International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Classroom Observation Strategy In Improving Teacher Performance At SMAN 3 Banyuasin III

Listriasdy
PGRI University, Palembang, Indonesia
Reva Maria Valianti
PGRI University, Palembang, Indonesia
Riswan Aredea
PGRI University, Palembang, Indonesia

Corresponding Author: listriasdy@gmail.com

Abstract

This study aims to analyze the class observation strategy as part of academic supervision in improving teacher performance at SMAN 3 Banyuasin III. This research uses a qualitative approach with a case study design. Data collection was conducted through in-depth interviews, observations, and documentation studies involving the principal, supervisors, and teachers. The results showed that class observations planned systematically, implemented with a collaborative approach, and followed up through reflective feedback were able to improve teacher performance, especially in the aspects of learning planning, implementation, and evaluation. Teachers interpret class observation as a professional development process when it is carried out openly, dialogically, and non-judgmentally. Supporting factors for the effectiveness of class observation include effective communication, a conducive school culture, and school leadership support. Meanwhile, the inhibiting factors include the limited implementation time and teachers' initial perceptions of the observation activities. This study concludes that an appropriately implemented class observation strategy can be an effective academic supervision instrument in improving teacher performance.

Keywords: ***class observation, academic supervision, teacher performance.***

INTRODUCTION

Education is a key pillar in developing high-quality and competitive human resources.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Through quality education, it is hoped that a generation will emerge with not only knowledge but also skills, attitudes, and character that align with the demands of today's development. Therefore, improving the quality of education is a strategic agenda continuously pursued by the government and various education stakeholders in Indonesia.

In the context of formal education, schools play a central role as institutions that directly organize the learning process. A school's success in achieving educational goals is largely determined by the quality of the learning process taking place in the classroom. Effective learning is not solely determined by the curriculum and infrastructure but also depends heavily on the role of teachers as the primary implementers of learning. Teachers are the spearhead of education because they interact directly with students in transforming knowledge, values, and skills.

Thus, teacher performance is a key factor in determining the quality of learning. Teacher performance reflects their ability and professionalism in planning, implementing, evaluating, and continuously developing themselves. Teachers with good performance are able to create an active, innovative, and meaningful learning environment, thus encouraging students to achieve optimal competencies. Conversely, suboptimal teacher performance can result in poor learning quality, minimal student engagement, and the failure to achieve optimal learning objectives.

Along with the dynamics of changing education policies, curriculum developments, and advances in learning technology, teachers are required to continuously adapt and improve their competencies. However, the reality on the ground shows that not all teachers are capable of independently reflecting on and improving their teaching practices. Teachers still face various challenges, such as limited variety of teaching methods, ineffective classroom management, difficulties integrating technology, and the suboptimal use of learning evaluation results as a basis for improvement.

These conditions indicate that improving teacher performance cannot be left entirely to individual initiative but also requires systematic support from the school. One strategic form of support is through the implementation of academic supervision. Academic supervision is viewed as a professional development process aimed at helping teachers improve the quality of learning through guidance, mentoring, and collaborative reflection. One of the main techniques in academic supervision is classroom observation. Classroom observation involves direct observation of teachers' learning processes in real-life classroom situations. Classroom observations, conducted by supervisors—principals, vice principals, or senior teachers—aim to obtain an objective picture of teacher learning practices, including existing strengths and areas for improvement. Classroom observation is an important means of connecting learning theory with

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

actual classroom practice. Classroom observation is not merely an assessment but rather oriented toward continuous teacher professional development and coaching through providing constructive feedback, reflective discussions, and determining relevant corrective measures (*Zepeda* , 2021).

However, in practice, classroom observation is often perceived as an assessment or inspection activity that generates anxiety and resistance from teachers. This perception can arise when classroom observations are conducted without careful planning, open communication, and constructive feedback. As a result, classroom observations have no significant impact on improving teacher performance and can even potentially lead to less harmonious relationships between teachers and supervisors.

