

RESEARCH ARTICLE



The class management problems that English teachers working with people with special needs face

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Abstract

The current study aimed at knowing the class management problems that English teachers who work with those who have special needs face. The descriptive-analytical method was followed, and a questionnaire was designed to collect data. The study sample consisted of (76) English teachers working in public schools with students with special needs. The results showed that there are problems regarding class management that teachers suffer from. These problems include problems related to the teacher who had a high degree, problems related to students who had a high degree, and problems related to the class environment that had a high degree, too.

Key words: Problems, Class Management, English Teachers, People with Special Needs

1 | INTRODUCTION

Disability is a phenomenon that exists in human societies. Individuals who suffer from disabilities need to have proper opportunities to learn, grow and live like other individuals in the society, but they have additional special needs (Alta'ani, 2012). Consequently, the majority of countries in the world tended to look after students with special needs (Ahmad and others, 2012).

Teaching is considered a special job because it requires flexibility and practice to obtain the ability to endure and continue, as work conditions make them deal with different changing people. Each one has its entity that differs them from other people. Every time a teacher thinks that they have a great deal of efficacy, a group of students with new needs and different experiences appears, and their abilities and potential should be put into consideration being the center of the educational process. Teachers should

obtain new training experiences, so they can acquire new skills .

Class management for students with special needs is a task that a teacher does by controlling the class behavior in ways that help in learning (khasawneh, 2021a). This includes multiple factors: the number of students, the size of the classroom, the quality of students, and their backgrounds. Furthermore, it includes teachers and their methods in class management. It is not restricted to management aspects that evolve around displacing and preserving the order which guarantees tranquility of students, so teachers can teach. The concept of management is related to the different aspects of class education which include the teacher, the learner, the educational curricula, bonding the relations between the teachers and students, and the educational processes that happen in class .

The unaccepted behavior of students is one of the most annoying issues for teachers. In the class-

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room, behaviors that impede the educational process appear because students did not learn desired behaviors. Consequently, they need to be trained to practice these accepted behaviors and on some special instructions that help limit the problems in the classroom (khasawneh,2021b). The success of the teacher in dealing with undesired behaviors must go from their understanding of such behaviors, then, they should train students to perform acceptable behaviors in order according to their level and the positive model in the learning environment to eliminate negative tendencies that students have towards the school and learning experiences .

The educational guidelines should be clear to discipline the students and manage their behavior. Students' basic needs that enable them to express themselves and their problems should be put into consideration. Creating a positive and supportive educational environment is considered one of the most important positive guidelines because it is based on using precise and special stimuli with students. These positive enhancers are either written or pronounced (Khasawneh, & Al Khawaldeh, 2018).

Problem statement

Disabled individuals cannot learn at the same level and pace in which an average student can due to a lack of mental, audio, visual, and communication abilities. This is the reason why teaching and training methods directed to each group differ. Teachers who work with special needs students should follow special rules and methods and special class management.

Class management is of great significance in the educational teaching process. it is, also, an essential condition for effective teaching within a class environment free of problems and undesired behaviors, as students who have special needs have different forms of behavioral problems. These problems lead to the teacher's inability to manage classes effectively, as they need to possess special skills, experience, and academic qualifications to reduce these wrong behaviors.

Research Questions

- 1- What are the class management problems related to teachers that English teachers who work with special needs students face?
- 2- What are the class management problems related

to students that English teachers who work with special needs students face?

- 3- What are the class management problems related to the class environment that English teachers who work with special needs students face?

Significance of the study

The significance of the study is in the following points:

- 1- providing an instrument to determine class management problems that English teachers face with special needs students which allows us to know these problems, work on finding suitable solutions for them and prepare researches and studies similar and complementary to this work.
- 2- The findings of the study contribute to helping teachers who deal with special needs students Manage their classes successfully.
- 3- The findings of the study state the problems that English teachers face when dealing with special needs students realistically; they are not based on speculations.

Theoretical literature and previous studies

Class management had significant attention, as educationalists consider it one of the tasks that have to be mastered the most and that requires more attention and effort from all teachers either new, experienced, teachers of lower classes or higher classes(khasawneh,2021c). The process of managing, disciplining, and managing the class became an issue that concerns many teachers and makes some of them lose efficacy. Disciplining the class is primarily related to problems in the order like violating the required discipline level in the classroom which disrupts the educational process, so class management seeks to provide and prepare all the necessary psychological, social educational atmospheres and requirements .

