
The Role of the Individual Educational Program in the Development of the National Educational Values among Students in Integrated Schools under the Department of Education in Quweia (Inclusion Schools for the Mentally Disabled Model)

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Abstract:

The aim of the study is to understand the role of the individual educational program in the development and normalization of the national educational values among students with mental disabilities from the perspective of the students' teachers. The researcher used a descriptive analytical method and found that: the IDP plays a role in developing NE values among students in integrated schools from the point of view of the students' teachers. Moreover, there were no statistically significant differences in the responses regarding national values associated with Islam, national values associated with national symbols or national values associated with the homeland. The study ends with some recommendations, such as adopting BEP, teaching and normalizing values in the behavior of people with MD.

Keywords: *national education, mental disabilities, national symbols, national values.*

1. INTRODUCTION

National values are an important starting point for guiding national human behavior to achieve the desired patriotism of the individual. It is known that values generally affect different aspects of human life such as behavior, thinking, decision making, consensus and opinions, and education and thus have an important effect on individuals.

Comprehensive schools (integrated schools) are responsible for education, and the schools disseminate these values and raise children according to these values. The values are important in building a cohesive national society in which a person grows in his thoughts, behaviors, emotions, patriotism, and, above all, his religion, which is the source of and basis for all these values.

National values are also a means through which the individual deals with his own internal experiences, his primary environment and his secondary environment (Abd al-Mu'ati & Qnawi, 2001, p. 51), rendering the school's teaching of national educational values very important in terms of legitimate social, psychological and moral outcomes.

Integrated schools are responsible for all students, including those with special needs who are part of the fabric of the integrated national society and have the right, just as others do, to national education, which clearly shows the establishment of educational justice in the national structure and the social integration of each member of society. Integrated schools are therefore expected to play a role in fulfilling the responsibilities associated with personal, national and social rights (Al-Mousa, 2008, p. 72).

Integrated schools have adopted the development of national educational values for people with disabilities based on their educational, social and national rights, and these values are important in forming behavioral, positive, evaluative, selective and optional behavioral constructs. The elements of the educational process serve as a frame of reference for the evaluation of behavior (Al-Harithi, 2009, p. 14).

The national educational values, as al-Harithi emphasizes, are numerous to cover all the needs of human nature at both the individual level and the group level (Al-Harithi, 2009, p. 55). The school must adopt the national education values for all students without distinguishing among students because a person cannot live a healthy life without satisfying his national needs, and people with disabilities need the national educational values to achieve the same goal and satisfy their needs, adjust their behaviors, and evaluate their interactions (Tahtawi, 2005, p. 69).

The need to educate, impart values to and normalize the values of persons with disabilities has increased in light of the Convention on the Rights of the Child, which was adopted and offered for signature, ratification and accession by United Nations General Assembly resolution 44/25 on 20 November 1989, which established the date of entry: Article 29 (1A) "The development of the child's personality, talents and mental and physical abilities to their fullest potential" and Article 29 (1C).

The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.

1.1 Statement of the Problem

The education of persons with special needs is based on the adoption of an individual educational program (IEP) and on provisions of the Convention on the Rights of the Child, which was adopted and offered for signature, ratification and accession by United Nations General Assembly resolution 44/25 on 20 November 1989: Article 29 (1A) "The development of the child's personality, talents and mental and physical abilities to their fullest potential" and Article 29 (1C).

The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.

This issue is also related to man and not to others, concerns an individual, and focuses on his behavior (Tahtawi, 2005, p. 69). Based on these considerations and to ensure that IEPs include the national educational values and are available to people with special needs, the researcher has raised the following question: What is the role of the IEP in developing national educational values among students in integrated schools? The researcher chose integrated schools with programs for students with mental disabilities in Quweia as a model for this study.

1.2 Study Questions and Hypothesis

The study aims to answer the following main question:

1. What is the role of the individualized education program in the development of the national educational values among students in integrated schools under the Department of Education of Quweia governorate from the perspective of their teachers?

Moreover, the study investigates the following hypothesis:

2. There are statistical differences in the respondents' perspectives at the $\alpha \leq 0.05$ level according to gender or years of service regarding the role of the individualized education program in the development of the national educational values among students in integrated schools under the Department of Education of Quweia governorate.

1.3 Purpose of the Study

The objective of the study is to determine the role of the IEP in the development of the national educational values among

students in integrated schools under the Department of Education in Quweia governorate from the perspective of their teachers.