Therefore, the strategy for implementing classroom observation is a crucial aspect in determining its success as a professional development instrument. As a secondary education unit in Banyuasin Regency, SMAN 3 Banyuasin III also strives to improve the quality of learning and teacher professionalism through various development programs, including classroom observation. Based on initial observations and communication with the school, classroom observation has been implemented as part of academic supervision. However, the effectiveness of classroom observation strategies in encouraging change and improving teacher performance still requires in-depth study. Each school has different characteristics, organizational culture, and work relationship dynamics, so classroom observation strategies do not always have the same impact in every context.

Furthermore, research specifically examining classroom observation strategies and their contribution to improving teacher performance at SMAN 3 Banyuasin III is still limited. Yet, a deep understanding of how classroom observations are planned, implemented, interpreted by teachers, and followed up is crucial to ensuring that these activities truly serve as a means of professional development, not simply an administrative routine.

Based on this description, this study is deemed important to conduct in order to comprehensively examine classroom observation strategies in improving teacher performance at SMAN 3 Banyuasin III. This study not only seeks to describe the classroom observation process but also examines how teachers interpret and respond to feedback from the observations, as well as how classroom observations contribute to changes in teacher performance.

RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study design . This design was chosen

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

to examine the phenomenon of "classroom observation strategy" in a single unit of analysis, namely SMAN 3 Banyuasin III, intensively, holistically, and in-depth in order to understand how the strategy is implemented in the context of the school. The research subjects or informants were selected using a *purposive sampling technique* based on the criteria of direct involvement in the implementation of classroom observations. The informants consisted of one Principal as the person in charge of the program, two Supervisors (Vice Principals/Senior Teachers) as implementers, and four Subject Teachers as targets of supervision who had received feedback.

Data collection was conducted in a naturalistic manner through a combination of three main techniques. First, in-depth, semi-structured interviews were conducted face-to-face to explore informants' perceptions, experiences, and interpretations of the observations. Second, non-participatory observations were conducted directly in the field to obtain factual data regarding teachers' classroom teaching practices, learning interactions, and the dynamics of observation activities conducted by supervisors. Third, a documentation study was conducted by identifying school administrative documents such as supervision programs, observation schedules, teacher Lesson Plans (RPPs), assessment instruments, and feedback notes on observation results.

The collected data was processed using thematic analysis techniques based on an interactive model with three stages. Researchers began with data reduction, selecting, simplifying, and grouping data into specific themes related to the research focus. Next, the data was presented (*data display*) in the form of descriptive narratives and matrices to map the relationships between categories. Finally, conclusions were drawn and continuously verified. The validity of the findings was ensured using source triangulation techniques (comparing information from the principal, supervisor, and teachers) and technical triangulation (confirming interview data with observational results and documents).

RESULTS AND DISCUSSION

Results

To obtain a comprehensive overview of classroom observation strategies in improving teacher performance, researchers conducted in-depth interviews with several informants consisting of teachers, supervisors, and the principal at SMAN 3 Banyuasin III. The results of the interview with Teacher Informant 1 (G1) indicated that Teacher Informant 1 (G1) had a good understanding of the classroom observation program as part of academic supervision. This was evident from the teacher's involvement in the planning stage, the preparation of learning

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

materials, and an understanding of the objectives of the observation. The observation was carried out professionally without disrupting the learning process, although initially the teacher experienced tension. However, this condition developed into motivation to improve the quality of learning. The feedback provided was constructive and communicative, thus encouraging teachers to reflect and improve. Follow-up actions showed improvements in learning methods, media use, and student involvement. Therefore, it was concluded that classroom observation had a positive impact on improving teacher performance, although there were still obstacles such as time constraints and variations in student conditions.

Meanwhile, based on the results of interviews with Informant Teacher 2 (G2), classroom observation is understood as part of routine academic supervision. Observation planning has gone quite well with the availability of schedule information and readiness of learning devices. In its implementation, teachers still feel some tension, but are still able to carry out learning professionally. The feedback provided is considered relevant to class conditions and helps in increasing student activity. The follow-up carried out shows that there are efforts to improve, although not yet fully optimal. This is seen from the still limited implementation of changes in learning. Thus, classroom observation has a positive influence on teacher performance, but still requires strengthening through more intensive mentoring.

