Promoting EFL Students' Teaching Skills and Academic Engagement Through Integrating Life Skills in Classroom Activities

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Abstract

The EFL (English as a foreign language) students at colleges of education ,during their academic years, are provided with a variety of subjects which qualify them to graduate as language teachers. Thus, in addition to linguistic abilities, they need to be effectively equipped with all the skills necessary to face the challenges they may encounter in their future work. Therefore, learning a variety of life skills, such as effective communication, problem solving, stress management, time management, critical thinking, etc., is necessary for achieving success. Moreover, integrating life skills is critical for increasing students' engagement in class activities as they can experience things that are relevant to their future goals and real life situations. Accordingly, the present study is designed to assess the effectiveness of integrating life skills- based activities in promoting students' teaching skills and engagement. To conduct the study, a sample of 70 participants from the college of Basic Education is assigned to represent the experimental and control groups of the study. The experiment, which incorporates life skills- based activities, has lasted for 9 weeks. After collecting and analyzing data, findings reveal that a noticeable improvement has been achieved for both teaching skills and level of academic engagement.

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الملخص

يتعلم الطلبة الدارسين للغة الانكليزية كلغة اجنبية في كليات التربية العديد من المواد الدراسية التي تؤهلهم ليكونوا معلمين ومدرسين للغة الانكليزية بعد تخرجهم. لذا فانهم بحاجة الى تعلم المهارات الحياتية الكافية لمواجهة التحديات التي قد تواجههم في الحياة العملية ومن هذه المهارات التواصل الفعال، حل المشكلات، التحكم في القلق، ادارة الوقت، التفكير الناقد وغيرها من المهارات اللازمة لتحقيق النجاح المهني. كما ان دمج المهارات الحياتية مع الانشطة الصفية تعزز من التفاعل الاكاديمي لما لهذه المهارات من علاقة مباشرة مع الواقع العملي و الاحداث الواقعية للطلبة. تهدف هذه الدراسة لتطوير المهارات التدريسية وتعزيز التفاعل لدى طلبة كلية التربية من خلال دمج المهارات الحياتية مع الانشطة الصفية. من اجل تحقيق هذه الاهداف تم تحديد عينة مؤلفة من 70 من طلبة كلية التربية الاساسية وتم تقسيمها الى مجموعتين(المجموعة الضابطة والتجريبية). وبعد جمع وتحليل البيانات تم التوصل الى وجود فروق معنوية لصالح المجموعة التجريبية لكلا المتغيرين وعليه تم تقديم بعض المقترحات والتوصيات.

1. Introduction

At workplace, language teachers are confronted with challenges that are specific to language education, such as moving between languages, cultures, and identities (Kostoulas & Mercer, 2018), or facing new emergent circumstances like the one took place in corona- virus pandemic when learning shifted from face-to-face to online. In such circumstances, teachers will have to acquire additional skills such as using digital tools, fostering learners' autonomy, managing time, solving problems, planning lessons, updating contents, developing speaking skills, etc. (Kilickaya et al., 2022, p. 69). That is why learning life skills, or what is referred to as soft skills, is crucial to equip learners for future, support their educational journey, and increase their confidence to grow (Bryson, 2019).

Therefore, EFL students ,at the university level, need to acquire the skills like stress management, coping with emotion, identifying strengths and weaknesses that qualify them to be professional teachers(Pathak, 2022, pp. 5-6). But, notably the skills students need in the rapidly changing life and increasingly complex society extend far beyond the traditional curriculum provided in most universities (Guskey & Amir, 2024, p. 2).

