.

The Situational Leadership® theory posits that a leader possesses the ability to change his or her leadership style to adapt to the needs of his or her followers (Meier, 2016). More specifically, the leader adjusts his or her "maturity level" to match that of his or her followers (Meier, 2016). The purpose of this is to communicate sufficiently with followers (Meier, 2016). Situational Leadership® is grounded in contingency theory, though Hersey and Blanchard did not agree with the idea of fixed and hard to change leadership styles (K. H. Blanchard, Hersey, & Johnson, 1969; K. H. Blanchard et al., 1993; P Hersey & Blanchard, 1982; Paul Hersey, Blanchard, & Natemeyer, 1979; Paul Hersey & Duldt, 1989). Hersey and Blanchard proposed a normative model which suggested that leaders should adapt their styles to match the maturity or readiness of the employee (K. H. Blanchard et al., 1969; K. H. Blanchard et al., 1993; P Hersey & Blanchard, 1982; Paul Hersey et al., 1979; Paul Hersey & Duldt, 1989). Readiness is defined as the employees' ability to perform in each situation and willingness to accomplish a given task (Paul Hersey et al., 1979). Leadership styles are a combination of task and relationship behaviors, as suggested in behavioral leadership theories (Paul Hersey et al., 1979). P Hersey and Blanchard (1982) agreed with behavioral theorists that these are the basis of behaviors but disagreed that a high

relationship orientation and high-level of task focus are necessary for all situations to produce superior results (Paul Hersey et al., 1979). Instead, P Hersey and Blanchard (1982) proposed that leaders must adapt to the appropriate needs depending on the employee's readiness to see the improved performance (K. H. Blanchard et al., 1993; Paul Hersey et al., 1979). In this context, leadership is determined by the way that a leader can assess and respond to a situation or challenge, rather than the leader's charisma when communicating with followers (McCleskey, 2014).

Four quadrants evidently describe the Si national Leadership aspects style, developed by (Paul Hersey & Blanchard, 1972; P. B. K. H. Hersey & Johnson, 2013) and applied by many types of research;directing: high directive and low supportive, coaching: high directive and high supportive, supporting: low directive and high supportive, and delegating: low directive and low supportive. The leader's objective is to map his leadership style to the development level of his subordinates and openly use the altered styles suitably with– various employees at different development levels on many objectives or jobs.

Based on the extensively researched theory, Paul Hersey et al. (1979) developed a model to assist leaders with diagnosing readiness levels and determining appropriate leadership styles that best demonstrate the -required behaviors. The readiness levels and leadership styles are pivotal to the Situational Leadership® model. The Situational Leadership® Model (SL®M) is grounded in SL®T. There are two versions of SL®M: Situational Leadership® model and Situational Leadership II® model (SLII; K. H. Blanchard et al., 1993; Ebere & Fragouli, 2015; Zigarmi & Roberts, 2017). The original SL®M model was developed based on the life cycle theory of leadership in 1969 (Ebere & Fragouli, 2015). The SLII model was revised based on the feedback that was given by participants during leadership training (K. H. Blanchard et al., 1993). The SLII indicates that all employees begin in -their first readiness level and progress to the fourth, while the SL®M suggests that an employee can start anywhere within the levels of readiness (K. H. Blanchard et al., 1993). Differences between the SL®M and SLII also include terminology. SLII uses development levels instead of readiness levels and uses slightly different language to describe each of the developmental levels and leadership styles (K. H. Blanchard et al., 1993; Paul Hersey et al., 1979). The final difference between the two models concerns the readiness and development levels. Within the developmental levels of the SLII model, the readiness levels described in the next section are different: the readiness level R1 is development level 2, and readiness level R2 is the SLII development level 1 style (K. H. Blanchard et al., 1993; Ebere & Fragouli, 2015; Paul Hersey et al., 1979).

