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Model of Freedom -Based Supervision in Secondary Schools

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Abstract

The purpose of this project was to create a participatory collaborative supervision model based on M5 that supervisors might use to carry out supervision tasks for instructors in schools. Educational supervision is an important element in education that is able to promote the quality of education through a continuous monitoring process. In relation to the independent learning paradigm as an educational pilot project in Indonesia, the implementation of supervision must be oriented towards the current needs of teachers, namely the independence of teachers to reflect or evaluate their teaching performance in accordance with the best ways and actions they design through collaboration. The model is created using the finest planning and is created to meet the anticipated demands. Teacher independence is very important for achieving educational goals through developing self-capacity to be creative and innovative in solving teaching performance problems with supervisors at school. This study was aimed to develop an existing model through R & D and produce a supervision model that liberates teacher capacity. This model includes the important capacities developed in the cycle of planning, organizing, implementing and arriving at reflection or evaluation in supervision activities. The resulting impact of this model is the teacher's creative behavior, joint learning, teacher commitment, teacher responsibility and ability to solve problems together.

Keywords: *Freedom, Supervision, Development, School, Teaching, Education*

1. Introduction

Supervision can be interpreted as a process of monitoring activities to ensure that all organizational activities are carried out as planned and as activities to correct and improve if

deviations are found that will interfere with the achievement of goals (Jahanian & Ebrahimi, 2013). In general, educational supervision is nothing but an effort to provide services to education stakeholders, particularly for school principals, teachers and students (as individual or groups) as an effort to improve school performance. Supervision is also known as overseer that not only as an activity in looking for the errors in the object of supervision, but also for things that already good for further development (Glickman et al., 2007).

Many theories and studies had explained that supervision is very important for organizations in achieving goals of other factors. The implementation of supervision must be carried out effectively, participatory to empower manner (Amini et al., 2021). The effect of supervision is the professional enhancement and improvement of teacher performance in the classroom (Brandon et al., 2018; Jahanian & Ebrahimi, 2013). Several new approaches on educational supervision currently give more emphasis on the role of supervisors as assistance, guidance and facilitators for teachers and personal education; supervision particularly as an effort to encourage teacher performance in teaching process. The main task of the education supervisor is to carry out supervision for teachers in supporting the professional teaching at schools and ensuring that everything run perfectly.

However, the fact that supervision carried out by supervisors at schools have not been able to provide positive impacts and solutions for solving learning problems for teachers in class (Kosman et al., 2023; Suriati et al., 2022; Musundire, 2022). The supervision implementation is still used as a tool to find faults; carried out unprofessionally and has not contributed for teachers (Tyagi, 2010). It should be carried out on the basis of common needs, the existence of common goals and the results expected (teachers and supervisors); so as to build shared commitment and capacity in its implementation (Prasetia et al., 2020) professional supervision still follows several traditional approaches, isolating teachers and not allowing the exchange ideas among them.

Nowadays, the new paradigm of education in Indonesia is the "freedom to learn" program, the implementation of educational supervision contains basic ideas; such as for encouraging the professional growth of teachers through supervision that humane, democratic, builds colleagues and solves various problems in a collaborative and participatory manner. To achieve the effectiveness for solving teaching process in the classroom; teachers need freedom to be creative and innovative to improve their performance by the help and collaboration of supervisors who more independent and collaborative between supervisors and teachers (Dahl, 2011). The independent supervision is a supervision that based on the development of creative free capacity; the determines ways of improvement based on teacher problems and needs,

building the partnerships between supervisors and those being supervised as partners who more experienced to carry out inquiry and problem-solving processes. In order to carry out the supervision effectively, the supervisor needs to consider the different maturity levels of the teachers (Prasetia et al., 2020). According to this situation, the supervisors must use the right strategy for all maturity levels, namely a strategy that oriented towards joint capacity building in listening, responding, explaining, presenting and solving problems (M5). By developing M5 capacity in a participatory manner, it will build commitment and shared responsibility between supervisors and teachers in solving their problems. This study was aimed to develop M5-based participatory collaborative supervision model that is feasible and valid and can be applied by supervisors in carrying out the supervision activities for teachers at schools.

