

Practices of Teachers of Shobak University College Applied in Classroom Management from the Perspective of the Students

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Abstract

The study aimed to evaluate the practices of Shobak University College applied in classroom management from the perspective of the students. The study sample consisted of (88) students from Shobak University College, (33) males and (55) females, for the academic year 2014/2015, and to achieve the objectives of the study, the researcher used a questionnaire consisted in its final form from (32) items distributed on two areas: administrative and education, and to make sure of its validity, the researcher presented it to a group of arbitrators, and the results of the study were:

-The level of the whole questionnaire came in the mid-level; the administrative field came in the high level, while the educational field came in the mid- level.

- The result showed no statistically significant effect of gender, the level or the interaction between them at the level of significance ($\alpha = 0.05$) on the areas of the questionnaire, and for the whole questionnaire. The researcher gave a number of recommendations.

Key words: practices, classroom management, teachers

1.introduction

The teacher should master the art of classroom management, prepare the required plans to make the classroom a stimulating environment for students, which will help the teacher to succeed in guiding students and draws their attention. Apparently, the good classroom management supports the educational environment and organizes the education process in its two dimensions: the material and the moral.. The more the teacher aware of this the more effective will be the classroom management, and it will help the teacher overcome the traditional patterns and follow the modern strategies. This will enhance learning, and change the role of the teacher from lecturer to an organizer of the situation of education, and director of educational activities to achieve the desired goals (Al Hilah,2002). Classroom management has become of great importance in education, due to its importance in the classroom and its impact on the educational process, to build human relations, develop the managerial skills that aim to earn learners positive attitudes, and develop behaviors, and therefore the class management need a teacher skilful in using the methods that could determine the classroom climate suitable for the students (Haron 2002). This means that classroom management style is one of the most important factors to determine the nature of human relationships in the classroom. The authoritarian teacher adversely affects the morale of the students, and delay the achievement of educational goals. (Jaber,2000) and can be evidenced by the roles played by the teacher in the organization of classroom teaching and administration as shown by (Vernon, 1995) including: raising motivation, adjust the dispersants, draw the attention of the group, respond to the behavior of the students, establishment of the system, and facilitate the teaching. This requires advance planning by the teacher for these roles, and briefing his students on classroom rules and procedures, and to work with them at all times, and to respond quickly to stop any bad behavior in the classroom. All opinion questionnaires on the effectiveness of teachers indicate that classroom management and skills practiced, have an initial importance in determining the success of the learning process, and that teachers who practice classroom management to create and maintain an effective atmosphere of education, are more successful than teachers who focus on their roles as authority or control officers.. The successful classroom management, requires the creation of a positive atmosphere includes the organization of education, and the behavior of the teacher, and applied patterns of classroom environment and maintain this atmosphere continuously. (Adas, 1999)

Classroom system is one of the main variables in classroom management, it is the active management that achieve discipline in the educational situation according to the specified rules, and in order to facilitate the process of achieving the planned goals with the participation of all elements of the classroom situation, and according to the planned tasks and roles, to affect the course of learning and teaching process. It is standard for the success of the educational activities being provided to students, a normal situation in the classrooms of planned activities and identified roles of students and teachers.(Kitami and Kitami, 2002). The successful classroom management focuses on teaching strategies to achieve the constructive learning that encourages creativity and innovation among students, and help them pursuit the challenging activities. (Laffivee, 1992) explained that the establishment of a structure for the development of a special system of classroom management, should include the organization of classroom atmosphere, to facilitate the learning process and to raise the spirit of competition between students, so that it combines between effective management and personal growth of student. According to Ahmed and Hafiz ((2003) the classroom management process

represents a distinctive form of positive interaction between the teacher and his students, through specific organized activities, require the appropriate circumstances and conditions. Moreover, the learning environment has an impact on the effectiveness of the learning process itself and on the mental health of students. The function of the teacher is not limited to teaching only, but to the formation of positive attitude, values, habits and behaviors, and perhaps the most important thing in the teaching and learning process is the interaction between teacher and student in campus and outside, and which is designed to earn the student skills and knowledge and raise the level of his education. (Canter, 1990) identified classroom management as rules of conduct and activities through which the teacher seeks to promote the desired behavior and get rid of the unwanted one. And defined by Mansi (1996) as the direct and indirect behaviors of the teacher inside the classroom to achieve educational goals that earn students the concepts and skills that prepare them for working life. According to Ali (2006), they are the processes that aim to organize the classroom in the light of the goals set in advance and are consistent with the culture of students' community. (Jaber, 2000) identified it as the necessary procedures to create a structure appropriate for teaching, learning, and conservation of environment.

