IMPLEMENTATION OF THE HUMAN KNOWLEDGE STRATEGY IN EDUCATION

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ABSTRACT

The study aimed to identify the degree of implementation of the human knowledge strategy by Arabic language teachers in teaching their students in the Jarash governorate elementary school, from their perception. The study questionnaire consisted of 44 statements. They were distributed among four dimensions. Validity and reliability were applied to the study questionnaire. The study sample consisted of all the Arab language teachers in public elementary schools in the Jarash governorate for the academic year 2015/2016, the sample size was 222 teachers. The study found that the mean was 3.16. This result is considered as moderate. The study found statistically significant differences (□= 0.05) due to the effect of gender in all fields and the overall result. The difference was in favour of females. However, there was an exception in the humanitarian aspect of teacher field in applying the teaching of knowledge because there was no significant difference in the mean between males and females. Moreover, the study found statistically significant differences (□= 0.05) due to the effect of the education level in all fields and the overall result. However, there was an exception in the humanitarian aspect of the teacher field in applying the teaching of knowledge. The difference was in favour of postgraduate degree holders. Finally, there were statistically significant differences (□= 0.05) due to the effect of experience in all fields and the overall result. The difference was in favour of teachers who had 11 years experience or above.

Keywords: human knowledge strategy, Arab language teachers,education

INTRODUCTION

Education is considered as a humanitarian operation of transferring knowledge from a teacher to a learner. The education process should be filled with cordiality, kindness, nobility. It also implies a humanitarian relationship between a teacher and learner. In addition, teachers should have desired to teach their students in an effective way, short time and less effort. All rules and systems of education support the humanitarian relationship between the education parts. However, the education process often takes place out of the humanitarian framework. It is filled with cramping, cruelty, beatings and insults. Nobody can blame one side, because each position has its circumstances. Nevertheless, a teacher who takes care of their students and leads them is also responsible for the exit education process out of the humanitarian frame. Societies have entered into the age of technology and communication and all types and levels of human interaction. Therefore, the change among teachers and students has become clear. These changes are expected. However, some of the changes overtake a significant dimension of the humanitarian aspects, which are required by the human learning process.

STUDY PROBLEM

The success of teachers in achieving educational goals depends on their respect to students, appreciation of their efforts, and participation in the lesson activities. Human relations are essential props to improvement, tranquillity and participation in the education process. It is also one of the important ways for teachers to encourage the loyalty, respect and cooperation of their students for achieving the course objectives (Kulsreshtha, Patel & Singh, 2012). Knowledge should not be given by imposition, coercion, beatings and cramping. Many previous studies, such as Alharbi's study (2001), showed the importance of human relations and their role in creating an appropriate school environment. It is not only the relation between the school principals and teachers that should be good, but also the relationship between teachers and their students because an appropriate environment reinforces trust, encourage interaction and creativity, and transfers knowledge to students.

Based on the previous assertions, there is a need to identify the degree of teachers' practice to human relationships as an input and educational strategy in the teaching the Arabic language course. Therefore, this study examines if teachers rely heavily on the human knowledge strategy in providing knowledge to their students in an Arabic language course. It is the premise that the process of education and knowledge transfer is a noble human process, so the first thing that should be available in this environment is good human relations which link knowledge with humanitarian aspects and teachers with their students. Human relations are essential to achieve a high degree of interaction, participation and psychological comfort. In addition, they are essential to achieve full employment for the time, effort and ensure that educational goals are achieved. The teachers' goal is to transfer knowledge to their students, whereas the students' goal is to achieve knowledge.

The study problem has emerged from escalating complains about the nature of the relationship between teachers and their students which include spasm and cruelty rather than human relationship. Some teachers believe that the process of education is out of the human frame. It deserves conduct studies in order to reveal the extent of the adherence of teachers to a teaching strategy dependent on the human knowledge approach in the education process. There is an urgent need to know the degree of adoption of public elementary school teachers on human knowledge strategies when they deal with their students during teaching. This need can be detected and its size may be estimated through a field study directed to the teachers of the Arabic language course.

