OPEN PEER REVIEW

Open Peer Review (OPR)

As a new feature for progressing towards transparency, we decided to open a new window for all of our editors as well as authors titled "**Open Peer Review**". We hope by this new facility, our reviewers will be more motivated and authors will be more satisfied with the review process. We believe that publishing our peer review reports could make a transparent and clear environment for all our efforts within a journal, but not all reviewers tend to publish their comments.

What is "Open Peer Review" process?

An "Open Peer Review" process is making the details of all review process (including reviewers, associate editors, and EICs comments) as "Public" as it is agreed by EIC, Authors, and reviewers.

Advantages of "Open Peer Review" process

- More transparency, constructiveness and tactful comments of the peer review process: leads to an increase in the quality of reviews
- More motivations for all involved roles in the review process
- Authors' satisfactions from the review process: Increases honesty between authors and reviewers
- Education of both authors and new students
- Prevents reviewers from following their individual agendas and leading to the detection of reviewers' conflicts of interests

You can find out more at:
https://sites.kowsarpub.com/kowsar/knowledgebase/category/tree.html#opr.html

Educational Research in Medical Sciences
Article DOI: 10.5812/erms.112327
Published in: Educational Research in Medical Sciences: 10(1); e112327

Peer Review Report for "Status of the Textbooks Used by the Dentistry Students of Kermanshah University of Medical Sciences, Iran (2018)"

Author(s): Atefeh Khavid, Mostafa Godiny, Milad Esmaielei

Review Timeline:

Submit Date: 28 Dec 2020
Revised Date: 28 Jun 2021
Accepted Date: 4 Jul 2021

Revision (0)

Here, you can see the **Reviewers**, **Associate Editors** and **EICs'** comments from the beginning to the end of the revision process.

REFEREE: Reviewer | **Revision** (0) — 19 Jan 2021

Dear AE,
The study findings are poor. Most parts of the article are not well presented. See comments on the text of the article in the attached file.
Thanks.

REFEREE: Reviewer | **Revision** (0) — 12 Jun 2021

Dear AE,
The study is reviewed carefully. According to comments and revisions by the author, this manuscript is accepted.
Thanks

REFEREE: Associate Editor | **Revision** (0) — 12 Jun 2021

Dear EIC,
This study needs minor revision. The authors should correct the manuscript according to the comments.
Thanks.

REFEREE: EIC | **Revision** (**0**) 12 Jun 2021

Dear Author,

Please correct the manuscript according to the comments

Thanks.

OPEN PEER REVIEW

Revision (1)

Reply to Reviewers

Ideally, the reviewing process can significantly improve the submitted manuscripts by allowing the authors to take into account the advice of reviewers. Author(s) must reply to all reviewers' comments in a separate Word file, point by point. A "**Reply to Reviewers**" document is submitted along with revised manuscript during submission of revised files, summarizing the changes that the authors made in response to the reviewers' comments. The responses to reviewers' comments specifies how the authors addressed each comment the reviewers made.

You can read the authors' responses to the reviewers' comments in the next page.

Evaluation the status of the textbooks using of dentistry students of Kermanshah University of Medical Sciences in 1397

Abstract

Background & Objective: ~~One of the educational problems of most students is the use of pamphlets instead of textbooks because these pamphlets, regardless of defects and shortcomings with their own structure, cannot cover all the materials needed for a student. The aim of current study was to investigate the use of curriculum among dental students of Kermanshah University of Medical Sciences.~~ The inappropriate use of pamphlets instead of textbooks is one of the educational problems of most students. Note-taking and reading pamphlets instead of reading textbooks regardless of defects and shortcomings with their own structure, cannot cover all the materials needed for students. The aim of current study was to investigate the status of the textbooks using of dentistry students of Kermanshah University of Medical Sciences.

