The Mistakes that Teachers of English make in Managing their Classes in Almarj/ Libya

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Abstract

This study aimed at investigating the mistakes that teachers of English make in managing their classes from the teachers' perspectives in Almarj, Libya. To achieve the study aim, the researcher used a thirty-eight item questionnaire to collect information about the mistakes of classroom management. The population of the study consisted of all secondary English language teachers in Almarj the scholastic year 2021-2022. The sample of the study was composed of (40) teachers. The major results of the study that the researcher found were the following: teachers do not use clear classroom rules, ignore bad behavior, and do not reinforce good behavior, or communicate with parents also they do not work in groups in order to avoid classroom management mistakes, not listen to students and try to solve their problems.

Keywords: Classroom Grammar - Classroom Management - English Language Teachers.
Introduction and Theoretical Background:

Classroom management considers an important issue not only in school but also in universities, houses, and in each place. Teachers face many mistakes in managing their classes, and this occurred because they used unsuitable strategies in their classrooms.

[9] defined the term "classroom management" as "the methods and strategies an educator uses to preserve a classroom environment that is conducive to students success and learning.

[7] agreed that new teachers had difficulties in managing their classrooms completely. Some of teachers believed that students were the problem, because they came to the classroom from different cultures and they have different styles in their relationships with themselves and with their teachers. So, it's not a matter of being "a novice" or "veteran" teacher. Teacher should promote respect in cultural differences between students. Many administrators often saw teachers' ability to control their classrooms as a tool to measure the maintenance of a teacher, the ability to manage the difficulties, make students responsible and commit to the rules without depending on the head teachers [11].

[3] teachers gain important skills such as classroom management and management of student conduct. Effective teaching requires such skill in managing the huge number of tasks and classroom situations that occur in the classroom each day.

This skill was central to teaching and needed common sense, consistency, a sense of fairness, and courage. Teachers should understand the psychological and developmental levels of their students. The effective classroom management skills were only gained with pursuit, feedback, and inability to learn from mistakes, but using effective classroom management skills is difficult to achieve. Partly, this problem is that students don’t practice their growing skills outside classroom.

[4] stated that it is vital to make a balance between teacher activities that provide clear results for unwanted behavior and teacher activities that recognize and reward wanted behavior. Classroom management affects students' achievement; therefore, it is necessary for new teachers to use the appropriate techniques in managing their classes to increase achievement.
such as: to be patient, understand students, and be aware of the causes of behavior.

Many teachers had trainings on a few management strategies, but many don’t know how to use them effectively in daily class settings, and they don’t have the right tools to deal with specific situations. Whatever the case, many various positive strategies must be gathered and carried out on a daily basis. Successful teachers whose schools support them are more likely to stay in their profession [6].

The school behavioral problems were considered the most dangerous ones, which face teachers, principals, parents, and supervisors. The matter that might threaten the educational process was the disorder, theft, properties vandalism, and violence against teachers and students; [5]. Disruptive behavior cause disciplinary problems in the classroom and lead to low achievement. [2] mentioned that the presence of different personalities from different cultures and the absence of achievement factors lead to make many problems.

[8] classified the classroom behavior problem into three main groups. The first includes the behavior of children who don't do what the teacher asks them to do. This behavior may have a high annoyance value, but isn’t punitive or really damaging, and quickly goes back to a more proper form. The second and third categories comprise more constant difficult behavior. In the second category are the acts of those pupils who commit to criteria that are strange to the culture of the school within the context of the school and the culture it represents. These pupils may be considered as socially inconsistent. The final category includes behavior

which is often maladaptive both in school and outside it, in both learning and personal relationships. However, teachers are faced with basic decisions and they must choose teaching methods that limit conflict, such as effective and acceptable sanctions as well as wise timing for expert intervention.

Solutions to get rid of behavior management difficulties vary from one situation to another. Every child should be treated in a special way. On the other hand, teachers sometimes need to use one approach for all children. Any ways, teachers should adopt "authoritative" vs. "authoritarian"
teaching styles [12]. The authoritative style strikes a balance between rules and nurture, whereas the authoritarian style demands that students simply follow the rules.

