



Investigating Character Education Values In An English Textbook Experiencing English For Eighth Grade Junior High School

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Abstract

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Character education is crucial in shaping a society with decent morals and positive behavior. Developing character education can be accomplished through educational institutions such as schools which play a significant role in students' character development. As one of the main learning resources in schools, textbooks can help facilitate the development of character education. This study aims to explore the character education values embedded in an English textbook Experiencing English for eighth grade Junior High School, and to find out how the character education values are represented in the textbook. This is a content analysis research study analyzing the data in the forms of reading texts, conversational texts, and pictures from the textbook. The results of the study show that there are a total of 18 character education values, as issued by the Ministry of National Education based on the Curriculum 2013, embedded in 49 reading texts, 17 conversational texts, and 17 pictures. Fond of reading became the most frequent character value found in the textbook with a percentage of 15.7%, while democracy with a percentage of 1.2% became the least frequent character value found. The character values embedded in the textbook are essential in shaping students to have excellent characters.

Keywords: *Character Education Values, English Textbook, Content Analysis*

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INTRODUCTION

Character education has become more crucial than ever in today's rapidly changing world, where society and technological advancements can easily bring either good or bad influence into our daily lives. Regardless of that, having decent moral character can potentially shape a more positive society and should be instilled in every individual. Berkowitz (2002) defines character as a group of psychological traits of an individual that influence their ability and tendency to function normally. It means that those psychological traits that lead an individual to do or not to do the right thing are what make up character. These character traits can be cultivated within the family, community, and educational institutions. Educational institutions like schools play a significant role in character development. Furkan (2013) stated that education within schools significantly molds an individual's character through students' learning and habit-forming processes. The process of teaching and learning itself must be in line with a set of plans called curriculum, which is a fundamental aspect in education.

Character education has been continuously introduced in schools. It is due to character education itself becomes one of the goals of a curriculum in Indonesia, which is the Curriculum 2013. The curriculum has been introduced by the Ministry of Education and Culture (Kemendikbud) as an effort to place equal emphasis on students'

academic performance and the cultivation of their character. Consequently, there are eighteen values that become the main character education values based on the Curriculum 2013 as defined by the Ministry of National Education (Kemendiknas, 2010). Religiousness, honesty, tolerance, disciplinary, hard-working, creativity, independency, democracy, curiosity, nationalism, patriotism, appreciative, friendliness/communicative, peace-loving, fond of reading, environmental awareness, social awareness, and responsibility are the eighteen-character education values that should be implemented in the teaching and learning process.

One of the many ways to introduce character education values in the teaching and learning process as encouraged in the Curriculum 2013 is through textbooks. According to Article 7 Paragraph 1 of Presidential Regulation No. 87 of 2017 regarding the strengthening of character education, in which it is stated that the strengthening character values in intracurricular activities in formal education units can be done through learning materials and learning methods that are in accordance with the curriculum content based on the legislation. Therefore, based on said regulation, textbooks as one of the main learning sources at school can serve to encourage character education values as promoted in the Curriculum 2013. Cunningsworth (1995) suggests that a textbook needs to contain topic material that can gain the learners' interests, has broad and varied topics with sophisticated moral values, social and cultural contexts, equal depiction and representation of women and men, and references to ethnic origin, occupation, disability, and so on. This criterion shows that topics such as moral or character values are one of the important topics that must be included in a textbook. There are several elements in a textbook such as the designed tasks, materials provided, texts, dialogues or conversations, utterances, images or photographs, and themes per chapter that can be used to implement the character values (Gailea et al., 2019).

Several research studies have been conducted to analyze the character education values that are applied in various English textbooks. However, there are limited research studies analyzing the content of an English textbook entitled *Experiencing English* for eighth grade Junior High School based on the Curriculum 2013 which entails character education values. This research focuses on analyzing the eighteen-character education values as defined by the Ministry of National Education, namely religiousness, honesty, tolerance, disciplinary, hard-working, creativity, independency, democracy, curiosity, nationalism, patriotism, appreciative, friendliness/communicative, peace-loving, fond of reading, environmental awareness, social awareness, and responsibility that are contained in a Curriculum-2013 based English textbook, since English is one of the compulsory subjects in Indonesia that need to be learned in all school levels starting from pre-school to college. Therefore, this study aims to investigate the character education values presented in an English textbook entitled *Experiencing English* for eighth grade Junior High School, and find out how the character education values are embedded in the textbook.

