

Dominant Management Styles of the Classrooms by the Faculty Members in Alia University College

Yousra. Al Ali*, Ahmad M. Badah

* E-mail of the corresponding author: hallaalassad@yahoo.com

Abstract

This study aimed at identifying the dominant classroom management styles by the faculty members in Alia University College, as viewed by its (female) students. It also aimed to identify whether there are statistically significant differences among the dominant management styles of the college faculty members attributed to the gender variable of the faculty member. The study population consisted of all the BA stage female students in the College (n=2584) in 2012/2013 university year. The sample consisted of (400) students representing (15.48%) of the total study population, who were selected by the stratified random manner.

The study concluded that the democratic style is the more dominant with the faculty members of the college, as viewed by the female students, with (3.98) mean, followed by the leisurely style with (2.92) mean. Meanwhile, the study revealed that the autocratic style is the least used of all the management styles.

The study further found that there are no apparent differences in the dominant management styles of the classrooms with the faculty members (traditional, autocratic or democratic styles) in the college attributed to the faculty member gender variable. However, the study found apparent differences in the leisurely management style with the faculty members attributed to the gender variable, in favor of males. The study concluded in a number of recommendations.

Keywords: Classroom management, Alia University College, Balqa' Applied University.

Educators are quite aware that whatever made by the educational systems at the whole or partial levels, whether those concerning any of goal setting, policies, strategies, or educational plans, cannot be achieved without a healthy management capable to translate these factors into practice and achieve their objectives. In fact, the classroom management is the corner stone in realizing the objectives of the educational system.

The effective classroom management in the effective universities leads into an efficient teaching, as well as achieving the educational objectives, represented in building the learners' personality with its cognitive, behavioral, humanitarian and social aspects. This further leads into the processes of planning and organizing the learning physical environment; providing the psychological, humanitarian and social atmosphere; class planning processes and sound implementation; and the use of relevant teaching methods to the learning content. In addition, it will result in order keeping, learning the desired behavior styles, using the proper evaluation methods, and providing a feedback helps in improving the learning and teaching processes.

The wide development that occurred in the classroom management, in terms of its ever increasing importance and wide conception, as well as the changes in its styles as a result of the many research and educational and psychological studies held in this concern, all resulted in qualifying and analyzing these managerial styles. Later, they were assessed in order to attract the attention of the workers in the education fields to the strengths and weaknesses of these styles, for the aim of guidance to adopt the best managerial styles that support the teacher's behavior and realizing the educational aims.

Management style employed by the instructor in managing the classrooms is widely affected by the teacher's personality in terms of his/her psychological traits, academic level, dare, experiences impacted by his/her academic, social, economic and cultural background. In addition, this style is further affected by the female students' characteristics and backgrounds, properties of the educational situation, which all work toward eliciting the management style, adopted by the teacher in his/her classroom management.

Results of the research and studies in this concern, for the aim of revealing the popular managerial styles of the teachers, revealed the existence of four main styles:

First. Traditional Management Style: this style is an extension of the family and social rising styles, and the societal, behavioral styles yielded in this concern. Consequently, the teacher and the learner are the products of these behavioral values as of the dependency of the younger on the elder adult, his obedience and respect, and as a result, transference of these values into the university.

Shafshaq and Al-Nashef (2010), maintain that the teacher's traditional management is based on the control that guarantees quietness of the students inside the classroom, so that the teacher will be able to teach. Qatami & Qatami (2002) indicate that the psychological theory provides order to enable the occurrence of learning, and order means arranging the intellectual "house" for learning industry.

Second. Autocratic Management Style: this style grants the teacher the right of passing orders and decision making. Here, the relationship between the student and the teacher is dominated by fear and obeying and carrying out the instructions, without discussion, arguing or interruption. Students here are passive, and the

communications between them are vertical, i.e. descending from upper to lower. Meantime the ascending communications are at lowest limits. The teacher also seeks not to establish relations among the students for the fear of formulating blocs or coalitions among them. Focus here is heavily put to mastering the educational subjects. On the other hand, negligence, to a wide extent, is given to the activities that help pupils in the physical, mental and spiritual growth. It further neglects the students' differences in trends, attitudes and readiness (Etaiwi, 2004).