1.4 Significance of the Study

The importance of the study stems from the importance of values in general, the importance of the foundation from which all values emerge and the importance of the role values play in building the cognitive, behavioral, and emotional skills of youth. This study is also important because it examines this subject to confirm the universality of Islamic education and the benefits of adopting the IEP, an integrated curriculum through which students with mental disabilities (those who are capable of learning and those who are trained) attending regular primary schools are educated and informed.

1.5 Definition of Terms

Educational values. The researcher defines educational values as the cognitive, behavioral, and experiential cognitive structure that is acquired by an individual through his interaction with the society in which he grows up.

National values. The researcher recognizes that the national values are a positive feeling that results from active behavior rooted in the love of and pride in one's homeland and its sanctities, achievements and leaders. One must work with others to consolidate the national values and share them with others to preserve and build the future.

Individual educational program (IEP). The researcher defines an IEP as a written document that includes all the educational and support services required to meet the needs of students with mental disabilities based on the results of diagnoses and measurement. A team in the integrated school (teamwork, student, family) prepares the IEP.

2. REVIEW OF THE LITERATURE

2.1 National Education

In his study, Mabe (2013) found that civic education is closely linked to moral education. To raise a citizen, civic education must be linked to moral education to help individuals become aware of their roles and their relationship to the political system. The national educational values play a role in directing an individual and his behavior towards the positive and towards his homeland and all aspects of national affiliation, whether with respect to Islam and pride in Islam or with regard to the symbols of the homeland, the mandate of those in authority or the country and its property and wealth. The national values were established by evaluating the aspects of human behavior. The national values represent the psychological, national and social consensus among people to live in their national community, be united religiously, and socially and thus govern all aspects and needs of people in terms of their roles, rights and responsibilities at the national, personal and social levels to be positive and interact with others. These roles, rights, and responsibilities may involve legitimate obligations or standards, laws, desires, preferences and choices, and the national values direct behaviors and motives (Diab, 2016, p. 22).

Accordingly, education policymakers in Saudi Arabia have adopted an aspirational goal of providing all students with Islamic values and ideals and developing their constructive behavioral attitudes (Ministry of Education, 2016, p. 10). This policy focus also promotes enlightening students about their country's Islamic triumphs in human civilization and the country's geographic and economic place among the nations of the world.

The national educational values are part of the classification system of values, and they are an asset in the refinement and control of aspects of human interactions in terms of relationships with the self and others, actions, attitudes, interests, and beliefs and the evaluation of all of these (Cambar, 2012, p. 79).

National educational values and some key concepts. The national values are also directly related to the values of piety, which is the relationship of man to his Lord, and building character, which is the relationship of the individual with himself, as well as to the relationships and interactions between the individual and others. Thus, education for young people, including persons with mental disabilities, is a legitimate psychological and social requirement. Education includes the national educational values associated with Islam, the national educational values associated with the symbols of the homeland and the national educational values associated with the homeland, which is Saudi Arabia.

All of the above confirms the connections between values and some of the efforts that schools make through the IEP to highlight, instill and gradually develop motives, needs, tendencies, attitudes, customs, traditions, beliefs and behaviors that are based on the national educational values (Al-Jarhi, 2016).

A student should possess the educational, social and psychological skills, knowledge and experiences that these values impart (Al-Maliki, 2008).

Ways to instill national educational values. In his study, Al-Shawan (2017) explained that the most important and frequently used methods of instilling values involve determining the desired value and then instilling and enhancing it through example, imitation and positive reinforcement. Students express themselves by playing roles that reinforce and consolidate the desired value, and they judge the worth of the value through debate to form convictions regarding their adoption of and commitment to the value and their rejection of opinions that conflict with it. This method is positive and appropriate because of the relative values of people in terms of commitment and in terms of the effectiveness of imitation, simulation and example, methods that are favored by people with intellectual disabilities. People with intellectual disabilities have the skill of imitation and may imitate the traditions of those who are in authority or the traditions of those whom they love and trust. People with intellectual disabilities may also imitate their teachers or others to avoid failure; thus, it is possible for schools to develop and normalize the national educational values through the exploitation of these aspects (Al-Shawan, 2017).

The normalization of the national educational values for people with mental disabilities is an urgent need. This need is confirmed by recent trends in education for people with mental disabilities, especially with respect to universal access, which is based on the empowerment of people who have physical and social disabilities. The teaching of values, the control of behavior, the development of responsibilities and the improvement of relations have the same nature as the values mentioned in the Quran and Sunnah (Al-Maliki, 2008).

2.2 National Education in Schools Worldwide

Dirsko (2009), who highlighted the responsibility of schools and their role in deepening national education, explained that one of the most important responsibilities of schools in the United States is to support and strengthen democracy. The author contends that the inclusion of national education in the curriculum is necessary, including the incorporation of democratic values and principles in curricula and books, but notes that this must occur in a compulsory manner according to the true rules of democracy.

