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DIFFICULTIES FACING PRIMARY SCHOOLS TEACHERS IN MANAGING LEARNING SITUATIONS AT JARASH GOVERNORATE AND COPING STRATEGIES

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ABSTRACT

This study aimed at knowing difficulties facing primary schools teachers in managing learning situations at Jarash Governorate and identifying suitable strategies to cope with it. In order to achieve the objectives of the study, a questionnaire was designed and its validity and reliability were verified. The study sample consisted of (350) male and female teachers whom were selected as a simple random sample. The study results showed that the degree of difficulties facing primary schools teachers in managing learning situations at Jarash Governorate was moderate for all fields, and the order of the fields was as follows. Firstly, the difficulties facing the teacher in managing recitation situations. Secondly, the difficulties facing the teacher in managing collective learning situations, and thirdly, the difficulties facing the teacher in managing individual learning situations. The results showed statistically significant differences in the responses of the study sample individuals attributed to the gender for the difficulties facing the teacher in managing learning situations in favor of males. It also showed statistically significant differences in the responses of the study sample individuals attributed to the education variable for all the difficulties facing the teacher in managing learning situations in favor of bachelor degree holders, as well as statistically significant differences in the responses of the study sample individuals attributed to the experience variable for the difficulties facing the teacher in managing learning situations in favor of teachers with less than (10) years of experience. As for the strategies used to face these difficulties, the usage degree was moderate for all fields, and the fields order was as follows. Firstly, the strategies field related to managing recitation situations. Secondly, the strategies field related to managing individual learning situations, and thirdly, the strategies field related to managing collective learning situations. The study made several recommendations, the most important of which is making a recommendation to the University of Jordan to include materials related to managing learning situations in the programs it provides, especially programs associated with educational professions.

Key Words: Difficulties, Strategies, Learning Situations, School Teachers).

1. INTRODUCTION

Countries are keen to prepare teachers in a way that qualifies them to bear their job responsibilities better according to pre and during-service preparation programs, considering that preparing teachers well will definitely reflect on the students' achievements, and on learning outcomes consequently.

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Managing classes is considered one of the focuses in preparing teachers with its students' behavior management, and learning situations management. Teachers' preparation programs in universities include courses related to class management, class interaction, teaching methods, and learning theories, supposing that the teacher is dealing with various focuses in the classroom, which includes a wide diverse range of individual and collective activities.

Class processes are represented in expectations relevant to complete a specific class activity more than being aimed at preventing an unwanted behavior, including the processes of starting a class, finishing a class, and following – up during the class (Al-Sa'diya, 2017). The later processes are related to directing the students towards how to behave during the teacher's class or while performing different activities, such as how to behave if they wanted to participate in an activity whether voluntary or involuntary or tasks they perform with their classmates (Ahmad, 2009).

Studies that compare individual performance of students with group performance indicate that in simple tasks, such as recalling information, the individual performance is better than the group performance (Andersson & Ronnberg, 1995). In addition, studies shows that the group performance is better than individual performance in more complex tasks, such as solving a problem. This excellence in the group performance can be attributed to the interaction process of the group members; one member's own knowledge can be shared with others through the communication and cooperation processes inside the group (Laughlin & Bonner, 2009).

Individual learning situations are known as situations in which most students are busy performing a learning task individually while the teacher is walking around to see their progress or to help some of them whom are facing certain difficulties performing that task given to them, or to discuss with a student about his answers to the lesson's questions (Good & Brophy, 1997).

Individual learning situations include a number of difficulties facing the teacher, and it requires him to respond and deal with it. One of these difficulties is awareness of what all students are doing at the same time, especially when the teacher is busy with one student, students losing interest in the educational task and their distraction, variation in their speed when completing the educational task, selecting clear individual educational meaningful tasks, tasks distribution, collection, correction, monitoring students' performance of task and returning it (Weinstein & Miganano, 1993).

Haroon (2003) indicates that there are difficulties facing students in individual learning situations, which include continuing to focus on learning task performance in the absence of teacher's monitoring and follow-up, determining the suitable method and timing to get the teacher's help, understanding the standards which control helping classmates, and asking for classmates' help skillfully and actively.

In order to deal with difficulties which face individual learning situations, strategies must be used to enhance its management, which can be listed under the following titles: presenting individual learning tasks clearly, monitoring students' behavior and making sure they

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understand, and determining what students should do after finishing their assigned tasks (Anderson, 1980, Anderson, 1985).