As for the conducted studies, Abu Qedees study (2007) came to identify best practice in university classroom management, from the perspective of each of the professors and students in the Hashemite University, the results showed agreements concerning a number of preferences between the teaching staff and students in general, as well as between variables categories, which included gender, the faculty, years of experience, and academic rank, and disagreements in other things, whether in general or as variables. It also reflected the lack of satisfaction among the students concerning the majority of educational practices. (To'eima and Albandari, 2004) explained in their study on the "university education between reality and development visions" that the role of a university professor must extend to how to deal with students in the classroom and outside it, and understand their mental and socio-economic conditions, including the individual differences, and take care of them in practice, and guide them either scientifically or from the social, cultural, moral or economic perspective. (Crombie, 2003) study, which aimed to disclose the convictions of about classrooms participation, as well as the behavior and conduct of their professors in the university classroom. The classroom participation from the point of view of both male and female students was seen as one of the factors associated with the effective learning and had positive impacts on the learning experience. The effect of gender on the general level of activity has been studied and the results showed significant differences in favor of males, who participated more than females, and that female students are less involved than males. Studies have also showed that older students participated in university classroom more than the younger students. Rashid (1998) identifies the basic tasks of university teacher as: teaching, preparing lectures and exams, maintain good relations with students, to be punctual, self-controlled, self-confident, open-minded, target-oriented, creative and innovative.

2. The problem of the study

The problem of the study is seen in the title which is related to the practices of college teachers in classroom management; they are essential in determining the level of classroom interaction, have an impact on the educational situation, and represent the nerve that connects between the learner and the teacher, in the educational and administrative aspects. Such practices motivate thinking among students, help to judge the outputs of education, and the role of the teacher in the lecture, then came the study to investigate the effectiveness of the teaching staff in the classroom from the standpoint of their students. The problem of the study relates to the responses to the following two problems:

- **What Practices applied by the teachers of Shobak College in their management of the university class in two dimensions (administrative, and educational) from the point of view of students?**
- **Are there statistically significant differences in the practices applied in the university classroom management at the level of $(0.05 = \alpha)$ from the viewpoint of students attributed to the variables of gender, and the level of interaction between them?**

3. Objectives of the study

- 1- Identifying the relationship between the theoretical knowledge provided to students, and its impact on their daily life.
2. Using the scientific methodology, to identify the relationship between the two areas of classroom management; administrative and educational.
- 3- Identifying the effect of some variables, such as gender and level.

4. Importance of the study

Identifying the teachers' practices within the classroom, and how to apply classroom management strategies; as an important element in the educational process to achieve specific and acceptable goals.

5. Study variables

The study included

1. Independent variables in two levels

A-Gender (male, female)

B-level: Bachelor's degree, diploma.

2 - Dependent variable: Evaluation of Shobak University College practices applied in the university classroom management.

6. Method & procedures

Methodology: The descriptive survey method by using a questionnaire, as a tool to collect data, appropriate to the study

7. Study population:

The study population consisted of students from Shobak University College, for the year 2014/2015 totaling (463) students. Table (1).

Table (1) the distribution of the study population by gender and level

Level /Gender	Bachelors'	Diploma	total
Male	123	58	181
Female	206	86	292
Total	326	147	463

8. Study sample

After excluding the exploratory sample, the study sample consisted of (88) students and this accounted for 19% of the study population, who were selected by stratified random method. Table (2).

Table (2) the distribution of the study population by qualification and gender

Qualification /Gender	Bachelors'	Diploma	total
Male	23	11	33
Female	39	16	55
Total	62	26	88

9. Study tool & validity

The researcher prepared a questionnaire to evaluate the level of performance of teachers in Shobak College in classroom management, for the academic year 2014/2015, from the standpoint of their students. The questionnaire was prepared after reviewing the theoretical literature and previous studies in addition to researcher's experience in teaching the material. To verify the validity of the tool it was presented before experienced educators to express their opinion, after the arbitration it has become composed of (32) items, distributed into two areas (administrative, and educational). The responses to items were graded according to Likert scale, the number (5) represents the maximum grade of the item and number (1) the minimum, and percentages were regarded as criterion to compare the ratings of the students; greater than or equal to 75 % degrees high rating, less than 75% and greater or equal to 60% medium rating, and less than 60% weak rating.

10. Reliability of the tool:

The reliability of the tool was calculated by applying it on an exploratory sample of (18) students, from the study population and from outside, reliability was verified through the internal consistency according to Cronbach Alpha Formula, the value of internal consistency coefficient of the two areas, and the tool as a whole was appropriate as in the Table (3).

Table (3) values of reliability factors of study areas

Area	No. of Items	Reliability Coefficient
Administrative	17	84%
Educational	15	86%
Overall Reliability Coefficient	35	85%

11. The study measures:

After the study sample identification, and verification validity and reliability of the tool, the researcher met with students to dialogue about the tool and how to respond, and after clarifying, (88) questionnaires were distributed on the sample and after collecting them and taking the data, they were processed using the arithmetic mean of the response to the first question, and the (Two -Way ANOVA) for the responses to the second

questions.

12. Results of the study and discussion

First, the results of the study on the first question:

-What practices applied by the teachers of Shobak College in their management of the university classroom in the two areas (administrative, and educational) from the point of view of students?

Table (4) shows averages for grades of teachers in the two areas (administrative, and educational) and for the questionnaire as a whole.