Hahn (2017) conducted a comparative study on the reality of national education in Britain, the United States, Germany, Denmark, the Netherlands and Australia in terms of policies and practices. The research found that Britain, Australia and the Netherlands do not have specific policies based on the provision of civic education within specific curricula for this purpose. Denmark, Germany and the United States have specific policies aimed at encouraging students to be good citizens. The curricula designed for national education in Germany and the United States vary in their emphasis on topics related to controversial political issues in their societies and do not provide students with significant opportunities for debate and opinion.

Schools contribute effectively to accelerating national participation when they are entrusted with the task of educating the national population through theoretical content and practical skills. Students who do not receive national education and training and do not plan to enter the university in addition to benefitting from the sources of education in their homes face special challenges and difficulties in national education (Judith, 2012).

Al-Saghir (2013), through analyzing the documents of national education curricula according to the content analysis method, identified trends in the curricula of national education in both the United States and Saudi Arabia: 1. developing the spiritual, moral and cultural aspects of pupils; 2. developing students' communication skills; 3. developing students' thinking skills; 4. developing student-related skills, and 5. educating pupils about the rights and duties of the individual in society. In his research, the author emphasized that John Dewey advocated these principles through the principles of active learning, learning for life, learning to be self-reliant or independent and learning according to desire and need. Teachers guide learners and follow them consciously to promote students' development and advancement.

As explained by the Yemen Research and Development Center in Aden (2015), the role of basic schools in developing the

values of citizenship among students is influenced by the effectiveness of the educational environment in terms of the nature of human relations among the elements of the educational process, which include principals, teachers and pupils, who help to develop the values of citizenship among students. This relationship is characterized by interaction, respect and cooperation. Weakness in the school's role in school activities weakens its role in the effective formation of personality and participation, which demonstrates the importance of the role of the school in developing and strengthening national, Islamic and humanitarian affiliations. In his study, Al-Maliki (2008) also discussed the role of national education and teachers who teach national education in developing the values of citizenship among primary school students, instilling and developing national values among students and modifying the behavior of primary school students in a positive manner.

Al-Harithi (2009) emphasized that a school's interest in the development of educational values among its students promotes students' interest in knowledge, skills and values. There are also global challenges resulting from globalization that relate to values and the most important ways to confront them. Schools are responsible for the development and preservation of values.

3. METHODOLOGICAL PROCEDURES

3.1 Research Design

In this study, the researcher used the descriptive approach for the analysis, which is based on describing reality as it is, expressing it quantitatively and qualitatively, and then deducing the indications and proofs of the observed reality.

3.2 Research Methodology

After the researcher thoroughly reviewed the literature on the subject (theoretical frameworks and previous studies related to the subject of the study), he designed a questionnaire consisting of (20) paragraphs divided into three axes.

- After preparing the questionnaire in its initial form, the views of arbitrators were solicited, and elements that could be modified in accordance with the arbitrators' views were amended to finalize the tool. The tool includes the following axes:
- The first axis represents the national educational values associated with Islam and includes (6) phrases.
- The second axis is the national educational values associated with the national symbols and includes (6) phrases.
- The third axis represents the national educational values associated with the homeland and includes (8) phrases.
- The preliminary data for the study variables (gender and years of service).

3.3 Population and Sample Size

The study population consists of all teachers and teachers of students with mental disabilities in the Department of Education in the province of Quweia during the academic year 2017-2018 (43 teachers). Study sample: The study was applied

to all members of the study population. The questionnaire was distributed to the study sample and collected after the participants completed them, and the number of returned questionnaires (36) was valid for analysis.

3.4 The Stability of the Study Instrument

The stability of the tool was calculated using the Cronbach's alpha equation, which shows that the values of the stability coefficients are high, indicating that the questionnaire has a high degree of stability.

4. DATA ANALYSIS AND RESULTS

4.1 The First Axis: The National Educational Values Associated with Islam

Table 1 shows that the highest arithmetic average (AA) was found for phrase 5 (4.44): "The IEP develops the student's pride in Arabic". This finding agrees with those of Drisko (2009), Judith (2012), and Hahn (2017), who explained the responsibility of the school and its role in teaching national education. However, the lowest (AA) was found for phrase 4 (4.11): "The IEP educates students about the role of Saudi Arabia in supporting Muslims everywhere". This result contrasts with the results of Mabe's (2013) study, which found that national education is closely linked to moral education. In general, the AA for this axis was high (4.29), which means that the individuals in the sample believe that IEPs promote the national educational values associated with Islam.