Perhaps, this management style may succeed in achieving the short term assignments that are routine characteristic or those where attention is spent on quantity rather than the qualitative performance, as the teacher, rarely achieves long term objectives, or a high quality of performance.

Third. Democratic Management Style: the democratic style of managing the classroom has its impact on the learning effectiveness. When student participate, they feel their value and status, and are concerned in achieving the objectives. Therefore, they are concerned in sharing their decisions on their learning, which has its impact on realizing the educational aims. The student who shares in the decision making will accept it and will not object it, and will feel his/her importance inside the educational institution. Further, the student in this style will be more loyal and belonging to the institution and the decisions made by it; and will work toward achieving these decisions, and will spend all efforts in overcoming any obstacles in the way of such a decision. As a result, the general objectives of the educational institution and the personal objectives of the students will be in harmony and consistency.

Teacher of the democratic styles establishes good relations between him and his students. It is expected that an important part of his influence power on them is stemmed from this relation, as he exchanges the feelings of acceptance and appreciation. He listens to their needs and desires and builds communication bridges with them, and thus, listens to their views and suggestions and works toward developing the same with them.

Fourth. Leisurely Management Style: this style is characteristic by giving students freedom to execute what they feel correct and suitable for them. The teacher here does not impose a view over his students, and he enjoys a loveable personality, and his relation with his students is full of respect and appreciation. This style may be beneficial and may achieve important results in situations where students are of high maturity levels concerning their assignment, such as the case with managing the distinguished students.

This style may be subject to misunderstanding more than other styles. The management may be accused by giving more than desired freedom level, or by weakness and shortcoming because the responsibility is not limited. Furthermore, this may cause the students to be less serious and interested as a result of the lack of a clear philosophy or planned policy to which all must adhere. Yet, this management style may realize, as above indicated, very good and desired objectives due to the fact that more distinguished students of high maturity levels concerning their assignments are found in this case; and due to the actual understanding of the nature of the management style and philosophy it adopts (Arabiyyat, 2012).

Since the faculty members of the university are different in their view about the styles to be followed, this difference or variance may create different styles of their classroom management. In spite of assorting the management styles into four main styles, yet this does not mean that there are clear interfaces between these styles. This is because it is not easy to group the teachers into definite management styles. As a result, these styles may overlap, and one teacher may apply more than one style, nonetheless, his behavior is well tending to a certain one according to which he will be qualified (Abu Nimreh, 2011).

Researchers located a number of studies that tackled the management styles, such as:

Ann, (2010) conducted a study aimed at identifying the methods applied inside the classrooms with the students in the elementary schools in California State. The study sample consisted of (120) teachers of the elementary stage in California State. The study employed the questionnaire method to collect the data from the members of the study sample. The most important results were that the traditional arbitrary methods in dealing with the students were the least effective; that the democratic were the most effective, and finally, the leisurely methods were the weakest in classroom management.

Antonechia, (2009) conducted a study aimed to reveal the relationship between the classroom management by the secondary schools teachers and their satisfaction level on their profession. The study sample consisted of (249) male and female teachers. The study employed the questionnaire method to collect the data from the study sample members. The result concluded that there are statistically significant differences between practicing the democratic style in the classroom, in favor of the teachers, but there are no statistically significant differences between the classroom management and the profession satisfaction level attributed to the gender and experience variables.

Martin, (2005) conducted a study to examine the differences in the classroom management between the older teachers who were graduated from traditional universities with normal training programs, and the teachers who participated in the training program of the classroom management. The study sample consisted of all the male and female teachers in Texas State, USA. A stratified random sample was chosen out of the study population, and the study employed the questionnaire in order to collect the data from the study sample. The results showed

that the older teachers tend to the prompt teaching method in dealing with the students inside the classroom; and that teachers who were trained in the classroom management programs tend to the democratic style. The latter encourages the students to express their views inside the classroom. The study further revealed statistically significant differences attributed to the experience and the academic qualification variables.