Statement of the problem:

Classroom management was considered the current problem that teachers in general and teachers of English in particular face with their students in different grades. Teachers make many mistakes when they attempt to manage their classes, so the researcher attempted to identify these mistakes.

Purpose of the study:

This research aims to:

1. Find out the mistakes English teachers make when running their classrooms from the perspective of teachers in Al-Marj / Libya

Questions of the Study:

For the purpose of the study, the researchers asked the following question" What mistakes do English teachers make in managing their courses and what remedies are suggested from the perspective of teachers in Al-Marj city?"

Significance of the Study:

Classroom discipline issues continue to be among the most challenging in education today, due to the importance of its subject, this study is of high significance. because, to the knowledge of researchers, few studies discuss the mistakes teachers make in managing their classes and effective remedies for these poor strategies.

In addition this research is significant because it discusses the problems teachers have in managing their classes, and these mistakes from the point of view of teachers directly from Al-
It presents the appropriate solutions teachers should use to avoid classroom management mistakes.

Limitations of the Study:

This study takes these limitations into account:

1-Humans: All English teachers (male and female) in high school levels in Al-Marj City/Libya.

2-temporal: The study was conducted during the eighth semester 2021-2022.

3-Locative: Omar Al-Mukhtar school, Al-Huria school, and Al-Nahda school, Jeel Althaoura school in Al-Marj City in Libya.

Methodology and Procedures

This research was a descriptive analysis method. This study method involved the use of a self-administered questionnaire designed to gather specific data via a self-reporting system. The framework was based on the mistakes that teachers of English make in managing their classes and suggested remedies from the teachers' and perspectives in Almarj. The questionnaires allowed for confidentiality, in an effort to encourage responses that were more honest. A descriptive cross-sectional design adapted for the current study. Cross sectional designs provided data about a situation that existed at a particular time [1]. It employed a descriptive and inferential design; moreover, the study documented the world, as it existed. The primary goal was to provide a complete description as possible, while the cross sectional it was obtained on individuals at a fixed event during life [10].

Population of the study:

The population of this study comprised of all the secondary English language teachers and in AL-marj/Libya, which included (40) teachers and for the scholastic year 2021/2022.

Sample of the Study:

The study participants involved (40) Libyan government schools teachers who were selected randomly.
Instruments of the Study:

Data were collected via complementary questionnaire developed by English language respondents it consists of the scales that measured the classroom management mistakes in English and how to deal with them as perceived by teachers in Almarj. This part consisted of 38 items of classroom management mistakes and remedies.

The items of the survey are classified into two fields: The first domain consisted of twenty-four (1-24) items which were designed to collect information about the common classroom management mistakes. The second domain consisted of fourteen items (25-38) that explored the remedies of classroom management mistakes.

The researcher adopted the Likert’s five-level scale:

- Strongly agree 5 degrees
- Agree 4 degrees
- Neutral 3 degrees
- Disagree 2 degrees
- Strongly disagree 1 degree

Validity of the Questionnaire:

Content validity dealt with how representative and comprehensive items were in creating the scale. It was assessed by examining the process by which scale items were generated. Content validity in this study should be relatively acceptable since the various parts of questionnaire were all based on the literature review and on the opinions of several experts.

Reliability of the Questionnaire:

To discover out the reliability level of the questionnaire, the reliability coefficient
(Cronbach alpha) was calculated as an indicator of consistency to the level of the instrument as a whole.

**Procedures of the Study:**

The data collection process started in the next semester in the scholastic year 2021-2022. Some questions were modified to be easy for the respondents to answer them. The study-sampling frame was restricted on registered Teachers of English in ALmarj. The number of Teachers of English in ALmarj. Permission from principal of every school was taken, a convenient sample of Teachers of English and in AL marj that fit in the inclusion criteria was taken and printed on the light of their school and classroom numbers and time of their classes appointments.