Teacher Informant 3 (G3) had a good understanding of classroom observation as part of academic supervision aimed at improving the quality of learning. This was evident in the teacher's preparedness in planning, understanding of the observation objectives, and active involvement in the implementation process. The observation was carried out professionally by the principal and supervisor without disrupting the learning process. Although the teacher initially felt awkward, this condition developed into a more prepared, orderly attitude, and greater attention to student involvement in learning. The feedback provided was communicative, constructive, and nurturing, so that the teacher felt comfortable and was able to understand the strengths and weaknesses in learning. Follow-up was carried out through improvements to teaching materials, the use of more varied media, and increased interactivity in learning. These findings illustrate that classroom observation has a positive impact on improving teacher performance, particularly in aspects of self-reflection, use of learning media, time management, and questioning skills, although there are still obstacles such as limited time and learning resources.

The results of the study on Informant Teacher 4 (G4) understood classroom observation as part of academic supervision aimed at improving teacher professionalism. Observation planning was carried out well through advance notification, allowing teachers to optimally

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

prepare learning materials. In its implementation, the observation followed clear stages by the principal and supervisor as observers. Teachers felt some tension at the beginning of the observation, but this condition actually encouraged increased focus and discipline in the learning process. Feedback was delivered personally with a constructive approach, allowing teachers to accept input openly and use it as material for reflection. Follow-up actions showed improvements in learning methods, variations in student activities, and the use of more engaging media. Thus, classroom observation made a significant contribution to improving teacher performance, especially in aspects of classroom management, learning methods, and communication with students, although there were still obstacles such as limited time and administrative burdens.

Based on the interview results, it was shown that Supervisor 1 (S1) conducted structured classroom observations through pre-observation, observation, and post-observation stages. In the planning stage, the supervisor prepared observation instruments and studied the teacher's learning materials as a basis for observation. Furthermore, in the implementation stage, the supervisor conducted observations objectively and professionally without disrupting the learning process, and recorded all learning activities sequentially. Feedback was provided through reflective discussions with a communicative and constructive approach, so that teachers could understand the strengths and weaknesses in learning. Teacher responses were generally positive and indicated efforts to improve. Thus, the classroom observations conducted by Supervisor 1 were considered quite effective in improving student readiness, learning structure, and engagement, although there were still obstacles such as time constraints and initial teacher discomfort during observation.

Supervisor 2 (S2) conducted classroom observations through structured and ongoing planning within the academic supervision program. The observation schedule and objectives were determined flexibly, taking into account the teachers' development needs. Observations were conducted through clear stages, starting with pre-observation, classroom observation, and post-observation, including evaluation and follow-up discussions. The supervisor demonstrated professionalism and employed a relaxed yet objective approach to observations. The feedback provided was constructive and tailored to the teachers' circumstances, encouraging them to reflect on and improve their learning. Teacher responses were generally positive and were followed by the implementation of improvements such as the use of interactive methods and learning media. Thus, classroom observations significantly contributed to improving the quality of learning, although challenges such as time constraints and teachers' lack of confidence persisted, necessitating continued supervision and reinforcement through training.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Interviews with school principals indicate that principals (KS) play a strategic role in designing, implementing, and evaluating classroom observation programs as part of academic supervision. Planning is conducted in a focused manner through coordination meetings, which include the development of schedules, instruments, and observation targets. Observations involve various parties, such as teachers and the supervision team, and are conducted through structured stages, from pre-observation to follow-up. Feedback is provided communicatively and constructively through open dialogue so that teachers can understand and accept the observation results.

In addition, the principal also provides follow-up support in the form of coaching, monitoring, and a forum for sharing good practices to improve teacher professionalism. The impact of observation is evident in improved teaching readiness, method variation, and classroom management. Therefore, classroom observation is an effective strategy for improving teacher performance, supported by strong leadership, good communication, and a continuous supervision system, despite challenges such as time constraints and limited teacher numbers.