Dumiaty's, (1999) study aimed at defining the effectiveness of the female teacher's use of the authoritarian and tolerant management methods with the female students of the intermediate stage in Medina Munawwarah , Saudi Arabia. The study population consisted of the third intermediate grade female students in Median Munawwarah. The findings revealed that the tolerant style is the best to manage the classroom; meanwhile the authoritarian style was the weakest for the female students of the intermediate stage in Medina Munawwarah.

Alqurani's (1991) study aimed to reveal the relationship between the leading styles sued by the principals of the secondary schools in the city of Riyadh and the work and dealing methods of the teachers with the students inside the classroom. The study population consisted of (17) secondary boys schools in the city of Riyadh. The study sample consisted of (120) Saudi teachers and (350) students. The study found that there was a statistically significant relationship between the level of the democratic style and the work and dealing styles with the students inside the classrooms; and statistically significant differences between the autocratic style and the work and dealing styles of the teachers inside the classroom. If further found no relation between the demographic variables of the teachers (age, qualification, experience, specialization) and the styles they adopted for themselves.

Al-Shami's (1989) study aimed at identifying the management styles the elementary stage teachers in managing their classrooms. It also aimed to know the effect of gender and the school location in the Governorate of Karbala. The study sample consisted of (101) elementary schools and (200) male and female teachers. The resulted indicated that the democratic style is the most applied, followed by the autocratic and then the leisurely. The results further indicated the existence of statistically significant in the practice of the democratic style in the gender variable, in favor of the males, and that there were no statistically significant differences between the autocratic and leisurely styles.

Through examining these studies, the researchers benefited them in developing one or more aspects of their own research, and developing the study measurement; and further benefited the results of these studies. However, this study is different from its precedents by adding a fourth style of the classroom management, which is "the traditional style". In this concern, the researches obtained a consensus of all the arbitrators. In addition this study is different in terms of its community and variables.

Study Problem

Through the accumulative experience of the researchers in university teaching, and being faculty members of Alia University College, subject matter of this study, and their daily dealing with the female students of the college, and the comments and complaints they submit from time to time; the researchers noticed situations when the students complain about some faculty members who enjoy practicing classroom management styles that could be sometimes called authoritarian and other times leisurely. The researchers also examined the numbers of students already enrolled in the various courses, and found clear variance in the numbers of the students enrolled according to the name of the faculty member's name variable. This is true to the extent that some sections taught by certain professors are over enrolled more than the housing capacity of the section. On the other hand, other sections with the same course taught, but with a different instructors not filling the minimum limit for the continuity of the section, which mandates the college management to close these sections due under enrollment. This is a real problem for both the management and the students, which urged the researchers to investigate the classrooms management styles applied by the faculty members in the college, in order to shed lights on the factuality of these practices. This will lead to carry out further research to set proposals for this problem, and exhibit a better complete image of this issue, which in turn will allow provide factual recommendations and practical suggestion to solve this problem.

Study Questions

The current study tries to answer the following questions:

- 1- What are the classroom management styles prevailing with the faculty members of Alia University College as viewed by the college female students?
- 2- Are there statistically significant differences between the prevailing classroom management styles of the faculty members of Alia University College in Balqa' Applied University as viewed by its female students, attributed to the faculty member gender?

Study Importance

Classroom management styles are one of the most important skills which the faculty member should master, and employ the optimal management style while dealing with the variant educational situations. Most often, the

member employs a certain management styles, which is the most continual in his/her classroom management, which is characteristic to him/her.