Methods: ~~This descriptive study was done on the students of dentistry faculty of Kermanshah University of Medical Sciences. Samples were selected by random sampling method. In the current study, 146 people were enrolled. Demographic questionnaire (age, sex, marital status, place of residence and year of entering university) and seven questions about English proficiency, study hours per day, study resources, preferred form of study, course access, access method To the resources of the school, the reasons for the preference of each of the sources used and the reasons for not using reference books.~~ This analytical-descriptive study was done on the students of dentistry faculty of Kermanshah University of Medical Sciences. In the current study, 148 people entered the study by random sampling method. The data derived from this research has been collected by a valid and reliable questionnaire. Finally, the 18th version of SPSS was used for analysis of the collected data

Results: ~~The mean and standard deviation the age of participants in this study was 22.43 and 2.502, respectively. 79.7% of students had the least study and 1.4% of students had the highest amount of study. Also, 67.6% of the students used the materials presented by the professors and 2% of them used the original textbooks. The highest percentage was related to the use of printed leaflets with 55.4 percent and the lowest percentage was related to the use of electronic audio files and print versions, each with a share of 0.7 percent~~ The results showed that, 67.6 % of the

students have used the literature provided by the professors in class and only 2% of them have used the original English textbooks. Analysis of priorities of Shape references data showed that the highest percentage was related to the use of printed pamphlets (55.4 %) and the lowest percentage was related to the use of printed versions and electronic audio file, each with a share of 0.7%. Additionally, according to evaluation the access method to the resources, the maximum percentage of a group pamphlet was reported with a value of 35.8 % and the lowest percentage of loans from friends trust with a value of 2.7 %.

Conclusion: ~~The main reasons for decrease the use of original textbooks were the lack of sufficient fluency of students in English and a large amount of resources made students more likely to use the pamphlets and materials provided by the professor.~~ The findings of this study revealed that students have great interest in note-taking and reading pamphlets instead of reading textbooks. Lack of sufficient fluency of students in English, the high cost of reference books and a large amount of resources made students more likely to use the pamphlets.

Keywords: ~~**Course resources, Study hours, Dentistry students**~~ Pamphlets, Textbook, University

1. Introduction

The diversity and great volume of investigation materials in the Medicine field is a main issue and for a good learning, adapting suitable study skills and habits is essential for the students of Medicine. It is established that there are various main agents to again academic success, such as an organized and integrated program of study, a suitable use of reference sources and materials, excessive perseverance, consistent class-attendance and appropriate habits of study. On the other hand, Motivation and style of learning, time and place of study are recognized as influential agents on learning (1, 2).

Textbooks is recognized as an important sources of information for the students. One of the benefits of a textbook is that student can refer back to the textbook for lost, misunderstood, or forgotten information. This does not relate to class lectures notes since heard some things can forget quickly and completely (3).

Unfortunately, during the long years, educational resources in the Iranian medical education system have been neglected in study and evaluation. Also, among the most important issues that preoccupy the students ' minds is their examination and evaluation (4). Therefore, student tendency for the use of pamphlets instead of reading textbooks. One of the common educational problems among students is unsuitable use of pamphlets. Students' notes are very summary and imperfect compared to textbooks references. Therefore pamphlets with the shortcomings and deficiencies cannot include all the necessary needs of the student (5-7). Also reported that the class notes had the most effect whereas materials such as English or Persian resources had the least (8).

There is different agent that reinforce students' trend for pamphlets instead of reading resources. For example student think+ that studying of the textbooks is time consuming, also student do not have adequate proficiency in English. Moreover, a number of faculty members' teaching methods make students take notes (5).

~~In another study that carried out by (6) reported that the large volume of material and the need for time, lack of motivation to study, the lack of training necessary to study in different levels of education, the inadequacy of resources available in the library and large volumes of reference books are the main agents for the use of pamphlets instead of Textbooks (6).~~ In another study Sanagooet al. reported that the large volume of material and the need for time, lack of motivation to study, the

lack of training necessary to study in different levels of education, the inadequacy of resources available in the library and large volumes of reference books are the main agents for the use of pamphlets instead of Textbooks (6).