A recent study conducted by Hottinger (2018) indicated that contributors frequently tried to utilize all styles. His study exposed and maintained the limited four styles represented in SL are influential. Supporting style is the best significant favorite style while Directing Style is the minimum preferred and maximum hard to practice. In their research, Salehzadeh, Shahin, Kazemi, and Shaemi Barzoki (2015), found that suitable leadership styles are directing, coaching, and supporting, respectively. Salehzadeh (2017) demonstrates his study findings, which imply that most participants prefer directing, coaching, and supporting styles, respectively. Thompson and Glasø (2015) found that leadership style is the primary matter for defining subordinate competence and commitment. Munar (2017) study found that the typical prime leadership style was participating and supporting.

METHODOLOGY

Pre-test

The pre-test is a prerequisite for research that adopts survey questionnaire as a method of data collection (Presser & Blair, 1994; Presser et al., 2004), to assess any worries associated with the questionnaire in advance, such as annoying ideas or unsuitable wording of questions (Presser et al., 2004). The researcher included the Experts' and Practitioners' views in the questions throughout a pre-test (Zikmund, Carr, Babin, & Griffin, 2013). Experts' opinions are necessary to scrutinize and decide mysterious objects while computing the variables (Forsyth, Rothgeb, & Willis, 2004), whereas the opinions of practitioners are essential to the sensitivity of the elements. The current research assumes experts as people working in the academic field, while practitioners are individual managers working in the JTS.

This study gathered data in three phases: a pre-test, followed by instrument validity, and then applying the pilot study, to ensure that the questions are sensitive to the language and the cultures of the respondents, especially concerning the attitudinal and behavior measures (U Sekaran & Bougie, 2010).

In the pre-test phase, the questionnaire was reviewed and examined by ten external experts and practitioners to check the veracity of the questionnaire and to ensure that it measured what it was designed to measure. Pre-testing is carried out by Ten academics in the management field in Malaysia and Jordan universities, and managers who work in Jordan telecom sector carried out instrument pre-testing to improve its competency level. The researcher selected the experts and practitioners by a judgment sampling method considering their Arabic and English language abilities. Judgment sampling refers to the procedure in which the researcher is involved "in the choice of the subjects who are most advantageously placed or in the best position to provide the information required" (U Sekaran & Bougie, 2010).

The researcher sent an email to the experts and practitioners, including an invitation to participate in the research and the survey, requesting them to provide feedback and identify any ambiguous and challenging questions in the survey. The researcher followed the guidelines of the back-to-back translation procedure, as suggested by Brislin (1980), and worked with an official translator. The researcher made the survey available to the reviewers in both languages, Arabic and

English, to ensure that the selected words of the translated survey were appropriate, and to give the reviewers the ability to compare the items with the original English survey (Arham, 2014). The researcher modified the instrument according to the reviewers' comments and feedback, and, therefore, improved it accordingly. Then introduced a new version of the questionnaire.

The researcher requested the reviewers to assess the (1) words appropriateness, (2) items clarity, (3) sufficient items to measure the constructs, and (4) the questionnaire arrangement. Besides, the respondents recorded the completion time required to complete the survey. They were requested to return their feedback within two weeks. After two weeks, the researcher had received only seven responses. Therefore, the researcher sent a reminder email to increase the response rate. The researcher then received three of the missing responses. The reviewers provided feedback and comments on the instrument. The instrument showed acceptable reliability and good validity for collecting the primary data.

Validity

Validity is the level of portrayal precision of the idea of enthusiasm on a scale or group of assessments (Hair, Gabriel, & Patel, 2014). It indicated how we can quantify indicated required to measure precisely, or how the exploration results are substantial and reasonable to have the research prevail concerning accomplishing what it is planned to evaluate (Uma Sekaran & Bougie, 2016) according to the researcher's conviction to judge precisely.

For this research, the face, content, and construct validity classifications are applied (Alanazi, 2014). Face validity shows the degree to which the instrument things address and evaluates significant parts of the examination area. Content validity indicates the point to which the information gathered utilizing a specific instrument speaks to the ideal substance to be estimated (Mugenda, 1999). The validity of a construct is the degree to which the practical variable identification reflects a real theoretical meaning.