In addition, implementing life skills- based activities has many advantages as they help learners be active participants, promote fun, allow interactions and give the chance to analyze, explore challenges, and test solutions (Saravanakumar, 2020, pp. 18- 19) which consequently increase their class engagement. Engagement is also considered one of the key components to successful language learning and simply, without engagement learning cannot take place. As Dornyei and Mercer (2020) asserted, teachers should know that engagement can be crafted and generated through specific actions that teachers can take to positively impact on learners engagement.

accordingly, integrating life skills activities within classroom contents may lead to enhancing both academic engagement and teaching skills. Notably, no previous studies have paid attention to integrating life skills into language classrooms, thus, the present study intends to answering the following questions:

- What is the effectiveness of life skills activities in promoting EFL students' teaching skills?
- What is the effectiveness of life skills activities in promoting EFL students' academic engagement in English class?

In order to answer the questions, the following hypotheses are posed:

- There is no significant difference between the experimental group and the control group with regard to teaching skills.
- There is no significant difference between the experimental group and the control group with regard to academic engagement.

The study is limited to EFL third year students at the College of Basic Education, University of Diyala, for the academic year (2024-2025). The experiment has lasted for 9 weeks during which 8 life skills are integrated into classroom activities in the first semester.

2. Literature Review

2.1 The Concept of Life Skills

The term 'life skills' refers to the skills needed to make the most in life, which means that any skill that is useful or used to deal with challenges in life can be considered a life skill (nandhini, 2024, p.1). The idea of life skills in its broadest definition means to be able to do life well, but more commonly it refers to the skills that can help individuals in their everyday tasks to be active and engaged members in their communities (Dejaepher & Murphy-Graham, 2021, p. 15). Life skills also include the physical, behavioral, or cognitive skills that can help individuals deal with demands and challenges of everyday life (Hodge & Danish, 1999, as cited in Berkowitz & Tirrel, 2023, p. 36).

Moreover, according to the World Health Organization (WHO), and the United Nations Children's Fund (UNICEF), life skills are psychological abilities for adoptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life and are classified into three categories: cognitive skills, personal skills and interpersonal skills (Desai, 2018, p. 33).

Those skills are described to be beyond the academic skills and are not behaviors in themselves, but competencies necessary for individuals independent living, successful community integration, and quality of living (Talbot et al., 2010).

2.2 Life Skills and the EFL Context

As mentioned earlier, life skills are essential for success in any environment and in particular, in the language learning context in which students need to acquire life skills such as the social skills through which they learn how to communicate, express opinions, feel confident in small and large groups, start conversation and respond confidently using verbal and non- verbal communication (Bryson, 2019). Life skills can be taught in the language classroom in such an effective way as language learning is one of the key life skills, which means that there is an interaction between the two , language and life skills(Mahender, 2024).

With this regard, many studies have asserted that incorporating life competencies into language class activities can ensure that students are well prepared for success in education as well as in work place since language already involves life skills such as communication, collaboration, and critical thinking (Wright, 2022).

Also, a research conducted by Bte et al. (2024), has focused on utilizing life skills as an approach to teach English as a foreign language to increase students' interest to learn the elements required in the curriculum. Additionally, Sajidin et al. (2013) have conducted a study in which they incorporated life skills in English language teaching including strategies, problems and solutions and which also proved its effectiveness. Evertsen & Brevik's (2024) study emphasized the role of the infusion of life skills into English language to help learners manage their lives through practicing empathy, communication, and interpersonal relations.

2.3 Academic Engagement

Learners' engagement is one of the essential components for effective learning outcomes. It refers to the active participation and commitment to learning which encompasses

behavioral, emotional, and cognitive dimensions (Fredicks et al., 2004, as cited in Longobardi et al., 2024, p. 293). The emotional engagement incorporates the positive and negative reactions to teachers, classrooms, and school which influence willingness to do work, while the cognitive engagement refers to the amount of effort learners are willing to exert in a task or activity (Mekki et al., 2022, p. 19).

In the context of language learning, the concept also involves cultural interactions, supportive classroom environment, teachers' role as being warm and approachable and teacher- learner relationship(Longobardi et al., 2024, p. 293). Action is considered the main characteristics of language engagement and is considered consistent across definitions and frameworks (Skinner & Pitzer, 2012, Reschly & Christenson, 2012, as cited in Hiver et al., 2024, p. 203) . Also engagement is context dependent, that is, it is a product of cultures, communities, families, schools, peers, classrooms, and tasks and activities (Finn & Zimmer, 2012, as cited in Hiver et al., 2024, p. 203).