~~Tendency for use of note-taking in classes and using pamphlets instead of textbooks would have destructive influence on the learning and educational processing (5).~~

~~With regard to above, the aim of current study was to investigate the use of curriculum among dental students of Kermanshah University of Medical Sciences.~~

Methods study that used among students is very effective in the process of learning, gaining practical skills and ultimately their career destiny. Tendency for use of note-taking in classes and using pamphlets instead of textbooks would have destructive influence on the learning and educational processing (5). Therefore, attention and Planning is needed to improve methods study.

Assessing the wrong study habits of medical students and the reasons for the tendency to these habits is very important. Thus, the aim of current study was to investigate to investigate the status of the textbooks using of dentistry students of Kermanshah University of Medical Sciences in 1397.

2. Methods

This analytical-descriptive study was conducted on students of dentistry faculty of Kermanshah University of Medical Sciences. Samples were selected by random sampling method. In this study, 146 people were enrolled.

~~The information derived from present research has been collected through a valid and reliable questionnaire.~~ In order to design and develop a questionnaire, first the questions were extracted from scientific sources according to experts' opinions and studies. To determine the content validity of the questionnaire, content validity ratio
(CVR) and content validity index (CVI) were used, and to determine its external and internal reliability, test-retest and Cronbach's alpha methods were adopted.

In this study used the Demographic questionnaire (age, sex, marital status, place of residence and year of entering university) and ~~seven questions about English proficiency, study hours per day, study resources, preferred form of study, course access, access method to the resources of the school, the reasons for the preference of each of the sources used and the reasons for not using reference books.~~ A number of questions about fluency in English, study hours per day, Priorities of references, Priorities of Shape references, access method to the resources, the reasons for the priorities of each sources used and the reasons for not using reference books.

All ~~participants~~ samples in the study were entered into the study with sufficient personal satisfaction and information about the goals and methods of doing research and completed the questionnaire. The 18th version of SPSS was used in analyzing the data. All data presented as a mean± standard error of the mean (SEM).

~~The mean and standard deviation the age of participants in this study was 22.43 and 2.502, respectively. Percentage of Gender of participants in this study including 50% males and 50% females). The age range of dental students was~~

~~between 33 - 18. Table 1 is showed the mean and standard deviations of the explanatory data of the variables. Additionally, the frequency of the variables is showed in table 2.~~

3. Results

~~The result of current study showed that 68/7 % of participants in this study had moderate fluency in English. Also, analysis of data declared that 79.7 % of students had the lowest study and 1.4% of the students had the highest study. Additionally, 67.6 % of the students used the literature provided by the professors and 2 % of them from original textbook.~~

~~The highest percentage was related to the use of printed leaflets (55.4 %) and the lowest percentage was related to the use of electronic materials and print versions, each with a share of 0.7%. Furthermore, the maximum percentage of a group pamphlet was reported with a value of 35.8 % and the lowest percentage of trust with a value of 2.7 %.~~

The mean age of students was 22.43±2.5; 50% of them were female; 93.9% of the participants were single. Table 1 shows the mean and standard deviation of demographic information. Additionally, the frequency of students' answers to the main questions in the questionnaire is showed in table 2.

Based on the result of current study 67.6 % of the students have used the literature provided by the professors in class and only 2% of them have used the original English textbooks. Also, the results showed that 10.1% of the students have used Textbook and 20.2 % of them have used the Translated reference sources.

Analysis of priorities of Shape references data showed that the highest percentage was related to the use of printed pamphlets (55.4 %) and the lowest percentage was related to the use of printed versions and electronic audio file, each with a share of 0.7%.

Additionally, according to evaluation the access method to the resources the maximum percentage of a group pamphlet was reported with a value of 35.8 % and the lowest percentage of Loans from friends trust with a value of 2.7 %.