Based on the results of interviews with teachers, supervisors, and the principal, it can be concluded that the classroom observation strategy at SMAN 3 Banyuasin III has been implemented in a planned and systematic manner as part of academic supervision, and has had a positive impact on improving teacher performance. This is evident from improvements in the planning, implementation, and evaluation of learning, as well as increased teacher reflection and professionalism through constructive feedback. However, several obstacles remain, such as time constraints, teacher tension during observation, and uneven follow-up of observation results. Therefore, strengthening the pre-observation communication aspect and ongoing mentoring is needed to achieve more optimal results.

Based on the overall findings, the classroom observation strategy at SMAN 3 Banyuasin III has been implemented through interrelated stages of planning, implementation, and follow-up. All three data sources show that classroom observation serves not only as an evaluation tool but also as a means of teacher professional development through constructive feedback. The success of the observation is influenced by the quality of initial communication, professional supervision, and the effectiveness of teacher follow-up. In general, this activity has had a positive and effective impact on improving teacher performance, particularly in the planning, implementation, and evaluation aspects of learning. However, there are still differences in the level of response and implementation of improvements among teachers.

Therefore, this strategy will be more optimal if supported by clearer communication, a

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

humanistic supervisory approach, and strengthened mentoring and monitoring. The analysis of classroom observation planning indicates that the school has good managerial readiness to manage academic supervision activities. Teachers also receive information regarding the observation schedule, thus having the opportunity to optimally prepare learning materials. The analysis shows that thorough planning contributes to teacher readiness in implementing learning. This is evident in the alignment between the learning materials prepared by teachers and the indicators observed during the observations.

However, further analysis indicated that pre-observation communication was still suboptimal, particularly in providing a thorough understanding of the observation's objectives. This situation implies that some teachers still interpret observations as merely evaluative activities, rather than as a professional development process.

Classroom Observation Planning Analysis Results

The analysis of classroom observation planning revealed that the classroom observation planning met the basic aspects of academic supervision, particularly in terms of schedule and instrument availability. This finding confirms the school's strong managerial readiness. Furthermore, further analysis revealed that pre-observation communication was still suboptimal. This implies that teachers' understanding of the purpose of observation as a coaching process, not merely an evaluation, is not uniform. This indicates strong managerial readiness. However, pre-observation communication was suboptimal, leading some teachers to interpret observation as an evaluation rather than a coaching process.

Results of Analysis of Classroom Observation Implementation

The analysis of classroom observations revealed that they were conducted effectively and professionally. The supervisor's disciplined presence and unobtrusive attitude demonstrated that the observations were conducted in accordance with academic supervision principles. However, there was still variation in teacher responses, with some teachers still feeling tense during the observations. This indicates that the supervisory approach needs to emphasize coaching aspects to improve teacher comfort.

Feedback Analysis and Follow-up

Based on results research , giving bait come back after observation class done in a way communicative , constructive , and individual . Feed come back delivered through direct dialogue

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

that allows occurrence two- way interaction between supervisor and teacher. Analysis show that quality bait come back own influence significant to response and action continued the teacher. The teacher who received bait come back in a way clear and constructive tend show attitude open , reflective , and do repair in learning . However Thus , it was found existence difference in level implementation action continue . Some teachers are able implement repair optimally , while part other Still is at the stage beginning or need mentoring more continue . This is indicates that effectiveness observation class No only determined by quality bait back , but also by the continuity of the coaching and monitoring process after observation done .

DISCUSSION

1. Planning Classroom Observations in a Theoretical Perspective

The results of the study indicate that classroom observation planning at SMAN 3 Banyuasin III was carried out in a structured manner through the development of an academic supervision program, scheduling activities, and providing initial information to teachers prior to the observation. Teachers were also given the opportunity to prepare learning materials so that observations were not impromptu. This finding aligns with **Sally J. Zepeda's (2021) opinion** , which states that academic supervision must begin with a systematic pre-observation phase to build teacher readiness and understanding of the supervision process. This phase is crucial for creating a conducive atmosphere and reducing teacher resistance to observation activities.