Accordingly, when learners actively engage in class activities, it means that they see the relevance of what they are learning to their lives. Thus integrating soft skills into the EFL teaching class effectively increases learners' motivation to participate in activities for their valuable contents such as life skills including communication, problem-solving, and collaboration etc. (Schunk et al., 2008, as cited in EFL Café., 2024).

2.4 Effective Skills for Teaching English

The role of language teachers is considered crucial for implementing new ideas in the educational change as they are expected to change their views and traditional role as knowledge transmitter to multi- role educator and to care for students' affective needs and develop their strategies for solving problems and increasing motivation (Davison & Cummins, 2007, p. 101).

Effective language teachers in the 21st century should have additional teaching skills extend from the theoretical knowledge to methodological knowledge represented in the abilities to choose classroom activities and techniques (Dormer, 2011). However, teachers are required to possess and develop interpersonal communication to create inclusive atmosphere through empathy, patience, ability to manage class dynamics, fostering a supportive learning environment, adaptability, flexibility, active listening, time management, critical thinking etc. (Teal, 2025).

Acquiring the soft skills, or life skills, through classroom is an essential demands for the 21st century, the era of change, and teachers are responsible for transmitting those skills effectively to prepare students to be creative, independent, and productive individuals in future workplace (Ama et al., 2020, as cited in Ragas & Pontillas, 2024, p. 345).

3. Methods

3.1 Participants

The participants of the study are represented by 70 third EFL college students at college of Basic Education divided into two groups (35 for the experimental group and 35 for the control group). The life skills activities are integrated within classroom activities in the experimental class. In order to assess the effect of the experiment on participants' teaching skills and engagement, pre-tests are administered prior to the application of the experiment for both groups. At the end of the experiment, both groups are retested.

3.2 Research Design

The present study employs the experimental design in which research outcomes are compared according to the conditions that learners are exposed to (Phakiti, 2014, p.3). An experiment has been utilized, which is integrating life skills into classroom activities, to

explore its effectiveness in enhancing participants' teaching skills and their academic engagement. The experiment lasts for 9 successive weeks during which life skills activities are integrated as illustrated in table (1).

Table (1)

The Experiment: Life Skills and Activities

Time	Life Skills	Activities
Week 1 Week 2	Coping with/ managing emotions	- students are provided with words of emotions and their meanings such as 'happy, angry, shame, love, hate, bored, etc. - Then, they have to choose one word and relate it to a particular state.
Week 3 Week 4	- Cope with stress - Manage time - Planning	- A question is posed for students whether they are generally feel stressed or relaxed. - Then provided with signs of stress such as ' I think too much', ' I am very busy', ' I need to drink coffee to stay awake', ' I have problems of sleeping'. - Students discuss, in pairs or groups, how stress can affect their creativity and productivity.
Week 5 Week 6	- Empathy - Effective communication	- Students are put in situations, and in role play, they act in one of the topics related to classroom environment such as' asking for

		teachers' help', ' a student having low achievement problems'. - Students are provided with phrases. - Drill the phrases and act.
Week 7 Week 8	- Self expression - Communication - Use of body language - Self reflection	- The topic of body language is written on the white board. - Students are asked to think of different ways to convey emotions through body language. - Students can act the examples they provide and explain how the can affect communication.
Week 9	- Self reflection - Self evaluation	- Students may reflect on the skills they have learned through discussing the advantages of these skills to their class engagement, language skills, and teaching skills