As for the cooperative learning, it is defined as a learning strategy that works toward moving from the theoretical aspect to the actual practice inside the classroom in order to help students become successful learners (Ronald & Rorert, 1994). It is learning within students' groups (2-6) where students are allowed to work together actively, helping each other to raise the level of each one, and to achieve the joint educational objective (Malkawi & Alkhateeb, 2009, 90). Collective learning refers to acquiring knowledge, skills, and the functional abilities of a coherent group of individuals through interaction and experience (Kozlowski & Ilgen, 2006).

Cooperative learning contributes in raising the students' motivation level, enhancing their sense of efficiency and independency, making them bear roles distribution responsibility, monitoring progress in implementing tasks, making assessment decisions about performance quality, managing a discussion, inquiring, explaining to students who couldn't understand, exchanging support, and helping students realizing the similarities and differences between them, as well as providing opportunities to form social relationships with their classmates (Weinstein & Miganano, 1993).

The teacher faces difficulties in managing collective learning situations, highlighted by students traffic in homogenous groups, inequality of group members' contribution, achievement level reduction, students' lack of cooperation or their undesirability to do so (Haroon, 2003).

The teacher can successfully plan to manage collective learning through: First, determining the most suitable learning group pattern; it includes allowing help pattern, involuntary help pattern, classmate's help pattern, cooperation pattern, and full cooperation pattern (Stodolsky,1984). Second, determining the suitable size of the group depending on the nature of the educational activity, as studies indicate that the optimal number is (3-6) (Cohen.1992) and (Johnson. Et al, 1984). Third, distribution of students within collective learning groups; it is best if the distribution is sometimes incoherent and coherent at others, and each distribution has its own advantages and necessities according to tasks. Fourth, preparation of cooperative learning tasks, and fifth, exposing students to individual questions.

Recitation situations includes the teacher asking a question to his students then one of the students answers and then the teacher assesses the answer and so on. This aims to verify student's knowledge. This process faces difficulties; most notably is uneven participation in the learning process, confusion due to wrong and unsuitable answers, and the difficulty in making sure that the students have comprehended it. There are strategies that enhance teacher's recitation management, which includes distributing participation opportunities between students in recitation process, providing time for the student to think of the answer while keeping the flow of the recitation process, stimulating and preserving students' interest, and giving feedback to students while keeping the flow of the recitation process (Haroon, 2003).

Many studies have addressed learning situations; Al-Jahni (2007) conducted a study titled "obstacles of using cooperative learning strategy in teaching geography in Middle school in Al-

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Madina" that aimed to determine the obstacles originating from teachers and students and administrative, class and technical obstacles. The researcher used the descriptive approach. The study was applied to a sample consisting of (125) teachers and (12) educational supervisor. The study concluded that there is a high degree of obstacles relating to the teacher and student as well as administrative, class and technical obstacles.

Nassar (2010) conducted a study that aimed at identifying the difficulties facing application of cooperative learning in public and private schools for primary education. The sample consisted of (300) male and female teachers of primary schools affiliated with Amman Fourth Education Directorate in Jordan. The questionnaire was designed to detect the difficulties of applying cooperative learning. The study results indicate that there are difficulties of applying cooperative learning in primary schools; the field of students' difficulties came first then the field of school curriculum came second while the field of administrative technical difficulties field came last.

Abu Kweik (2011) conducted a study that aimed at identifying the impact of teaching in small and big groups and individual learning on the achievement of primary sixth grade female students and their memorization in the Islamic education subject. The study sample consisted of (104) female students whom were distributed to three experimental sections and a control section. In order to achieve the objectives of the study, an achievement test was conducted. The study results showed that there are differences attributed to the impact of teaching style (big groups, small groups, individual learning, and regular groups) in favor of individual learning in comparison with big groups, small groups, and regular groups, and that there are differences in memorization in favor of individual learning, big groups and small groups in comparison with regular teaching.

Drakeford (2012) conducted a study titled "cooperative learning: the impacts of cooperative learning on the classroom". The study used a primary multiple design through two samples to determine the effectiveness of cooperative learning in increasing students' participation. The study was conducted on two secondary school male students. Each student worked in small groups within specific roles, and two monitors documented the amount of time each student participated during cooperative learning activities. The study results showed that the styles of cooperative learning have increased the participation of students in learning situations.