STUDY AIM

The study aims to know the degree of adoption of the Arabic language course teachers in elementary schools in the Jarash governorate of the human knowledge strategy with their students during teaching, based on the teacher's perspective.

STUDY QUESTIONS

The objectives of the study were reformulated to two questions:

The first question: What is the degree of adoption of the human knowledge strategy among elementary public school teachers working with their students while teaching the Arabic language course, from their perspective?

Second question: Are there significant differences at level $\alpha \leq 0.5$ between the study variables and the implementation of the human knowledge strategy by Arabic teachers?

STUDY IMPORTANCE

The importance of the study can be summarised in the following points:

1. The importance of education and the learning process in achieving the full objectives of teaching under the humanitarian dimension. In addition, the follow-up, evaluation and disclosure of the extent of the adoption of the humanitarian dimension give the study great importance.

2. The importance of the elementary stage in education, because it contains a wide base and a tremendous amount of students, so the interest in this stage is consistent with the size and nature of the students.

3. The importance of the Arabic language course, because all other courses rely heavily on the Arabic course.

4. Significant contributions to enrich the study with theoretical knowledge, which is relevant to the study topic.

5. Importance of applying ideas and findings and the recommendations of the study, which could be important for teachers, supervisors, educators and decision-makers.

Definations of Concepts

Human knowledge strategy: An educational strategy including human relations between teachers and their students in order to achieve the best and noblest education (Hassan, 1998).

The degree of adoption: The method employed by the Arabic language teachers in teaching their material in a humanitarian frame.

Elementary public school: A compulsory and free type of education in public schools, which includes the time frame of year six until the age of sixteen, over a period of ten years (Ministry of Education, 1994).

The Arabic language course: A material in the elementary public school curriculum in Jordan, and this course is focused on keeping the Arabic characteristics for Jordanian generations (Ministry of Education, 1994).

THE THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

Theoretical framework

Human Relations

The nature of the human psyche tends undoubtedly to good word, gentle conversation, effective arrangement and mutual human relationships that give some sort of understanding, affection and respect among the members of the school community, especially between teachers and their students. These relationships play an important and significant role not only in the field of education but also in other areas of life. According to that, human relations have a major impact in creating a suitable climate and environment to the educational process. The human relations should be properly employed to reflect its impact on student and education outcomes. The human relations concept focuses on teachers and students because it is a method and target to achieve specific goals. Alnshar (2009) defined human relations as "one of the areas of work management in a particular place concerned in promoting participants to achieve greater interaction, productivity and satisfy different needs". Human relations consider as human the essence of work and effective element in the success of the work tasks. They work to motivate, encourage and respect the human. Moreover, human relations serve as foundations for mutual respect among workers without discrimination on any non-objective considerations. They provide an environment which contributes to launch teachers or students capacities to the maximum (Alfeki, 1994). Human orientation at work is a philosophy which serves as a counter reaction to the pragmatism philosophy. It justifies, in a practical way, the harsh and exploitative practice in achieving objectives. Whereas, humanitarians believe that teachers and students should be respected because they are the core of the education process. This fact should be considered to achieve educational objectives. Teachers and students should benefit from the humanity aspect by creating an environment based on trust (Morsi ,1995).

The Human Knowledge

The concept of knowledge is not new. The knowledge accompanied human for a long time. It developed along with humans from primitive levels until today. There are also various sources and contents of knowledge. The revolution of information and communication has improved the level of information accuracy. Accurate information has enabled humans to control different nature phenomena. The human knowledge has become more influential in life than the physical and natural factors, so it has become an expensive capital. Knowledge has become an essential resource of the economic resources of each nation and society. It is also the new strategic resource in the economy and supplementing of natural resources. Information systems have been improved and they provide extended and diverse information. This helps the information technology and knowledge to become one of the most important aspects in the evolution of world economies (Diab, 2004). Knowledge is considered an important power source after natural and material sources. The human resources development that produces knowledge and employs is an essential factor to determine the future of a society. Therefore, an investment in human resources is the best investment. The overlap between education and development is very close. The investment in education gives more revenue than other investments. The investment in education is at the top of the pyramid as the most important industry and investment in the knowledge and information age (Ali, 1994).