METHODS

In this study, the qualitative approach and content analysis research design is implemented considering that their nature and functions are suitable and aligned with the objectives of this study to deeply explore the character education values that are present in an English textbook entitled *Experiencing English* for eighth grade Junior High School, and to analyze further how the character education values are embedded in the textbook. Content analysis is described by Williams (2007) as a process of

inspecting certain characteristics namely verbal, visual, behavioral patterns, themes, or biases that are contained in human communication aids such as books, newspapers, films, and other forms.

The data collection technique used by the researcher in this study is through document analysis. Document analysis technique is used to discover, select, assess, and produce data (Taherdoost, 2021), which is based on the representation of 18-character education values gathered from the data source, namely the English textbook entitled *Experiencing English* for eighth grade Junior High School. The data gathered from the textbook is in the forms of reading texts, conversational texts, and pictures.

RESULTS & DISCUSSION

Results

1. The Character Education Values in the *Experiencing English* textbook for Eighth Grade Junior High School

The character education values embedded in the English textbook entitled *Experiencing English* for eighth grade Junior High School are gathered from the 13 chapters that are contained in the textbook by carefully and thoroughly reading and selecting reading texts, conversational texts, as well as pictures. The result is as shown in the table below:

Table 1. Character Education Values Embedded in the Textbook *Experiencing English* for Eighth Grade Junior High School

Character Education Values	Frequency	Percentage
Religiousness	3	3.7%
Honesty	3	3.7%
Tolerance	2	2.4%
Disciplinary	8	9.7%
Hard-working	7	8.4%
Creativity	6	7.2%
Independency	2	2.4%
Democracy	1	1.2%
Curiosity	5	6%
Nationalism	2	2.4%
Patriotism	2	2.4%
Appreciative	3	3.7%
Friendliness/Communicative	9	10.9%
Peace-loving	7	8.4%
Fond of reading	13	15.7%
Environmental awareness	4	4.9%
Social awareness	2	2.4%
Responsibility	4	4.9%
Total	83	100%

There is a total of 18-character education values in the English textbook *Experiencing English* for eighth grade Junior High School that are embedded in 49 reading texts, 17 conversational texts, and 17 pictures. The 18-character education values found in the textbook comprised of all character values that are as encouraged by the Ministry of National Education (Kemendiknas). Fond of reading becomes the most frequent character value found in the textbook with a percentage of 15.7%, while

democracy with a percentage of 1.2% becomes the least frequent character value found in the textbook.

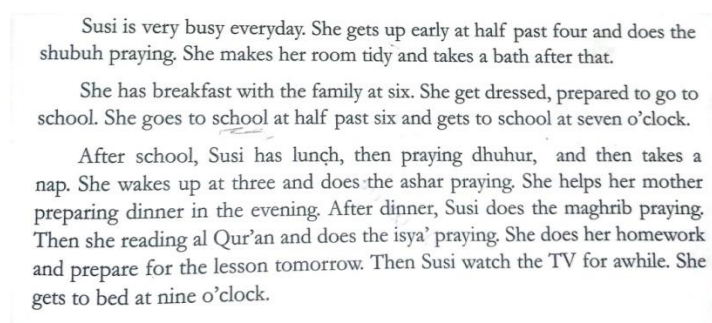
2. The Representations of Character Education Values in the *Experiencing English* textbook for Eighth Grade Junior High School

This section describes how the character education values are represented in the textbook. The detailed description to the character education values found in the textbook is as follows:

a. Religiousness

In the textbook, religiousness character value is embedded in three reading texts.