Tabatabaee et al (2013) conducted a study titled "the impacts of individual and cooperative learning on problem solving and transfer of knowledge". The study aimed at comparing cooperative and individual learning in terms of its impacts on knowledge transfer and problem solving. To achieve the study objective, an experimental design with pre-test and post - test. The sample consisted of (40) male student in third grade divided randomly into two experimental groups which included (20) students. The first group studied individually and the other group studied cooperatively. The results showed that the average of problem solving in the cooperative group was much higher than the individual group. However, transfer of knowledge in the cooperative group was much less than the individual group.

Badran (2015) conducted a study titled "leading teaching and learning process" which addressed leading teaching and learning process in the framework of new global curricula. These aim at

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building and forming a personality able to deal with the modern developments based on presenting many concepts such as: active learning, cooperative learning, and virtual learning in the context of a wider concept, which is lifetime continuous self-learning. The teacher and the educational institution's roles depend on creating and building a supporting learning environment to the learning process itself. The study discussed some of the ruling concepts of that process, and the way to manage the teaching and learning process that is based on the standards of the global curricula. The study concluded with presenting models of education process analysis; examples of these models are formative model, informative model, model of teaching strategies and methods analysis, and model of educational activity analysis.

Study problem and questions:

Gillies (2004) pointed out that teachers' lack of understanding to the nature of applying cooperative learning is one of the most important obstacles that stand in the way of educational practices. Horn & Banerjee (2009) demanded the need to provide a closer look to the individual learning, since professionals assert the priorities of individual learning for each learner. Therefore, work must be done to develop the school curriculum so it becomes suitable for all students and their individual differences, as well as to satisfy the needs of those who are unable to learn in the general school atmosphere. The models, which can help in correcting the curriculum, must be presented in order to satisfy the individual needs of learners with different abilities, and that requires reviewing the concept, strategies and forms of individual learning.

Hijazi (2008) indicated that the trends of teachers towards education situations, curriculum, or others play an important role in approaching or refraining from it depending on the fact that the extent of one's giving in a specific field is based on the extent of his belonging, love, inclination, and trends towards that field (Hijazi, 2008, 78). The difficulties facing teachers in managing learning situations form a gap between an existing situation and a desirable situation. In order to close the gap, there must be strategies that can be adopted to overcome these difficulties. Thus, this study was conducted to identify these difficulties and overcoming strategies. Specifically, this study will answer the following questions:

- What are the difficulties facing primary schools teachers in managing learning situations at Jarash governorate from their perspectives?
- Are there any statistically significant differences in the responses of the study sample individuals to the difficulties that face primary schools teachers in managing learning situations at Jarash governorate attributed to (gender, education, and experience) variables?
- What are the strategies that can be used to overcome difficulties facing primary schools teachers in managing learning situations at Jarash governorate from their perspectives?

Study objectives

The study aims at:

- Identifying the difficulties facing primary schools teachers in managing learning situations at Jarash governorate from their perspectives.

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- Identifying if are there any statistically significant differences in the responses of the study sample individuals to the difficulties that face primary schools teachers in managing learning situations at Jarash governorate attributed to (gender, education, and experience) variables?

- Identifying the strategies that can be used to overcome difficulties facing primary schools teachers in managing learning situations at Jarash governorate from their perspectives.

The importance of the study:

The importance of the study is represented in two topics. The first one is embodied in the scientific importance, which adds more regarding the field of education attitudes management. The second topic is all about the practical field, which will be shown through what the study will provide certain results to make all the teachers, school principals, supervisors and the administrators of teachers' preparation programs regarding improving the individual and group learning. This will be shown through the obstacles that face the teachers in the learning management and the strategies in which overcome these obstacles.

Procedural definitions:

The study includes the following concepts:

Difficulties in managing learning situations

The teachers face these difficulties and obstacles during the individual and group learning plus recitation, which improve the effectiveness of managing learning situations that are measured by the study sample's response degree to the study tools items regarding these difficulties.

The strategies of overcoming learning situations' obstacles:

These are the strategies which the teachers follow to stop the impact of these difficulties of managing individual and group learning situations besides the recitation. These strategies are useful in improving the effectiveness of managing learning situations, which are measured by the study sample's response degree on the study tools items regarding these strategies.

The Study Limits:

The study includes the following limits:

Spatial limits: represented in the primary schools in Jerash Governorate, Jordan.

Time limits: The study was conducted in the academic year (2018/2019).