Previous Studies

Alaliani (2009) examined the reality of practice managers of education to human relations in Saudi Arabia. In addition, it gave suggestions that contribute to the activation of human relationships with office managers of education. The researcher used the descriptive analytical approach. A questionnaire was designed to collect information from the participants. The sample size was 152 supervisors, who represented 44.8% of the population. The study result showed that human relationships between managers and supervisors were high. However, it also showed that there are no statistically significant differences due to the variables of experience and education level.

Sayar (2006) conducted a study about the level of practice of human relations and the methods of development by principals of elementary schools in the Kingdom of Bahrain. The study used a questionnaire consistent with the study objectives. The study sample was 440 school principals and supervisors who represented 10% of the population. The study results showed that the elementary school principals practice human relations skills moderately. Moreover, according to the opinion of teachers, school principals practice human relations skills effectively. In addition, the field of raised motivation for members of the school community was more practised than other fields of human relations. However, there were no statistically significant differences according to the gender of the school supervisors regarding the level of practice of human relations skills. Furthermore, there were no statistically significant differences according to the gender among teachers regarding to practice of human relation skills by elementary schools principals. Finally, there were statistically significant differences between the teachers and assistants of the school principals in favour of the teachers.

Alharbi (2001) conducted a study entitled "The role of school principals in the activation of human relationships in elementary schools in Saudi Arabia". The study aimed to find out the perception of school principles for their role in the activation of human relations. It also investigated the degree of difference in applying the human relations strategy among school principals according to their experience, academic qualifications, and training. Alharbi used the descriptive approach to achieve his study goals. The study used a questionnaire for data collection. The sample size included 53 school principals and 307 teachers. The results showed that school principals can activate human relations through four main dimensions which are taken care of by teachers, raise teachers' morale, increase communication with teachers, and follow-up work. The result showed significant differences between the perception of school principals and teachers in the activation of human relationships for the four domains in favour to school principals. Whereas, the result showed no statistical difference among school principals based on experience and education level in the activation of human relationships.

METHODOLOGY

Study Approach

The study used a descriptive and analytical approach to achieve the study objectives. This approach relies on field studies, which not only describe the phenomenon but also analyse and interpret the phenomena. This approach also fits the nature of the study and its objectives.

Study Population

The study population is constituted by Arabic language teachers who work in the Jarash governorate. The total number of the population is 425. The study used the random sample technique. The sample size was 222 teachers. The study was applied in the academic year 2015/2016.

The Study Questionnaire

The study questionnaire was used to explore the degree of implementation of the human knowledge strategy by Arabic language teachers. It was built based on a broad literature review of the human knowledge strategy. In addition, some questions were asked regarding the implementation of the human knowledge strategy to teachers and specialists in education to assist in building the questionnaire. The questions were: "What methods with a human dimension are used by Arabic teachers through teaching?" and "What ideas do you deem appropriate to adopt the humane knowledge strategy in teaching the Arabic language?" Then, the initial questionnaire was built and it consisted of 48 statements.

Validity of the Questionnaire

The questionnaire was sent to teachers and specialists in educational sciences to give their opinion about the questionnaire statements. After considering their comments, the questionnaire consisted of 44 statements. These statements were distributed in four dimensions.

