

The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions

Mohammad Salem al-amarat

Faculty of Education, Tafila Technical University, Tafila, Jordan

KEYWORDS Behavioral Problems. Academic Problems. Teacher. Jordan

ABSTRACT The study aimed to identify the classroom problems that faced teachers in public schools in Tafila province, and the proposed solutions. The samples of the study were 196 teachers from the public school in Tafila province. By using questionnaire to collect the data, the results of the study show that the mean of the behavioral problems was 2.66, and the mean of the academic problems was 3.08. Also, the researcher found that statistical significant differences refer to interaction between gender, level of school, and teaching experience in the behavioral problems for male in the basic school, those with work experience less than 5 years. Also, there are no statistical significant differences between gender, level of school, education degree, and teaching experience in the academic problems. The study did give some recommendations.

INTRODUCTION

Traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet. For some principals, a quiet classroom means effective teaching. With the growing movement toward cooperative learning, however, more teachers are using activities in which students take an active role. Sharing ideas and information with various activities occurring at the same time can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning (Carr et al. 1998).

The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements. They are considered the basic problems which face the teacher since teachers complain about mastering the order inside the classroom, and it consumes much effort and time, and they are considered as sensitive, important and critical factors for the teacher's success or failure in his tasks.

The concept "classroom order" point to the learner's behavior discipline according to the followed systems and rules which facilitate the process of classroom interaction towards achieving the planned goals (Marei and Mustafa 2009).

Glavin (2002) states that the behavioral problems may appear as a result of: inappropriate skills which students learn, choosing inappropriate time for learning, and the restricted learning opportunities offered to students.

Teachers do not generally want to give control to their students. They are instructed that

the mark of a good teacher is the teacher who controls the class (Taylor 1987). The amount of control that teachers have in the class is often seen by the administration as a measurement of the quality of a teacher. Administrators are usually happy if a teacher never sends a student to the office and interpret this as proof that the teacher is in control and must be doing a good job (Edwards 1994).

The school behavioral problems considered the most dangerous ones, which face the components of the educational process (teachers, principals, parents, and supervisors). The disorder, theft, properties vandalism, violence against teachers and student, are the matters that may threaten the educational process (Owidat and Hamdi 1997). Students that practice disruptive behavior cause disciplinary problems in the classroom and have negative efforts on student, it may also lead to low achievement.

There are many academic and behavioral problems regarding students that face teacher in the classroom and has a direct impact on the teaching – learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom vandalism, disobedience, aggressiveness, refused to do tasks and school works.

There is no instruction without any problems, as long the classroom has different achievement factors, and different personality. The reasons of academic and behavioral problems could be classified as follows (Al-Alga 2006).

School Administration: It plays an essential role in classroom discipline since the dictatorship and unactual laws and instructions of a

school administration may push students to challenge those laws and instructions and no commitment with them, which finally reduces the opportunities of discipline and increases the behavioral problems inside the classroom (Al-Khatib 2003)

Teachers: They play a role in the classroom problems when they do not make their objectives clear, and when they do not plan their teaching methods earlier. When teachers follow traditional methods in teaching, this leads to students getting bored, and stressed. This triggers the probability of classroom management problems. A teacher who insists on a classroom full of activity, and quietness' by keeping the students busy, working all the time without any break or any changes in the activities, lead to humiliation working and activity for the students will make the probability of classroom problems due to classroom discipline (Al hajj et al. 2009).

Family: The family lifestyle and environment will put its mark on controlling the behaviors of students. Some students' behavior can be unacceptable at school. Also, the level of behavior that is acceptable and allowed in the family, the way the family acts with one another, leads the student to unacceptable performance in the school. Parents indirectly share in creating problems when they insist on their kids' grades, and achievements to be always high. These lead to feeling of anger, and worry, and create student behavioral problems inside the classroom.

Student's Mental Abilities: Teachers face in the classroom a group of students who suffer from the slowdown, faltering and failure in learning and they need more time than their colleagues need to accomplish any learning task. Such students are characterized by a number of characteristics, including problems of language, oral expression, and unable to pay attention, memory problems and the dispersal of attention (Abu Nemrah 2006). In addition, teachers face another kind of problem in the classroom of gifted students. They are a source of annoyance for the teacher and students in the classroom since they talk without permission, and the ordinary students are always jealous of them (Abu Talib 1996).

Finally, such problems and behaviors could be treated through varying educational programs offered by the school, giving attention to activities, which assuage the school curriculum, expanding communication with parents to understand the economic, social, health and psycho-

logical conditions of the students and to promote the social behavior, and to encourage the social life among them in later stages. The international disregard of the bad behavior by the teacher and the non-verbal interference through gestures and signals, and approaching riotous students' seats may decrease the behavioral problems.