Human limits: represented in the perspectives of primary school teachers.

The Study Approach:

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The descriptive survey method was used to achieve the purpose of the study, since it fits its objectives.

The Study population:

The study population contains all the teachers in the primary schools that belong to the Directorate of Education in Jerash Governorate. They are totally (1809) male and female teachers: (786) were males and (1023) females, according to the official statistics of the Ministry of Education of (2018/2019).

The study sample:

The study sample includes (350) male and female teachers that were chosen randomly. (152) were males and (198) females.

The Study tool:

A questionnaire was developed after reviewing the literature and previous studies related to the subject of the study in order to identify the difficulties facing primary school teachers in managing educational situations and find the suitable strategies to overcome them in a good way such as the study conducted by (Weinstein & Miganano,1993), another study conducted by (Stodolsky,1984). The questionnaire consists of two parts; the first one consists of all the individual information about the study sample, the second one contains a tool that identifies the difficulties facing the primary schools' teachers in managing the learning situations and the suitable strategies to overcome them.

The questionnaire items are 28 distributed on two topics: the first is related to the difficulties includes 13 and the second related to the strategies and contains 15. Each item is given five levels according to the Likert five-point scale to choose one of the alternatives for the following approval levels: very large (5), large (4), moderate(3), few (2), and very few (1). Taking into consideration that the calculated average values that the study comes up with are used to analyze data as the following:

Low if the average is between 1.003 - 2.33, moderateif the average is greater than or equal to 2.34-3.67, and high if the average is greater than or equal to 3.68 - 5.00. In addition, according to the following formula: Range = Highest Degree - Lowest Degree / Levels, Range = 5 - 1/3 = 4/3 = 1.33.

The study tool validity:

To check out the study tool validity, the content validity is used in a way that the study tool in its initial form is shown to 10 specialists in the educational fields from Jordanian universities, in order to verify the validity of its paragraphs' content, and to express their observations and opinions on its items how suitable they are with the tools topics, in addition to the study subject.

In light of their observations, some items were modified in terms of structure and language, and none of its items was deleted or any new items added, and the questionnaire was finalized.

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The stability of the study tool:

To check out the stability of the study tool, (test-retest) were used. The tool was distributed in its final form to a survey sample consisted of the study population, and from outside its sample which contains (30) teachers. The tool was applied again on the same sample after two weeks; finally, the Pearson Correlation coefficient was calculated and reached (0.92).

The statistical analysis:

To answer the first and the second questions in the study, the averages and standard deviations were extracted.

The results of the study and its discussion

Results related to answering and discussing the first question:

- **What are the difficulties facing primary schools teachers in managing learning situations at Jarash governorate from their perspectives?**

To answer this question, calculated averages and standard deviations were extracted from the study sample's estimates of the difficulties that teachers face in managing learning situations, and Table 1 shows that.

Table 1: Averages and standard deviations for the areas of the difficulties that the teachers face in managing learning situations

No.	Domain	Arithmetic Average	Standard deviation	Order	Degree of difficulty
1	Difficulties that the teachers face in managing individual learning situations	2.58	0.82	3	Moderate
2	Difficulties that the teachers face in managing group learning situations	2.63	0.78	2	Medium
3	Difficulties that the teachers face in managing recitation situations	2.70	0.75	1	Medium

Table 1 shows the averages for the study sample's estimates related the difficulties that the teachers face in the primary schools ranged between (2.58 -2.70), all of them are medium. The difficulties that the teachers face in managing recitation situations has the average (2.70), then the difficulties that the teachers face in managing group learning situations comes after to have the average (2.63), then it is followed by the field which represents the difficulties that the teachers face in managing individual learning situations to have the average (2.58).

The reason behind that all the kinds of difficulties which the teachers face in managing learning situations have the moderatedegree of difficulty is the impact of the training programs that the

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teachers take and the obtained experiences in the classrooms. This means that there are problems, that the teachers face in managing learning situations, prevent the effectiveness of their management for these situations.

The reason behind getting the difficulties, which teachers face in managing recitation situations, the first rank is the specificity of this kind of difficulties in terms of the waiting period for a student's answer, which may take a long time compared to the time allotted in the whole education process. Wrong answers of the students in these situations may confuse the teacher and the student, such as taking long time to pass the question to another student plus the Individual differences between students which lead to a variation in taking time to answer the question in addition to the problems experienced by the teacher as a result of students' reluctance to answer because some students mock them, so they feel embarrassed to answer the questions later.