Table 1 about here

4.2 The Second Axis: The National Educational Values associated with the Symbols of the Homeland

Table 2 shows the opinion of the sample members on the national values associated with the national symbols of the homeland.

Table 2 about here

As shown in Table 2, phrase 5 had the highest AA (4.27): "The IEP is defined as the Custodian of the Two Holy Mosques, King of Saudi Arabia". Phrase 6 had the lowest AA (3.36): "The IEP teaches the student about the regions of the Kingdom of Saudi Arabia". In general, the AA for this axis was high (4), which means that the sample members believe that IEPs promote the national values associated with the national symbols. This result agrees with the studies by Judith (2012), Al-Harithi (2009), and the Yemen Research and Development Center Aden (2015), which explain the role that national education plays in improving students' knowledge about national symbols.

4.3 The Third Axis: The National Educational Values associated with the Homeland

Table 3 shows the opinion of the sample members on the national values associated with the homeland.

Table 3 about here

Table 3 shows that the highest AA was found for phrase 5 (4.47), "The IEP teaches the student about the Saudi Arabian flag", while the lowest AA was found for phrase 6 (3.97): "The IEP prepares the student to contribute to the development of his or her country". This result disagrees with those of Al-Maliki (2008) and Judith (2012), whose studies found that national education was important in improving students' faith in their responsibility to develop this country. In general, the AA for

this axis was high (4.18), which means that the sample members believe that IEPs promote the national values associated with the homeland. This result agrees with the studies by Hahn (2017) and the Yemen Research and Development Center Aden (2015), which showed that if the curriculum includes political education, students are more interested in public and national issues.

• T test of significant differences between genders
Table 4 shows the results of the t test, which found differences between the sample respondents by gender.

Table 4 about here

Table 4 shows the following:

- There were no significant differences between males and females in terms of their responses regarding the national values associated with Islam ($T=0.851$, degrees of freedom=34, and level of significance=0.401, which is greater than 0.05).
- There were no statistically significant differences between males and females in their responses regarding the national values associated with the national symbols ($T=0.506$, degrees of freedom=34, and level of significance=0.616, which is greater than 0.05).
- There were no statistically significant differences between males and females in their responses regarding the national values associated with the homeland ($T=1.337$, degrees of freedom=34, and level of significance=0.190, which is greater than 0.05).
- One-way analysis of variance was used to determine significant differences for the axes for the variable years of experience:

Table 5 shows the analysis of variance results regarding the significant differences in the sample responses according to years of experience.

Table 5 about here

Table 5 shows the following:

- There were no statistically significant differences according to years of experience for the national values associated with Islam ($F=0.766$, degrees of freedom=35, and level of significance=0.473, which is greater than 0.05).
- There were no statistically significant differences according to years of experience for the national values associated with the national symbols ($F=1.736$, degrees of freedom=35, and level of significance=0.192, which is greater than 0.05).
- There were no statistically significant differences according to years of experience for the national values associated with the homeland ($F=2.773$, degrees of freedom=35, and level of significance=0.077, which is greater than 0.05).

5. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study, the researcher recommends the following:

1. Include the educational values in the IEP according to the priorities of the IEP and in accordance with the age

of the child with mental disabilities and normalize these values through the development of adaptive behavior skills due to the influence of values on behavior and social skills. These values should be promoted according to each student's mental and cognitive level.

2. Activate the learning method through example and through unintended education (imitation) because students with mental disabilities have skills related to following the traditions and examples of others and because of the importance of what can be learned and the ease with which it can be learned and imparted through the normalization of behavioral and social skills for students with mental disabilities.
3. Adopt practical procedural education programs to teach and normalize values in the behavior of people with mental disabilities and include the values in programs for the development of adaptive behavior skills and life skills in general.

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7. APPENDICES

Table 1

The National Educational Values Associated with Islam

	Phrase	SD	M	Degree of approval					Series
				SD A	D A	N	A	S A	
1	The IEP develops the student's pride in belonging to Islam	0.644	4.38	0	0	3	16	17	2
				0	0	8.3	44.4	47.2	
2	The IEP enhances the student's pride in serving the Kingdom of Saudi Arabia to cleanse the two Holy Mosques	0.731	4.25	0	0	16.7	41.7	41.7	4
3	The IEP educates the student about	0.668	4.19	0	1	2	22	11	5
				0	2.8	5.6	61.1	30.6	