The importance of the study emerged from the fact that the above literature indicated that classroom problems face the teachers, and try to investigate those problems in order to come up with solutions.

Statement of the Study

Nowadays, teachers face many challenges such as: the spread of behavioral and academic problems that threaten the educational system in most of the schools. These problems have direct influence on the learning process. The researcher implements this study to review the classroom behavioral problems and academic problems that face school teachers in Tafila province.

The Purpose of the Study

The purpose of this study was aimed to investigate the classroom problems faced schools teachers in Tafila province, and the proposed solutions addressed for the academic year 2008-2009.

The Importance of the Study

The researcher hopes that this study will serve school principals to identify the behavioral and academic problems that faced teachers in the classroom, in order to find solutions to decrease the effect of these problems on the level of teacher participation and student achievement. It also serves the educational administrations to make decision to face the classroom problems through teacher training programs.

The Research Questions

Q-1- What are the behavioral problems facing school teachers in Tafila province ranked in descending order?

Q-2- What are the academic problems facing school teachers in Tafila province ranked in descending order?

Q-3-What are the proposed solutions that address the behavioral and academic classroom problems facing school teachers in Tafila province?

Q-4- Are there any significant differences attributed to the variables of the study (gender, level of school, education degree, and teaching experience) in the field of behavior problems, and if there is interaction between them?

Q-5- Are there any significant differences attributed to the variables of the study (gender, level of school, education degree, and teaching experience) in the field of academic problems, and if there is interaction between them?

Review of Literature

There are many behavioral patterns practiced by the students within the classroom environment, some of it positive behavior and some negative behavior. The starting point for successful behavior management and, dealing with the problems of classroom management efficiently and with professionalism, depends on the ability of the teacher to judge that the behavior that carries out into the classroom can be described as a problem and must be dealt with through a number of criteria which teacher can determine. Several studies were conducted in the field of behavioral problems faced by teachers in schools, including:

Owaidat and Hamdi (1997) conducted a study aimed to investigate behavioral problems of the male student in 8th, 9th, and 10th grade in Jordan. The sample consisted of 1907 students from schools identified by educational directorates as having behavioral problems. Students of the sample responded in their class to the questionnaire developed. Data regarding students school achievements were obtain from official records. The result indicates that quarrels, beating other students, cheating in exams and reports, and morning school delay were the most frequently mentioned behavioral problems. The most frequently used procedure to control students was beating by the teacher.

Hamasha's (2000) study aimed to find out the administrative problems that face newly appointed teachers of the first three grades at Irbid schools and define the problems in terms of sex and qualification. The results of the study revealed: there were significant at $\alpha=0.05$ for the degree to which administrative problems exist,

which face 1-3 grades newly appointed teachers. There were a number of administrative problems that face 1-3 grades newly appointed teachers due to gender, and there were no significant at $\alpha=0.05$ for the degree to which administrative problems exist, that face 1-3 grades newly appointed teachers due to qualification.

The study by Hamdallah (2005) aimed to recognize problems in classroom management and their causes and recognized student behavioral problems, which hinder learning process in UNRWA schools in Jordan in the school year 2004-2005. The results of the study show that the extent to which teachers faced general problems was low. Major general problems which face teachers of the first three classes were: to maintain students attention and involvement in learning process, the ability of the teacher to prevent and stop unwanted behavior, and the cooperation of teachers and school administration to develop a number of school rules which control students' behaviors in the classroom and the school and to find the physical environment which is suitable for learning to take place, and developing positive relationship between teachers and school administration. The most important reasons which take part in the occurrence of problems from the teachers' point of view are: the large numbers of students in the classroom, the effect of economic and social circumstances of students on pursuing their school work, and the large number of family members and its negative effect on the ability of parents to bring up their children.

Clunies-Ross et al. (2008) investigated the relationship between primary school teachers' self-reported and actual use of classroom management strategies. The sample consisted of 97 teachers from primary schools within Melbourne. The information was collected by questionnaire. The findings indicated that teacher self-reports accurately reflect actual practice, that relatively minor forms of student misbehaviors are a common concern for teachers, and that teachers are spending a considerable amount of time on behaviors management issues. Also, the findings revealed that the use of predominantly reactive management strategies has a significant relationship with elevated teacher stress and decreased student on-task behavior.