The reason behind getting the difficulties, which teachers face in managing group learning situations, the second rank is the large number of students in the classroom, which makes these situations difficult to manage.

The reason behind getting the difficulties, which teachers face in managing individual learning situations, the third rank is the difficulty of engaging other students when the teacher is busy with one of them in addition to the individual differences between the students which make the teacher focus on the weak students rather than the brilliant ones or vice versa. Consequently, the teacher is exposed to some behavioral problems when he is engaged in individual education with weak students, since he doesn't have the time to give the brilliant ones the same parallel opportunities for learning.

To identify the items of each field, averages and standard deviations have been extracted as the following:

1- **Difficulties the teachers face in managing the individual learning situations:**
Table (2) shows the averages and the standard deviations for each item related the difficulties that the teacher faces in managing individual learning situations.

Table 2: Averages and Standard Deviations for the items regarding the difficulties teachers face in managing Individual Learning Situations.

No.	Item	Arithmetic Average	Standard deviation	Order	Difficulty degree
1	Difficulty in knowing what all students are doing, especially when the teacher is busy with one of the students.	2.58	0.81	5	Moderate
2	Students lose interest in the educational task and get distracted	2.79	0.77	3	Medium
3	The speed of students varies in	3.11	0.72	2	Medium

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	completing the educational task				
4	Choosing clear and meaningful individual educational assignments	2.74	0.82	4	Medium
5	Distributing, collecting, and checking assignments, monitor students' performance, then return them	3.26	0.78	1	Medium

Table (2) shows that the study sample's estimates regarding the items of the field embodies in the difficulties that the teachers face in managing individual learning situations ranged between (3.26 - 2.58). it is observed that all the items came with a moderatedegree of difficulty, and the item "Distributing, collecting, and checking assignments, monitor students' performance, then return them" took the first rank with average (3.26) followed by " The speed of students varies in completing the educational task" with average (3011). The item "Difficulty in knowing what all students are doing, especially when the teacher is busy with one of the students" came with average (2.58).

The item "Distributing, collecting, and checking assignments, monitor students' performance, then return them" got the first rank in difficulty because of the written tasks assigned to the teacher, which negatively affects his/her ability, as a load on him, to distribute individual work tasks like collecting, checking assignments, writing grades, and returning them to students, in addition to the large number of students in classrooms since all of these require a big effort to do.

The item "The speed of students varies in completing the educational task" gets the second rank in difficulty because of the individual differences between students, which gives the brilliant ones the opportunity to do their assignments faster than the weak ones. This leads the teacher wait for these weak students which take more time while they complete their tasks, consequently the teacher will find a problem making good discipline in the classroom.

2- Difficulties teachers face in managing group learning situations

Table (3) shows the averages and standard deviations for items related the difficulties that teachers face in managing group learning situations.

Table (3): averages and standard deviations for items related the difficulties that teachers face in managing group learning situations.

No.	Item	Arithmetic Average	Standard deviation	Order	Difficulty degree
1	Students are grouped into homogeneous groups	2.79	0.72	2	Moderate
2	The group members' contribution is unequal in the educational process	2.84	0.82	1	Medium
3	The achievement is absent or low	2.63	0.78	3	Medium

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4	Students lack the ability to cooperate	2.53	0.74	4	Medium
5	Students do not want to cooperate	2.37	0.77	5	Medium

Table (3) shows that the study sample's estimates of the items related to the difficulties that the teachers face in managing group learning situations ranged between2037-2084. All the items got moderate degree in terms of difficulty. The item "The group members' contribution is unequal in the educational process" came to take the first rank with average (2.84) followed by the item "Students are grouped into homogeneous groups" with average (2.79). Then the item "Students do not want to cooperate" with average (2.37).

It is possible that "The unequal amount of participation of the group members in the educational process" was ranked first in the degree of difficulty because some students take the lead in the group as they are considered bright students (stars) while the others who are introverts prefer not to participate.

As for " The agglomeration of demand within homogeneous groups", which was ranked second, may be due to the lack of experience of some teachers in distributing groups in a heterogeneous manner, which leads to the failure of some groups and the success of others in carrying out a task. In addition to the high competitiveness among the homogeneous group if it consisted of outstanding student as each student of them tries to withhold information from other classmates in the group because he thinks that he is in a competition with them, while groups that include weaker students may fail to accomplish the task or need more time to complete the task which makes time distribution confusing for the teacher.