The researcher used the following procedures during the application of this study:

**First,** after finding the validity and reliability of the tool by the specialists in the field of TEFL who approved the utility of the instrument for carrying out the study, the researcher studied and adopted the observations and suggestions proposed, and made the modifications.

**Second,** authorization was taken from the Faculty of Graduate studies to the Ministry of Education which offered the permission to get the needed information and to distribute the questionnaire among teachers.

**Third,** the researcher supplied the copies of the tool to the teachers and all copies were distributed through the Ministry of Education. In order to achieve more valid and credible results teachers were given the freedom to complete the questionnaire. **Fourth,** the researcher gathered almost all the copies through the Ministry of Education. Then, the questionnaire data was statistically treated.

**Statistical Analysis:**

In order to examine the data, the researcher used the Statistical Package for Social Science (SPSS) version 17.0. A number of statistical tests and procedures were used including the following:

Means, frequencies, percentages, and standard deviations to assess the teachers' responses
on each item and total score.

For data analysis, the researcher used the following percentages:

• (100%- 80%) very high degree of response

• (70%- 79.9%) high degree of response

• (60%- 69.9%) moderate degree of response

• (50%- 59.9%) low degree of response

• (Less than 50%) very low degree of response

Ethical Issues:

As this study is supervised on human participants, permission to conduct this study was acquired from the faculty of Education of Benghazi University in order to guarantee that the ethical issues are taken into respect. In addition, participants were notified about the intention of the study before responding to the questionnaire, and were told that their contribution was voluntary, and any information acquired would be classified and would be used for scientific research purposes only.
Results and discussions

The purpose of this chapter is to identify mistakes that teachers of English make in managing their classes

Results Related to the Main Question:

This part aims at answering the following question:

Q1: What are The Mistakes that Teachers of English Make in Managing their classes and the Suggested Remedies from Teachers Perspectives in Al-Marj?

To answer the study question descriptive analysis processes were computed (mean, standard deviation and percentages ) for each item and their respective domain and total score.

(80% – 100%) very high degree.
(70% – 79.9%) is high degree.
(60 – 69.9%) is moderate.
(50 – 59.9%) is low degree.
(Less than 50%) is low degree.

Since the scale used is five, the weighted average is calculated and the trend is determined as follows:

<table>
<thead>
<tr>
<th>period length</th>
<th>weighted average</th>
<th>Weight</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.80</td>
<td>1-1.79</td>
<td>1</td>
<td>Rarely\never</td>
</tr>
<tr>
<td></td>
<td>1.80-2.59</td>
<td>2</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>2.60-3.39</td>
<td>3</td>
<td>Half the time</td>
</tr>
<tr>
<td></td>
<td>3.40-4.19</td>
<td>4</td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>4.20-5</td>
<td>5</td>
<td>Very often</td>
</tr>
</tbody>
</table>
3.2.1. First Domain: the common mistakes in managing classes:

Table (2): Mean, Standard deviation, Percentages of each item, and Total score of common mistakes in managing classes.

