

THE USE OF DEMOCRATIC STYLE BY TEACHERS OF LEARNING DISABILITIES IN ENGLISH LANGUAGE ACCORDING TO SOME VARIABLES

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ABSTRACT

This study aimed at identifying the use of democratic style in classroom management by teachers of learning disabilities in English language in the light of some variables. The study population consisted of all (60) teachers in the upper basic stage in Irbid Governorate. The study sample consisted of (30) male and female teachers. The study used the descriptive approach and developed a questionnaire as an instrument to collect data. The results of the study showed that there were statistically significant differences for the democratic style attributed to the gender variable based on the calculated (t) value of (3.99), and the differences were in favor of females as evidenced by their high mean scores. The mean score for female teachers was (4.24) and for the male teachers was (3.99). It also indicated that there are differences between the mean scores according to the academic qualifications. The mean score for the Master's degree holders was (4.37), while the mean score for the Bachelor's degree holders was (4.01), and the scores were in favor of those with qualification the Master's degree.

Key Words: Democratic Method, Learning Disabilities In English Language, Teachers Of Learning Disabilities.

1. INTRODUCTION

The school administration is based on achieving the school's mission through its direct relationship with the students, as it enjoys greater freedom to act and perform the roles entrusted to it, making it the most important administrative unit in the educational administration cycle. Therefore, the school administration is a living entity, consisting of a human group that includes students, the teacher, and those in charge of the administration. The success of the relations between these parties depends on the awareness of each of them of his role, and this effectively affects the success of the educational process, and the extent of its achievement, and thus the message of education can be achieved through classroom management (Al-Safasfa, 2004).

The teacher of LDs in English language is the pillar of the educational process, because he is the leader in his class, motivating students, leading them, and pushing them to achieve social, behavioral, and academic goals. Therefore, the teacher should be aware of his appropriate administrative behavior, and be aware of the environmental and social conditions, in which he works. English language teachers need to work as the main element in organizing classroom management and creating the appropriate atmosphere to carry it out efficiently and effectively. They have to get acquainted well with the characteristics of the students, and the developmental stages to which they belong. Therefore, the methods used by the teacher of LDs in English

language in classroom management have the greatest impact on building the student's personality (Al-Sharqawi, 2016).

The management methods used by the teacher of LDs in English in classroom management are also determined by the nature of the age stage of his students. Therefore, the administration of the Ministry of Education in Jordan saw the development of the structure of education by dividing primary education into four educational stages. Among these stages, the upper stage, which aims to develop the abilities and readiness of students, satisfy their tendencies and provide them with the necessary number of values, knowledge, and attitudes. In this stage, students are exposed to physical and psychological changes, making them different from other age groups. This stage seeks to provide and create all the psychological, social, and educational requirements and conditions necessary to achieve the objectives of the educational process (Abboud, 2017).

Classroom management means everything that a teacher of English language difficulties does in the classroom, whether direct or indirect, verbal or practical, to achieve the educational and pedagogical goals to meet the desirable change in students' behavior. This occurs by providing them with knowledge and skills, works to help them in practical life, and refines their personalities and talents. Thus, the concept of classroom management can be defined as a process that aims to provide an effective organization through specific conditions necessary for students' learning to occur (Al-Badayna, 2018).

Classroom management methods vary according to the practice. There are multiple classifications of administrative behavior, and the common classification for administrative behavior methods is based on the method of using the authority granted to the English language teacher. The teacher of English language may be autocratic, or democratic, and he may be neither one nor the other, which is called the laissez-faire method (Al-Gufut, 2010)

Problem Statement

The teacher of LDs in English language is considered a role model for his students, and the method he practices with his students in the classroom is of great importance to determine the impact he leaves on the students' educational and future lives.

The methods used by the LDs in English language teachers in classroom management focus on their personality, academic level, and experiences. All of this determines the management style used by the teacher. Therefore, it is noted that the English language teachers differ among themselves, and this difference generates different methods of classroom management. These methods are represented by the autocratic method, the democratic method, and the laissez-faire method. These methods are connected and similar because it is not easy to classify teachers in specific administrative methods. These types may overlap and the teacher may combine more than one method, but with one specific method that dominates the others. The teacher's use of the laissez-faire method affects students negatively, as it leads to a lack of interest in the system and high achievement by students. The democratic method has a very important positive impact on students in developing their personalities and meeting their needs. Therefore, this study attempted to identify the use of democratic classroom management by teachers of LDs in English

language in light of some variables in Irbid Governorate from the point of view of teachers themselves.