1. The difficulties that the teacher faces in managing recitation

Table (4) shows the arithmetic averages and the standard deviations of the difficulty factors that the teacher faces in managing recitation

Table 4: Arithmetic averages and the standard deviations of the difficulty factors that the teacher faces in managing recitation

No.	Factor	Arithmetic average	standard deviation	Order	Degree of difficulty
1	Unequal participation in the educational process	2.79	0.74	1	Moderate
2	Confusion caused by inadequate wrong answers	2.74	0.77	2	Moderate
3	Difficulty in ascertaining the extent of students' understanding and comprehension	2.58	0.78	3	Moderate

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Table (4) shows that the estimates of the study sample individuals for the difficulties factors that the teacher faces in managing recitation ranged between (2.79 - 2.58), all of which were rated with a moderate degree of difficulty. The "unequal participation in the educational process" was ranked first with an arithmetic average of (2.79), followed by the "Confusion caused by inadequate wrong answers" with an average of (2.74), and the "Difficulty in ascertaining the extent of students' understanding and comprehension" with an arithmetic average of (2.58).

The reason that " Confusion caused by inadequate wrong answers" was ranked second may be because the wrong answers confuse the student, the teacher and other students, and sometimes impede the process of teaching, learning, and class management. Also, wrong answers may be related to unwanted behaviors from other students such as ridicule or mockery of the student and his answers, or interference from students who know the correct answer, and trying to answer quickly instead of the student who was asked the question.

Discussion and results related to answering the second question

Are there statistically significant differences in the responses of the study sample individuals to the difficulties facing teachers of primary schools in Jerash Governorate in managing learning situations attributable to the variables (gender, education, and experience)?

To answer this question, arithmetic averages and standard deviations were calculated for the responses of the individuals in the study sample, and then the (T) test was used to identify the level of significance of the differences between the averages. Table (5) shows the mean, standard deviations, degrees of freedom, the (T) value and the level of significance for the responses of the study sample according to the (gender, education, and experience) variables.

Table 5: (T) test results for the (gender, education and experience) variables

	variable		n-value	arithmetic average	standard deviation	degrees of freedom	(T) value	level of significance
the difficulties facing teachers of primary schools in managing learning	Gender	**male**	**152**	**2.53**	**0.22**	**348**	**8.83**	**0.00**
		female	**198**	**2.35**	**0.15**		**8.41**	
	education	**Bachelor**	**212**	**2.52**	**0.21**	**348**	**11.76**	**0.00**

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	variable		n-value	arithmetic average	standard deviation	degrees of freedom	(T) value	level of significance
situations at Jerash Governorate		**Higher than bachelor**	**138**	**2.29**	**0.11**		**13.27**	
	experience	**Less than 10 years**	**199**	**2.44**	**0.22**	**348**	**1.46**	**0.006**
		10 years and more	**151**	**2.41**	**0.18**		**1.49**	

Table (5) shows the following:

1. There are statistically significant differences in the responses of the study sample individuals with regard to gender and the difficulties facing the teacher in managing learning situations, which was attributed to males more than females. This may be due to the fact that teachers face more difficulties in managing learning situations due to the nature of male schools in terms of problems related to controlling student behavior, in addition to the students 'motivation to learn may be less than of female students. Also, the male students' tendency to move more than female students is reflected negatively on Learning situations management.

2. There are statistically significant differences in the responses of the study sample with regard to the education and all difficulties that the teacher faces in managing learning situations which were attributed to the bachelor's qualification more than the higher than bachelor's qualification, and this may be due to the fact that teachers who have a bachelor's degree which is the minimum for practicing the teaching profession are specialists in certain discipline and were not exposed to educational behavioral programs at the bachelor's level which may have negatively affected their abilities to manage learning situations, unlike those with a higher qualification than a bachelor's degree (higher diploma in education, or a master's or doctorate in education) who have specialized in education in addition to their specialization in a specific discipline which may be reflected in their management of learning situations.

3. There are statistically significant differences in the responses of the study sample individuals with regard to experience and the difficulties that the teacher faces in managing learning situations which were attributed to those with a less than (10) years experience. This may be due

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to the fact that those with less experience may have more difficulties in managing learning situations than those with significant experience, because accumulated experiences generate skills based on experimentation and reflection that enable them to get rid of difficulties in managing learning situations as a result of reflecting on their previous practices and perusing best practices.