	Phrase	SD	M	Degree of approval					Series
				SD A	D A	N	A	S A	
	Saudi Arabia's service to Islam								
4	The IEP educates the student about the role of Saudi Arabia in supporting Muslims everywhere	0.854	4.11	0	8.3	5.6	52.8	33.3	6
5	The IEP develops the student's pride in Arabic (the language of the Holy Quran)	0.606	4.44	0	0	5.6	44.4	50	1
6	The IEP develops the status of the Holy Quran in the student	0.687	4.38	0	2.8	2.8	47.2	47.2	3
General arithmetic average = 4.29, general standard deviation = 0.549									

Table 2

The National Educational Values associated with the Symbols of the Homeland

	Phrase	SD	M	Degree of approval					Series
				SD A	D A	N	A	S A	
1	The IEP teaches the student the names of the rulers of the Kingdom of Saudi Arabia	0.996	4.08	0	5	1	16	14	4
				0	139.	2.8	444.	389.	
2	The IEP enhances the student's love for the principal	0.845	4.16	0	3	1	19	13	2
				0	8.3	2.8	52.8	36.1	
3	The IEP defines the role of King Abdulaziz in the unification of Saudi Arabia	0.925	4	0	3	6	15	12	5
				0	8.3	16.7	41.7	33.3	
4	The IEP explains to the student the meaning of obedience to supervisors	0.820	4.11	0	1	7	15	13	3
				0	2.8	19.4	41.7	36.1	
5	The IEP is defined by the Custodian of	0.778	4.27	0	2	1	18	15	1
				0	5.6	2.8	50	41.7	

	Phrase	SD	M	Degree of approval					Series
				SD A	D A	N	A	S A	
	the Two Holy Mosques, King of Saudi Arabia								6
6	The IEP teaches the student about the regions of the Kingdom of Saudi Arabia	1.09	3.36	2	8	4	19	3	
				5.6	22.2	11.1	52.8	8.3	
General arithmetic average = 4, general standard deviation = 0.771									

Table 3
The National Educational Values associated with the Homeland

	Phrase	SD	M	Degree of approval					Series
				SD A	D A	N	A	S A	
1	The IEP prepares the student to contribute to the development of his or her country	0.877	3.97	0	3	5	18	10	7
				0	8.3	13.9	50	27.8	
2	The IEP contributes to the development of the student's commitment to the system	0.709	4.30	0	1	2	18	15	3
				0	2.8	5.6	50	41.7	
3				0	4	2	16	14	6

	Phrase	SD	M	Degree of approval					Series
				SD A	D A	N	A	S A	
	The IEP enables the student to express his or her national affiliation through educational activities	0.949	4.11	0	11.1	5.6	44.4	38.9	
4	The IEP teaches the student about the Saudi Arabian flag	0.608	4.47	0	0	2	15	19	1
				0	0	5.6	41.7	52.8	
5	The IEP helps the student develop respect for the preservation of private property	0.682	4.36	0	1	1	18	16	2
				0	2.8	2.8	50	44.4	
6	The IEP teaches the student to preserve public national property	0.590	4.22	0	0	3	22	11	4
				0	0	8.3	61.1	30.6	
7	The IEP promotes the student's role as a partner in the maintenance of homeland security	0.731	3.91	0	1	8	20	7	8
				0	2.8	22.2	55.6	19.4	

	Phrase	SD	M	Degree of approval					Series
				SD A	D A	N	A	S A	
8	The IEP helps the student develop a rationalization for the consumption of national resources such as water	0.592	4.13	0	0	4	23	9	5
				0	0	11.1	63.9	25	
General arithmetic average = 4.18, general standard deviation = 0.559									

Table 4

Test (T) to show the differences between the responses of the sample by sex variable

Axis	Gender	A A	SD	Degrees of freedom	T	Statistical significance
National values associated with Islam	M	4.38	0.439	34	0.851	0.401
	F	4.23	0.617			
National values associated with national symbols	M	4.07	0.635	34	0.506	0.616
	F	3.94	0.866			
National values associated with the homeland	M	4.33	0.596	34	1.337	0.190
	F	4.08	0.520			

(*) Function at 0.05

Table 5

One-way analysis of variance to determine significant differences for the axes for the variable years of experience

Axis	Source of contrast	Total squares	Degrees of freedom	Average squares	F	Level of significance
National values associated with Islam	Between groups	0.469	2	0.234 0.306	0.766	0.473
	Within groups	10.093	33			
National values associated with national symbols	Between groups	1.984	2	0.992 0.57	1.736	0.192
	Within groups	18.850	33			
National values associated with the homeland	Between groups	1.576	2	0.788 0.284	2.773	0.077
	Within groups	9.377	33			

(*) Function at 0.05