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>relative weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common mistakes in managing Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adopt a negative outlook about teacher's performance.</td>
<td>2.64</td>
<td>1.39</td>
<td>%52</td>
<td>23</td>
</tr>
<tr>
<td>2. Believe teaching in a chaotic Environment is just part of the job.</td>
<td>2.42</td>
<td>1.52</td>
<td>%48</td>
<td>26</td>
</tr>
<tr>
<td>3. Classroom management is your Top priority.</td>
<td>3.42</td>
<td>1.50</td>
<td>%68</td>
<td>9</td>
</tr>
<tr>
<td>4. Criticize the person rather than the behavior.</td>
<td>2.40</td>
<td>1.44</td>
<td>%64</td>
<td>13</td>
</tr>
<tr>
<td>5. Disciplinary rules are appropriate And suitable for managing your students.</td>
<td>3.76</td>
<td>1.36</td>
<td>%75</td>
<td>3</td>
</tr>
<tr>
<td>6. Ignore misbehavior that is non-Disruptive to class.</td>
<td>3.10</td>
<td>1.61</td>
<td>%62</td>
<td>14</td>
</tr>
<tr>
<td>7. Have clearly understood routines and procedures is critical to effective classroom management.</td>
<td>3.96</td>
<td>1.34</td>
<td>%79</td>
<td>1</td>
</tr>
<tr>
<td>8. Inadequate classroom management is the result of lack of cooperation and support of school principal</td>
<td>3.000</td>
<td>1.46</td>
<td>%60</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Make threats.</td>
<td>2.00</td>
<td>1.31</td>
<td>%40</td>
</tr>
<tr>
<td>10.</td>
<td>Most inexperienced teachers use classroom management in its traditional sense.</td>
<td>2.92</td>
<td>1.27</td>
<td>%58</td>
</tr>
<tr>
<td>11.</td>
<td>Do not respond to inappropriate behaviors quickly and assertively.</td>
<td>3.11</td>
<td>1.49</td>
<td>%62</td>
</tr>
<tr>
<td>12.</td>
<td>Do not give children a second chance.</td>
<td>2.13</td>
<td>1.45</td>
<td>%42</td>
</tr>
<tr>
<td>13.</td>
<td>Do not smile or show your personality the first month, semester, or, for some, the entire school year.</td>
<td>2.86</td>
<td>1.72</td>
<td>%57</td>
</tr>
<tr>
<td>14.</td>
<td>Poorly planned activities, routines, transitions, groupings etc. lead to poorly behaved students.</td>
<td>3.67</td>
<td>1.81</td>
<td>%61</td>
</tr>
<tr>
<td>15.</td>
<td>Praise is positive behavior.</td>
<td>3.88</td>
<td>1.53</td>
<td>%77</td>
</tr>
<tr>
<td>16.</td>
<td>Rather than takes action / teachers expect students to respond to anger, lectures, threats shaming and random punishments.</td>
<td>2.55</td>
<td>1.45</td>
<td>%51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.28</td>
<td>1.38</td>
<td>%65</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>17.</td>
<td>Teacher's emphasis on what is not going well, the misconduct and the problematic features of the students' actions, rather than giving a pure set of prospects for fruitful behavior and clear feedback related to progress toward academic and behavioral goals.</td>
<td>3.55</td>
<td>1.59</td>
<td>%71</td>
</tr>
<tr>
<td>18.</td>
<td>Teachers claim that it is important to keep a distance between them and the students.</td>
<td>2.88</td>
<td>1.42</td>
<td>%57</td>
</tr>
<tr>
<td>19.</td>
<td>Threats tend to have an Intimidating and bullying tone and are often said in an emotional way.</td>
<td>2.79</td>
<td>1.78</td>
<td>%55</td>
</tr>
<tr>
<td>20.</td>
<td>Use negative or imprecise language.</td>
<td>3.60</td>
<td>1.65</td>
<td>%72</td>
</tr>
<tr>
<td>21.</td>
<td>View ourselves as the only Classroom manager.</td>
<td>2.50</td>
<td>1.47</td>
<td>%50</td>
</tr>
<tr>
<td>22.</td>
<td>Violet the principles of good classroom rules.</td>
<td>2.71</td>
<td>1.65</td>
<td>%54</td>
</tr>
<tr>
<td>23.</td>
<td>When an approach isn't working for classroom management, I don't try harder.</td>
<td>3.72</td>
<td>1.16</td>
<td>%74</td>
</tr>
<tr>
<td>24.</td>
<td>Promote respect for cultural</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B. Suggested remedies