The researcher scrutinized a few specialists on management and leadership to check the poll's face validity. Likewise, the researcher requested a few scholastic teachers at Malaysia and Jordan universities for checking content validity. The substance of all instrument components was semantically and thought were semantically depending on the idea of leadership in Jordan as it identifies the examined issues. Thus, the face and substance legitimacy of the underlying poll was improved. These techniques helped upgrade the poll's adequacy as far as its structure, substance, and objectives are concerned.

Factor Analysis

Riedl, Kainz, and Elmes (2006) explained the pilot study as a purposefully led to enhance the materials, systems, and parameters connected in the real research. It likewise kills methodological blemishes in commonsense research. Besides, the pilot study enables analysts to work on leading the investigation, survive and diminish blunders in the genuine examination and guarantee the member's degree of comprehension of the guidelines enclosed in the exploration tool (Bordens & Abbott, 2008). As indicated by Church and Waclawski (1998), the goal of a pilot study is to evaluate the substance of the inquiries and their pertinence to the examination subject and to quantify the lucidity and simplicity of comprehension. Reynolds, Diamantopoulos, and Schlegelmilch (1993) contended that the pilot test improves the poll plan and recognize regions of shortcoming in the survey for the objective example.

Additionally, a pilot test may improve the validity and quality of the instrument (Hair Jr, Wolfinbarger, Money, Samouel, & Page, 2015; Nunnally, 1994). As per Polit, Beck, and Hungler (2001), the pilot study is like a feasibility study; performed at light stages for planning a precise core study. The pilot study guarantees (a) the review directions are justifiable, (b) the study is exhaustive and straightforward to finish, and (c) the vital information is gathered by the instruments. The researcher applied a pilot test on the objective contributors to advance the quality and validity of the instrument (Hair Jr et al., 2015; Nunnally, 1994).

After completing the pre-testing process, the researcher amended the item statement based on the comments made by the reviewers. The researcher applied the cross-sectional applied thegn, and randomly collected data and randomly participants out of 318 middle managers working in three leading telecommunication companies in Jordan, that are exclusively providing mobile phone and internet services using a structured survey. The researcher employed the Exploratory Factor Analysis (EFA) to explore and assess the items and their dimensionality (if any) in measuring the particular construct (Al-edenat, 2018; Wesam Ali, 2018).

Factor analysis was applied to create construct validity. This technique confirms the concept of components defined as practical. It indicates the best suitable elements for every component (Uma Sekaran, 2009). The researcher used Bartlett's test to guess the possibility of factor analysis stability, while the KMO test was used to determine the adequacy of sample size for analysis (KMO value close to unity is preferred). Then, the construct validity and the suitability of the instrument within the Jordan Telecommunication Sector context were determined.

DISCUSSION / ANALYSIS

The dimensionality of items may change when the current study is different from other studies in terms of differences in the field of study, the socio-economic status, and the culture of the population. The other factor is the time duration

between the current study and previous studies. The results obtained by other studies may not hold due to the differences mentioned above(Majid et al., 2019, Mohamad et al., 2019).

EFA Procedure

This study applied the interval scale between 1 (strongly disagree) and 10 (strongly agree) with the given element statement to measure this construct with its 24 elements in the instrument (Majid et al., 2019, Awang, 2015; Dalila et al., 2019; A. S. M. M. Hoque, Siddiqui, Awang, & Baharu, 2018). Measurement of every element in Situational Leadership is shown in the descriptive statistical Table 1 and is presenting the mean and standard deviation score for every element.