Table (4) averages of the ratings of students

No	Area of Evaluation	Average	Percentage	Grade
1	Administrative	3.86	0.77	High
2	Educational	3.52	0.70	Medium
3	The questionnaire as a whole	3.67	0.73	Medium

The table shows differences between the ratings given by students in Shobak College to judge the effectiveness of classroom management practiced by the teachers, the administrative area occupied a high level and a percentage of (77%), while the educational area occupied a mid-level with a percentage of (70%) and at the level of the whole questionnaire, it came in the mid-level with the percentage of (73%) which is the average of the level of the two areas.

The researcher believes that the administrative area came at a high level for two reasons; first: teaching staff commitment to achieve security for students as the number of students is low, and the desire to achieve mutual respect between the two parties, and the second: The interest of teachers reflects their eagerness to build social intellectual system that helps to exchange the roles, considering that higher education is an important stage in the life of individuals, in particular that all the elements of the educational climate are available; buildings, furniture and equipment, all of which are in favor of the educational process. This reflects the keenness of teachers to maintain a high level of classroom interaction management, it is the foundation to attract attention and increase the number of students.

This agreed with the study of To'eima and Albandari, (2004), the educational area came in mid-level (70%), which is acceptable but lower than the administrative area. The researcher believes that this may be due to the following reasons: Firstly, the presence of a high percentage of teachers without educational qualifications and this causes a decline in education according to the educational vision.

Secondly, student's interest to apply education outputs in the right manner has declined because of the decline of education system in the community as a whole. Thirdly, perhaps the teaching methods applied are still the same: memorization and lecturing and do not focus on the mental construction, inquiry, and critical thinking.

However, the total result came in the mid-level, and this may be attributed to the fact that the educational process in the college was not up to the ambitions of planners as is the case of education in the Arab world, because of the absence of educational programs and research on the part of teachers, for lack of financial support, not to mention overlooked feedback programs through which the educational plans are reviewed from time to time.

It agreed with Abu Qedees study (2007) which stressed the inefficiency of teachers in the fields of education and management of university classroom.

Second: The results of the study for the second question:

Are there statistically significant differences in the practices applied in the university classroom management at the level of $(0.05 = \alpha)$ from the viewpoint of students attributed to the variables of gender, and the level of interaction between them?

The two-way analysis of variance with statistical significance level of 0.05 using the statistical program SPSS, and the result showed no statistically significant effect for the gender and the level and the interaction between them at the level of $(0.05 = \alpha)$ for all areas of the questionnaire, and for the whole questionnaire, where the probability value was $(P\text{-Value} > 0.05)$. Perhaps the reason for the lack of effect is that both genders are exposed to the same conditions, educational and administrative programs, and they have similar advantages, and the two levels (Diploma or Bachelor) are handled with the same administrative strategies or educational programs, even they may sit in the same classroom to learn some common educational programs. In the term of gender, it has disagreed with the study of (Crombie, 2003).

13. Conclusion & recommendations

The study came to investigate the level of teachers of Shobak College in classroom management from the perspective of students, and after analyzing the responses to (32) items covered two areas: administrative, and educational. The total level of the questionnaire came in the mid-level affected by the educational area, which came in the mid-level, unlike the administrative area which occupied a high level. The study also confirmed the

absence of the effect of gender or level and it does not constitute a disparity among the population of the study sample. The study recommended the following:

1. Offer more training programs to develop the capacity of teachers in the field of educational sciences.
2. Brief the teaching staff on the results of the study, and compare them with the results of students in other university colleges.
3. Identify the items which came in the mid-level of the two areas, and analyze the common reasons .

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15.The study tool

Practices of teachers of Shobak University College applied in classroom management from the perspective of the students"

Gender: Male Female

Level:: Bachelor Diploma

No	The text	Very High	High	Medium	Low	Very Low
	Administrative area					
1	The teacher achieves the wishes of students					
2	allows students to express their opinions					
3	Respects students values and feelings					
4	Takes into account the psychological needs of students					
5	Contributes to creating a democratic atmosphere					
6	Allows equal opportunities for students					
7	Regulates the social and classroom climate					
8	Encourages positive cooperation					
9	Maintains good relations with students					
10	Addresses the bad behavior wisely					
11	Listens to students					
12	Briefs students on discipline rules					
13	Gives opportunities for students to evaluate their work					
14	Develops leadership skills					
15	strengthens the chances of student dialogue					
16	Uses the time wisely					
	Educational level					
17	Keen to understand the answers of students					
18	Plans positive activities in the classroom					
19	Designs activities appropriate to students					
20	enhances multiple answers					
21	Respects students opinion in answering questions					
22	Creates a joyful educational process					
23	Achieves progress in education					
24	Encourages the innovative ideas					
25	Achieves self-learning					
26	Stimulates to get the job done quickly and perfectly					
27	Focuses on the cognitive aspects					
28	Provides opportunities for the student to put his goals					
29	Diversifies the sources of information					
30	Interested in constructive criticism					
31	Uses multiple strategies					
32	Provokes the needs of students for achievement and success					