<table>
<thead>
<tr>
<th></th>
<th>Differences in your classroom.</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Apply rewards and sanctions on a Continuum from least to most intrusive.</td>
<td>3.51</td>
<td>1.28</td>
<td>%70</td>
<td>7</td>
</tr>
<tr>
<td>26.</td>
<td>Call child after a bad day.</td>
<td>2.72</td>
<td>1.30</td>
<td>%54</td>
<td>28</td>
</tr>
<tr>
<td>27.</td>
<td>Call parents to report bad behavior.</td>
<td>3.27</td>
<td>1.41</td>
<td>%65</td>
<td>12</td>
</tr>
<tr>
<td>28.</td>
<td>Call parents to report good behavior.</td>
<td>3.10</td>
<td>1.59</td>
<td>%62</td>
<td>14</td>
</tr>
<tr>
<td>29.</td>
<td>Collaborate with parents on a home-school behavior plan.</td>
<td>2.96</td>
<td>1.61</td>
<td>%59</td>
<td>17</td>
</tr>
<tr>
<td>30.</td>
<td>Create and maintain positive teacher-student and peer relationships.</td>
<td>3.55</td>
<td>1.59</td>
<td>%71</td>
<td>7</td>
</tr>
<tr>
<td>31.</td>
<td>Develop clear rewards and Sanctions and share them with the students</td>
<td>3.41</td>
<td>1.37</td>
<td>%67</td>
<td>10</td>
</tr>
<tr>
<td>32.</td>
<td>Hold extra parents conferences for Particular problems.</td>
<td>2.68</td>
<td>1.63</td>
<td>%53</td>
<td>22</td>
</tr>
<tr>
<td>33.</td>
<td>Promote parents involvement in classroom.</td>
<td>2.76</td>
<td>1.51</td>
<td>%55</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Mean</td>
<td>Standard Deviation</td>
<td>%</td>
<td>Frequency</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>34.</td>
<td>Send home notes (or frown faces) to report problem behavior to parents.</td>
<td>2.89</td>
<td>1.51</td>
<td>57%</td>
<td>19</td>
</tr>
<tr>
<td>35.</td>
<td>Discussion with parents about particular actions to do with a learner at home.</td>
<td>2.64</td>
<td>1.47</td>
<td>52%</td>
<td>23</td>
</tr>
<tr>
<td>36.</td>
<td>Use clear classroom management Plan and hierarchy.</td>
<td>3.48</td>
<td>1.47</td>
<td>69%</td>
<td>8</td>
</tr>
<tr>
<td>37.</td>
<td>Use specific disciplinary strategies that instill a sense of personal discipline.</td>
<td>3.34</td>
<td>1.51</td>
<td>66%</td>
<td>11</td>
</tr>
<tr>
<td>38.</td>
<td>Teachers give learners concrete or Quantitative rewards for desired behavior.</td>
<td>3.11</td>
<td>1.28</td>
<td>62%</td>
<td>14</td>
</tr>
</tbody>
</table>
Maximum point of response (5) point.

Regarding the question of the study the above table shows teachers response on the strategies that they use in managing their classes. Mean and percentages of each item, and total score of the strategies that teachers use in managing their classes are computed.

Furthermore, teachers highest response of agreement on items (15/7/18/21/24/25) that are related to topics such as: Praise is positive behavior; Have clearly understood routines and procedures is critical to effective classroom management; Disciplinary rules are appropriate And suitable for managing your students; Teachers claim that it is important to keep a distance between them and the students; View ourselves as the only Classroom manager; Promote respect for cultural Differences in your classroom; Apply rewards and sanctions on a Continuum from least to most intrusive. Means for these items ranged from (3.51 to 3.96). These items received percentages that range from (70% to 79%).

Moreover, the results indicate that items (14,17,3,4,6,8,11,27,28,31,36, 37and 38) received a moderate degree of agreement among the study sample; these items are related to topics such as: poorly planned activities, routines, transitions, groupings etc lead to poorly behaved students; Teacher’s emphasis on what is not going well, the misconduct and the problematic features of the students’ actions, rather than giving a pure set of prospects for fruitful behaviour; classroom management is your top priority; criticize the person rather than the behaviour; ignore misbehaviour that is non disruptive to class; Inadequate classroom management is the result of lack of cooperation and support of school principal. Do not respond to inappropriate behaviours quickly and assertively. Call parents to report bad behaviour; call parents to report good behaviour; Develop clear rewards and sanctions and share them with the students; Use clear classroom management plan and hierarchy; use specific disciplinary strategies that instill a sense of personal discipline; teachers give
learners concrete or quantitative rewards for desired behaviour. Means for these items ranged from (3.00 to 3.48) these items received percentages that, range from (60% to 69%).