The overall results revealed that the lack of fluency in English for the use of original textbooks (95.9 %,), the high cost of reference books (95.3 %.) and the huge amount of content of references (94.6 %.) respectively, are the main reasons for students' tendency to use pamphlet instead of textbook (Table 3). Mean and standard deviation of **v**ariables was presented in Table 4.

4. ~~Discussion~~

~~One of important common problems in the learning and educational field is using notes that taken in classes and pamphlets as the chief reference instead of textbooks at the many and different universities. Tendency to usage of notes and pamphlets is one of elementary reasons of students' stagnation and finally, causes to lose of their research morale and motivation (5). Use the appropriate studies model for students is one of the most important factors in promoting learning and educational processing, but this pattern is depends on the function of individual, environmental and temporal factors and agents. Results of their study showed that the majority of participants studied an hour or less during the day while some studies have shown that students at Stanford and Cornell University study 46 and~~

49 hours a week respectively (9). Also, in line with these results, Azimian et al. reported that the majority of participants studied 56 - 22 minutes a day and only 8 % studied more than 100 minutes (10).

The results of this study showed that less than 5 % of the students used of the original textbooks and less than a quarter of the students preferred the translated books. In this study the majority of students preferred the materials presented by professors in the class to other textbooks and the use of original textbooks is the final priority. In a previous study, Pirhagi et al. reported that more student used pamphlets instead of textbooks (11) that in agreement with our result of current study.

Interestingly, in 2004, Torshizi et al. carried out a main study and they reported contradictory result with our results in the current study. They reported that the majority of students use books as the source of study (12).

Perhaps it can be said that the lack of similarity in the results of the mentioned studies is due to differences in the methods of teaching and exam of different masters, and also the difference in reference student by teachers to different references can be the reason for these differences. According to the progress of science and technology, fluency in English can be one important factor in learning and this ability necessary for again academic achievement and update medical knowledge (13).

One of the main reasons for the lack of textbooks was the lack of sufficient fluency of students in English, and a large amount of resources made students more likely to use the pamphlets and materials provided by the professor. Additionally, the result of current study showed that the majority of the students of this study had moderate fluency in English, and a low number of them have the degrees of

~~English language. Therefore, lack of fluency in English to read original textbooks leads to student's use of note-taking. Additionally, the results of the present study showed that one of the main reasons for the lack of reference books was the lack of sufficient fluency of students in English.~~

~~Moreover in a study Mardanian et al. reported that 84% of students, 76% of interns and 90% of medical residents indicated that they study translated books (14). In consistent to our result, in another study reported that only 2.7% of students used original books (2). While, the translated books make reading easier, the medical students must have sufficient English knowledge and be able prepare it practically.~~

4. Discussion

The results of this study showed that less than 5 % of the students used of the original textbooks and less than a quarter of the students preferred the translated books. More students prefer to use the literature provided by the professors in the class. Therefore, students of Kermanshah University of Medical Sciences have great interest in note-taking and reading pamphlet instead of reading textbooks. Also, the results of present study revealed that the preferred form of study among students of Kermanshah University of Medical Sciences is the use of printed pamphlets.

In a previous study, Pirhagi et al. reported that more student used pamphlets instead of textbooks (11) that in agreement with our result of current study. Also, in another study Rashidian et al. examined he effectiveness of diverse styles of learning that application by students in basic medical sciences. Their results

showed that the class notes had the most effect whereas materials such as English or Persian resources had the least (8). Interestingly, in 2004, Torshizi et al. carried out a main study and they reported contradictory result with our results in the current study. They reported that the majority of students use books as the source of study (12). This discrepancy in the results of the mentioned studies can be due to the differences in the methods of teaching, and also the different references provided by the professor.

Additionally, the results of current study revealed that more students study for an hour or less each day. Ravari et al. investigated the pattern of time management in college students of Kerman University of Medical Sciences and the results showed that the majority of participants studied an hour or less during the day while some studies have shown that students at Stanford and Cornell University study 46 and 49 hours a week respectively (9). Also, in another study, Azimian et al. reported that the most participants studied 56-22 minutes a day and only 8 % studied more than 100 minutes (10).