The study by Leblanc et al. (2008) aimed to investigate the relationship between antisocial behavior during adolescence and high school

social climate and a longitudinal and multilevel approach was used. The data was taken from a longitudinal study of 1,233 boys and girls who attended 217 public and private high schools. Students' disruptive behaviors were assessed yearly from 6 to 12 years of age. High school social climate was assessed by teachers, and students reported on their violent and nonviolent antisocial behavior while in high school. The multilevel analyses revealed (1) a large difference between the percentages of variance explained within schools, 97% compared with between schools 3%, (2) teachers' reports of classroom behavior problems explain between school differences in student reported antisocial behavior, after controlling for students' family adversity and history of behavior problems during elementary school.

Hararsh and Kawaldh's (2009) study aimed to identify patterns of control implemented by the classroom teachers in order to maintain discipline in the classroom in Al- Mafraq District of Education. The study sample consisted of 210 teachers and researcher used questionnaire consisted of 35 items to collect data. The results indicated that the patterns of classroom settings were arranged as follows: proactive type style, insulting, and authoritarian.

The study by Dube and Orpinas (2009) examined behavioral reinforcement profiles of school refusal behavior. The data collected by the school social workers on school refusal behavior for 99 upper-elementary and middle school students. The result of the study showed that: 17.2 % missed school to avoid fear or anxiety-producing situations, escape from adverse social or evaluative situations, 60.6 % missed school to gain parental attention and 22.2 % had no profile.

A study by Filter and Horner (2009) investigated the relationship between problem behaviors and academic variables in classrooms. Functional behavioral assessments conducted with two fourth grades. Two behavior support interventions were developed for each participant. One intervention was designed using a competing pathways model that combined behavioral and academic supports, and linked the intervention components to the functional assessment results. A second intervention was drawn from the literature. Results of the study indicated that the function-based academic inter-

ventions resulted in significantly fewer problem behaviors than were observed during non-function-based interventions. The results lend support to the idea that interventions for problem behaviors that occur in the classroom context will be most successful if based on functional behavioral assessments.

The researcher took advantage from all the reviewed studies to build the instrument, and to support the statistical analysis.

METHODOLOGY

The Community of the Study

The community of the study is all the teachers working in the Directorate of Education in Tafila province in Jordan for the second semester of the academic year 2008/2009, and they are 2400 male and female teachers according to the statistics of the Directorate of Education in Tafila province.

The Sample of the Study

The sample of the study consisted of 240 male and female teachers, which formed about 10% of the total number community. The sample selected as a simple random manner from all the schools in the School Directorate 147 Schools. Referring to the Planning Section in the Directorate of Education in the province of Tafila and access to lists of names of teachers and school personnel. After that, the researcher gave each questionnaire coming back from the teacher a serial number, and entered the data into the computer, the number of returned questionnaires were 200, and when checked 4 were expelled from the sample, because the questionnaire did not meet the required information, 196 questionnaires were analyzed (Table 1).

Table 1: Distributed members of the sample according to the dependent variables of the study

<i>Dependent variable</i>	<i>Value label</i>	<i>N</i>
Gender	Male	85
	Female	111
School level	Basic	102
	Secondary	94
Education degree	BA	156
	Above BA	40
Teaching experience	Less than 5	117
	Above 5	79

Study Instrument

The research design instrument consisted of two parts: the first part dealing with classroom problems consisted of 35 items, the second part dealt with the suggested solutions consisted of 20 items.

Instrument Validity

The instrument was submitted to a panel of referees from faculties of education in Jordanian Universities to revise it and report their remarks about it. After meeting the required modifications, the final version of the instrument consisted of 55 items: 19 items for behavioral problems, 16 items for academic problems, and 20 items for solution problems.

Reliability

The Cronbach Alpha showed that the reliability of the scale was 0.84, and the Cronbach Alpha for the domain was as 0.93, 0.90, 0.91 which is fit suitable for this study.

Variables of Study

The Independent variables:

- Gender: male and female.
- School level: Basic and Secondary
- Education Degree: BA and above BA
- Teaching Experience: less than 5 and above 5 years.

Dependent Variables

The estimate sample of the study: classroom problems faced teachers in the public schools in the Tafila province, and proposed solutions.

Statistical Analysis

Descriptive statistics were used to answer the questions of the study by computing:

- Means and standard deviations.
- The analysis of variance (ANOVA). Statistics were used to determine if there are significant differences between study variables.

Description of mean values was base on the following classifications as follows:

- 1.5 - 2.49 weak.
- 2.50 - 2.99 moderate value.
- 3- 4 strong value.

RESULTS AND DISCUSSION

The purpose of this study is to investigate the classroom problems faced by schools teachers in Tafila province, and the proposed solutions that addressed for the academic year 2008-2009. To make it convenient to show the result of the study, the results were categorized, by research questions of the study:

The First Question: What are the behavioral problems facing school teachers in Tafila province?