One of the examples of religiousness character value can be found in a reading text on page 181 chapter 7 as shown below:



Susi is very busy everyday. She gets up early at half past four and does the shubuh praying. She makes her room tidy and takes a bath after that.

She has breakfast with the family at six. She get dressed, prepared to go to school. She goes to school at half past six and gets to school at seven o'clock.

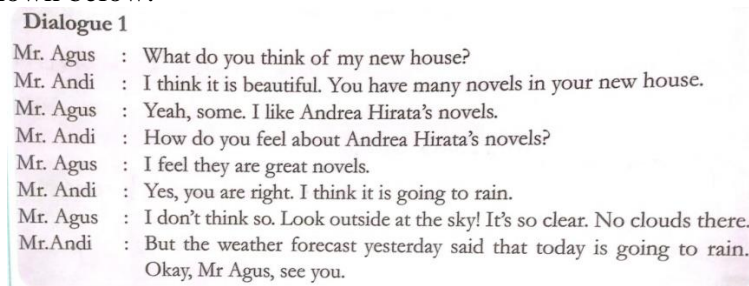
After school, Susi has lunch, then praying dhuhur, and then takes a nap. She wakes up at three and does the ashar praying. She helps her mother preparing dinner in the evening. After dinner, Susi does the maghrib praying. Then she reading al Qur'an and does the isya' praying. She does her homework and prepare for the lesson tomorrow. Then Susi watch the TV for awhile. She gets to bed at nine o'clock.

Figure 1. Religiousness Character Value

The reading text above tells a daily activity of a student named Susi, which appears to be a Moslem. The activity carried out by Susi display the religiousness character value due to her implementing religious teachings into her daily life. Based on the reading text, the religiousness character value is represented explicitly in the text. It is expressed clearly and in detail through five times a day praying and Al-Qur'an reading performed by Susi.

b. Honesty

In the textbook, honesty character value can be found in one conversational text and two reading texts. One of the examples is in a conversational text on page 14 chapter 1 as shown below:



Dialogue 1

Mr. Agus : What do you think of my new house?

Mr. Andi : I think it is beautiful. You have many novels in your new house.

Mr. Agus : Yeah, some. I like Andrea Hirata's novels.

Mr. Andi : How do you feel about Andrea Hirata's novels?

Mr. Agus : I feel they are great novels.

Mr. Andi : Yes, you are right. I think it is going to rain.

Mr. Agus : I don't think so. Look outside at the sky! It's so clear. No clouds there.

Mr. Andi : But the weather forecast yesterday said that today is going to rain. Okay, Mr Agus, see you.

Figure 2. Honesty Character Value

Based on the conversational text, the honesty character value is represented explicitly. The honesty character value in the conversational text can be identified directly through the way Mr. Andi voices his opinion towards Mr. Agus' house by stating that it is beautiful, as well as how Mr. Agus voices his opinion towards the novels he has in his house by stating that they are great novels. Their answer to each other's questions in the conversation shows that those are their honest opinions about the house and the novels, which therefore, their responses embody the character value of honesty.

c. Tolerance

The tolerance character value in the textbook is embedded in one reading text and one picture. One of the examples of tolerance character value is located on page 116 chapter 5 in the form of reading text as shown below:

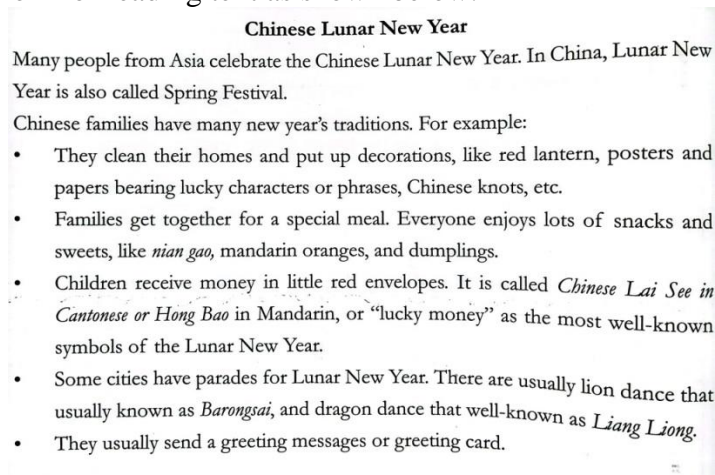


Figure 3. Tolerance Character Value

The reading text above discloses a description about a Chinese Lunar New Year and its tradition that is celebrated by many people in Asia, especially the Chinese families. Based on the reading text, the character value of tolerance is represented implicitly in the text. The reading text that contains a description of Chinese Lunar New Year does not directly present words nor sentences that promotes tolerance character value. However, from entirely reading the text alone and comprehending its content about a celebration from other's culture can instill a new knowledge, mainly the character value of tolerance in students.

d. Disciplinary

This character value is embedded in the textbook in the form of five pictures, two conversational texts, and two reading texts. One of the examples of disciplinary character value is contained in a picture on page 57 chapter 3 as shown below:



Figure 4. Disciplinary Character Value

The disciplinary character value as embedded in Figure 4 is represented explicitly. The picture clearly describes a regulation that must be followed and respected by all. Inside, a young boy is directly requesting a man not to smoke in a no-smoking area as instructed by the related sign.

e. Hard-working

This character value is embedded in the textbook in the form of two conversational texts, one picture, and four reading texts. An example of hard-working character value in the form of reading text on page 255 chapter 11 is laid out below:

Let me tell you something. A big mall in my town boasts a new ice-skating arena. It opened last week. Since then, many children and teens have visited the arena to learn ice-skating, including me.

Yesterday I went there. I skated with some friends who were better than me. It was my first time ice-skating. Therefore, I was going extremely slowly, but kept falling. Of course, I didn't give up. Every time I fell, I tried to stand up and skated again. Luckily, my friends helped me. After an hour, I made a progress. I could skate 25 meters without falling.

Figure 5. Hard-working Character Value

Based on the reading text, the hard-working character value is implicitly represented in the reading text. The act of hard-working in the text can only be interpreted after comprehending the text and taking notice of how, despite the story teller kept falling down due to it was their first-time ice-skating, they did not give up and tried to skate anyway. The story teller's determination and persistent to get better at ice skating shows that they are hard-working to get what they want.

f. Creativity

In the textbook, the character value of creativity is embedded in five reading texts and one conversational text. An example of creativity character value in the form of reading text is on page 239 chapter 10 as shown below:

Last November my friend and I had a difficult task. We had to perform something to represent our class in our school's anniversary celebration. Two months before due the time, we had thought what to perform. We thought and thought but no idea came across our mind. We almost gave up.

Two weeks before the performance day, I had an idea. Both of us liked painting. So, I told my friend, why we did not perform a mask play. He agreed. We browsed some stories to play, and finally we decided to play A Lion and A Deer. In the play, the lion almost caught the deer, but the deer could escape.

First of all, we had to paint the masks first. I took around two days to finish it. We did it after school. After that, we began practicing the play. It was rather difficult at first, but we worked hard to give an impressive performance. We also asked some friends to watch our performance.

Figure 6. Creativity Character Value

The reading text tells how the story teller and their friend have been struggling to pick what to perform for their school's anniversary celebration. Based on the reading text in Picture 4.6, the character value of creativity is represented explicitly in the text. The story teller directly states in the reading text that they have an idea of using their painting skill to perform a mask play since their friend likes painting also. Their idea and decision represent the character value of creativity.

g. Independency

Throughout the textbook, the character value of independency itself is embedded in the form of one reading text and one conversational text. Below is an example of independency character value in the form of reading text situated on page 54 chapter 2:

Ratih,
Mom will come home late. I will be back at night.
For the dinner, prepare your meal by yourself. The material is on refrigerator.
Make fried rice and omelette. Don't forget to clean up the dish after you finished.