Since this style is reflected on the total dominant classroom relations in the college, and its effect on achieving the goals of the higher education, that are apparent in the learners' personality with its cognitive, behavioral, humanitarian and social aspects, as well as its relations with providing a psychological, humanitarian and social climate inside the college, the importance of this study becomes evident in revealing the classroom management styles as viewed by the students of Alia University College. The study provides a clearer image of the educational decisions about the nature of the dominant practices in the classroom management, and whether these styles vary by the gender of the faculty member. This will enable diagnosing this reality and then provide the relevant training programs aiming at developing faculty members' skills in using the more suitable management styles to the nature of the university learning and teaching in particular, toward achieving important aspects of the targeted educational policy.

Study Objective

This study aimed at identifying the dominant classroom management styles by the faculty members of Alia University College, as viewed by its female students, and whether or not are there statistically significant differences among the dominant management styles by the faculty members attributed to the faculty member's gender variable.

Term Definition

Classroom Management Style: Is the style employed by the faculty member under self orientation toward the management of the teaching situation inside the classroom, which is widely influenced by his/her personality and experiences, and which is the most often used in his management. This style will be later defined by the average degrees scored through the questionnaire items.

Alia University College: On of Balq'a Applied University designated for female students only, in which study may lead to obtaining diploma, BA, or MA degree in a number of humanities and educational specializations.

Study Limits: The study was limited to the female students of Alia University College for the BA stage, and the faculty members of the Ph.D. degree holders during the university year 2012/2013.

Study Methodology

The study employed the qualitative analytic method.

Study Community and Sample

The study sample consisted of all the female students of Alia University College of the BA stage (n=2584) during the university year 2012/2013.

The study sample consisted of (400) female students (15.48% of the study population) who were selected by the random stratified method. Table (1) illustrates the study sample distribution.

Table 1. Distribution of the Study Sample

Study Stage	Population	Sample
First Year	756	117
Second Year	758	117
Third Year	521	81
Fourth Year	549	85
Total	2584	400

The total faculty members in the College were 80 members (48 males and 32 females). Out of them, (21) faculty members were chosen, 12 males (27%) and 8 females (25).

Study Instrument

Study instrument was a questionnaire requesting data concerning some demographic variable. The instrument items included four management styles of the classroom: traditional, authoritarian, democratic and leisurely. The instrument consisted of 76 items distributed over these styles as per Likert's five-scale model (Always, Mostly, Sometimes, Rarely, Very Rarely). The digital values (5,4,3,2,1,) were given respectively.

Instrument Validity

To verify the validity of the instrument, it had been distributed over 12 doctoral degrees holders specialized in educational management in both Balq'a Applied University and University of Jordan. Their comments and remarks were taken in serious consideration, and they were discussed face to face with the arbitrators. As a result, some items were deleted, others amended and others were paraphrased until the questionnaire consisted of 74 items in its final form.

Instrument Reliability

The reliability of the instrument was calculated for the questionnaire items using Chronbach- Alfa reliability coefficient. Table (2) shows Alfa reliability coefficient for each of four management styles.

Table 2. Styles, number of items of each domain, and reliability coefficient of each of the study domains, and the

total reliability coefficient.

No.	Style	Items	Reliability Coefficient
1	Traditional	11	0.93
2	Authoritarian	24	0.91
3	Democratic	24	0.89
4	Leisurely	15	0.87
Questionnaire as a whole		74	0.90

Statistical Methods

The means and standard deviations (SD's) were utilized to define the dominant styles of the classroom management by the faculty members of Alia University College-Balqa' Applied University, as viewed by the female students of the College. In order to define the statistically significant differences among the dominant management style and the gender of the faculty member, t-test was used.

Study Procedures

The researcher applied the questionnaire during the first semester of the university year 2012/2013. The study sample individuals were asked to target a certain faculty number in their responses, so that the same faculty member shall be evaluated by (19) female students within the sample. Attention was given to the distribution of the female respondent students over the week days within two groups. First group are the students whose university days are Sunday, Tuesday and Thursday. The second group is the students whose university days are Monday and Wednesday. The researcher's intention here was to target all the faculty members in the College, and realize responses of a female students sample representative of the original population characteristics.

Results and Discussion

The study results and discussion were as follows:

Question One: What are the classroom management styles prevailing with the faculty members of Alia University College as viewed by the college female students?