Because using notes instead of books is one of the most important problems in learning and teaching, it is very important to investigate the causes of this wrong method in educational processing. According to the progress of science and technology, fluency in English can be one important factor in learning and this ability necessary for again academic achievement and update medical knowledge (13). Therefore, the lack of sufficient fluency of students in English made students more likely to use the pamphlets and the literature provided by the professors. Additionally, the result of current study showed that the majority of the students of this study had moderate fluency in English, and a low number of them have the degrees of English language. Therefore, lack of fluency in English to read original textbooks leads to student’s use of note-taking and pamphlet. In a previous study

Mardanian et al. reported that 84% of students, 76% of interns and 90% of medical residents study translated books (14). Also, in another study reported that only 2.7% of students used original books (2).

On the other hand, the results of the present study showed that after lack of sufficient fluency of students in English, the high cost of reference books, and a large amount of resources are significant factors that predisposes students to note-taking and reading pamphlet and notes.

5. ~~**Conclusion**~~

~~The main reasons for decrease the use of original textbooks were the lack of sufficient fluency of students in English and a large amount of resources made students more likely to use the pamphlets and materials provided by the professor.~~

5. Conclusion

Overall, the students had positive attitudes to note-taking in classes and used them as their main source of educational materials. Lack of sufficient fluency of students in English, the high cost of reference books and a large amount of resources made students more likely to use the note-taking and pamphlets.

Ethic approval

The present research approved by the *ethics Committee of Kermanshah University* of Medical Sciences (Code: KUMS.REC.1397.536)**.**

Acknowledgments

The authors would like to acknowledge the Kermanshah University of Medical Sciences to support this work.

Conflict of interest

The authors confirm that this article content has no conflict of interest.

References

1. Amin Z, Eng K. Basics in Medical Education. . World Scientific, Hackensack, NJ 2009.
2. Salem Safi R, AshrefRazaee N, Sheikhi N, Khosh klam M, Makhdoomi K, Nabilo Bea. Investigation of studying styles of Urmia medical science university's students. . Journal of Urmia Nursing and Midwifery Faculty 2010;8(2):76-82 (Persian(
3. Gupta B, White DA, Walmsley AD. The attitudes of undergraduate students and staff to the use of electronic learning. . British Dental Journal 2004;196(8):487 – 92. doi:10.1038/sj.bdj.4811179.
4. Newble DI, Jaeger K. The effect of assessments and examinations on the learning of medical students. . Medical Education. 1983;17(3):165-71. doi: 10.1111/medu.12796.
5. Ghazavi A, Rafiei A, Mosayebi G, Abtahi H. The attitude of Arak Medical University student's about reasons of tendency to use the lecture notes instead of textbooks 2008. . Arak Medical University Journal 2010;12(4):73-80 (Persian(
6. Sanagoo A, Jouybari LM, Ghana S, Sadeghi AlhaAbadi J, Rahimi M, Sedghi Sea. Students' attitude towards note-taking and reading pamphlets/handouts in courses. . Future of medical education journal 2013;3(3):3-6. (Persian)
7. Zhang J, Peterson RF, Ozolins IZ. Student approaches for learning in medicine: what does it tell us about the informal curriculum? . BMC medical education 2011;11(1):87. doi:10.1186/472-6920-11-87.
8. Rashidian M. Effectiveness of different types of learning materials used by students in courses of basic medical sciences. Abstracts of 5th National Congress on Medical Education. . Iranian Journal of Medical Education 2002;2(8):45. (Persian(
9. Ravari A, Alhani F, Anoosheh M, Mirzaie-Khalilabadi T. The pattern of time management in college students of Kerman University of Medical Sciences in the year 2006. . Tibb-i junub 2008;11(1):76-84. (Persian (
10. Azimian J. Evaluation of study in medical studens of Qazvin university of Medical Sciences. . Edrak Journal 2008;3(10):24-8. (Persian(
11. Pirhaji O, Mollabashi R, Haghdoost F, Meidani M. Medical student`s study resources : books or notes. . Iranian Journal of Medical Education. 2012;11(a):1461-65. (Persian)
12. Torshizi M, Varasteh S, Poor Rezaei Z, Fasihi R. Study Habits in Students of Birjand University of Medical Sciences. Iranian Journal of Medical Education. 2013; 2 (11: (866-67. (Persian(
13. Karimkhanlouei G. Breathing life into ESP classrooms the role of motivation and attitudes. Journal of Medical Education Development. 2013;6(12):89-94. (Persian)
14. Mardanian F, Kazerouni zadeh M. Study Styles of Students, Interns and Residents of Obstetrics and Gynecology in Shahid Beheshti Hospital in Isfahan. Iranian Journal of Medical Education 2003;3(2):73-7. (Persian)