Furthermore, Carl D. Glickman (2023) emphasized that effective supervision planning must include clear objectives, a schedule, and open communication between supervisors and teachers. In this study, the schedule and instruments were well-defined, but pre-observation communication was still suboptimal. Furthermore, this finding is supported by Michael Fullan (2023), who stated that changes in learning practices will be more effective if initiated with collaborative planning based on teacher needs. This suggests that observation planning is not merely administrative but must also foster active teacher understanding and involvement. In general, it can be concluded that classroom observation planning has been ongoing, but pre-observation communication still needs to be strengthened so that teachers understand observation as a coaching process, not just an evaluation.

2. Implementation of Classroom Observation from a Theoretical Perspective

The research results illustrate that classroom observations were conducted directly in the classroom, involving the principal and supervisor as observers who did not disrupt the learning process. The implementation was carried out through clear stages: pre-observation, observation,

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

and post-observation. This finding aligns with Sally J. Zepeda's (2021) opinion, which states that classroom observations must be conducted systematically and objectively to obtain authentic data on teacher learning practices. In this study, the observation implementation met these principles.

Furthermore, Robert J. Marzano (2023) explains that effective classroom observation must focus on key components of learning, such as teaching strategies, classroom management, and teacher-student interactions. The research results indicate that these aspects were the focus of the observation activities. Furthermore, **John Hattie (2023)** emphasizes that the quality of interactions in learning is a crucial factor in improving student learning outcomes. The observations conducted in this study were able to capture the dynamics of these interactions, thus providing a comprehensive picture **of** the learning process.

However, the research results show that some teachers still experience tension during observations. This **indicates** that the observation process does not fully reflect a humanistic and collaborative supervisory approach. Thus, the classroom observations were conducted professionally and effectively, but the interpersonal approach still needs to be strengthened to make teachers feel more comfortable and open.

3. Feedback on Observation Results from a Theoretical Perspective

The results of the study indicate that feedback provided after classroom observations was conducted through direct interaction between supervisors and teachers using a communicative, constructive, and non-judgmental approach. The feedback provided included appreciation for the teacher's strengths as well as concrete and relevant suggestions for improvement to the classroom learning conditions. This finding aligns with Sally J. Zepeda's view that feedback in academic supervision should be reflective and dialogic in order to encourage teachers to improve their learning practices.

Furthermore, Charlotte Danielson emphasized that effective feedback needs to be based on concrete evidence from observations and directed at improving the quality of learning practices. In this study, the feedback provided was based on real-life classroom conditions, making it easier for teachers to understand and accept. Furthermore, Jim Knight suggested that a partnership approach to providing feedback can increase teachers' openness to receiving input . seen from teacher responses that tend to positive to bait feedback delivered by the supervisor.

However, the research results also indicate that follow-up to the feedback provided has not been fully implemented evenly across all teachers. Some teachers have been able to optimally implement improvements, while others are still in the initial stages or require further guidance.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

This condition indicates that the success of classroom observations is influenced not only by the quality of the feedback provided, but also by the continuity of the coaching and monitoring process after the observation activity is carried out. From this description, it can be concluded that the provision of feedback during classroom observations has been carried out well and has made a positive contribution to improving the quality of learning. However, strengthening the follow-up aspect is still needed so that the results of supervision can have a more optimal and equitable impact on all teachers.

4. Contribution of Classroom Observation to Improving Teacher Performance

Research result show that observation class give contribution positive to improvement teacher performance , in particular in aspect planning , implementation , and evaluation Learning . Teachers become more reflective, planned, and varied in implementing learning. This finding aligns with Linda Darling-Hammond's (2023) opinion, which states that teacher performance improvement is strongly influenced by ongoing professional development and reflection. Furthermore, John Hattie (2023) emphasizes that teacher reflection on learning practices is a crucial factor in improving learning quality.