Table 1: Descriptive Analysis for Items Measuring Situational Leadership II

	Item Statement	Mean	Std. Deviation
DI1	I check the staff's work on a regular basis to assess their progress.	9.04	1.031
DI2	I make sure the staff are aware of all company policies and procedures.	9.07	.869
DI3	I demonstrate each task related to the job.	8.82	.857
DI4	I set performance standards for each aspect of my staff's job.	9.09	.878
DI5	I force staff to report back to me after completing each step of their work.	8.90	.893
DI6	I try to assign work in little, easily controlled units.	8.95	.852
CO1	I hold periodic meetings to show support for company policy and strategies.	9.26	.758
CO2	I recognize the staff's achievements with continuous encouragement	8.80	.919
CO3	I meet with staff regularly to discuss their needs.	8.70	.952
CO4	I explain to staff the benefits of achieving work goals.	8.76	.852
CO5	I hold regular meetings to discuss work status.	8.93	.805
CO6	I focus on opportunities and not problems.	8.99	.802
SU1	I appoint staff into task groups.	8.53	.961
SU2	I discuss any organizational or policy changes with staff prior to taking action.	8.45	.906
SU3	I avoid making premature evaluation judgments for suggested ideas.	8.69	.985
SU4	I rotate the role of team briefer among the staff.	8.62	.794
SU5	I provide staff with the time and resources to pursue their own developmental objectives.	8.82	.851
SU6	I avoid evaluating and discussing problems and concerns.	8.92	.963
DE1	I provide staff with clear responsibilities and leave them to decide the processes as required.	8.89	.875
DE2	I discuss the organization's strategic plan with staff.	8.77	.885
DE3	I ask the staff to develop long-term plans for their areas	8.90	.821
DE4	I allow my staff to establish control standards for their work.	8.96	.826
DE5	I expect staff to create their own goals and objectives and submit them to me on time.	8.80	.845
DE6	I ensure that information systems are timely and accurate.	9.07	.802

Source: (Crowe, 2013; ICG, 2013)

Bartlett's Test and KMO Value

Using the extraction method of Principal Component with Varimax (Variation Maximization) Rotation, the researcher performed the EFA procedure on construct elements. Table 2 demonstrates that the Bartletts' Test of Sphericity is highly significant (sig. 000). Furthermore, the sampling adequacy by Kaiser-Meyer-Olkin (KMO=0.889) is excellent while exceeding the required value of 0.6(Mahadzirah et al., 2019; Bahkia, Awang, Afthanorhan, Ghazali, & Foziah, 2019; A. Hoque, Awang, Jusoff, Salleh, & Muda, 2017; A. S. M. M. Hoque et al., 2018). These two results indicate that the data is adequate to proceed further with the data reduction procedure in EFA (A. Hoque et al., 2017; A. S. M. M. Hoque et al., 2018; Noor, Aziz, Mostapa, & Awang, 2015; Yahaya, Idris, Suandi, & Ismail, 2018).

Table 2: Bartlett's Test and KMO Value

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Test for Sample Adequacy.		.889
Bartlett's Test of Sphericity	Approx. Chi-Square	3117.412
	Df	276
	Sig.	.000

Figure 2 demonstrates the components that resulted from the EFA procedure for this construct. EFA procedure has grouped 24 items into four components with its own four components elements. The rotated component matrix shall

indicate every element with it is exact belonging to every component (Bahkia et al., 2019; A. Hoque et al., 2017; A. S. M. M. Hoque et al., 2018).
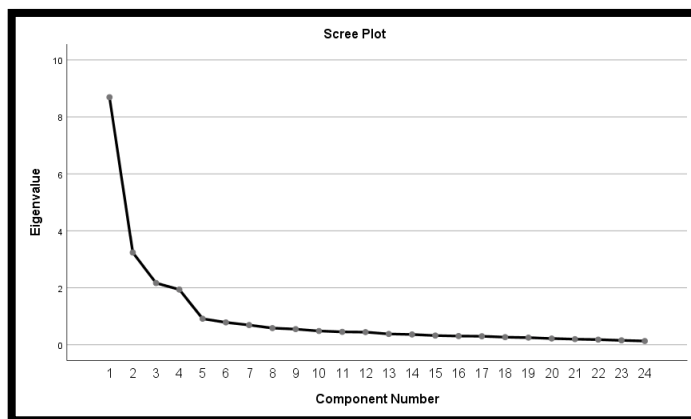

Figure 2: Four Components Extraction

Table 3 shows the four components hows the four EFA procedures based on the computed Eigenvalue. The eigenvalues ranged between 1.938 and 8.692. The total variance explained for component 1 is 36.215%, component 2 is 13.493%, component 3 is 9.028%, and component 4 is 8.077%. To measure this construct, the total variance explained is 66.813%, which is acceptable since it exceeded the minimum 60% (Bahkia et al., 2019; A. Hoque et al., 2017; A. S. M. M. Hoque et al., 2018; Yahaya et al., 2018).