Further, the results indicate that items (1, 2, 9, 10, 12, 13, 16, 19, 20, 22, 23, 26, 29, 32, 34, 33, 35) received the lowest degree of agreement, these items are related to topics such as: A dopt a negative outlook about teacher's performance; Believe teaching in achaotic environment is just part of the job; Make threats; Most inexperienced teachers use classroom management in its traditional sense; Donot give children a second chance; Do not smile or show your personality the first month, semester or for some the entire school year; Rather than takes action/teachers expect students to respond to anger, lectures, threats shaming and random punishments; Threats tend to have an intimidating and bullying tone and are oftensaid in an emotional way; use negative or imprecise language; violet the principles of good classroom rules; when an approach is not working for classroom management I donot try harder; call a child after abad day; collaborate with parents on home-school behaviour plan; hold extra parents conferences for particular problems; promote parents involvement in classroom; send home notes or frown faces to report problem behaviour to parents; Discussion with parents about particular actions to do with a learner at home. Means for these items ranged from (2.00) to (2.96) these items received percentages that, range from (59% to 40%).

Results in study indicated that the items (25, 30) in suggested remedies received a high degree of response from the perception of teachers of English in Al-marj that related to topic such as: Apply rewards and sanctions on a continuum from least to most intrusive; create and maintain positive teacher – and peer relationships.

Moreover, results indicate that items (27 / 28 / 31 / 36 / 37 /38) In suggested remedies received a moderate degree of response from the perception of teachers of English in Al-marj that related to topic such as: Call parents to report bad behaviour; Call parents to report good behaviour; develop clear rewards and sanctions and share them with the students; use clear classroom management plan and hierarchy; use specific disciplinary strategies that
Instill a sense of personal discipline. Teachers give learners concrete or quantitative rewards for desired behaviour.

Furthermore, results indicate that items (26, 29, 32, 33, 34, 35) received a low degree of response from the perception of teachers of English in Al-marj that related to topics such as: Call child after a bad day; collaborate with parents on home-school behaviour plan; hold extra parents conferences for particular problems; promote parents involvement in classroom; send home notes or frown faces to report problem behaviour to parents; Discussion with parents about particular actions to do with a learner at home.

Conclusion and Recommendations:

Effective classroom management includes using disciplinary rules, clear routines, procedures and plans which prevent classroom management mistakes. Secondly, it is necessary for teachers to create and maintain positive teacher-student, teacher-parent and peer relationships. Ignoring bad behaviour and reinforce the good one, teachers should also listen to their students and solve their problems.

Recommendations:

Founded on the findings of the study, the researcher recommends the following:

1. The researcher recommends teachers to praise their students when they deserve, avoid punishment and use rewards and sanctions.

2. The Ministry of Education should force teachers to use disciplinary rules, clear procedures and plans such as: using games, dancing for minutes during their lessons which make an effective classroom management.

3. The researcher recommends the Ministry of Education, the Directorate of Education and the schools' administrations to encourage principles that may strengthen the relationships between novice teachers and old ones. This may be done through building trust between them.

4. Principals, supervisors and experienced teachers should be helpers and
supporters to make beginning teachers feel relax and comfortable.

5. The researcher recommends conducting the same study to compare the results of the mistakes from teachers’ perspectives and the mistakes from supervisors' perspectives in the same district.

6. Classroom management mistakes don’t occur only at school in the opposite these mistakes can occur in the universities so, the researcher recommends to conduct future studies from teacher’s perspectives at An Benghazi or other University, and addressing the influence of English language that is not covered here.
References


