

## CLASSROOM MANAGEMENT PROBLEMS AMONG TEACHER STUDENTS TRAINING AT HASHEMITE UNIVERSITY.

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### ABSTRACT

*This study is aimed to identify classroom management problems among teacher students training at Hashemite University. Participants of the study consisted of (103) students (male and females) selected randomly from faculty of educational sciences at Hashemite University. Means, standard deviation, T-test and one way ANOVA analysis were used for data in the establishing the dependence of one variables. Results indicate that there that the scores obtained from all sub-scales of the problems classroom management inventory indicate a negative situation. Results also indicate no significant difference on the classroom management problem among according to gender, academic performance*

**Key words:** *Classroom management, Problems, Hashemite University.*

## Introduction

Teaching is one of the most difficult jobs of all because you have to consider, while teaching, issues such as students' backgrounds, interests, most suitable teaching methods. However, first of all, the teachers should provide best learning environment such as a warm, cooperative, relaxed atmosphere and suitable materials for the students so that they can easily acquire the topic. Dodge, Rudick and Colker (2009) comment that "learning environment, the use and organization of the space in the classroom, the daily schedule and routines, and the social and emotional atmosphere, meets students' developmental needs. It makes all students feel safe and comfortable and that they belong. As a result, they are helped to become independent and confident learners."

Although not a new problem, attention to bullying was limited until the events at Columbine High School in April, 1999. In recent years, research has implicated teasing, harassment, and bullying in a number of the targeted school shootings that have taken place in the United States (Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002). Data indicate that bullying is embedded in a larger problem of school violence. There is another perhaps related issue that has received less attention but is nevertheless a concern for educators: classroom management. Research over the past few decades has consistently indicated that new teachers feel unprepared when it comes to classroom management skills (Duck, 2007; Freiberg, 2002; Meister & Melnick, 2003; Merrett & Wheldall, 1993; Stoughton, 2007) and that they are often unprepared to function successfully in today's classrooms with regard to managing administrative tasks, curriculum, and behavior problems (Allen & Blackston, 2003; Bauman & Del Rio, 2006; Kirkpatrick, Lincoln, & Morrow, 2006; Public Agenda, 2004; Thompson & Walter, 1998). Additionally, it is a well-established fact that student misbehavior is a factor in teacher burnout and the decision of novice teachers to leave the profession (Public Agenda, 2004). It seems that the need for successful classroom management skills has not diminished during a time when school reform has put the spotlight on academic testing and student achievement.

Classroom management is a cardinal feature of the total education process. It contains all the steps through which interaction between the educator and the educant take place. Classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students. The term also refers to the prevention of disruptive behavior of students (Berliner, 1988). Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom (Tan, Parsons, Hinson and Sardo-Brown, 2003).

The way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and the teachers takes place (Muhammad and Ismail, 2001). Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared and secured. For this purpose effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students (Riaz, 2009). Teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviors of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of

students. In this regard the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose (Aly, 2007). Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning.

It also defines the role of the students, their behaviors, choices, and the overall targets and tone of the school. Strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems (Froyen and Iverson (1999). It has been observed that teachers in Pakistani schools face problems of classroom management. A study by Ali (2000) revealed that today many urban and rural schools in Pakistan comprise of such children who are disenchanting, disturbed and disruptive. Many of such children live in rural areas with parents who are either not educated or have a disturbed family relationships. Many more such children live in community conditions that have badly affected their readiness for school as well. In view of Omar (2000) children who live in a subjected environment both at home and school have greater propensity towards inappropriate behavior in the classroom. According to Ishtiaq (2009) disruptive behavior disrupts the teaching and learning process. Even, extreme negative behaviors are dangerous for the students and teachers both. In such conditions of anti social behavior, the teaching process is adversely affected. Saad (1999) evaluates that prolongation of problems of classroom management potentially leads to perpetual anti-social behaviors among children. Thus failure to solve classroom management problems by the teachers may encourage children who suffer from anti-social behaviors. There are many rural schools in Pakistan where children have low self-esteem, deviant attitude, and use abusive language both at home and school, truancy and delinquency.