Research question (1) was about determining the level of the behavioral problems faced by schools teachers in Tafila province. Means and standard deviations were used to accomplish this objective. Table 2 presents means and standard deviations for each item arranged successively from the highest mean value to the lowest value of the behavioral problems domain. Higher mean values indicate a higher level of behavioral problems, whereas lower means indicate lower level of behavioral problems. The results of table 2 showed that the mean scores were between 3.41-1.84 and the standard deviations were between 1.84- 1.06.

In reference to table 2, the highest three items in the domain of behavioral problems were: item number 10 which states "Show adulthood and draw attention to some students" was ranked first with mean of 3.41. This is probably because some students demonstrated their knowledge. It may lead to the lack of love and attention, and the large amount of criticism to students which may cause pushing them to certain behaviors of violence towards others to confirm their presence in the classroom or as a result of the instability of emotional situation, anxiety experienced by the students reflected in the form of acts of hostility. Some gifted students correct the teachers' answers, this behavior may lead to a teachers' embarrassment, and undermine confidence of his students, this result agrees with Hamdallah study (2005).

Item number 5 which states "Speak loud during the collective answer to the question "has a mean of 3.37 was the second to the higher-level. This may be due to the lack of knowledge of the student rules, regulations and instructions of the classroom or the student has a sense of jealousy of the superiority of a fellow in the school or in social status. In addition to the conflict of laws in the classroom, the contradiction between te-

Table 2: Means and std. deviations for the behavioral problems domain

<i>Number of item as listed in the questionnaire</i>	<i>Paragraphs</i>	<i>Mean</i>	<i>Std. deviation</i>
10	Show adulthood and draw attention to some students	3.41	1.06
5	Speak loud during the collective answer to the questions	3.37	1.06
14	Overcrowded classrooms with students.	3.23	1.43
9	Lack of concern in the performance of educational activities and homework	2.98	1.24
1	Releasing of sounds during preoccupation in teaching and explanation of the lesson.	2.92	1.22
18	The high reaction of the teacher to preserve his dignity	2.90	1.26
6	Not participating in the corporate learning groups during the respond to the class questions	2.81	1.24
17	Teacher asked students to behave naturally, without specifying the standards of classroom conduct	2.77	1.18
15	A lack of communication and interaction between teachers and students during the class.	2.68	1.26
8	The frequent attempts of cheating during examinations	2.66	1.29
3	Students ignore the teachers instructions, orders and their comment	2.56	1.22
4	Harassment and abuse other students	2.56	1.17
19	The tough superior behaviors by teachers.	2.47	1.27
2	Dispersion of the students attention to his fear, and uncertainty	2.41	1.13
12	The ineffectiveness of the teachers' behavior of the implementation of school discipline instructions	2.38	1.29
13	The weakness of the teachers personality, and his failure to controlling the class	2.22	1.35
11	Teachers to use violence when dealing with students	2.18	1.23
16	Teacher bias against students	2.15	1.30
7	Playing and using mobiles during the class.	1.84	1.31

achers, the types of family education of some students, play a role in the behavior problems. Some of the family members used to talk and address each other by loud cursing or reviling. This kind of behavior transfers to the classroom. This result goes with the study by Borich and Tombari (2004). They found out that 55% of school problems are related to making noise and talking to others. Also, 17% from them read without teacher permeation, maybe it is related to the influence of all violence forms presented and viewed on TV and all mass media. In addition, it goes with Morse's study (1994) which refers to the curriculum as not suitable for some students.

The third item, number 14 in ranking which states "Overcrowded classrooms with students" with mean of 3.23. It may refer to the overcrowding in classrooms, which may prevent the implementation of classroom management strategies. The classroom is a social organization with a meaningful social location varies depending on many factors. When classroom is congested with students, it leads teacher to follow a traditional way of teaching their students. It also leads to

exhaustion of the students, and contributes to the disintegration collapse, and increases the probability of disciplinary problems in the classroom. Some teachers insist on a classroom environment with quietness and activity by keeping the students busy, active and working all the time without recreation or diversification of activities resulting in the suppression of the motives of action and activity at student and this increases probability of classroom problems.

The lowest three items in the domain of behavioral problems were: item number 11, which states "Teachers use violence when dealing with students" was ranked first with mean of 2.18, which was the low score. This may be this due to the teachers' perception of the harmful side-effects of the use of violence with the students, especially physical punishment. Punishment produces fear of learning; it generates external control of student behavior, and prevents the emergence of various creative and innovative students. Teachers believe that education, which is built on punishment, might lead students to hate education, themselves and their country. The atmo-

sphere of violence leads to un-free-learners and the consequences of physical punishment by teachers in front of children always leave bad memories.