2. LITERATURE REVIEW

2.1.Independent Supervision

In line with the developments of education policy in Indonesia, the duties of education providers; namely school supervisors has experienced some dynamics; then each component of education is required to adapt the policies. It is possible since every supervisor must carry out the supervisory function properly through supervision at school. They must prepare to survive in fostering life at school that does not rule out the possibility of having to carry out different treatment for teachers dihadapinya. In the concept at independence of learning; supervisors, principals and teachers are given the freedom to think in determining the right and strategic steps; then they can answer all the challenges and performance problems. In this concept, we must be able to determine the right treatment without intervention, empowering, humane and collaborative. Its implementation must have a strong basis and can be accounted for.

Academic supervision in curriculum is a program that aimed to assist teachers in planning, implementing, assessing up to follow-up or reflection. In freedom to learn curriculum, supervision is an important part of reconstructing learning. The orientation of this curriculum is to prepare individuals to develop critical, creative thinking as the needs of the times. To achieve this goal, it is necessary to improve educational services in the instructional setting and starting with the operational quality of services carried out by teachers. It indicates that the teacher's role is very important in. Supervisors are not only tasked with carrying out improvements to the learning process, but also planning career development for both school principals and teachers. However, the implementation of academic supervision is still unidirectional. The school principals and teachers are only to carry out the supervision in

accordance with their plan and target, then the supervision carry out only to fulfill the administrative requirements of school principals and teachers.

2.2.Collaborative Model in Independence Supervision

The collaborative approach is a combination of directive and non-directive supervision approaches. Viewed from the aspect of responsibility, the implementation of the supervision is very dependent on the existence of the same role between supervisors and teachers in teaching problems (Glickman et al., 2007). They share responsibility, listen to each other and pay close attention to teachers' complaints regarding problems with improving, increasing and developing their teaching and at the same time they also pay attention to teachers' ideas for solving another problem. The supervisors can ask for explanations regarding things that they don't understand (Hanson et al., 2019). They encourage teachers to actualize initiatives they have to solve their problems or to improve and develop teaching (Flood et al., 2010).

The idea of collaborative approach to supervision was inspired by the human relations movement; where the idea is also as reaction to the practice of classic supervision model that the function of teaching supervision is to monitor quality by directing, showing, requiring, monitoring, assessing and teaching (Higgins et al., 2018). In the practice of collaborative supervision, this approach is also known as collegial, cooperative supervision that inspired by the work of clinical supervision experts (Strieker et al., 2016). This approach also has several meanings; (1) processes, changes, ways of approaching, (2) efforts within the framework of research activities to make contact with people, or methods to reach an understanding of research problem. It was concluded that the collaborative approach is a method used by a supervisor to approach the person; there is a good relationship between them to allow the data to be obtained objectively and to provide solutions for problems that arise appropriately.

The collaborative approach emphasizes two aspects; (1) the degree of commitment and (2) the degree of teacher abstraction. From these two aspects, it is divided into four groups (quadrants) as shown in Figure 1. Quadrant I: teachers who have a low degree of abstraction and commitment (teachers who drop out). The proper supervision approach is directive; where supervisors must direct the teachers. Its activities including to inform, direct, model, set standards of behavior and evaluate and use rewards. Quadrant II: teachers who have a low degree of abstraction and a high degree of commitment (teachers with unfocused work). The proper supervision approach is to sell and train; where supervisors must guide and train teachers. Its activities encourage a lot of initiative, giving ideas to teachers, selling concepts and training teachers. Quadrant III: teachers who have a high degree of abstraction but low

commitment (analytic observation teacher). Appropriate supervision approach is collaborative where supervisors collaborate with teachers. The supervisor's activities are negotiating with teachers to jointly solve problems and find the best solution and making plans with the teacher. Quadrant IV: teachers who have a high degree of abstraction and commitment (professional teacher). The supervisor's approach is delegation. The supervisor's activities are listening, paying attention, discussing with teachers, raising the teacher's own awareness, asking questions and clarifying the teacher's experience.