Research Questions

This study attempted to answer the following question:

1. Are there any statistically significant differences in the use of the democratic style among teachers of LDs in English language in Irbid governorate due to the gender variable?
2. Are there any statistically significant differences in the use of the democratic style among teachers of LDs in English language in Irbid governorate due to the experience variable?
3. Are there any statistically significant differences in the use of the democratic style among teachers of LDs in English language in Irbid governorate due to the academic qualification variable?

Significance of the Study

The significance of this study stems from the fact that it targets an important group in society, which is the category of teachers of LDs in English language. These teachers have a great role in enlightening the minds of successive generations, refining their morals, and have an impact on the formation of the student's personality.

The results of this study will be useful for school principals and educational supervisors regarding the best classroom management method. This study also enriches educational research with new studies in classroom management. The study develops future visions for classroom management methods based on the results of this study.

Delimitations of the Study

This study was limited to teachers of LDs in English language in the upper basic stage in Irbid Governorate for the academic year (2019-2020). Thus, the results are limited to time and spatial limitations. The results of this study are determined by the response of the study sample to the questionnaire items that were prepared for this study and according to which information was collected.

2. LITERATURE REVIEW

Classroom management constitutes an important element of the modern educational system because it affects all the elements of this system from inputs, operations, outputs, and feedback. It is an important activity under which many educational concepts, such as planning, implementation, evaluation, and methods of dealing with students are included. It stimulates students' motivation and helps them to comprehensive growth in all aspects of their mental and social personality. Perhaps the teacher of LDs in English language is one of the most important elements that can contribute to achieving this growth and development. For this reason, educators were interested in methods and patterns of dealing with students (Zabel & Zabel, 2011).

Al-Khataiba, Al-Tweissi, and Al-Sultani (2002) indicated that classroom management refers to all the procedures followed by the teacher of learning disabilities in English to maintain order to

ensure the calmness of the students in the classroom. This concept is derived from traditional education that looks at education, as a process of transferring information from books to the minds of students, and the teacher is the transmitter of this information. There is no doubt that this concept is based on authoritarian management.

The atmosphere of using the democratic management style is characterized by affection, tranquility, expression of opinion, and freedom of expression. This style also helps in the practice of objective criticism within the framework of mutual respect, appreciation of feelings, urging the pursuit of success, highlighting student skills, valuing work, activity, and interaction within the classroom. The democratic style also provides equal opportunities for students and promotes students' sense of freedom. The teacher in this method is a leader, father, and friend, whom the students see a role model. The teacher cares about the variables and involves the students in evaluating their scientific inclinations (Al-Badayna, 2018).

Al-Sawai (2005) pointed out that in this method, the teacher exercises the right to participate by the students to express their opinions in the details of the lesson. He respects and accepts their ideas and encourages them to actively participate and express themselves. In this method, the teacher encourages students to respect the other opinion, as he leads them to listen to others, and accept their opinions and points of view, and also develops in students the skill of using argument and evidence in defense of an opinion.

Abu Namera (2001) identified the most important features of the democratic method. He argued that this style provides equal opportunities among students and encourages them to cooperate with each other. The teacher supports the students, accepts their opinions, and coordinates the joint work among the students. The students are involved in discussion and exchange of opinion and trained to respect the other opinion. 5. The teacher praises and encourages the students, and create an atmosphere where students feel the necessary reassurance to do their work. The teacher also provokes the innovative ability of the students and their interests and tendencies. He also respects students' values and appreciates their personal feelings and aspirations. And finally, he provides the opportunity for students to self-evaluate their work.

Qatami & Qatami (2017) identified the most prominent features of the democratic method as the students feel freedom, warmth, and respect. This style involves students in class discussion and students can show interest in classroom activities. It shows the maximum possible degree of natural growth and respect for individual differences among students. It also helps students to realize their ability to exercise responsibility and drawing plans and making decisions.

Al-Badri (2005) listed the positive effects of the democratic method. He argues that this style creates a depth of desire, motivation, and escalation of enthusiasm for learning, due to the availability of stability in the classroom. This style also acknowledges the needs of students, transforming them into clearly defined goals, and working to achieve them. It also helps in performing duties, implementing collaborative work projects, acquiring skills, taking advantage of errors, modifying behavior, and adhering to principles, norms, and instructions. The democratic style provides equal opportunities in legitimate competition and deepens the

principles of democracy in education. It is also important for the success and health of the classroom environment (Al-Zayoud, et al, 2016).

It is clear from the above that the democratic method is characterized by security and reassurance for both the student and the teacher, as an atmosphere of positive interaction between the parties to the educational process. The student is given the opportunity to express himself, communicate, and forms dialogues with his colleagues, which provides the possibility of peer learning. In this method, the student's personality is built and developed.