To answer this question, the means and SD's of the description of the study sample responses about the dominant classroom management styles by the faculty members of Alia University College-Balqa' Applied University, as shown in Table (3)

Table 3. Means and SD's of the Questionnaire Items about the Dominant Classroom Management styles by the faculty members of Alia University College-Balqa' Applied University (*M=Mean, SD=Standard Deviation*).

No.	Items	M	SD
Traditional Classroom Management Style			
1	Looks to his students as irresponsible students.	2.27	1.29
2	Forces his students to adhere to the instructions and university regulations.	2.69	1.44
3	Considers his students unable to take any decision alone.	2.00	1.14
4	His focus is on achievement and realization of the prescribed cognitive objectives.	3.30	1.57
5	He gives no value to the students' feelings or attitudes they form.	2.00	1.44
6	Imposes his authority by all types of means.	2.36	1.35
7	Resists change and insists on continuing the traditional styles in teaching.	2.08	1.27
8	Does not care for developing his abilities and knowledge, and fears development in his performance.	1.69	1.01
9	Communications are one-way only, with no participation of value by them.	2.07	1.30
10	Imposes discipline and order inside the classroom.	3.86	1.35
11	His lecture is characterized by monotony (routine) making the students feel boredom during the lecture.	2.59	1.41
Style as a Whole		2.45	0.77
Autocratic Classroom Management Style			
12	Takes decision severally.	2.55	1.27
13	Directs students according to his desires and convictions.	2.69	1.46
14	Devotes a classroom fraught with order and discipline.	3.63	1.45
15	The classroom relations are fear and terrorism dominated.	1.74	1.15
16	Seeks to resist cooperative relationships among students.	1.67	1.13
17	Cares for quantitative rather than qualitative performance.	2.07	1.14
18	His students are passive, totally depend on the teacher's instructions.	2.02	1.20
19	His students' morale spirits are low.	1.98	1.24
20	Calumny spread out among the students.	1.52	0.93
21	Low level of security and peacefulness feelings inside the classroom.	1.64	1.08

No.	Items	M	SD
22	Does not accept retracting his instructions, even if he realizes they were improper.	2.01	1.19
23	Accounts who does not work as per his own instructions.	2.55	1/32
24	Neglects the physical mental and spiritual activities.	2.10	1.20
25	Neglects the students' trends, attitudes and desires.	2.15	1.32
26	Students' performance is characterized by worry and fear.	1.94	1.07
27	Students' self-discipline is within its minimum limits.	2.12	1.21
28	Applies psychological punishment to force his students spend more efforts.	2.12	1.41
29	Expects his students' absolute obedience and prompt implementation of his directions and orders.	2.73	1.47
30	Disorder prevails if the teacher is absent or goes outside the classroom.	2.53	1.42
31	Very mean in praising good performance.	2.20	1.33
32	Suitable achievement incentives are absent.	2.54	1.36
33	Does not introduce to his students good reasons for his directions.	2.18	1.24
34	His students prefer silence rather than participation, and passive quietness inside the classroom.	2.25	1.41
35	Forces his students to adhere to the instructions and execute them without discussing, arguing or interruption.	2.68	1.57
Style as a Whole		2.23	0.73
Democratic Classroom Management Style			
36	Establishes good relations between him and his students governed by respect and trust.	4.19	1.32
37	Listens to the students' needs, cares for discussing them and meeting whatever possible of them.	4.13	1.19
38	Builds communication and continuity bridges with his students.	3.88	1.25
39	Delegates his students whatever possible assignments.	3.64	1.23
40	Encourages his students to participate and start.	4.13	1.20
41	Students accept homework and enjoy carrying them out.	3.76	1.14
42	Takes decisions shared with students taking into account the group interests	3.96	1.14
43	Makes students feel valued and of respectful status inside the classroom.	4.01	1.07
44	His students own a high self-confidence	3.97	1.04
45	Open and positive psychological climate inside the classroom.	3.80	1.15
46	Students persuadably accept their teacher's instructions and decisions.	3.88	1.05
47	His students work toward the success of decisions taken.	3.85	1.04
48	Students work toward prevailing order and discipline inside the classroom.	4.18	1.03
49	Students respect the view and counterview.	4.18	1.06
50	Cooperation values are spread among students and between students and their teacher.	4.10	1.08
51	Students maintain quietness and discipline.	3.50	1.37
52	Teacher considers individual differences among the students when he distributes the assignments.	3.70	1.28
53	Develops in his students' critical thinking ability.	3.83	1.22
54	Cooperates with his students in problem studying and finding solutions.	3.95	1.19
55	Supports and reinforces his students' points of view.	4.00	1.14
56	Teachers' solutions are emotionally balanced.	4.03	1.02
57	Provides feedback makes him know results of his work.	4.18	1.12
58	He is characterized by love, mastering and loyalty of his work.	4.43	0.97
59	He has trust in his abilities and performance.	4.36	1.03
Style as a Whole		3.98	0.75
Leisurely Classroom Management Style			
60	Teacher believes that every student is responsible for herself inside the classroom.	3.58	1.31
61	Teacher gives the lecture without prior planning.	2.44	1.35
62	Teachers' decision inside the classroom are spontaneous and improvised.	3.10	1.31
63	Teacher gives complete freedom inside the classroom.	3.37	1.34
64	The teacher is tolerant in accounting the students in cases of non-adherence to attendance regulations.	2.48	1.33
65	He allows his students get in and out of the classroom.	2.21	1.37