Item number 16 which states "Teacher bias when dealing with students" has a mean of 2.15 was a second, which was a low score. The researcher believes that it is not easy for mankind to be neutral in his educational interactions. This may be due to the teachers' belief that the bias leads to the lack of objectivity and fairness. So he believes that a successful institution is where all members are equal. Without bias behavior, there will be friendship, love, trust, and increases the students interaction with the teacher, and with each other. It will create an environment of supportive climate in the classroom. All of this due to the values held by the teacher whether it is physical or positive values, a society without double standards, free of ethnicity, linguistic or religious impact on it. This result goes with the study of Wayman (2002) who stated that, student alienation from school is a major cause of dropping out of high school and poor teacher-student relationships are often cited in describing student alienation. An under-studied aspect of poor teacher-student relationships is the student perception of teachers treating some students differently according to their ethnicity.

The third item number 7 in ranking which states "Playing and using mobiles during the class

was lowest score" with mean of 1.84. Indeed, many educational institutions in Jordan have formal policies banning mobile phone use in classrooms, and on school grounds, especially in K-12 schools. Most families in Tafila province have incomes less than the earning of households in the rest of Jordan.

The Second Question: What are the academic problems facing school teachers in Tafila province?

Question number 2 was about determining the level of the academic problems faced by schools teachers in Tafila province. Means and standard deviation were used to accomplish this objective. Table 3 presents means and standard deviations for each item arranged successively from the highest mean value to the lowest value of the academic problems domain, higher mean values indicate a higher level of academic problems, whereas lower mean indicate lower level of academic problems. The results of table 3 showed that the mean scores were between 3.55-2.39 and the standard deviation were between 1.40- 1.12.

In reference to table 3, the highest three items in the domain of academic problems were: item number 25, which states "Weakness incorporation the prerequisites classes" was ranked first with mean of 3.55 highest score. This may be due to the slow hiring system in the ministry of education in Jordan. Some schools will reflect shortage in accomplishing the objectives of the

Table 3: Means and standard deviations for the academic problems domain

No. of items as listed in the questionnaire	Paragraphs	Mean	Std. deviation
25	The weakness incorporation in prerequisites classes.	3.55	1.27
20	Low level of academic achievement of students.	3.52	1.19
31	The quantity of the educational material presenting to students.	3.45	1.20
22	The lack of preparation prior to the class	3.39	1.40
21	Lack of attention during the explanation.	3.33	1.15
23	Weakness and capacity to express themselves.	3.31	1.18
24	Failure to do homework	3.22	1.12
28	Learning difficulties among some of the students	3.20	1.15
32	Lack of appropriate subjects to levels of students.	3.09	1.18
30	Lack of thrill and excitement in education activities.	3.03	1.17
33	The sensation of the teacher is fixed and stationary in the classroom activities.	2.93	1.14
29	Lack of objectivity when assessing the works of the students	2.90	1.13
34	Pace of the teacher to give educational material without proving break for a student.	2.69	1.24
35	Informal arrangement of materials, devices and means by teachers.	2.66	1.33
27	The teachers' emphasis on memorizing and filling the minds of students with information.	2.57	1.27
26	The teachers failure to deliver information to the students.	2.39	1.21

curriculum, therefore there is some educational competency the student miss it. In some classroom or study stage, all these competencies are not taken care of in later stages from the teachers side, due to the overload or some belief that it is not his responsibility.

Item number 20 "low level of academic achievement of students" has a mean of 3.52. It was second to higher-level. This result goes with research studies which show that pre-learning comes as a result of learning non-relevant skills or experience or as result of choosing incorrectly for learning which leads to behavioral problems among students (Glavin 2002). Perhaps the weak foundation is due to missing school, educational competence of students in the previous stages, there were no qualified teachers who were capable of teaching students, and sometimes curriculum was difficult and also, instability of the teachers in the teaching profession.

The third item, number 31 in ranking which states "Quantity of the educational material given to students", with mean of 3.45. This may be due to the procedures undertaken by the Ministry of Education that has developed the curriculum, to be appropriate to the economy knowledge. The curriculum included a number of educational activities, which require the student implementation based on the existing educational facilities in the school such as: computers, Internet, the school library resources, and the local environment. Since most schools do not have such facilities, this will make teaching profession complicated, and difficult. Teachers feel that curriculum is filled with activities, which require additional effort to implement.

The lowest three items in the domain of academic problems were: Item number 35 which states "Informal arrangement of materials devices and means by teacher", was ranked first with mean of 2.66 which was the low score in descending order. May be this result refer to the teacher perception that the classroom arrangement and design led to better management, and higher efficiency.