Table 3: The Total Variance Explained

Total Variance Explained

| Component | Rotation Sums of Squared Loadings | | |
	Total	% of Variance	Cumulative %
1	8.692	36.215	36.215
2	3.238	13.493	49.708
3	2.167	9.028	58.736
4	1.938	8.077	66.813

Extraction Method: Principal Component Analysis.

Table 4 demonstrates the four components and their corresponding elements result from corresponding elements endure. In order to retain any item, the factor loading for each element should be more than 0.6 (Bahkia et al., 2019; Yahaya et al., 2018).

Table 4: The Number of Components

Rotated Component Matrix[a]

| | Component | | | |
	1	2	3	4
DI1	.855			
DI2	.832			
DI3	.753			
DI4	.795			
DI5	.788			
DI6	.797			
CO1				.685
CO2				.761
CO3				.782
CO4				.750
CO5				.791
CO6				.722
SU1		.747		
SU2		.792		
SU3		.824		
SU4		.784		
SU5		.786		
SU6		.696		

Rotated Component Matrix[a]				
	Component			
	1	2	3	4
DE1			.777	
DE2			.747	
DE3			.700	
DE4			.771	
DE5			.809	
DE6			.775	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Internal Reliability

Finally, the study needs to compute Cronbach's Alpha, which indicates the reliability of the retained items in measuring this construct. The internal consistency or reliability indicates the strength of items holding together in measuring specific constructs. For elements to achieve Internal Reliability, Cronbach Alpha should be greater than 0.7 (Rahlin et al., 2019). Table 5 presenting four components measuring the Situational Leadership construct, with it is respective Cronbach Alpha value.

Table 5: The Cronbach' Alpha for Internal Reliability

Reliability Statistics			
Component	Name	No. of Elements	Cronbach's Alpha
1	Directing	6	0.917
2	Coaching	6	0.876
3	Supporting	6	0.897
4	Delegating	6	0.895
		24	0.922

The four components have Cronbach's alpha values with more than 0.7. Furthermore, Cronbach's Alpha value for all 24 items is 0.922, which also exceeded the threshold value of 0.7. Therefore, the study concluded that the instruments measuring the Situational Leadership II construct have adequate internal reliability (Bahkia et al., 2019; A. Hoque et al., 2017; A. S. M. M. Hoque et al., 2018; Noor et al., 2015; Yahaya et al., 2018).

Consequently, these results showed that reliability measures for the four components of the SLM II construct exceeded the necessary value. As a result, the extracted components with their respective items are reliable and appropriate to measure the SLM II construct. Thus, this research suggested using II constructs in future studies.

CONCLUSION

The current research adds a remarkable contribution to the measurement of the SLM II construct, mainly in the JTS context. The EFA outcomes formed a configuration that extracts four components of SLM II, which can be measured by 24 items established in this research, with high Cronbach's Alpha value, meet Bartlet Test achievements (significant), KMO (> 0.6), and factor loading exceeds the minimum threshold of 0.6. This result reveals that the elements are applicable in this study (Aimran et al., 2017; Asnawi et al., 2019; Aziz et al., 2019; Mohamad et al., 2019; Majid et al., 2019). The demanding scale development and the current research validation confirmed that the validated instrument is consistent and stable across samples, and can be used in future studies to measure Situational leadership components by applying Model II.

LIMITATION AND STUDY FORWARD

The currents study faced some limitations that may affect its results and generalization. First, the scope and sector of the study was the telecommunication industry, which makes the results, restricted to the telecommunication sector in Jordan by selecting the middle managers of three main companies in the sector and was not applied in different sectors. Second, the privacy and security policies in the targeted companies restricted accessing some information, the instrument distribution was done through their internal email network. Third, the quantitative and cross-sectional approach is a limitation, therefore, the mixing method or longitudinal approach is recommended to be conducted in new studies in the future to obtain more valuable results. Interviews or focus groups would help analyze the knowledge getting from the sample because these methods can explore deeply into people's minds.

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