3.3 Data Collection Instruments

Two instruments are used in the present study for data collection. The first is an observational checklist for assessing participants' teaching skills. It consists of 8 teaching skills with a 1-9 rating scale. The skills are adapted from Pathak (2025) as shown in appendix (A). On the other hand, an engagement self-report scale has been adapted from Kember & Leuny (2009, as cited in Gargallo et al., 2018). The measure is a 5-point Likert type scale and it consists of 30 items. See appendix (B)

3.4 Validity

The type of validity adopted in the present study is face validity. Face validity is the extent to which the measure adequately captures the concept under examination according to knowledgeable individuals(Yang & Miller, 2007,p. 207). Thus, the study instruments are exposed to experts to provide their remarks concerning the suitability of instruments items to the sample of the study. See appendix (C)

3.5 Statistical Indicators of the Teaching Skills Observational Checklist

The table below illustrates the statistical indicators of the observational checklist of the teaching skills:

Table 2

The Statistical Indicators of the Teaching Skills Observational Checklist

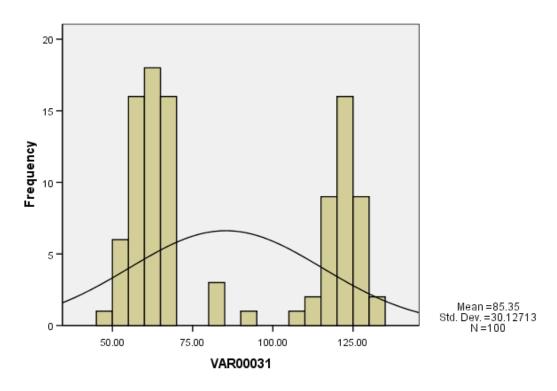| Statistical Indicators	Values
Sample no.	100
Mean score	85.35
Standard error	3.012713
Medium	66.5
Mode	57
Standard error	30.12713
Variance	907.6439
Kurtosis	0.385066
Skewness	-1.7302
Range	84
Lower score	47
Higher score	131
Total	8535

Moreover, results have indicated that the scores and frequencies of the academic engagement scale are approaching normal distribution curve as can be shown in the next graph:

Figure 1

Distribution of Academic Scale Items

Histogram

Mean =85.35
Std. Dev. =30.12713
N =100

3.6 Reliability
3.6.1 Reliability of the Teaching Skills Observational Checklist

In order to estimate reliability for both instruments, a sample of 100 participants has been randomly selected as the pilot study. Two types of reliability have been used for the teaching skills observational checklist. First, a test-retest reliability has been conducted to test the consistency to which scores are similar when participants are given the same test more than once. Also, intra-rater reliability is used to measure consistency of scores among raters. (Masick & Picardi, 2013,p.47). using Pearson coefficient, it has been found that test- retest reliability is 0.94, while intra-rater reliability is 0.92.

3.6.2 Reliability of Academic Engagement Scale

When conducting the half-split method to calculate reliability, Alpha Cronbach coefficient show 0.98. on the other hand, when adopting Pearson coefficient and Spearman Brown, results reveal correlational coefficients as (0.93 and 0.96) respectively.

Moreover, internal consistency across items has been assessed to find out whether items measure the same construct. Results have proved that all the correlation coefficients are statistically significant as revealed in the next table:

Table 3

The Correlation between Items Scores and Total Score of the Academic Engagement Scale

Items	Computed r-value	Critical r-value	Degree of Freedom	Significance
1	0.757			Significant
2	0.739	0.19	98	

3	0.788
4	0.821
5	0.787
6	0.693
7	0.843
8	0.798
9	0.837
10	0.761
11	0.820
12	0.769
13	0.870
14	0.874
15	0.831
16	0.815
17	0.840
18	0.837
19	0.852
20	0.873
21	0.843
22	0.825
23	0.904
24	0.797
25	0.879
26	0.849
27	0.843
28	0.836
29	0.785
30	0.865

3.7 Item Discriminating Power of the Academic Engagement Scale Items

On the basis of the half-split method to find out t-test for two independent groups(the higher and lower),table (4) below provides the item discriminating powers of the engagement scale, and as seen from data, all the indices are significant.