Classroom management is a complex exercise in the process of education. It demands talent, skills, energy and ability from teachers to manage classrooms because it directly deals with the behaviors of learners. Human behavior is the most complex phenomenon. Teachers with highly practical vision, strategies, skills and knowledge can manage classroom effectively (Tan, Parsons, Hinson, and Sardo-Brown, 2003). The term classroom management refers to all those decisions that teachers take to facilitate the learning process and to provide the students maximum opportunity for learning (Krause, Bochner, and Duchesne, 2003). In words of Berliner (1988) classroom management includes all those essential activities which are important to maintain an environment which generates necessary and positive conditions for learning. To achieve this purpose, teachers may plan rationally for their lessons, prepare teaching and learning materials more judiciously, organize the content, decorate classroom and establish daily routines. The basic purpose of classroom management according to Froyen and Iverson (1999) aims to encourage students towards learning and to promote their positive behaviors. These writers further argue that positive classroom management contributes to enhanced academic achievements of students, increased teacher efficacy, improved students behavior and teachers teaching. Feldman (1997) considers classroom management not only related to management of students' behavior but also to lesson planning of teacher, organizing of the materials, controlling of behaviors, goal based learning process, supportive atmosphere and maintaining a highly effective teaching and learning experiences within classrooms.

According to Ostrosky, Jung, Hemmeter and Thomas (2008) in the development of a positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. Here, the role of the teachers is to maximize learning and minimize disruptions by fostering among students attitudes of trust, tolerance, acceptance and cooperation. In this regard Canter and Canter. (2001) argue that there are two goals of classroom management, first, to create and maintain a highly supportive learning environment

and second, to promote a safe classroom community so that students' interest, motivation and involvement in the learning process is maintained. And third, is to students are allowed to establish relationships openly and to set targets for themselves. This situation will enable to discuss their needs with teachers without and also feel comfortable to intellectual risks. For this purpose teachers can establish rules and routines. Additionally, Edwards (2004) has found that rules and routines provide students with structure to work in organization and interact with each other fairly. The class rules and routines must be mentioned both verbally and in written form. Examples should be shared wherever necessary by the teachers through modeling during teaching and learning.

### **Statement of the problem:**

The purpose of this study was to explore the perceptions of teachers regarding classroom management, problems and its solutions. During classroom observations of teachers during teaching practice and after training for follow up, the researcher personally observed that there was unnecessary noise and disturbance in the classrooms. Even some of the parents complain that teachers punish students physically. On the other hand, interactions with teachers showed that according to them the students create mischief, disturbance in the class and even do not listen to the teachers some times. The parents of the area think that due to weak management skills of the teachers the children do not work, and there are examples of indiscipline among the secondary schools students in the government schools. Lewis (2000) discovered that the students of the private schools are humble, cooperative and produce better results in the examination.

### **Study purpose and Questions:**

The purpose of this study was to identify problem classroom management among the teacher students training of the Hashemite University in Jordan.

The specific study questions that guided this study were:

RQ1: To identify the teachers for classroom management problems?.

RQ2: Is there a significant difference on the classroom management problem among the respondents when grouped according to gender, academic performance?.

### **Significance of study:**

The basic goal of this study is to identify the teachers for classroom management problems among students teacher training at Hashemite University.

In addition, this study is very important for many reasons:

1. Importance of the subject to which, as of the way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and the teachers takes place
2. It opens the door for researcher to conduct related studies in the field of classroom management and its relationship to other variables in different university.

## **Method**

### **Population and sample of study:**

The population of this study consisted of (850) undergraduate students, who were enrolled in the Department of Curricula and Instructional Hashemite University in the academic year 2012/2013. For the purpose of this study, a random sample was chosen from the population, it consisted of (103) and their ages ranged between 18-22 years.

### **Instruments**

Participants completed measures of problem classroom management questionnaire.

#### *Classroom Management Problems Questionnaire (CMPQ)*

The Classroom Management Problems questionnaire (PCM) developed by Al-Maged (2009) contains 46 items descriptive of the four types of problems classroom management, students problems (12) items, school management problems (10) items, curriculum problems (10) items, teacher problems (14) items). The items on a five-point scale ((1) definitely disagree, (3) only to be used if a definite answer is not possible, (5) definitely agree) include.

A cronbach alpha of (0.95) was reported for the Problems Classroom Management questionnaire. In terms of the problems classroom management dimensions, a reliability estimate of (0.92) was reported for the student's problems, and a (0.83) was reported for the school management, and a (0.84) was reported for the curriculum problems, and a (0.94) was reported for the teacher problems.

Also, the reliability coefficient was calculated using split-half method and was found be (0.86, 0.80, 0.77, 0.85) for students problems, school management, curriculum problems and teacher problems.

### **Procedures:**

The instruments were administered to the participants in their regular classrooms by the researcher. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes.