Item number 27, which states "Teachers focus on the memorizing and filling the minds of students with information" has a mean of 2.57, was second to the lower score. May be this referred to the change of teacher role from traditional to facilitator, and guide for the teaching and learning process. In constructivist classrooms, the strategy is to consider the role of

management classroom process as a potential learning experience, rather than an administrative task, by keeping students actively engaged in the rule-setting process (Schimmel 1997).

The third item, number 26 in ranking which states "The teacher failure to deliver information to the students", with mean of 2.39, ranked the lowest score, due to some teachers who teach the student their educational background in BA as a minimum, and are qualified academically to teach the student their extensive training on the communication strategy, pre-service and during service. This finding goes with studies of Samuelowicz and Bain (2001), Kember and Kwan (2000). Trigwell and Prosser (1996) have demonstrated that the conceptions of teaching held by higher education teachers are related to approach their teaching.

The Third Question: What are the proposed solutions that address the behavioral and academic classroom problems facing schools teachers in Tafila province?

Question number 3 which was determining the proposed solutions that address the behavioral and academic classroom problems facing schools teachers in Tafila province. Means and standard deviations were used to accomplish this objective. Table 4 presents means and standard deviations for each arranged successively from the highest mean value to the lowest mean value of the proposed solutions domain. The results of table 4 show that the mean scores were between 4.54-3.13 and the standard deviations were between 1.49- 0.81.

In reference to table 4, the highest three items in the domain of proposed solutions were: item 16 which states: "The rehabilitation of the student's attention from time to time", as the most important item with mean of 4.54, item, number 5 which states "Cooperation with parents in solving behavioral problems of their children" has a mean of 4.44 was a second in importance, the third item in ranking was number 20 which talk about "Involvement of students in recreational activities at the school" with mean of 4.44.

Probably this is due to the fact that the change in the classroom environment from time to time and the requirement of educational technology that will help the teacher to activate the classroom and the involvement of students in recreational activities in the school. All of these variables will contribute to increase the motivation

Table 4: Means and standard deviation for the proposed solutions

No. of items as listed in the questionnaire	Paragraphs	Mean	Std. deviation
16	The rehabilitation of the student's attention from time to time	4.54	0.75
5	Cooperation with parents in solving behavioral problems of their children	4.44	0.81
20	Involvement of students in recreational activities at schools	4.44	0.82
1	The requirement of educational technology that will help the teacher to activate the classroom	4.43	0.82
14	Teacher training to employ of modern educational techniques.	4.39	0.84
4	Trust and confidence relationship between teachers and students	4.34	0.79
17	Satisfy the various needs of students (Cognitive, Emotional, Skills).	4.32	0.91
2	Training teachers to use modern educational technologies in teaching.	4.30	0.81
15	Reduce the number of students in class	4.29	0.88
18	Explaining educational laws and regulations to the students.	4.28	0.83
9	Encourage students engage in educational teaching and learning time	4.28	1.01
3	Reward the students physically and spiritually by the teacher	4.23	0.90
19	Accuracy and objectivity in evaluating the performance of students	4.16	0.95
13	Strengthening the role of counseling and guidance at school	4.15	1.01
6	Training pre-service teacher on classroom management techniques	4.11	1.22
8	Making a relaxed classroom environment available, help teachers to interactive the classroom activity.	4.10	0.96
10	Diversification of the tasks for the students during the class	4.09	1.14
12	Diversification of teaching strategies used by teacher	4.03	0.98
11	The intensification of class visits by the supervisors	3.54	1.17
7	The use of physical punishment to control behavior of students	3.13	1.49

of the learner and helps the learner into positive interaction and active with the learning material, it helps to develop the thinking skills of learners. All of these behaviors will reduce the behavioral problems in the classroom.

The lowest items in the domain of proposed solutions were: Item number 11 which states "The intensification of class visits by the supervisors with mean of 3.54, and item number 7 which states "The use of physical punishment to control students' behavior", with mean of 3.13. It could be as result of the punishment leads to fear, and worry to the learner, from the teacher and learning material, other educational materials, and school atmosphere in general. The imposition of punishment sometimes has presented little effect, when the punishment is absent, the punished student will return to his first behavior, perhaps in stubbornness or a reaction act of his punishment. Finally, the atmospheres full of punishment, rarely educates free learners and if there is no freedom for learners, it is difficult to expect from them creativity, innovation, open thinking, critical thinking, pursuit of change, and achievement. The intensification of class visits by the supervisors lead to outside control for the student behavior, when it does not treat the student behavior problems.

The Fourth Question: Are there any signifi-

cant differences attributed to the variables of the study (gender, level of school, education degree, and teaching experience) in the domain of behavior problems, and if there is interaction between them?