Table 4

Item Discriminating Power of the Academic Engagement Scale

items	groups	Size	Mean score	Standard deviation	Computed t	Critical t	Degree of freedom	significance
1	higher	27	4.07	0.68	9.41	2.00	52	significant
	lower	27	2.11	0.85				
2	higher	27	3.96	0.76	8.22			
	lower	27	2.26	0.76				
3	higher	27	4.15	0.66	9.84			
	lower	27	2.11	0.85				

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4	higher	27	4.07	0.73	11.72			
	lower	27	1.85	0.66				
5	higher	27	3.85	0.66	10.60			
	lower	27	1.89	0.70				
6	higher	27	3.52	0.58	9.33			
	lower	27	2.04	0.59				
7	higher	27	3.93	0.68	12.53			
	lower	27	1.81	0.56				
8	higher	27	4.07	0.83	10.21			
	lower	27	1.85	0.77				
9	higher	27	4.00	0.62	13.62			
	lower	27	1.81	0.56				
10	higher	27	3.81	0.62	10.70			
	lower	27	1.89	0.70				
11	higher	27	4.00	0.73	12.30			
	lower	27	1.85	0.53				
12	higher	27	4.07	0.78	10.41			
	lower	27	2.00	0.68				
13	higher	27	4.56	0.58	18.04			
	lower	27	1.89	0.51				
14	higher	27	4.22	0.51	16.68			
	lower	27	1.63	0.63				
15	higher	27	4.15	0.82	11.79			
	lower	27	1.81	0.62				
16	higher	27	4.33	0.62	11.67			
	lower	27	1.96	0.85				
17	higher	27	4.33	0.62	11.00			
	lower	27	2.11	0.85				
18	higher	27	4.11	0.70	13.44			
	lower	27	1.74	0.59				
19	higher	27	4.37	0.56	15.96			
	lower	27	1.89	0.58				
20	higher	27	4.15	0.66	15.86			
	lower	27	1.63	0.49				
21	higher	27	4.30	0.61	14.13			
	lower	27	1.78	0.70				
22	higher	27	4.11	0.80	12.66			
	lower	27	1.63	0.63				
23	higher	27	4.52	0.58	19.74			
	lower	27	1.63	0.49				
24	higher	27	4.19	0.68	12.78			
	lower	27	1.81	0.68				
25	higher	27	4.15	0.66	14.12			
	lower	27	1.70	0.61				
26	higher	27	4.44	0.64	11.72			

	lower	27	2.04	0.85				
27	higher	27	4.22	0.80	11.85			
	lower	27	1.85	0.66				
28	higher	27	4.07	0.68	13.55			
	lower	27	1.70	0.61				
29	higher	27	4.26	0.76	11.90			
	lower	27	1.89	0.70				
30	higher	27	4.56	0.58	13.18			
	lower	27	2.04	0.81				

3.8 Groups Equivalence

In order to ascertain that any observed effect on the dependent variable is attributed to the independent variable, it is crucial to achieve equivalence between the two groups(the experimental and the control). This can be accomplished by statistically examining the difference between them (Manglik, 2024,p. 59). Accordingly, t-test for two independent groups has been used to show whether there is any statistical significant difference between the two groups scores in the pre-test of the two instruments. Results revealed that the difference between the two groups is not significant, which means that they are equivalent, as illustrated in the table below.