Figure 1. Teacher Quadrants

High	
Quadrant III Analytical Observation **Low**	Quadrant IV Professional **High**
Quadrant I Drop Out	Quadrant II Unfocused Work
Low	

The approach stated above is basically related to teacher dimensions that include in the level of teacher attention, responsibility, personality maturity and teacher cognitive complexity; so it will provide various approaches in the implementation of supervision. The collaborative behavior orientation provides space for supervisors and teachers to communicate interactively, collegial, participatory and solutive. It (Glickman, 1981) stated that the cluster of collaborative supervision behavior begins with the behavior of clarifying, listening, continuing to reflect, solving problems, providing support, negotiating and standardizing. The characteristics of the collaborative supervision approach in mentoring towards the teachers has put the principal as a colleague, both parties share expertise, brainstorming, discussions, presentations are carried out openly and flexibly and also have clear goals, helping teachers develop into professionals through reflective activities (Wiyono et al., 2011; Samawia et al., 2019).

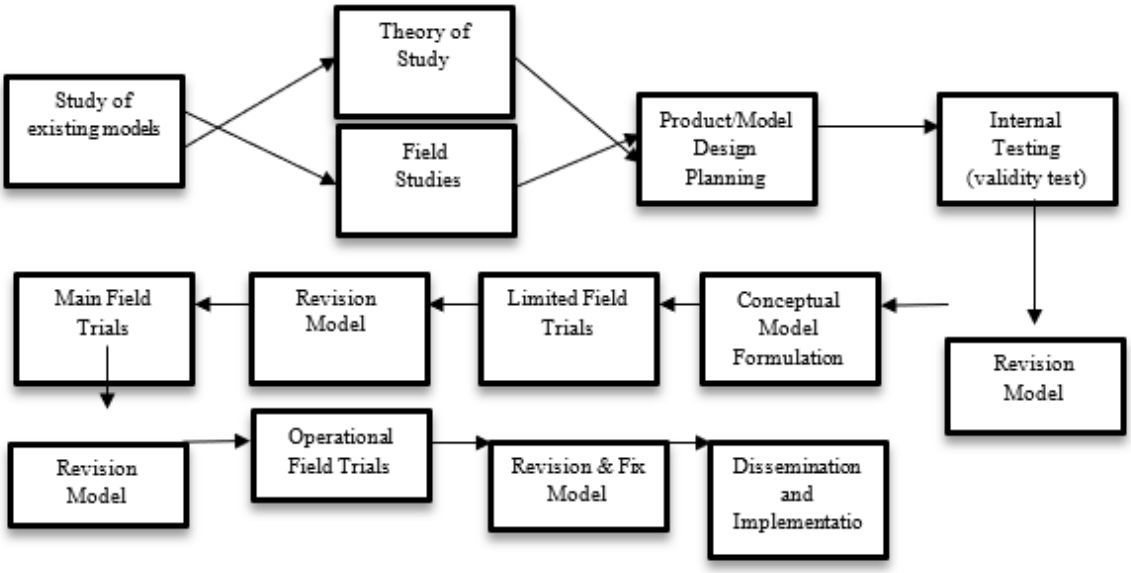
3. RESEARCH METHOD

This study used a research and development approachmixed types of concurrent training in data collection and analysis. It is (Creswell & Clark, 2017) a mixed approach to the concurrent type of triangulation, namely research that combines two methods in one research

stage with the same weight for each method. The research and development carried out with the aim to produce an independent supervision model that develops the capacity to listen, respond, explain, present and solve problems that meet the eligibility criteria and valid based on field trials, expert judgment and research respondents.

The subjects were 6 supervisors from Sumatera Utara Provincial Education Office, Indonesia who were determined by purposive sampling and 6 schools assisted by the supervisors. The procedure and research design are based on (Gall et al., 2007; Sugiyono, 2008) with the stages developed based on the development research cycle as described below:

Figure 2. Research Procedures



1. Preliminary studies. This study was conducted by means of observation and interviews with school supervisors and teachers in Sumatera Utara Provincial Education Office, Indonesia.
2. Model development planning; it is for model development is carried out based on data collection in the field through discussion forums, brainstorming and input from various sources or informants. It is based on conditional needs and information obtained in the field.
3. Conducting internal testing, i.e. validating the design model developed by involving experts (expert judgment) including the head of supervisory responsible unit, 6 senior supervisors, and 5 educational experts and practitioners. Validation becomes very important at this stage.
4. Conduct limited trials; in the form of simulations on supervisors and schools selected for the simulation process. The process of this limited trial was to obtain limited input from supervisors and teachers about the model being developed, then the results were evaluated to obtain a definite formulation regarding the results of this limited trial. Then make revisions and improvements.