Figure 7. Independency Character Value

Based on the reading text, the character value of independency is explicitly represented in the text. Ratih's mom gives clear and direct order for Ratih in the memo to do several things that she needs to do herself, including making dinner and cleaning up after because her mom cannot do it at that moment.

h. Democracy

In the textbook, there is only one democracy character value. It is embedded in the form of a reading text entitled "School's Anniversary Celebration" located on page 239 chapter 10. The reading text is as displayed below:

Last November my friend and I had a difficult task. We had to perform something to represent our class in our school's anniversary celebration. Two months before due the time, we had thought what to perform. We thought and thought but no idea came across our mind. We almost gave up.

Two weeks before the performance day, I had an idea. Both of us liked painting. So, I told my friend, why we did not perform a mask play. He agreed. We browsed some stories to play, and finally we decided to play A Lion and A Deer. In the play, the lion almost caught the deer, but the deer could escape.

First of all, we had to paint the masks first. I took around two days to finish it. We did it after school. After that, we began practicing the play. It was rather difficult at first, but we worked hard to give an impressive performance. We also asked some friends to watch our performance.

Figure 8. Democracy Character Value

Based on the reading text, the character value of democracy is represented implicitly in the text. The story teller does not directly narrate nor describe that they are doing an act of democracy. However, based on the text, the friend of the story teller agrees to the idea of using mask play for the performance. This indicated that the story teller does not go ahead with the plan by themselves and instead they run it though their friend first to get his opinion on it and to make sure that he is fine with the idea. The story teller's way of behaving and acting represents the character value of democracy.

i. Curiosity

The character value of curiosity in the textbook is embedded in the form of five reading texts. One of the examples is contained on page 143 chapter 6 as displayed below:

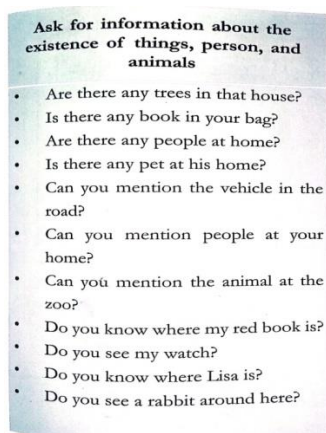


Figure 9. Curiosity Character Value

Based on the reading text, the character value of curiosity is represented explicitly in the text. The character value of curiosity is directly displayed in the text in the form of several examples of questions to ask for information about the existence of things, person, and animals. The questions that are displayed are considered as a way to plant the curiosity character value in students.

j. Nationalism

Nationalism character value is embedded in the textbook in the form of one conversational text and one reading text. An example of the nationalism character value in the form of reading text on page 265 chapter 12 is laid out below:

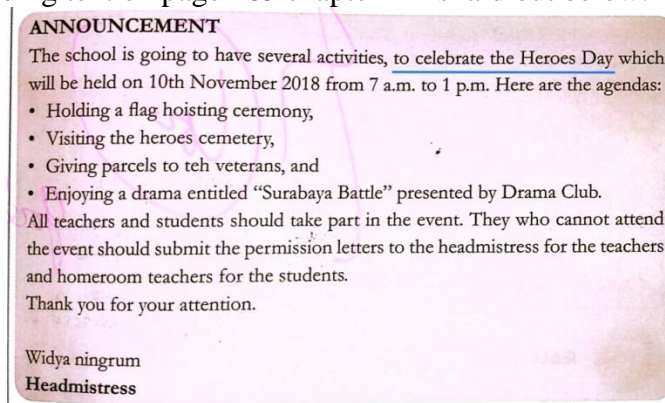


Figure 10. Nationalism Character Value

Based on the reading text in Picture 4.10, the character value of nationalism contained inside is represented explicitly. The character value of nationalism is directly disclosed in the purpose of the announcement made by the headmaster, which is to require all the students and teachers to celebrate the Heroes Day. Commemorating the Heroes Day represents a sense of nationalism which is beneficial in instilling character value of nationalism in students.

k. Patriotism

In the textbook, the character value of patriotism is embedded in the form of one picture and one reading text. An example of the patriotism character value in the form of picture on page 146 chapter 6 is presented below:



Figure 11. Patriotism Character Value

Based on the picture, the character value of patriotism is represented explicitly. The picture tells an activity of flag hoisting ceremony held by students and teachers at school. The activity displays the character value of patriotism.

l. Appreciative

In the textbook, the character value of appreciative is embedded in the form of two pictures and one reading text. One of the examples is in the form of picture on page 118 chapter 5 as shown in the following picture:

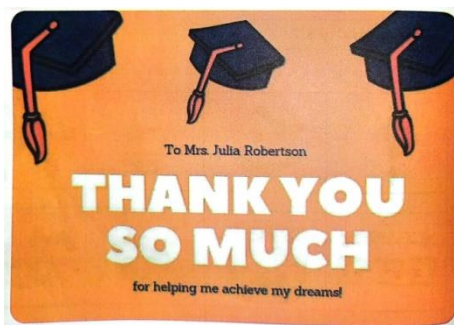


Figure 12. Appreciative Character Value

Based on the picture, the character value of appreciative is represented explicitly. The character value of appreciative is clearly and directly displayed in the thank you card written by the writer in thanking their teacher for helping them achieve their dreams.

m. Friendliness/Communicative

The character value of friendliness or communicative is embedded in the textbook in the form of two pictures, four conversational texts, and three reading texts. One of the examples of friendliness/communicative character value is in the form of picture on page 64 chapter 3 as displayed below:



Figure 13. Friendliness/Communicative Character Value

Based on the picture, the character value of friendliness or communicative is explicitly represented in the picture. The character value of friendliness/communicative is directly presented in the picture when the boy in yellow T-shirt is being caring and understanding towards the problem of the boy in blue T-shirt by saying that he has to have some rest since he is very tired.

n. Peace-loving

The peace-loving character value is embedded in the textbook in the form of four pictures, two reading texts, and one conversational text. One of the examples of the peace-loving character value is in the form of a picture contained on page 144 chapter 6 as laid out below:



Figure 14. Peace-loving Character Value

Based on the picture, the character value of peace-loving is represented implicitly. The character value of peace-loving in the picture is inferred by paying attention to how the family in the picture looks like they are pleasant in enjoying their own activities. Some of the family members are even doing different activities in the same area, yet they respect and feel comfortable in each other's presence. They are doing different activities yet they are still keeping peace and harmony. No one looks displeased in the picture also.

o. Fond of reading

In the textbook, the character value of fond of reading is embedded in the form of ten reading texts, two pictures, and one conversational text. One of the examples of the fond of reading character value is in the form of reading text on page 214 chapter 9 as shown below:

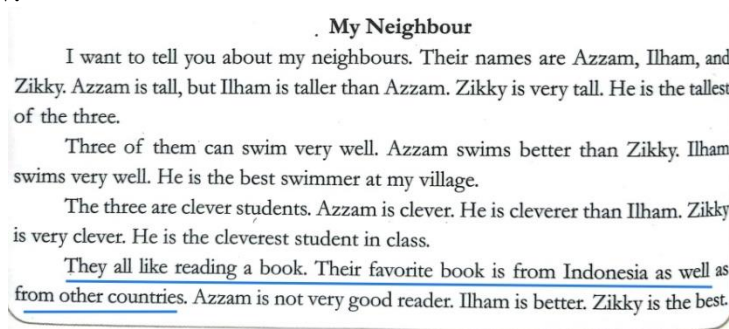


Figure 15. Fond of Reading Character Value

Based on the reading text, the fond of reading character value is represented explicitly in the text. The fond of reading character value is directly presented when the story teller describes that the three boys, namely Azzam, Ilham, and Zikky, like reading books.

p. Environmental awareness

The character value of environmental awareness is embedded in the textbook in the form of three reading texts and one conversational text. One of the examples is in the form of reading text contained on page 169 chapter 7 as laid out below:

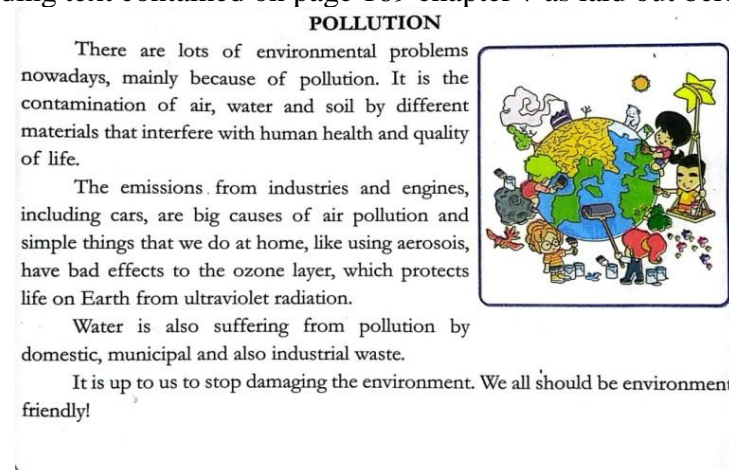
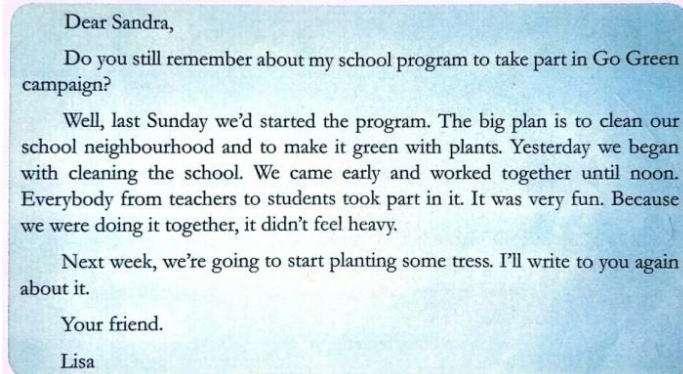


Figure 16. Environmental Awareness Character Value

Based on the reading text above about pollution, the character value of environmental awareness is represented explicitly. The environmental awareness character value can be directly seen by how the text describes about the pollution, what caused it, and how people can put pollution to a stop.

q. Social awareness

The character value of social awareness is embedded in the textbook in the form of one conversational text and one reading text. An example of the social awareness character value in the form of reading text on page 251 chapter 11 is presented below:



Dear Sandra,

Do you still remember about my school program to take part in Go Green campaign?

Well, last Sunday we'd started the program. The big plan is to clean our school neighbourhood and to make it green with plants. Yesterday we began with cleaning the school. We came early and worked together until noon. Everybody from teachers to students took part in it. It was very fun. Because we were doing it together, it didn't feel heavy.

Next week, we're going to start planting some trees. I'll write to you again about it.

Your friend.

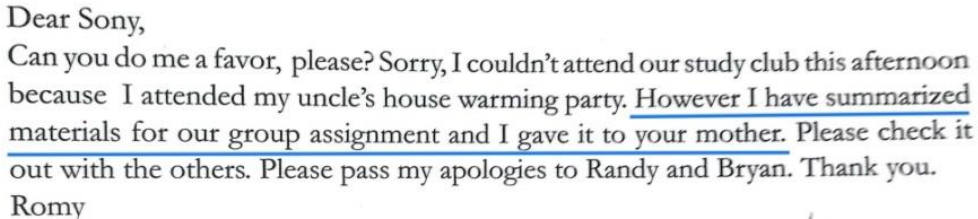
Lisa

Figure 17. Social Awareness Character Value

Based on Lisa's letter to Sandra on the reading text above, the character value of social awareness inside is represented explicitly. Lisa's explanation in the letter of her school program of Go Green Campaign intended to plant trees as well as the students and teachers working together to clean the school neighborhood shows the character value of social awareness.

r. Responsibility

In the textbook, the character value of responsibility is embedded in three reading texts and one conversational text. An example of the character value of responsibility in the form of reading text on page 277 chapter 12 is shown below:



Dear Sony,

Can you do me a favor, please? Sorry, I couldn't attend our study club this afternoon because I attended my uncle's housewarming party. However I have summarized materials for our group assignment and I gave it to your mother. Please check it out with the others. Please pass my apologies to Randy and Bryan. Thank you.