Table 5
The Mean Score, Standard Deviation, and T-Value of the Teaching Skills Pre-Test for the Two Groups

Groups	Sample size	Mean score	Standard deviation	Computed t-value	Critical t-value	Degree of freedom	significance
Experimental	35	24.8	4.770004	1.072	1.98	68	Not significant
Control	35	26.08571	5.248929				

Table 6
The Mean Score, Standard Deviation, and T-Value of the Academic Engagement Scale Pre-Test for the Two Groups

Groups	Sample size	Mean score	Standard deviation	Computed t-value	Critical t-value	Degree of freedom	Significance
Experimental	35	60.86	4.95	-1.78	1.98	68	Not significant
Control	35	65.20	13.52				

4. Results and Discussion

In order to assess the effectiveness of integrating life skills activities in enhancing teaching skills and academic engagement, and to verify the study hypothesis which states " There is no significant difference between the experimental group and the control group with regard to teaching skills", t-test for two independent samples has been used. As can be seen from the data in the table below, results reveal that there is a positive statistically difference between the experimental and the control group in favor to the experimental group. Therefore, the hypothesis is rejected:

Table 7

Mean Score, Standard Deviation, Computed t-Value, Critical t-Value, of the Teaching Skills Post Test

Groups	Sample size	Mean score	Standard deviation	Computed t	Critical t	Degree of freedom	Significance
Experimental	35	51.00	3.81	16.28	1.98	68	significant
Control	35	33.34	5.16				

According to results, integrating life skills activities has a positive effect on the participants. Moreover, to examine whether the experiment causes a change on the experimental group performance in teaching skills across time, pre-post-test has been conducted to reveal the difference. The results obtained from the analysis proved that there is a positive significant difference between the two tests in favor of the post test, as shown in the next table:

Table 8

Mean Score, Standard Deviation, Deviation Difference, Mean difference Computed t-Value, Critical t-Value, of the Teaching Skills Pre and Post Test

groups	Sample size	Mean score	Standard deviation	Deviation difference	Mean difference	Computed t	Critical t	Degree of freedom	Significance
Pre-test	35	24.80	4.77	7.09	-26.20				Significant In favor Of the post-test
Post-test		51.00	3.81			21.87	2.03	34	

As it is apparent from the table above, the life skills activities have caused positive effect on participants performance in the experimental group with regard to the teaching skills.

In response to the second hypothesis which reads " there is no significant difference between the experimental group and the control group with regard to academic engagement", t-test is adopted to analyze data.

Table 9

Mean Score, Standard Deviation, Computed t-Value, Critical t-Value, of the Academic Engagement Scale Post Test

Groups	Sample size	Mean score	Standard deviation	Computed t	Critical t	Degree of freedom	Significance
Experimental	35	122.29	5.04	13.37	1.98	68	Significant In favor of the Experimental Group
Control	35	71.66	21.82				

From the table above, it can be seen that there is a statistically difference between the two groups and in favor of the experimental as far as academic engagement is concerned. Thus, the hypothesis is rejected On the other hand, to assess the effect of the experiment on the

experimental group across time, t- test for two independent samples has been utilized as illustrated in the table below:

Table 10

Mean Score, Standard Deviation, Deviation Difference, Mean difference Computed t-Value, Critical t-Value, of the Academic Engagement Scale Pre and Post Test

groups	Sample Size	Mean score	Standard deviation	Deviation difference	Mean difference	Computed t	Critical t	Degree of freedom	Significance
Pre-test	35	60.86	4.95	6.34	-61.43				Significant In favor Of the post-test
Post-test		122.29	5.04			57.28	2.03	34	

The data analysis reveal that integrating life skills activities caused positive change with regard to their level in academic engagement.

The positive outcomes of the study may be due to fact that when learners feel that the activities themes are relevant to their lives and future work, they become more motivated and actively engaged which consequently, improve their performance in teaching. The findings are in agreement to those found by Sajidin et al. (2013), Bte et al (2024), and Evertsen & Brevic (2024) who also incorporated life skill into language activities to teach relevant themes within language lessons to cultivate practical use of language in real life situations.

Another possible explanation is that learning soft skills such as effective communication enables learners to implement what they learn from language such as grammar and vocabulary in communication and conversation in a solution- oriented mindset (Mirta, 2010, as cited in EFL Café, 2024) which is critical in the process of teaching and in bridging the gap between language knowledge and practical application.