Descriptive information of variables

Summation	Max	Min	Kurtosis	Variance	Std. Deviation	Mean	N	variables	
3319	33	18	972/0	26/6	502/2	43/22	148	Mean Age	demographic information
2619	25	13	999/0	125/5	264/2	70/17	148	Original Enghish textbook	Priorities
2035	19	9	379/0	352/4	086/2	75/13	148	Translated textbook	
3089	26	14	308/0	698/4	167/2	87/20	148	Textbook	
2291	23	9	132/0	993/5	448/2	48/15	148	The literature provided by the professors in class	
2379	23	12	61/0	566/3	888/1	07/16	148	Do not use Textbook	

Table 1: The mean and standard deviations of descriptive information of variables.

Demographic information					
Variables	Frequency	%	Variables	Frequency	%
Sex	Male	74	Year of University entrance	1391	11	4/7
	Female	74		1393	23	5/15
Marital status	Single	139		1394	31	9/20
	Married	9		1395	26	6/17
Address	dormitory	58				
	Father's house	76				
	student house	14				

Table 2: The frequency of the variables

%	Frequency	Items			%	Frequency	Items		Variables	%	Frequency	Items	Variables
		4/82	122	Endorse	The night before exam		6/94	140	Endorse	large amount of resources	4/3	5	Excellent	fluency in English
4/3	5	Ambivelant			7/4	7	Ambivelant				8/12	19	Good	
2/14	21	Reject			7/0	1	Reject				2/68	101	Moderate	
8/87	130	Endorse	Inadequate training		1/8	12	Endorse	Extent			5/15	23	Weak	
7/4	7	Ambivelant			4/76	113	Ambivelant				7/79	118	1 hour or less	Hours
4/7	11	Reject			5/15	23	Reject				8/10	16	hour 2	
50	74	Endorse	Lack of motivation		3/95	141	Endorse	High cost			1/4	6	hour 3	
8/6	10	Ambivelant			4/1	2	Ambivelant				1/4	6	hour 4	
2/43	64	Reject			4/3	5	Reject				4/1	2	5 hours or more	
					9/95	142	Endorse	fluency in English			6/67	100	The literature provided by the professors in class	Priorities of refrences
					7/0	1	Ambivelant				1/10	15	Textbook	
						5	Reject				2	3	Reference sources in the original language	
						136	Endorse	Insufficient resources			3/20	30	Translated reference sources	
						2	Ambivelant				7/0	1	Printed versions	Priorities of Shape refrences
						10	Reject				5/40	60	Handwritten pamphlets	
						128	Endorse	lack of time			70/2	4	Electronic video file	
						4	Ambivelant				4/55	82	Printed pamphlets	
						16	Reject				7/0	1	Electronic audio file	
						131	Endorse	Insufficient facilities			9/16	25	Buy resources	Access to resources
						6	Ambivelant				6/17	26	noting	
						11	Reject				7/2	4	Loans from friends	
						15	Endorse	Lack of interest			5/13	20	pamphlet of previous years	
						6	Ambivelant				8/35	53	Prepare a group pamphlet	
						127	reject				8/6	10	Library	
											8/6	10	Recording the voices of professors	

Do not use Original textbook

Table 3: Frequency and percentage of frequency

Table 1: The frequency related to demographic information.