Reliability of the Study

The test-retest method and internal consistency were used to estimate the reliability of the questionnaire. The study questionnaire was distributed among 15 teachers out of the study sample. Then two weeks later it was distributed to the same group. The difference between the two results was measured through the Pearson correlation coefficient. In addition, the internal consistency was used according to Cronbach's alpha. According to the test-retest and internal consistency, the values showed that the questionnaire is reliable.

Data Analysis

The study used the Statistical Package for the Social Sciences (SPSS). The descriptive and inferential statistics were used to analyse the data. The five point Likert scale was also used. The cut points in the Likert scale were as follows:

i. From 1 to 2.33 is an indication of a low application of the human knowledge strategy.
ii. From 2.34 to 3.67 is an indication of a moderate application of the human knowledge strategy.
iii. From 3.68 to 5.00 is an indication of a high application of the human knowledge strategy.

RESULTS AND DISCUSSION

The data was described then it was showed based on the study questions.

Test-retest and internal consistency

Table 1. The values of the test-retest and internal consistency for study questionnaire

Dimension	Test-retest	Internal consistency
General rules of teacher humanity in knowledge teaching	0.84	0.86
Teacher humanity in designing the knowledge teaching plan	0.88	0.85
Teacher humanity in applying knowledge teaching	0.87	0.87
Teacher humanity after introducing knowledge for students	0.85	0.86
Total	0.87	0.90

Table 1 showed the values of the test-retest and internal consistency for the study questionnaire. Based on the results in the table, the questionnaire considered valid for data collection.

Description of Demographic Factors

Table 2. Frequency and percentage of the demographic factors

Demographic factors	Category	Frequency	Percentage (%)
Gender	Male	111	50
	Female	111	50
Experience	1-10 years	108	48.6
	11 years or more	114	51.4
Education level	Undergraduate	121	54.5
	Postgraduate	101	45.5
Total		222	100

Table 2 showed the frequency and percentage of the demographic factors. According to the table, half of the participants are male (111). More than half of the participants have experience of 11 years or more (114). Based on the education level more than half of the participants are undergraduates (121).

Description of Dimensions

Table 3. Rank, mean and standard deviation of the degree of implementation of the human knowledge strategy by Arabic language teachers in teaching their students

Rank	Dimensions	Mean	SD	level
1	Teacher humanity after introducing knowledge for students	3.46	0.63	Moderate
2	Teacher humanity in designing the knowledge teaching plan	3.14	0.65	Moderate
3	Teacher humanity in applying knowledge teaching	3.11	1.00	Moderate
4	General rules of teacher humanity in knowledge teaching	3.06	0.67	Moderate
	All dimensions	3.16	0.68	Moderate

Table 3 showed the mean and standard deviation of the degree of implementation of the human knowledge strategy by Arabic language teachers. The means of the dimensions were between 3.46 and 3.06. The highest mean (3.46) with a standard deviation of 0.64 was for the dimension of teacher humanity after introducing knowledge for students. This dimension was considered moderate. The second dimension in designing the knowledge teaching plan was teacher humanity. Its mean was 3.14 with a standard deviation of 0.65. This dimension was also considered moderate. The total mean of all dimensions was 3.16 with a standard deviation of 0.68. It seems that there is a moderate implementation of the human knowledge strategy. These results indicate that teachers believe that introducing knowledge for students is the most essential factor. Introducing knowledge creates an interaction between teachers and students.

Dimension of the general rules of teacher humanity in knowledge teaching

Table 4. Rank, mean and standard deviation for the dimension of general rules of teacher humanity in knowledge teaching

Rank	Statements	Mean	SD	level
1	I explain to my students the benefits of the study effort	3.39	0.82	Moderate
2	I do my best to teach my students	3.20	0.64	Moderate
3	Teachers should use the humanity method to teach their students	3.17	0.62	Moderate
3	I am serious and gentle during teaching	3.17	0.72	Moderate
5	I think students respect me because I am fair with them	3.14	0.70	Moderate
6	I am proud because I am a teacher	3.10	0.81	Moderate
6	I attempt to develop myself academically and professionally	3.10	0.73	Moderate
8	I give additional lessons to my students for free if they need them	3.07	0.79	Moderate
9	I explained to my students the rules and behaviour desirable	2.91	0.81	Moderate
10	I am available in my class on time	2.85	1.00	Moderate
11	I have a good relationship with my student	2.81	1.00	Moderate
12	I believe teaching is a great job	2.78	0.82	Moderate
	All statements	3.06	0.67	Moderate