5. Conducting main field trials; namely conducting trials on groups of schools where supervisors or their respective schools are tasked, then collecting data through observation, interviews, and documentation. Testing at this stage is more experimental. Throughout this trial process, each data collected is analyzed for the results to be evaluated and to obtain a definite formulation regarding the results of this main field test. Then make revisions and improvements to the designed model.
6. Conducting operational field trials, namely conducting publications and implementing them widely. The actions taken in this stage are through online and offline training and seminar activities. Throughout the trial process, data will be collected for further results dissemination.

In this study, quantitative data analysis used a descriptive statistics and qualitative data used inductive descriptive method. As (Creswell & Clark, 2017) stated that the descriptive statistical analysis aimed to describe data based on the results obtained from respondents' answers on each variable measuring indicator in the form of numbers to provide a meaning or conclusion. While inductive analysis begins with analyzing, interpreting and drawing conclusions from the phenomena that exist in the field. Testing the validity and reliability of data by using triangulation (both quantitative-qualitative), collecting evidence from a variety of different sources (snowball) and detailed field notes from interviews, observations and documentation studies (Prasetia, 2022).

4. RESULTS

The results are described in the form of data descriptions both qualitatively and quantitatively within the research and development (R&D) design framework. The procedures and research design through some stages: (1) research and information gathering; (2) initial product development planning; (3) internal field testing; (4) limited trials; (5) main field trials, and (6) operational field trials.

4.1.Research and Information Gathering

The initial stages of this study was begun with collecting data and information in the field by means of literature studies, observing and interviewing supervisors, principals and teachers. For the total of 6 supervisors, 6 school principals and 12 teachers who driving “the Indonesian freedom to learn program” were interviewed to obtain initial information about the need for supervision and the expected implementation of supervision. The results of interviews in general provide information including;

The supervisor's opinion on supervision at school is that in carrying out supervision the supervisor attends the school and coordinates with the school principal and teachers to seek information and problems teaching on teachers; agree on a time and schedule for the supervision of teachers. Supervision activities go through some stages; (1) planning, (2) implementation, (3) assessment, (4) follow-up, and (5) reporting (Supervisor Interview).

The teacher's view of supervision tends to be negative that assumes supervision as a model of supervising teachers by suppressing the teacher's freedom to express opinions. It can be influenced by the supervisor's attitude; such as being authoritarian, only finding fault with the teacher, and assuming more than the teacher because of his position (Teacher Interview).

The opinion of the school principal in carrying out and producing effective supervision is still considered as very difficult. There are many contributing factors including good supervision skills, attitudes, readiness and maturity of supervisors or teachers, as well as commitment and responsibility (Interview with Principals).

The information obtained in the field provided an explanation that implementation of supervision by school supervisors is still not effective and there are many aspects of weakness; such as the implementation of supervision is still in sudden inspection mode, the supervision approach is still directive, planning and problem solving still have not involved the teacher, the implementation and results of supervision are not in line with expectations, and have not accommodated the teacher's interests. Based on factual information in the field, a prototype planning for the independent supervision model was carried out in developing teacher capacity.

4.2.Product Planning and Due Diligence

The development of the model is carried out through best planning, designed according to the expected needs. A best planning will make it easier to carry out development so as to minimize the occurrence of errors. The initial design of the model was divided into four sub-models; planning, organizing, implementing and reflecting, as well as capacity building in listening, responding, explaining, presenting and solving problems (M5) in four sub-models. The model that was developed then strengthened through Focus Group Discussion (FGD) activities involving many parties; including experts, supervisors, school principals, teachers and education activists. The FGD activities aimed to discuss, review and test the design of the model in a limited manner to the public. The design of the results model from the FGD was then tested on a limited basis through training activities. Training activities were given to supervisors and teachers who were targeted for limited trials. The training materials cover 4 (four) stages of freedom activities in (1) planning, (2) organizing, (3) implementing and (4) reflecting, as well

as capacity building in listening, responding, explaining, presenting and solving problems. The training activities resulted in various responses, suggestions and input as well as improvements to the models developed to produce the expected performance of the supervision model.