The results from table 5 showed that there are no significant differences among gender, level of school, education degree and teaching experience, but there are significant differences among interaction gender, school level, and teaching experience in the behavior problems, that faced teachers in schools of Tafila province, in the domain of behavior problems. To find out who benefits of the significant difference, the mean square and Standard Deviation, as show in table 6.

In table 6, the results indicate that the difference came in favor of males in Basic schools for those who had less than five-year experience. This may be attributed to the quiet nature of the female students over that of male students. Besides, the primary stage witnesses' physical developmental for both males and females, e.g. self-esteem, love to show up, constructing common groups and adolescence. However, the above features seem to prevail among males rather than females. In addition, the teachers who have less experience and poor training find it difficult to deal with the above cases effectively.

Table 5: Analysis different for the first domain behavior problem

Source	Type III sum of squares	df	Mean square	F	Sig.
Gender	1.409	1	1.409	2.458	0.119
School level	0.105	1	0.105	0.183	0.669
Education degree	0.285	1	0.285	0.498	0.481
Teaching experience	1.130	1	1.130	1.972	0.162
Gender * School level	0.127	1	0.127	0.222	0.638
Gender * Degree	0.004	1	0.004	0.008	0.930
School level * Education degree	1.420	1	1.420	2.479	0.117
Gender * School level * Education degree	0.792	1	0.792	1.383	0.241
Gender * Teaching experience	0.113	1	0.113	0.196	0.658
School level * Teaching experience	0.061	1	0.061	0.106	0.745
Gender*School level* Teaching experience	2.466	1	2.466	4.304	*0.039
Education degree * Teaching experience	0.836	1	0.836	1.459	0.229
Gender * Education degree * Teaching Experience	0.038	1	0.038	0.066	0.797
School level * Education degree * Teaching experience	0.656	1	0.656	1.145	0.286
Gender * School level * Education degree * Teaching experience	0.037	1	0.037	0.065	0.799
Error	103.140	180	0.573		
Total	1499.765	196			

Table 6: Analysis mean and std. deviation for the behavior problems interaction variable study (gender, school level, and experience)

Experience		Less than 5 years		Above 5 years	
Gender	School level	Mean	Std. deviation	Mean	Std. deviation
Male	Basic	2.86	0.77	2.51	0.83
	Secondary	2.72	0.74	2.82	0.85
Female	Basic	2.44	0.73	2.48	0.65
	Secondary	2.8	0.75	2.46	0.75

Table 7: Analysis different for the second domain" academic problem"

Source	Type III sum of squares	df	Mean square	F	Sig.
Gender	1.081	1	1.081	1.939	0.17
School level	0.733	1	0.733	1.316	0.25
Education degree	0.732	1	0.732	1.313	0.25
Teaching experience	1.150	1	1.150	2.064	0.15
Gender * School level	0.003	1	0.003	0.006	0.94
Gender * Education degree	0.042	1	0.042	0.075	0.78
School level * Education degree	0.503	1	0.503	0.903	0.34
Gender * School level * Education degree	1.287	1	1.287	2.310	0.13
Gender * Teaching experience	0.018	1	0.018	0.032	0.86
School level * Teaching experience	0.019	1	0.019	0.035	0.85
Gender * School level * Teaching experience	1.151	1	1.151	2.066	0.15
Education degree * Teaching experience	0.095	1	0.095	0.171	0.68
Gender * Education degree * Teaching experience	0.039	1	0.039	0.071	0.79
School level * Education degree * Teaching experience	0.732	1	0.732	1.313	0.25
Gender * School level * Education degree * Teaching experience	0.537	1	0.537	0.964	0.33
Error	100.318	180	0.557		
Total	1967.188	196			

The Fifth Question: Are there any significant differences attributed to the variables of the study (gender, level of school, education degree, and teaching experience) in the domain of academic problems, and if there is interaction between them?

The results show from table 7 that there are no significant differences between gender, level of school, education degree, teaching experience, and the interaction between them in the problems that faced classroom teachers in schools of Tafila province, in the domain of academic pro-

blems. May be this is due to the similarity of the academic problems, which are faced by teachers in Tafila province, such as failure to do homework, lack of attention during the explanation, low level of academic achievement of students, and the weakness incorporation of the prerequisites classes. The results agree with the studies of Hamdallah (2005), and Hararsh and Kawaldh (2009).

CONCLUSION

The problems in the classroom, and schools in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors, also vandalism, theft, destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and students. All these issues could threaten the whole educational process. The results of this study show that the level of the classroom problems of the Education District of Tafila province was medium, from the teachers point of view, there was no statistically significant difference, in the academic problems domain, while there was a statistically significant difference, in the behavioral problems, due to the interaction variables, gender, and school level and experience.