Results and discussion related to answering the third question

What strategies can be adopted to get rid of the difficulties faced by teachers of primary schools in Jerash Governorate in managing learning situations from their perspectives?

To answer this question, arithmetic averages and standard deviations were calculated for the study sample's estimates of the strategies that can be adopted to get rid of the difficulties facing the primary school teachers in Jerash Governorate in managing learning situations as shown in Table (6).

Table 6: Arithmetic averages and standard deviations for the domain of strategies that can be adopted to get rid of the difficulties faced by the teacher in managing learning situations

No.	Domain	Arithmetic average	standard deviation	order	Degree of strategy adoption
1	Strategies for managing individual learning situations	3.59	0.77	2	Moderate
2	Strategies for managing group learning situations	3.44	0.74	3	Moderate
3	Strategies for managing recitation situations	3.67	0.78	1	Moderate

Table (6) shows that the arithmetic averages of the study sample estimates for the domain of strategies that can be adopted to get rid of the difficulties faced by primary school teachers in managing learning situations, ranged between (3.67 - 3.44) and all were classified with a moderate degree. The domain "strategies related to management recitation situations" had an average score of (3.67), followed by the domain "strategies related to managing individual learning situations" with an average score of (3.59), followed by the field of "strategies related to managing group learning situations " with an average score of (3.44).

The fact that the domains of strategies used to get rid of the difficulties of managing learning situations were ranked moderate may be attributed to the training that some teachers received in addition to the experiences they gained from their work, but this does not mean that the strategies are applied to a large degree.

To get acquainted with the constituents of each domain alone, their arithmetic averages and standard deviations were calculated as follows

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1. Strategies for managing individual learning situations

Table (7) shows the arithmetic averages and the standard deviations of the constituents of the strategies that are related to managing individual learning situations.

Table 7: Arithmetic Averages and Standard Deviations of the constituents of individual learning situations management

No.	Strategy	Arithmetic average	standard deviation	order	Degree of strategy adoption
1	Explain to students the importance of the individual activity that I will assign them.	3.63	0.74	3	Moderate
2	Provide students with a clear and complete explanation of the individual learning tasks that I assign them.	3.37	0.72	5	Moderate
3	Provide students with procedural instructions that explain to them the steps to carry out the individual learning task that I assign them	3.37	0.82	5	Moderate
4	Walk among the students while they are engaged in performing individual learning tasks.	3.95	0.81	1	high
5	Explain to the students the appropriate technique to get help while performing individual learning tasks.	3.74	0.74	2	high
6	Tell the students in advance what they should do upon early completion of the individual learning task that I have assigned them	3.47	0.77	4	Moderate

Table (7) shows that the estimates of the study sample regarding the constituents of the strategies domain related to managing individual learning situations ranged between (3.95 - 3.37). "Walk among the students while they are engaged in performing individual learning tasks" was ranked first with an arithmetic average of (3.95) and was rated with a high degree of adoption. It was followed by “Explain to the students the appropriate technique to get help while performing individual learning tasks” with an average score of (3.74) and a rating of high degree of adoption. While “Provide students with a clear and complete explanation of the individual learning tasks that I assign them” and “Provide students with procedural instructions that explain to them the steps to carry out the individual learning task that I assign them” had an arithmetic average of (3.37), and were rated with a high degree of adoption

The reason that the constituent " Walk among the students while they are engaged in performing individual learning tasks" in strategies related to managing individual learning situations was

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ranked first and is applied to a large extent is that it is essential and a priority for the teacher in class management, and that it helps him/her to control the behavior of students during the performance of individual activities and doing follow-ups. This is in line with the difficulties that the teacher faces in managing individual learning situations, as "the difficulty in knowing what students are doing" got ranked the least, which indicates the effectiveness of this strategy for teachers.

It is possible that " Explain to the students the appropriate technique to get help while performing individual learning tasks." was ranked second and rated with a high degree of adoption because the teachers usually explain to students the educational tasks and the appropriate technique to seek help in order to ensure discipline and the proper functioning of the educational process.

2. Strategies related to managing group learning situations

Table (8) shows the arithmetic averages and the standard deviations of the constituents of the domain of strategies related to managing group learning situations.