A model is said to be feasible if it has passed the feasibility test. Model prototype testing is one of the important activities to ensure the quality of the developed model and the conduct of various tests to measure the performance or properties of the model. Model feasibility testing carried out by 6 (six) experts in the field of education and supervision. Product evaluation by experts is intended as the first step in testing the feasibility of the developed model prior to field trials. The results of this expert test are in the form of comments, criticisms, suggestions, corrections and assessments of the developed model. The feasibility test was carried out using a questionnaire technique, and the results of the expert test were used to revise the model design; so that a model that considered feasible for field trials was obtained. The assessment of the feasibility of the model is assessed quantitatively based on the eligibility criteria in the aspects of (1) content, (2) construction and (3) language. The final results of due diligence by experts are shown in Table 1 as follow:

Table 1. The Recapitulation of Expert Assessment of Model

Expert	**Content Aspect**	**Means**	**Construction Aspect**	**Means**	**Language Aspect**	**Means**	**Information**
1	Conformity with the concept of supervision	4,23	The significance of the models	4.76	Information clarity	4,12	Worthy
2	Conformity of materials with process standards	4.87	Suitability of the model with the ability level of the teacher	4,32	Legibility	4,23	Worthy
3	Suitability of the material with the	4,21	Clarity of purpose in the model	4,14	Compatible with Enhanced Spelling of	4,34	Worthy

	specified indicators				Indonesian language		
4	The benefits of the model on the quality of learning	4.56	The sequence of steps/stages of the model	4.54	Effective use of language	4.52	Worthy
5	Ease of implementing the model	4,12	Model design systematics	4.86	Communicative	3.92	Worthy
6	Substantive truth in the model	4,10	Clarity of model information	4.65	Term	4.75	Worthy
	Average	4.36	Average	4.54	Average	4,31	

Description: 4.6 – 5 = Very Feasible; 4.1 – 4.5 = Decent; 3.6 – 4.0 = Fairly Decent; 3.1 – 3.5 = Inadequate.

Source: Prepared by the author, (2024).

The feasibility test results in Table 1 above are the final results of validation by experts after revising the model. Based on three validation aspects; it shows that the model is feasible to proceed in the field trial stage. The validity of construction aspect has the highest average feasibility value as 4.54. The content aspect has an average feasibility as 4.36 and the language aspect has an average as 4.31. The difference is influenced by the indicators in every aspect that assessed for the model developed by the researcher.

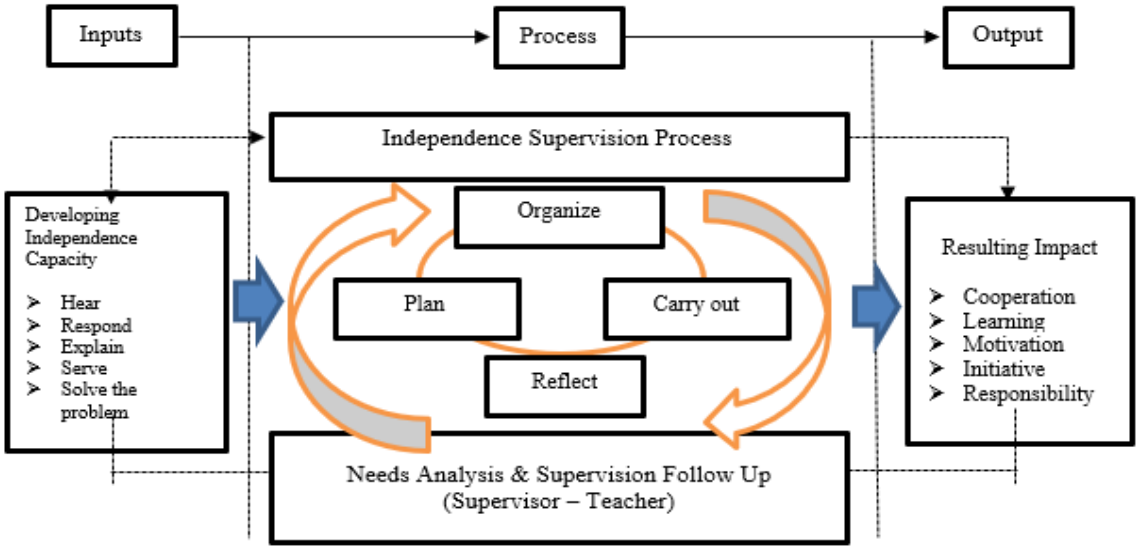
4.3.Field Trials

At the main field trial stage, the implementation of the supervision model has shown the expected results. Supervisors have been able to improve their supervisory approach that was originally directive to be collaborative and participatory in their supervision practices at target schools. At this stage of the main field trial, the supervisors believed that independent supervision was very appropriate and effective, easy to implement and as alternative model for supervisors to supervise teachers at schools. In practice the freedom supervision model shows that the higher the capacity of supervisors and teachers to hear each other, respond, explain,