Successful management is in preparing and organizing activities, the smooth transmission between activities, raising the excitement of students, grabbing their attention, considering individual differences, realizing possible problems, dealing with them, and providing them with solutions .

Class management is defined as the set of management and educational processes practiced with students in the classroom to accomplish the educational

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goal more easily through using the human, material, and organizational potentials like educational means and teaching methods. .

The Purposes of class management

1- providing educational opportunities that allow students to participate in summer activities which leads to reaching good education.

2- class management aims at investing time more effectively, so time is not wasted in disciplining the class which delays the beginning of the class

3-Investing human and materialistic resources effectively to achieve desired aims.

4- disciplining the undesired behaviors of students .

Class management elements

Class Management includes the following elements:

1- the teacher: the main element and component in the class management process being the facilitator of learning and a manager of the class and the educational process.

2- students: students are considered the class itself; without students, there will be no class, no teaching, and no management. Class management requires the teacher to supervise all the aspects related to students regarding their learning and growth.

3- the materialistic environment of the class: is the position of the class in school, the safety of the desks and the light, the number of the desks and how suitable they are for students, the availability of educational materials and means, their place of presentation, their clarity, the adequacy of their size, the type of the paint and its color, the position of the board and its height .

Previous studies

's study aimed at determining the classroom problems that teachers face in public schools in Tavella. The findings of the study showed that behavioral problems were moderate, and academic problems were high.

(Makhamarah, 2012)'s aimed at identifying classroom management problems in High schools in Alkhaleel Governorate from the teachers' point of view. The results showed that the class management problems were moderate, and that there were statistically significant differences regarding classroom management problems attributable to the study vari-

ables.

's study aimed at revealing teachers' understanding of class management in the classroom, its problems, and solutions in public high schools. The findings showed that the most common problems were: bad behavior, teachers' weak abilities in class management because of lack of planning, not applying activities that increase the enthusiasm of students, and violating school regulations.

(Al-Faydi, 2017) prepared a study aimed at identifying the problems facing the principals of public education schools in the Qamias region from the point of view of principals, and the results of the study revealed that one of the most important problems is the failure of the educational administration to meet the requirements and needs of the school administration in the required time, as well as the lack of training courses to raise the efficiency of school administration and the lack of realistic educational planning. The results also showed that there are statistically significant differences due to the educational qualification variable and in favor of the higher qualification and the absence of statistically significant differences attributable to the variable of service length.

In the study done by (Ali and Al-Bashatwa, 2019), which aimed to identify the class management problems facing female teachers who teach those who have special needs working in comprehensive rehabilitation centers in Najran, the results of the study showed that the classroom management problems faced by female teachers came with a medium degree for all study aspects and that there were statistically significant differences between the teachers' responses attributable to the variables of educational levels, experience years and the number of training courses.

(Boubaker & Daoudi, 2020) carried out a study aimed at identifying class management problems that English teachers face at the primary level in the schools of Aflou (Algerian city). The findings showed the problems ordered in terms of significance. Problems related to students were the most significant followed by problems related to the curricula. After this, came those related to parents and guardians, then problems related to teachers. This was followed by problems related to the school environment. The findings showed that there are no differences with statistical significance between class

problems regarding the variable of gender. They also showed that there are differences with statistical significance between the mean scores of the problems attributable to the variables of educational subject and developing their teaching.

2 | METHODOLOGY

The study methodology

To achieve the purposes of the study, the descriptive-analytical method was followed. The current study aims at knowing the problems of class management that English teachers who work with special needs students face.

Population and sample

The study sample consisted of English teachers who work in Jordanian schools. The sample contained 76 teachers, and they were chosen from 11 public schools in Irbid. The following table illustrates the distribution of the study sample according to the personal variables.

gender		
male	31	40.8
female	45	59.2
Academic level		
bachelor	59	77.6
Postgraduate studies	17	22.4

Table 1 illustrates that the majority of the study sample were females, as they were 45 compared to 31 males. The majority of the participants were BA holders (59 participants) as opposed to 17 participants who had postgraduate academic levels. Most participants had an experience that varies between 5-10 years (39 participants). Then came participants who had less than 5 years of experience (30 participants). Finally, 7 participants had more than 10 years of experience.