Variables		Frequency	%	Variables		Frequency	%
Sex	Male	74	50	Year of University entrance	1391	11	7.4
	Female	74	50		1393	23	15.5
Marital statues	Single	139	93.9		1394	31	20.9
	Married	9	6.1		1395	26	17.6
Address	Dormitory	58	39.2				
	Father's house	76	51.4				
	Student house	14	9.5				

Table 2: The frequency of students' answers to the main questions in the questionnaire.

Variables	Items	Frequency	%
Fluency in English	Excellent	5	2.4
	Good	19	12.8
	Moderate	101	68.2
	Weak	23	15.5
Hours	1 hour or less	118	79.8
	hours 2	16	10.8
	hours 3	6	4.1
	hours 4	6	4.1
	5 hours or more	2	1.4
Priorities of references	The literature provided by the professors in class	100	67.6
	Textbook	15	10.1
	Reference sources in the original language	2	2
	Translated reference sources	20	20.2
Priorities of Shape references	Printed versions	1	0.7
	Handwritten pamphlets	60	40.5
	Electronic video file	4	2.7
	Printed pamphlets	82	55.4
	Electronic audio file	1	0.7
Access to resources	Buy resources	25	16.9
	Noting	26	17.6
	Loans from friends	4	2.7
	Pamphlet of previous years	20	12.5
	Prepare a group pamphlet	52	25.8
	Library	10	6.8
	Recording the voices of professors	10	6.8

Table 3: The frequency of the main reasons for students' tendency to use pamphlet instead of textbook.

Variables	Items	Frequency	%
Large amount of resources	Endorse	140	94.6
	Ambivalent	7	4.7
	Reject	1	0.7
Extent	Endorse	12	8.1
	Ambivalent	113	76.4
	Reject	23	15.5
High cost	Endorse	141	95.3
	Ambivalent	2	1.4
	Reject	5	3.4
Fluency in English	Endorse	142	95.9
	Ambivalent	1	0.7
	Reject	5	3.4
Insufficient resources	Endorse	136	91.8
	Ambivalent	2	1.3
	Reject	10	6.6
lack of time	Endorse	128	86.5
	Ambivalent	4	2.7
	Reject	16	10.8
Insufficient facilities	Endorse	131	88.5
	Ambivalent	6	4.0
	Reject	11	7.4
Lack of interest	Endorse	15	10.1
	Ambivalent	6	4.0
	Reject	127	85.8
The night before exam	Endorse	122	82.4
	Ambivalent	5	3.4
	Reject	21	14.2
Inadequate training	Endorse	130	87.8
	Ambivalent	7	4.7
	Reject	11	7.4
Lack of motivation	Endorse	74	50
	Ambivalent	10	6.8
	Reject	64	43.2

Table 3: Mean and standard deviation of variables.

Variables		N	Mean	Std. Deviation	Variance	Kurtosis	Min	Max
Demographic information	Mean Age	148	2.43	2.50	6.26	0.97	18	**33**
Priorities	Original English textbook	148	1.70	2.26	5.12	0.99	13	**25**
	Translated textbook	148	1.75	2.08	4.35	0.37	9	**19**
	Textbook	148	2.87	2.16	4.69	-0.30	14	**26**
	The literature provided by the professors in class	148	1.48	2.44	5.99	0.13	12	**23**
Do not use Textbook		148	1.07	1.88	3.58	0.61	12	23

OPEN PEER REVIEW

Revision (1)

Here, you can see the **Reviewers**, **Associate Editors** and **EICs'** comments from the beginning to the end of the revision process.

REFEREE: EIC | **Revision (1)** 4 Jul 2021

Dear Author,
The document is reviewed carefully by the reviewers. According to their comments and your revisions as requested, this manuscript is accepted.
Thanks.