present and solve problems together; the more effective the implementation of supervision will be. The output of its implementation of the supervision model is increased cooperation, learning, motivation, initiative. and responsibilities among supervisors and teachers.

In testing the broad supervision model, teacher characteristics; namely teacher maturity and teaching style (teacher input) are used as considerations in determining the approach to supervision; so that the implementation of supervision is in accordance with the teacher's needs. The supervisor's mastery of teacher types and prototypes (eg abstraction and commitment, or the ability and willingness of the teacher) becomes very important in placing the capacity to listen, respond, explain, present and solve problems. The experience of supervisors on the characteristics and maturity of teachers in their target schools is very effective in supporting the practice of this supervision model. In the sense that the supervisor needs to conduct a study that experienced by teachers or the characteristics of the teacher himself before taking the best action for the teacher under supervision.

Figure 3. Independence Supervision in Capacity



To achieve more optimal supervision goals, the procedures of the supervision model must be based on various abilities and attitudes that encourage harmonious and mutually empowering relationships between supervisors and teachers. In this supervision model developed, the aspects of the capacity to listen, respond, explain, present and solve problems are very important. The findings from the results of widespread trials show the important role of these 5 capacities. Through high listening capacity, it makes easier for supervisors to help teachers in

solving their problems. The responding aspect is the responsiveness given to the interlocutor; in this regard the supervisor must be responsive to every teacher's complaint,

The results of development of independence supervision model yielded four important findings related to implementation during field trials; (1) supervision activities produce a close cooperative capacity between supervisors and teachers in equal and interactive collegial form. The kind of relationship is due to supervision emphasizing interactive professional dialogue in an intimate and open setting. (2) there is a process of self-learning between supervisors and teachers and increases democratic behavior among them. (3) supervision activities are carried out on the basis of teacher needs. Supervisors and teachers listen each other and respond to problems, so they can quickly identify problems and make improvements for them. (4) increase the initiative and high responsibility of teachers, since they have more authority in expressing opinions, conveying ideas and solutions, and making decisions.

In addition, for collecting data by using interviews, researchers also distributed questionnaires to find out the teacher's response to the independent supervision model in a descriptive quantitative manner. Testing the supervision model developed quantitatively aimed to measure data consistency in limited, medium and widespread model trials. The quantitative data testing used the ANOVA test; namely to test the average comparison between several groups of data (data listening, responding, explaining, presenting and solving problems). Limited trial data were collected for 31 teachers, medium trials for 75 teachers and 90 teachers for widespread trials.

4.4.ANOVA Results in Limited Trials

Anova testing of limited trial data simultaneously showed that there is a difference in the average data as follow.

Table 2. ANOVA Limited Trial

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	18793.766	3	6264589	8,509	.000
Within Groups	88347.677	120	736,231		
Total	107141.444	123			

Source: Prepared by the author, (2024).

Basic decision making the analysis, if the sig. > 0.05 then the mean is the same. If the sig. < 0.05 then the average is different. Based on the ANOVA output, it is known that the sig. of 0.000 <0.05; so it can be concluded that the average of each data is significantly different.

4.5.ANOVA Results in Intermediate Trials

Anova testing of intermediate test data simultaneously showed that there is a difference in the average data.

Table 3. ANOVA Intermediate Trial Data

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	50636760	3	16878.920	26,637	.000
Within Groups	187562.027	296	633,655		
Total	238198.787	299			

Source: Prepared by the author, (2024).

Based on the ANOVA output above, it is known that the sig. of 0.000 <0.05 so it can be concluded that the average data is significantly different.

4.6.ANOVA Results in Extensive Trials

Anova testing of the trial data expanded simultaneously showed that there was a difference in the average data.