Then, the question booklets were distributed and instructions were given to the participants on how to answer them. The participants' responses were scored by the researcher and were entered into the computer for statistical analysis. The data were analyzed using the SPSS package.

### **Results and Discussion:**

To facilitate understanding the results of this study, questions of this study are divided into three questions.

**Results related to study question (1):** To identify the teachers for classroom management problems?.

To answer this question, the student's means and stander deviations were calculated and reported in Table 1.

**Table 1: mean and standard deviations of students' problems classroom management.**

Problems classroom management	Mean	SD
Students problems	3.18	.81
School management problem	2.88	.47
Curriculum problems	2.77	.49
Teacher problems	3.23	.57
Total	3.02	.59

As table 1 show, that the scores obtained from all sub-scales of the classroom management problems inventory indicate a negative situation. From sub-scales of the represent higher level of teacher problems (M=3.23), students problems (M=3.18), school management problems (M= 2.88), and curriculum problems (M=2.77).

**Results related to study question (2):** Is there a significant difference on the classroom management problem among the respondents when grouped according to gender, academic performance?.

To answer this question, mean and stander deviations and t-test were calculated and reported in table 2.

**Table 2: mean and standard deviations and t-test of student's classroom management problems.**

Sex	Male		female		t	significant
	Mean	SD	mean	SD		
Students problems	3.36	.89	2.99	.72	1.579	.117
School management problem	2.80	.18	2.96	.76	-.699	.486
Curriculum problems	2.75	.16	2.78	.81	-.113	.910
Teacher problems	3.29	.34	3.16	.79	.521	.604

As table 2 shows, no significant difference in the level student's problems, school management problems, curriculum problems and teacher problems between male and female.

On the other hand, one-way analysis of variance (ANOVA) was utilized to identify whether the variances between the four academic performances of university students at the Hashemite University were equal or significantly different. Table 3 shows that there were no significant differences among the four academic performance groups in terms of their levels of problems classroom management.

Table 3: The differences among the four academic performances on the level of problems classroom management

Dimension	Sum of squares		df	F	p
Students problems	Between groups	1.078	3	.629	.598
	Within groups	56.573	99		
	Total	57.651	102		
School management problem	Between groups	1.064	3	.622	0.602
	Within groups	56.428	99		
	Total	57.492	102		
Curriculum problems	Between groups	3.889	3	2.173	.096
	Within groups	59.059	99		
	Total	62.949	102		
Teacher problems	Between groups	3.226	3	1.523	.213
	Within groups	69.915	99		
	Total	73.141	102		

### Discussion and Recommendations:

Problems classroom management is a principle source of stress and burnout for both new and experienced teachers. Whilst inattention, calling out, disturbing others and non-compliance are the most commonly reported classroom behaviour problems (Merrett & Wheldall, 1984), misbehavior can be "...any behaviour that significantly interferes with the child's own learning, other children's learning or responses, or the teacher's ability to operate effectively" (Merrett & Wheldall, 1984). Teachers believe they spend a disproportionate amount of time dealing with behaviour problems compared with time spent on instruction and academic activities (Cains & Brown, 1996). Failure to address misbehaviour compromises the learning environment whereby academic activities are interrupted, curriculum content is not covered, teacher authority is undermined, and most importantly, there are decreased opportunities to learn (Blankenship, 1988; Cains & Brown, 1996; Cartledge & Johnson, 1996; Fields, 1999; Little & Hudson, 1998; Martin et al., 1999). The primary purpose of this study was to identify classroom management problems among teacher students training in the Faculty of educational sciences at the Hashemite University in Jordan. A sample of 103 students participated in the study by responding to the 46-item classroom management problems questionnaire (CMPQ). As indicated in the results section, all sub-scales of the classroom management problems inventory indicate a negative situation. From sub-scales of the represent higher level of teacher problems ( $M=3.23$ ), students problems ( $M=3.18$ ), school management problems ( $M=2.88$ ), and curriculum problems ( $M=2.77$ ). This result indicates that university students have not reached an acceptable level of awareness about classroom management skills. Another strand of results regarding demographic variables reveals that gender and academic performance had no effect on students' awareness of classroom management problems. This result is explained by the fact that both male and female university students are treated equally classroom management problems. Further, students at various academic performances may not be gradually exposed to classroom management problems.

From the theoretical standpoint, the following line of research is suggested for the future: (a) Teachers may design different learning activities in the classroom so that the students are engaged and do not find extra time for making mischief and disturbances. They will be busy. (b) Teachers may be provided relevant training to the teachers in classroom management and to deal with the issues and problems of classroom management.

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