Furthermore, the OECD (2023) states that an effective supervision system plays a crucial role in continuously improving teacher quality. However, improvements in teacher performance have not been evenly distributed. This demonstrates that the effectiveness of classroom observation is also influenced by individual teacher factors and the consistency of supervision implementation. Thus, classroom observation has been shown to significantly contribute to improving teacher performance, but requires strengthening aspects of sustainability and equitable distribution of impact.

5. Factor Supporters and Inhibitors

Research result show that factor supporters main covering good communication , support head school , and Work The same between teachers and supervisors. Findings This in line with Michael Fullan's opinion (2023) states that change education is greatly influenced by leadership and culture collaborative in schools . In addition that , Carl D. Glickman (2023) emphasized that connection good professional between the supervisor and the teacher becomes key success supervision academic .

Meanwhile, inhibiting factors include time constraints, administrative burdens, and teachers' lack of confidence during observations. These findings suggest that the implementation of classroom observation still faces contextual challenges in the field. Therefore, the success of classroom observation is determined not only by the strategy used, but also by the environmental

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

conditions and the preparedness of the individuals involved.

CONCLUSION

Based on the results of research on classroom observation strategies in improving teacher performance at SMAN 3 Banyuasin III which are compiled based on the formulation of problems, objectives, and research focus, the following conclusions can be drawn.

First, the planning and implementation of classroom observations as part of academic supervision have been carried out in a structured and systematic manner. Planning is carried out through the development of a supervision program, scheduling activities, and providing relevant observation instruments. Teachers also receive initial information so they are prepared to implement the learning process. Observations are carried out by the principal and supervisor through pre-observation, observation, and post-observation stages, while maintaining a conducive learning environment. However, communication during the pre-observation stage still needs to be improved so that teachers understand observation as a coaching process, not just an assessment.

Second, teachers generally responded positively to classroom observations and the feedback provided. Feedback was delivered in a communicative, constructive, and non-judgmental manner, encouraging teachers to reflect on their learning practices. However, teachers' ability to follow up on observation results varied. Some teachers were able to make optimal improvements, while others still needed guidance to fully implement the observation results.

Third, **the contribution of classroom observation strategies to improving teacher performance was clearly evident during and after classroom observations.** These findings demonstrate that classroom observation strategies for improving teacher performance utilize structured observation strategies, as these observations are conducted in a planned manner, using clear observation instruments or guidelines, such as checklists or assessment scales, which are often used in teacher performance observations. These findings can positively contribute to improving teacher performance, particularly in the planning, implementation, and evaluation of learning. Teachers become more reflective, focused, and able to develop a variety of learning methods and media.

However, this improvement has not been evenly distributed. Supporting factors include good communication, principal support, and effective collaboration, while inhibiting factors include time constraints, administrative burdens, and teachers' lack of confidence during

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

observations.

REFERENCES

Darling-Hammond, L. (2023). The right to learn: A blueprint for creating schools that work (2nd ed.). Jossey-Bass.

Danielson, C. (2022). Enhancing professional practice: A framework for teaching (3rd ed.). ASCD.

Fullan, M. (2023). The new meaning of educational change (6th ed.). Teachers College Press.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2023). Supervision and instructional leadership: A developmental approach (11th ed.). Pearson.

Hallinger, P. (2022). Instructional leadership and school improvement: A conceptual framework. Educational Management Administration & Leadership, 50(6), 1–15. https://doi.org/10.1177/17411432211068200

Hattie, J. (2023). Visible learning: The sequel. Routledge.

Knight, J. (2022). Instructional coaching: A partnership approach to improving instruction. Corwin.

Marzano, R. J. (2023). The new art and science of teaching. Solution Tree Press.

OECD. (2022). Education policy outlook 2022. OECD Publishing. https://doi.org/10.1787/75c1c9b1-en

OECD. (2023). Education at a glance 2023. OECD Publishing. https://doi.org/10.1787/e13bef63-en

Timperley, H. (2022). Professional learning and development in schools. Springer.

UNESCO. (2023). Reimagining our futures together: A new social contract for education. UNESCO Publishing.

Zepeda, S. J. (2021). Instructional supervision: Applying tools and concepts (5th ed.). Routledge.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License