Table 4. ANOVA of Widespread Trial Data

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	64893400	3	21631.133	33,669	.000
Within Groups	228719.222	356	642,470		
Total	293612.622	359			

Source: Prepared by the author, (2024).

Based on the ANOVA output above, it is known that the sig. of 0.000 <0.05; then it can be concluded that the average data is significantly different. Based on the results of a quantitative approach shows that there are differences in the results of using the model developed in each trial conducted. At the stage of the expanded trial showed that there was a change in the treatment of supervisors and teachers towards their respective capacities. The higher the listening capacity, the better the response rate among them. Thus the capacity to explain and present creative solutions increases the motivation to solve problems together which is fun among them.

5. DISCUSSION

In this study, the research and development was carried out through the stages namely: (1) research and information obtained; (2) initial product development planning; (3) internal

field testing; (4) limited trials; (5) main field trials, and (6) operational field trials. Broadly speaking, the initial stages of the research began with collecting data and information in the field by means of library research, observing and interviewing supervisors, principals and teachers within the Sumatera Utara Provincial Education Office, Indonesia. Furthermore, the stages of the feasibility test and field trials aimed to test, whether the supervision model developed has passed the due diligence test. The assessment of model feasibility; in general, meets the eligibility criteria in the aspects of content, construction and language. For statistical testing, it used One Way Anova test technique. The results in field trials are widely significant<0.05. It can be concluded that the using of the participatory type M5 collaborative supervision model had an impact with the difference in results in each field trial conducted.

The effectiveness of this independence supervision model is very dependent on the procedures that must be carried out. These stages consist of planning, organizing, implementing supervision, reflection and follow-up. All stages must be carried out by paying attention to the ability to listen, respond, explain and present and solve problems collaboratively. At the supervisor planning stage, principals and teachers can hold meetings. It needs to be carried out to provide understanding and equalization of perceptions; regarding the supervision that will be carried out. In the planning stage, supervisors are expected to be able to prepare various needs that are used before supervision is carried out. For instance, determining supervision time, preparing supervision instruments, observation formats, and various other needs (Arianti et al., 2022).

The collaborative supervision model that was developed also has differences from the previous collaborative model. In this model, the level of ability and willingness is demanded and carried out by the teacher himself and demanded by the supervisor. As the result, both parties can share information, suggestions, and input to improve further performance (Portelance et al., 2017). Therefore, the collaborative supervision is a series of supervisor activities to build a responsive and adaptive atmosphere. In addition, empowerment and sharing is the main procedure in implementing this supervision model where the distribution of power and authority and information sharing is a series that cannot be separated in the process (Lassila et al., 2017). It means that in every supervision process, a state of mutual trust between supervisors and teachers must be established, adaptive and responsive behavior in responding to questions, solving problems, and giving each other various information.

6. CONCLUSION

The results of the development of the supervision model based on capacity, has produced four important findings related to implementation during the field trials. (1) supervision activities produce close collaboration between supervisors and teachers in an equal and interactive collegial form. This kind of relationship is due to this model emphasizing interactive professional dialogue in an intimate and open setting. (2) there is a process of self-learning between supervisors and teachers and increases democratic behavior among them. (3) supervision activities are carried out on the basis of teacher needs. The supervisors and teachers listen each other and respond to problems; so they can quickly identify problems and make improvements for them. (4) increase the high initiative and responsibility of teachers; since teachers have more authority in expressing opinions, conveying ideas and solutions and making decisions. In order to supervision in producing the expected impact, the procedure for carrying out this supervision must be based on various abilities and attitudes that encourage harmonious and mutually empowering relationships between supervisors and teachers. In this supervision model developed, the aspects of capacity to listen, respond, explain, present and solve problems; are very important for the supervision process. As the findings of widespread trials show the important role of these 5 capacities. Through high listening capacity, it makes it easier for supervisors to solve problems. The responding aspect is the responsiveness given to the interlocutor; in this regard the supervisor must be responsive to every teacher's complaint, able to explain in detail every problem. Even so, this model still has various weaknesses that need to be considered, concerns with the capacity of teachers who are developed since may sometimes change or not simultaneously with their maturity.

COMPETING INTERESTS

The authors declare that they have no competing interests.

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