Romy

Figure 18. Responsibility Character Value

Based on the reading text, the character value of responsibility inside is represented explicitly. After stating his reason for not being able to attend their study group session, Romy explained that he already did his part of summarizing the materials and giving it to Sony's mother. Romy's awareness of his responsibility resembles the character value of responsibility.

Discussion

The results of this study show that there are eighteen-character values embedded in the English textbook entitled *Experiencing English* for eighth grade Junior High School, namely religiousness, honesty, tolerance, disciplinary, hard-working, creativity, independency, democracy, curiosity, nationalism, patriotism, appreciative friendliness/communicative, peace-loving, fond of reading, environmental awareness, social awareness, and responsibility, indicated that the textbook contains all character values as proposed by the Ministry of National Education and is already in accordance with the Curriculum 2013 where one of its purposes is to emphasize the development of students' character.

The fond of reading becomes the most frequent character value found in the textbook which has the highest frequency of 13 and the highest percentage at 15.7%. This finding is supported by Cunningsworth (1995) who suggested that a textbook must contain topic material that can attract the learners' interests, has broad and varied topics with sophisticated moral values as one of the examples. The fond of reading character value in the textbook is intended to encourage or instill a habit in students to make time to read various readings that can provide virtue for them. This character value is beneficial and able to contribute in achieving the goal of national character education. The action of reading itself, especially when it is adapted as a habit, can result in shaping students that are positive and have good character.

In addition, the character values found in the *Experiencing English* textbook for eighth grade Junior High School are embedded in the forms of reading texts, conversational texts, or pictures. This finding is in line with Gailea et al. (2019) where they stated that several elements in a textbook such as the designed tasks, materials provided, texts, dialogues or conversations, utterances, images or photographs, and themes per chapter can be used to implement the character values.

Moreover, the character education values mentioned earlier are represented through two techniques, namely implicit and explicit. 39 of the data that contains the character values are represented implicitly with a percentage of 47%, while 44 of them are represented explicitly with a percentage of 53%. The representation techniques of the character values embedded in the textbook is displayed below:

Table 2. The Representation Techniques of the Character Values

Character Education Values	Representation Technique	
	Implicit	Explicit
Religiousness		3
Honesty	2	1
Tolerance	1	1
Disciplinary		8
Hard-working	6	1
Creativity		6
Independency	1	1
Democracy	1	
Curiosity	4	1
Nationalism	1	1
Patriotism		2
Appreciative		3
Friendliness/Communicative	1	8
Peace-loving	7	
Fond of reading	10	3
Environmental awareness	1	3
Social awareness	1	1
Responsibility	3	1
Frequency	39	44
Percentage	47%	53%

Based on the table above, most of the character values contained in the English textbook entitled *Experiencing English* are represented explicitly rather than implicitly.

CONCLUSION

Based on the result and discussion of this study, the researcher concluded that character education values were found in the English textbook entitled Experiencing English for eighth grade Junior High School published in 2022. This textbook contains 18-character values as proposed by the Ministry of National Education in the textbook, namely religiousness, honesty, tolerance, disciplinary, hard-working, creativity, independency, democracy, curiosity, nationalism, patriotism, appreciative, friendliness/communicative, peace-loving, fond of reading, environmental awareness, social awareness, and responsibility character values. The most frequent character embedded in the textbook, which is fond of reading, is essential in shaping students to have excellent characters and develop a positive habit through reading.

The 18-character values are represented in the forms of pictures, conversational texts, and mostly reading texts. Most values (53%) are represented explicitly rather than implicitly, meaning that a picture, conversational text, or reading text is seen directly and plainly as a certain character value without the need to comprehend it first. Regardless the character value is represented explicitly or implicitly, the Experiencing English textbook embedded with various character values were able to encourage and emphasize character education in school, which was in accordance to one of the goals of Curriculum 2013.

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