No.	Items	M	SD
66	His discipline enforcement level on the students is low.	2.25	1.23
67	He partially solves the students' problems.	2.56	1.22
68	He makes many courtesies with the students.	2.07	1.27
69	He takes neutral side in basic strictness needing situations.	2.61	1.38
70	Ignores modifying his students' behavior.	2.55	1.38
71	Leaves wide space to his students to choose the activity they want	3.08	1.31
72	Coordinates with his students and seeks to integrate their efforts.	3.57	1.38
73	Most often students are left to take their own decisions	2.82	1.22
74	Students' feelings toward their teachers is secure and peaceful.	4.26	1.26
The Style as a Whole		2.93	0.49

Table 4. also illustrates the means and SD's of the students' responses on the dominant classroom management styles by the faculty members arranged in a descending order in Alia University College.

Table 4. Means and SD's of the students' responses on the dominant classroom management styles by the faculty members arranged in a descending order in Alia University College.

No.	Management Style	M	SD
1	Democratic	3.98	0.75
2	Leisurely	2.93	0.49
3	Traditional	2.45	0.77
4	Autocratic	2.23	0.73

Table 4 indicates the means and SD's of the students' responses on the classroom management styles by the faculty members in Alia University College, Balqa' Applied university. It is quite clear that the democratic style is the most prevailing one as viewed by the college female students with a (3.98) mean. This result is in line with the study of Al-Shami (1989) and Ann (2010).

The leisurely style was second in order with a (2.98) mean, followed by the traditional with a (2.45) mean. Finally, the autocratic style of classroom management by the faculty members as viewed by the female students came last as the least use management style.

Accordingly, the researchers conclude the efficiencies the faculty members own in Alia University College in their classroom management. This may be attributed to the dominance of the educational specializations, and subsequently majors of the faculty members qualified for managing the teaching situation, and employing their educational knowledge in this area. In addition, the educational sciences courses entail efficiencies and skills, with their contents are human-oriented, as well as educational values asserting the democratic dealings. As for the existence of the leisurely style practices in the classroom, it might be attributed to the large numbers of female students enrolled of the BA degree program based on the abridging system, which allows them acquire more maturity toward their educational professions and requirements.

Question Two: Are there statistically significant differences between the prevailing classroom management styles of the faculty members of Alia University College in Balqa' Applied University as viewed by its female students, attributed to the faculty member gender?