RECOMMENDATIONS

In the light of the results of this study the researcher recommends the following:

- To increase cooperation between school teachers, administrations and the departments of education to reduce the academic problems that face teachers in the classroom.
- To train teachers on how to deal with student behavioral problems, especially in adolescence and cooperation between school administrators and teachers to develop a number of school rules to discipline student behavior in the classroom, and in the school in order to find a comfortable physical environment for teaching and learning and, developing a positive relationship between teachers and students and school administration.

- Perform similar studies in the future to identify the problems in the classroom from the students' point of view.

REFERENCES

- Abu Nemrah M 2006. *Classroom Management and Organization*. 2nd Edition. Amman: Dar Yafa,
- Abu Talib S 1996. *Control and Address the Problems of Students in the Classroom*. Amman: Dar Alfiker.
- Al-Alga N 2006. *Classroom Management*. 2nd Edition. Gaza: Al-Qsa University.
- Al-Hajj M, Kahlut A, Obeyed AQ, Abu Talib S 2009. *Classroom Management and Organization*. Amman: Al-Quds Open University Publications.
- Al-Khatib J 2003. *Human Behavior Modification*. Aman: Dar hanien for Publication and Distribution.
- Borich D, Tombari L 2004. *Educational Assessment for the Elementary and Middle School Classroom*. 2nd Edition. New Jersey: Pearson Education Inc.
- Carr A, Jonassen H, Lit zinger E, Marra M 1998. Good news to foment educational revolution: The role of systemic change in advancing situated learning, constructivism, and feminist pedagogy. *Journal of Educational Technology*, 38(1): 5-15.
- Clunies-Ross P, Little E, Kienhuis M 2008. Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behavior. *Journal of Educational Psychology*, 28(6): 693-710.
- Colvin G, Sugai G, Patching W 2009. Pre-correction: An instructional strategy for managing predictable behavior problems. *Journal of Intervention in School and Clinic*, 28: 143-150.
- Dube R, Orpinas P 2009. Understanding excessive school absenteeism as school refusal behavior. *Children and Schools*, 31(2): 87-95
- Edwards C 1994. Learning and control in the classroom. *Journal of Instructional Psychology*, 21(4): 340-346.
- Filter K, Horner R 2009. Function-based academic interventions for problem behavior. *Journal of Education and Treatment of Children*, 32(1): 1-19.
- Glavin P 2002. *Behavioral Strategies for Classroom Management*. Columbus, Ohio: Charles E. Merrill Publishing Company. Bell and Howell Company.
- Hamasha S 2000. *Administrative Problems Facing the Newly Appointed Teachers in the First Three Grades in Irbid Government Schools*. MA. Thesis, Unpublished. Irbid: Yarmouk University.
- Hamdallah N 2005. *Problems in Classroom Management as Perceived by the Class- Teachers in UNRWA Schools in Jordan*. MA. Thesis, Unpublished. Amman: Jordan University.
- Hararsh M, Kawaldh S 2009. The patterns of control implemented by the classroom teachers in order to maintain disciplinant in the classroom in Al- Mafraq District of Education. *Journal of Damask University*, 25(1-2): 443-465.
- Kember D, Kwan P 2000. Lecturers' approaches to teaching and their relationship to conceptions of good teaching. *Journal of Instructional Science*, 28(5): 469-490.
- LeBlanc L, Swisher R, Vitaro F, Tremblay R 2008. High school social climate and antisocial behavior: A 10 Year longitudinal and multilevel study. *Journal of Research on Adolescence*, 18(3): 395-419.

- Marie T, Mustafa S 2009. *Practical Education*. Masqat, Oman: Ministry of Education.
- Morse W 1994. The role of caring in teaching children with behavior problems. *Journal of Contemporary Education*, 65: 32-46.
- Owaidat A, Hamdi N 1997. Behavioral problems of male students in 8th, 9th, and 10th class in Jordan, and Variables related to those problems. *Journal of Dirasat*, 24(2): 298-315.
- Samuelowicz K, Bain D 2001. Revisiting Academics' beliefs about teaching and learning. *Journal of Higher Education*, 41(3): 299-325.
- Schimmel D 1997. Traditional rulemaking and the subversion of citizenship education. *Journal of Social Education*, 61(2): 70-74.
- Taylor B 1987. *Classroom Discipline*. Dayton, OH: Southern Hills Press.
- Trigwell K, Prosser M 1996. Changing approaches to teaching: A relational perspective. *Journal of Studies in Higher Education*, 21(3): 275-284.
- Wayman J 2002. Student perceptions of teacher ethnic bias: a comparison of Mexican American and non-Latino white dropouts. *Journal of High School Journal*, 85(1): 27-37.