Table 4 showed that the means of the statements were between 2.78 and 3.39. The statement "I explain to my students the benefits of study effort" was the first rank. The mean was 3.39

and the standard deviation was 0.82. This is an indication that teachers often attempt to remind students about the importance of study to their future. This method makes students more disciplined, serious and active than ever before. The statement "I believe teaching is a great job" was the lowest rank. Its mean was 2.78 with a standard deviation of 0.82. It seems that teachers do not believe teaching is a great job because it has moderate social and financial support. In addition, the government ignores the role of teachers, despite teaching being an essential factor in education and development. The mean of the dimension was 3.06. This is an indication of the moderate application of the human knowledge strategy. It appears that some teachers do not properly apply the human knowledge strategy because they do not understand this strategy.

Dimension of teacher humanity in designing the knowledge-teaching plan

Table 5. Rank, mean and standard deviation for the dimension of teacher humanity in designing the knowledge-teaching plan

Rank	Statements	Mean	SD	Level
1	I consider in the lesson plan the variety in student ability	3.49	0.75	Moderate
1	I used different techniques and tools in the class lessons	3.49	0.75	Moderate
3	I explain and facilitate lessons for students in simple ways	3.39	0.86	Moderate
4	I include appropriate activities in the lesson plan	3.23	0.60	Moderate
5	I review my course and analyse it	3.14	0.70	Moderate
5	I focus on concepts and skills related to the lessons	3.14	1.12	Moderate
5	I make subjective and fair assessments for students	3.14	1.03	Moderate
8	I ask students to do a few homework exercises	3.11	1.02	Moderate
8	I encourage scientific competition among students	3.11	1.02	Moderate
8	I encourage students to corporate with each other	3.11	1.02	Moderate
11	I distribute the lesson time for each lesson activity fairly	3.05	0.71	Moderate
12	I write in the syllabus assessment and exam methods	2.91	0.81	Moderate
13	I explain to students the reasons of punishment	2.85	0.88	Moderate
14	I imagine that I am a student when I decide the lessons strategy	2.84	1.04	Moderate
	All statements	3.14	0.65	Moderate

Table 5 showed that the means of the statements were between 3.49 and 2.84. The statements "I consider in the lesson plan the variety in student ability" and "I used different techniques and tools in class lessons" were the first rank. The mean was 3.49 and the standard deviation was 0.75. It seems that the statements are similar. Both of them focus on preparing good lessons by suing different methods and tools. The statement "I imagine that I am a student when I decide the lessons strategy" was the lowest rank. Its mean was 2.84 with a standard deviation of 1.04. It appears that teachers do not imagine themselves as students and therefore it is hard for teachers to recognise students' feelings toward lessons. That will affect lessons negatively.

Dimension of teacher humanity in applying knowledge teaching

Table 6. Rank, mean and standard deviation for the dimension of teacher humanity in applying knowledge teaching

Rank	Statements	Mean	SD	Level
1	I move from one lesson to another if I am sure students understand the current lesson	3.46	075	Moderate
2	I do my best to facilitate courses for students	3.17	0.95	Moderate
3	I ask students to pay attention to a lesson	3.14	0.97	Moderate
3	I encourage students to remember the previous lesson to connect it with current lesson	3.14	0.97	Moderate
3	I ask some questions to stimulate students' attention	3.14	0.97	Moderate
3	I ask weak students to prepare the next lesson	3.14	1.03	Moderate
3	I encourage students by positive words	3.14	1.03	Moderate
8	I greet students when I enter the class	3.11	1.02	Moderate
8	I gently blame students if they do not prepare the current lesson or make many mistakes	3.11	1.02	Moderate
10	I encourage students to become involved with the lesson activity	3.08	1.04	Moderate
11	I remind students to avoid going to private lessons	2.63	1.79	Moderate
	All statements	3.11	1.000	Moderate