T-test was utilized for two independent samples as follows:

Table 5. T-test Results of Two Independent Samples to Test the Differences Between the Prevailing Classroom Management Styles of the Faculty Members of Alia University College in Balqa' Applied University as Viewed by Its Female Students, Attributed to the Faculty Member's Gender.

Style	Group	Post-Test M	SD's	T calculated Value	Significance
Traditional	Male	2.42	0.73	-0.864	0.388
	Female	2.50	0.87		
Autocratic	Male	2.23	0.65	-0.112	0.911
	Female	2.24	0.89		
Democratic	Male	3.99	0.72	0.112	0.911
	Female	3.98	0.82		
Leisurely	Male	3.01	0.49	5.116	**0.000
	Female	2.76	0.42		

** At the ($\alpha \geq 0.01$) significance level

Table (5) indicates that T calculated value as related to the styles is of no statistical significance at the ($\alpha \geq 0.01$) significance level, except for the leisurely style. This strongly suggests that there are differences between the class room management styles by the faculty members of Alia University College-Balqa' Applied University, as viewed by its female students, that may be attributed to the member's gender variable according to this style, with differences tending to be in favor of males. This, in turn, could be ascribed to the nature of the male

instructors' dealings with the female students, which is usually dominated by tolerance and granting them a wider margin of freedom, sometimes beyond the tolerance provided by their counterpart female instructors.

Recommendations

Pursuant to the study results, the researchers recommend the following:

Encouraging the faculty members of Alia University College to adopt the democratic leadership style as a supporting strategy in their classrooms, and according to the situational facts they face.

Participation of the faculty members of Alia University College in training courses on classroom management and expose them to specialized expertise in the management styles and strategies.

And, in the light of the study results, the researchers suggest directing the faculty members to minimize the use of the leisure style, especially the male members.

Conducting more studies that tackle the classroom management styles and their relations with other variables.

References

Abu Nimreh, M. K., (2011), "Classrooms Management and Organization", Ed.2, Dar Yafa Scientific for Publication, Distribution and Printing.

Alia University College, (2010), The Annual Report, Amman, Planning Section.

Al-Qurani, A. B Sa'ad (1991), "Relationship Between the Leadership Styles Employed by the Secondary Schools Principals in the City of Riyadh, and the Teachers' Work and Dealing Styles with the Students Inside the Classroom"; Unpublished MA Thesis, University of Jordan, Amman, Jordan.

Al-Shami, K. (1989), "Classroom Management Styles Practiced by the Male and Female Teachers of the Elementary Schools in the Governorate of Krabala'a"; Unpublished MA Thesis, Ibib Rush Education College, University of Baghdad

Anna, R. (201), "Efficiency of Class Meeting in Elementary School", Partial Satisfaction of the Requirement for Degree of Master of Science in Counseling, California State University, Sacramento.

Antonechia, D. (2009), "Classroom Conflict Management and Secondary Teacher "Job Satisfaction", Dissertation Abstract International, 44(11),(23-26.

Arabiyyat, B. M. (2012), "Classroom Management and Organization of the Learning Environment", 2nd Ed. Amman, Dar El-Fikr.

Atawi, J. I. (2004), "Modern School Management", 1st Ed. Amman, Dar El-Thaqafah

Dumyati, F., (1999), "Effectiveness of the Female Teacher's Use of the Authoritarian and Tolerance Styles in Classroom Management on the Understandings of the Third Intermediate Female Graders in Medina Munawwarah"; Arab Education, Culture and Science Organization, 18 (2), 80-85.

Martin, K., (2005) "Beliefs Regarding Classroom Management Style Differences, Between Traditional and Tentative Certification Teachers", Paper Presented at the Annual Meeting of the American Education Research Association, Montreal, Quebec, Canada.

Qatami, Y. & Qatami, N., (2002), "Classroom Management: Psychological Bases", 1st Ed. Amman, Dar El-Fikr.

Shafshaq, M. & Al-Nashif, H. M. (2010) "Classroom Management", 3rd Ed., Cairo, Dar Al-Fikr Al-Arabi.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