5. Conclusions

The present study is designed to assess the effectiveness of integrating life skills-based activities in enhancing college students' teaching skills and academic engagement. In light of study results, it has been shown that incorporating life skills is of significant effect on students' teaching skills which are necessary for their success after their graduation. This finding indicates that teaching English extends beyond providing linguistic proficiency and that learners need to acquire the ability to use that proficiency in relevant meaningful contexts. That could be achieved through incorporating life skills such as communication, empathy, problem solving, time management and other skills significant for professional language teachers. Moreover, by integrating life skills, teachers will bridge the gap between linguistic knowledge and practice. Another interesting finding to emerge is that integrating life skill into class activities increases learners motivation to participate and consequently their engagement especially when they see the relevance of what they are learning to their practical and professional future.

Taken together, these findings suggest that life skills should be fostered through implementing many strategies like collaborative learning, project-based learning, interactive learning, etc. Also, those skills could be mapped to specific language objectives in order not to be treated as a standalone topics but intertwined with the determined language curriculum. More broadly, a research is also needed to investigate the role of life skills in developing other language skills and abilities such as speaking and communication.

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Appendices

Appendix (A)

Teaching Skills Observational Checklist

Outstanding 9

Excellent 8

Very good 7

Good 6

Above average 5

Average 4

Below average 3

Weak 2

Very weak 1

Teaching Skills	Score
1- Creativity	
2- Critical thinking	
3- Leadership	
4- Problem- solving	
5- Stress management	
6- Time management	
7- Communication skills	
8- Empathy	

Appendix B

Academic Engagement Questionnaire

Items	I completely disagree 1	I disagree 2	I cannot decide 3	I agree 4	I completely agree 5
1. I have developed my ability to make judgments about alternative perspectives.					
2. I have become more willing to consider different points of view.					
3. I have been encouraged to use my own initiative.					

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4. I have been challenged to come up with new ideas.					
5. I feel I can take the responsibility of my own learning.					
6. I have become more confident of my ability to pursue further learning.					
7. During my time at university, I have learned how to be more adaptable.					
8. I have become more willing to change my views and accept new ideas.					
9. I have improved my ability to use knowledge to solve problems.					
10. I have developed the ability to communicate with others.					
11. I have learned to be an effective team or group member.					
12. I feel confident in using computer applications when necessary.					
13. I am able to bring information and different ideas to solve problems.					
14. I feel confident about the way I deal with a wide range of people.					
15. Our teaching stuff use a variety of teaching methods.					
16. Students are given the opportunity to participate in class.					
17. The teaching stuff are					

trying hard to help us understand the course content.		371			
18. The course design helps us to understand course materials.					
19. When I have difficulty with learning materials, I find the explanations provided by the teaching stuff useful.					
20. There is sufficient feedback on activities and assignments to ensure that we learn from the work we do.					
21. The program uses a variety of assessment methods.					
22. The communication between the teaching stuff and students is good.					
23. I find the teaching stuff helpful when we ask questions.					
24. I manage to complete program requirements without feeling stressed.					
25. The amount of work we are expected to do is quite reasonable.					
26. I feel a strong sense of belongingness to my class group.					
27. I frequently work with others in my class.					
28. Discussing course materials with others outside the classroom helps me reach better understanding.					
29. To do well in assessment, I need to have good skill					

analysis.		372			
30. I can see how courses fitted together to make a coherent program for my study.					

Appendix (C)

Names and Academic Ranks of the Experts

	Names and Academic Ranks	Place of Work
1	Prof. Dr. Sondus Talib	University of Diyala, College of Basic Education
2	Asst.Prof. Dr. Nagham Jaafer Majeed	University of Diyala, College of Basic Education
3	Asst. Prof. Ibtihal Ahmed	University of Diyala, College of Basic Education
4	Asst. Prof. Dalia Hussain yahia	University of Diyala, College of Basic Education
5	Asst.Prof. Ashwaq Abdul Mahdi	University of Diyala, College of Basic Education