Table 6 showed that the means of the statements were between 3.46 and 2.63. The statements "I move from one lesson to another if I am sure students understand the current lesson" was the first rank. The mean was 3.46 and the standard deviation was 0.75. It appears that Arabic teachers consider the ability of a variety of students to understand lessons from the outset. It also seems that teachers repeat an idea more than once for this to be understood by students. This is a humanity way for Arabic teachers to pass knowledge to students. In this way, the majority of the students will understand the lessons. The statement "I remind students to avoid going to private lessons" was the lowest rank. Its mean was 2.63 with a standard deviation of 1.79. It appears that private lessons are needed for student. It is also private lessons that give teachers additional income to improve their economic situation. Therefore, teachers do not like to ask students to stop going to private lessons.

Dimension of teacher humanity after introducing knowledge for students

Table 7. **The rank, mean and standard deviation for the dimension of teacher humanity after introducing knowledge for students**

Rank	Statements	Mean	SD	level
1	I am fair when I give homework for students, which is related to the next lesson	3.52	0.61	Moderate
1	I do not mind if my students ask me any questions related to my course after the lesson	3.52	0.61	Moderate
3	At the end of each lesson, I encourage students to summarise the lesson with me	3.46	0.66	Moderate
3	I avoid to ask students to bring expensive material for activities	3.46	0.61	Moderate
5	Many times I do a quiz for students in the last ten minutes of the lesson	3.43	0.75	Moderate
5	I ask diligent students to help weak students	3.43	0.75	Moderate
5	I understand the humanitarian circumstances surrounding some of my students and I offer my support	3.43	0.75	Moderate
	All statements	3.46	0.63	Moderate

Table 7 showed that the means of the statements were between 3.52 and 3.43. The statements "I am fair when I give homework for students, which is related to the next lesson" and "I do not mind if my students ask me any question related to my course after the lesson" were the first rank. The mean was 3.52 and the standard deviation was 0.61. It seems that teachers are interested in giving students homework. In addition, they expect that some students will ask them some questions after the lessons and teachers would be willing to answer the questions. That means that teachers respect their students and deal with them in a humanitarian manner. The statements "Many times I do a quiz for students in the last ten minutes of lesson", "I ask diligent students to help weak students" and "I understand the humanitarian circumstances surrounding some of my students and I offer my support" were the lowest rank. Its mean was 3.43 with a standard deviation of 0.75. It appears that teachers do not make quizzes at the end of the lesson to make sure students understand the lessons or not. This is may require extra effort from teachers to prepare questions, correct them and document the grades. In addition, teachers do not encourage diligent students to help other students. Teachers should encourage teamwork because it helps students understand lessons more than before. Teamwork reduces teachers' effort during lessons and creates a good relationship among students. Therefore, teachers should focus on teamwork. Finally, most teachers do not have any idea about the external environment that exerts a negative impact on students' grades.

Effects of the demographic characteristics (gender, work experience, education level) on the degree of implementation of the human knowledge strategy

The mean and standard deviation was extracted to the degree of implementation of the human knowledge strategy according to the variables of gender, work experience, and education level. The T-test was performed to check the significance of the difference between the means.