Table 8: Arithmetic Averages and Standard Deviations of Strategies for Managing group Learning situations

No.	Strategy	Arithmetic average	standard deviation	order	Degree of strategy adoption
1	Take into consideration the nature of the collaborative learning task when determining the appropriate size for the group.	3.53	0.77	2	Moderate
2	Provide students with a clear and complete explanation of the individual learning assignments that I assign them	3.53	0.80	2	Moderate
3	Design collaborative learning activities in a way that ensures the participation of all group members.	3.58	0.85	1	Moderate
4	Use individual accountability strategies while students carry out collaborative learning activities.	3.21	0.77	4	Moderate

Table (8) shows that the estimates of the study sample individuals of the constituents of the strategies domain related to managing group learning situations ranged between (3.58 - 3.21) with an moderate degree of adoption. The constituent "Design collaborative learning activities in a way that ensures the participation of all group members" was ranked first with an arithmetic average of (3.58). Both "Take into consideration the nature of the collaborative learning task when determining the appropriate size for the group." and " Provide students with a clear and complete explanation of the individual learning assignments that I assign them " were ranked second with an arithmetic average of (3.53). While " Use individual accountability strategies while students carry out collaborative learning activities" was ranked fourth with an average score of (3.21).

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The fact that designing collaborative learning activities in a way that ensures the participation of all group members was ranked first may be because designing activities in cooperative education in a manner that guarantees the participation of all is considered one of the basic principles to ensure that the questions asked require dialogue, discussion and brainstorming among the group members.

As regarding the "Take into consideration the nature of the collaborative learning task when determining the appropriate size for the group", which got the second rank, there may be collective educational tasks that require the distribution of students to technicians and non-technicians, and in this case it is preferable to form homogeneous groups alone, separating technicians, and non-technicians, but in the case of educational tasks that require participation, interaction and the exchange of information between students, the distribution of students in a heterogeneous manner is required.

3. Strategies related to managing recitation situations

Table (9) shows the arithmetic averages and the standard deviations of the constituents of the strategies domain related to the management of recitation situations.

Table 9: Arithmetic Averages and Standard Deviations of constituents of Strategies related to Managing recitation situations

No.	Strategy	Arithmetic average	standard deviation	order	Degree of strategy adoption
1	Use different methods to ensure that participation is distributed among students in the recitation process.	3.47	0.77	5	Moderate
2	Give students time to think about the questions I ask, before choosing someone to answer.	3.74	0.78	2	High
3	Provide students with a positive atmosphere during the recitation which increases the number of students volunteering to answer.	4	0.74	1	High
4	Use different techniques to excite students and keep their attention during recitation.	3.63	0.82	3	Moderate
5	Use the appropriate method to provide the student with feedback during recitation	3.53	0.76	4	Moderate

Table (9) shows that the estimates of the study sample individuals for the constituents of the strategies domain related to managing recitation situations ranged between (4 - 3.47). The constituent “Provide students with a positive atmosphere during the recitation which increases the number of students volunteering to answer” was ranked first with an arithmetic average of (4) and rated with a high degree of adoption. While "Give students time to think about the questions I ask, before choosing someone to answer” was ranked second with an arithmetic average of (3.74) and rated with a high degree of adoption. " Use different methods to ensure

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that participation is distributed among students in the recitation process." Got the last rank with an average of (3.47) and a rate of moderate degree of adoption..

It is possible that the constituent " Provide students with a positive atmosphere during the recitation which increases the number of students volunteering to answer" got the first rank due to the fact that a positive atmosphere is a necessity to increase the rate of recitation since students sometimes refrain from answering or volunteering to answer if they are afraid of embarrassment or the teacher's or students abuse or not having their answers accepted even if they are incorrect, in addition to the need to use reinforcement for correct answers in order to increase the number of students volunteering to answer.

The fact that the constituent " Give students time to think about the questions I ask, before choosing someone to answer" was ranked second among the strategies used in the recitation situation may be attributed to teachers' awareness of individual differences between students, and thus the outstanding student would respond quickly while the average and weaker students would need more time to think about the answer, therefore, the teacher can ask a question in the recitation situation, give the students an appropriate period of time to think about the answer and does not accept any answer until after the end of the specified period.

2. RECOMMENDATIONS

In light of the results, the researcher concluded the following recommendations:

1. A recommendation to Jordanian universities to include materials related to managing learning situations in the programs they offer, especially those related to educational professions.
2. A recommendation to the Ministry of Education to include programs related to individual and group learning situations and classroom recitation in its training programs.

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