Research instrument

The current study used a questionnaire designed by (Boubaker and Daoudi, 2020), to collect the data of the current study, and the questionnaire consisted of (1-13) clauses divided into three sections: Section one asks about problems related to

the teacher and includes articles (1-5). The second section asks about problems related to students, and it includes articles (9-6), and the third section asks about problems related to the classroom environment and includes articles (10-13). Participants answered them using the "Liker" scale that consists of 5 degrees varying between 1 (strongly disagrees) to 5 (strongly agrees). The questionnaire was distributed online to male and female teachers working in public schools in Irbid Governorate. To analyze the data and extract the results, the researcher used the Statistical Package for Social Sciences (Spss), and the researcher used several statistical tests, including mean scores, standard deviations, and the T-test.

Findings of the study

Question 1: What are the class management problems related to teachers that English teachers who work with special needs students face?

Table 2: the mean scores and deviations for class management problems related to teachers that English teachers who work with special needs students face?

	Std. Deviation	Mean	n
Lack of experience in dealing with special needs students	76	4.27	.794
Shortage in the ability to use modern teaching methods	76	4.16	.850
Difficult access to educational means necessary for teaching	76	4.11	.820
Not being able to pay attention to all events that happen in the classroom	76	3.95	.906
The low motivation for teaching that teachers have	76	3.19	1.42

Table 2 illustrates that class management problems related to teachers came with a high degree. One of the most prominent problems was teachers' lack of experience in dealing with special needs students, and it had the highest mean score (4.27). This was followed by the Shortage in the ability to use modern teaching methods with a mean score of (4.16). Some participants stated that one of the most significant problems was the Difficult of access to educational means necessary for teaching which had a

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mean score of (4.11). Others revealed that they cannot keep paying attention to all the events that happen in class; this had a mean score of (3.95). Finally, some participants revealed that the low motivation they have is one of the most prominent class management which had a score mean of (3.19)

Question 2: what are the class management problems regarding students that English teachers who work with special needs students face?

Table 3: the mean scores and the deviations of class management problems that English teachers working with special needs students face regarding students.

	Std. Deviation	Mean	n
Students' weak ability to follow regulations	0.81	4.20	76
Students' distraction and their quick inaction	0.76	4.18	76
Students' delay in attending classes at a time	1.19	3.80	76
No bringing in necessary tools for studying	0.12	3.02	76

Table 3 illustrates that class management problems regarding students came with a high degree. One of the prominent problems was the Difficult of access to educational means necessary for teaching. This had the highest mean score (4.20). After this, Students' distraction and their quick inaction came with a mean score of (3.80). Others showed that the fact that students do not bring in the necessary tools for studying contributes to creating class management problems with a mean of (3.02).

Question 3: What are the class management problems that English teachers working with special needs students regarding the class environment?

Table 4 : the mean scores and deviations of class management problems that English teachers working with special needs students face regarding the class environment.

	Std. Deviation	Mean	n
Classes have too many students	0.88	4.42	76
There is a lack of educational means in the classroom	0.86	4.39	76
There is a delay in books' arrival at the beginning of the year	0.81	4.37	76
Supervisors do not have sufficient contribution in solving class problems	1.04	2.40	76

Table 4 illustrates that class management problems regarding class environment came with a high degree. One of the most prominent problems is the fact that classrooms have too many students, and this had the highest mean (4.42). Some participants revealed that there is a lack of educational means in the classroom with a mean score of (4.39). Some participants revealed that one of the most significant problems is the delay in the books' arrival with a mean of (4.37). Others stated that Supervisors do not have sufficient contribution in solving class problems. This had a mean score of (2.40).

3 | DISCUSSION

The study results revealed that English teachers at public schools suffer from problems in class management which matches (1)'s study and disagrees with (Makhamarah, 2012)'s study. This indicates that teachers need training courses that enable them to deal with special needs students, use modern teaching methods that help in class management effectively in a way that achieves desired aims. Because special needs students are like other students, teachers should have thorough attention to the movement of special needs students and know the things that distract them, so they can work on disciplining the classroom.

4 | CONCLUSION

The current study sought to know the classroom management problems facing English language teachers working with people with special needs, and the study showed that teachers have a variety of

problems regarding the classroom management process, some of these problems are related to teachers themselves, like the lack of preparation and professional preparation to deal with people with special needs and the ability to manage the classroom is one of the most prominent factors in the occurrence of classroom management problems, although there are problems related to students and the classroom environment, a well-prepared teacher can manage all these factors in a manner that ensures the continuity of the educational process as planned by the teacher in line with the desired goals.

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