Effects of gender on the degree of implementation of the human knowledge strategy

Table 8. Gender means, standard deviations, and t-tests on the degree of implementation of the human knowledge strategy

Dimension	Gender	No.	Mean	SD	T	DF	Sig.
General rules of teachers' humanity in knowledge teaching	Male	111	2.83	0.75	-5.323	220	0.00
	Female	111	3.28	0.48			
Teachers' humanity in designing knowledge teaching plan	Male	111	2.93	0.74	-5.048	220	0.00
	Female	111	3.35	0.47			
Teachers' humanity in applying knowledge teaching	Male	111	3.00	0.97	-1.710	220	0.08
	Female	111	3.23	1.01			
Teachers' humanity after introducing knowledge for students	Male	111	3.30	0.72	-4.028	220	0.00
	Female	111	3.63	0.48			
Total	Male	111	2.98	0.74	-4.158	220	0.00
	Female	111	3.35	0.56			

* The difference in mean is significant at the 0.05 level.

Table 8 showed that there are significant differences due to gender in all dimensions except teachers' humanity in applying knowledge teaching. The differences were in favour of females. This means that female teachers are more subtle, tender and kind than male teachers. Female students are more committed to the system and controls, and more diligent and interested in study than male students. Therefore, the relationship between female students and female teachers is better than the relationship between male students and male teachers.

Effects of experience on the degree of implementation of the human knowledge strategy

Table 9. Experience means, standard deviations, and t-tests on the degree of implementation of the human knowledge strategy

Dimension	Experience	No.	Mean	SD	T	DF	Sig.
General rules of teachers' humanity in knowledge teaching	From 1 – 10 years	108	2.81	0.75	-5.56	220	0.00
	11 years or more	114	3.29	0.48			
Teachers' humanity in designing knowledge teaching plan	From 1 – 10 years	108	2.91	0.74	-5.34	220	0.00
	11 years or more	114	3.36	0.47			
Teachers' humanity in applying knowledge teaching	From 1 – 10 years	108	2.95	0.97	-2.366	220	0.01
	11 years or more	114	3.27	1.00			
Teachers' humanity after introducing knowledge for students	From 1 – 10 years	108	3.27	0.72	-4.650	220	0.00
	11 years or more	114	3.65	0.47			
Total	From 1 – 10 years	108	2.95	0.74	-4.663	220	0.00
	11 years or more	114	3.36	0.55			

* The difference in mean is significant at the 0.05 level.

Table 9 showed that there are significant differences due to experience in all dimensions. The differences were in favour to 11 years or more. This means that teachers with extensive experience can deal with students in an effective way.

Effects of the education level on the degree of implementation of the human knowledge strategy

Table 10. Education level means, standard deviations, and t-tests on the degree of implementation of the human knowledge strategy

Dimension	Education level	No.	Mean	SD	T	DF	Sig.
General rules of teachers' humanity in knowledge teaching	Undergraduate	121	2.86	0.74	-4.951	220	0.00
	Postgraduate	101	3.29	0.48			
Teachers' humanity in designing knowledge teaching plan	Undergraduate	121	2.96	0.73	-4.726	220	0.00
	Postgraduate	101	3.36	0.47			
Teachers' humanity in applying knowledge teaching	Undergraduate	121	3.00	0.98	-1.936	220	0.05
	Postgraduate	101	3.25	1.00			
Teachers' humanity after introducing knowledge for students	Undergraduate	121	3.31	0.71	-3.961	220	0.00
	Postgraduate	101	3.64	0.48			
Total	Undergraduate	121	3.00	0.73	-4.050	220	0.00
	Postgraduate	101	4.36	0.56			

* The difference in mean is significant at the 0.05 level.

Table 10 showed that there are significant differences due to education level in all dimensions except for teachers' humanity in applying knowledge teaching. The differences were in favour of postgraduates. It seems that a high education level supports teachers to use human knowledge in education. Therefore, teachers with human knowledge deal kindly with students.

RECOMMENDATION

1. Motivate teachers to adopt human relations when they provide students with knowledge.

2. Organise courses and brochures explaining the human aspects and their advantages to education.

3. Monitor harsh transactions in education and teachers should be responsible for their behaviour.

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