Previous Studies

Al-Abdullah and Radwan (2020) investigated the effectiveness of classroom management level among basic stage teachers in Irbid governorate schools from the principals' point of view. The study explored the impact of the variables of gender, qualification, and years of experience on the principals' responses. The study was applied to a sample of (243) principals. The study used the descriptive analytical methodology by developing a questionnaire of (32) items. The results revealed that the great impact of classroom management level among teachers. The findings also showed that there was no effect for all variables in principals' responses to the questionnaire.

Rawadiyah (2020) explored the extent to which the teachers of the basic stage in the southern Badia schools have classroom management skills. The study used the descriptive-analytical approach and developed the study instruments, which was applied to a sample of (130) teachers. The results of the study showed that teachers possessed high classroom management skills. The classroom environment field ranked first, followed by administrative skills, classroom problem solving, technical skills, and knowledge structure. There was no impact of gender or experience on possessing the skills of classroom management among teachers.

Aba Oud (2020) investigated the level of teachers' efficiency in their classroom management with students with emotional/behavioral disorders. The study included (437) elementary school teachers in Riyadh. The study used the descriptive approach. The results revealed that the levels of teachers' efficiency in classroom management were average. There was a positive relationship between the efficiency of classroom management and the demographic characteristics of teachers.

Al-Mutairi (2019) explored the extent of efficiencies achieved in successful classroom management-related skills among Islamic education teachers in primary school. The study used the descriptive-analytical approach and was applied to (25) teachers. The study used a notecard covering personal and cognitive skills. The results revealed a high level of efficiency among the sample of the study.

Ali and Al-Bashatowa (2019) explored the problems of classroom management facing the teachers of students with special needs in Najran. The sample of the study included (30) specialized teachers. The study used a questionnaire to collect data. The findings showed that BA holders had fewer problems than other teachers. The results also showed that teachers with experience of more than 6 years and who attended more training courses had fewer problems than other teachers.

Al-Anazi and Al-Shanba (2018) identified the role of the supervisory department in activating the alternative Evaluation in the programs of the Ministry of Education in secondary school in the governmental schools in Saudi Arabia. The study also developed a program to enhance students by using classroom and non-classroom activities. The study mentioned several methods, including self-assessment and peer evaluation, the assessment based on the achievement file, and other methods. The study found several restrictions to the alternative assessment process. For example, students feel uncomfortable introducing a new kind of evaluation and teachers hate to change from the traditional evaluation to the new methods. The study suggested preparing a guide for the teacher towards the use of methods of alternative assessment methods.

Platt (1979) conducted a study aimed at identifying the methods used in the classroom with students in primary schools in the state of California. The study sample consisted of (120) primary school teachers in California. The study found that traditional authoritarian methods to dealing with students in the classroom are less effective. The democratic methods in dealing with students in the classroom are more effective, and the laissez-faire methods are weaker in classroom management.

3. RESEARCH METHODOLOGY

Population and Sample

The study population consisted of all female and male (60) teachers of learning disabilities in English language difficulties in the upper basic stage in Irbid governorate. The study sample consisted of (30) male and female teachers.

Research Instrument

The study developed a questionnaire as an instrument of the study to identify the classroom management methods of teachers of LDs in English language in the upper basic stage in Irbid Governorate. The previous studies and literature related to the subject of the study were reviewed to develop the instrument.

The questionnaire was presented to (12) judges from faculty members with experience in special education to ensure the clarity and integrity of the wording of the paragraphs. They were asked to provide their opinions to ensure the validity of the statements to measure what they were designed to measure. Based on the judges' opinions, modifications were made to the questionnaire. The judges' approval of the content of each statement of the instrument was considered (80%) or more indicative of the validity of the statement.

After confirming the validity of the study instrument, its reliability was confirmed using the test-re-test method, by applying it to a sample from outside the study sample. The reliability was also ensured by extracting the Pearson correlation coefficient between the responses of the sample members in the first test and the second test. The statistical analysis showed that the stability of the instrument on the Pearson correlation coefficient on average was (0.89) for the instrument as a whole, which is an acceptable percentage to conduct the study.

4. FINDINGS AND DISCUSSION

Results of the first question:

To answer the first question of the study, the mean scores and standard deviations of the instrument as a whole and for each of its fields were extracted. The t-test was calculated to ensure that there were differences in the practice of the democratic style in classroom management among teachers of LDs in English language due to the gender variable, as shown in Table (1).

Table 1. The results of the t-test of the democratic style for teachers of LDs in English language due to the gender variable

Style	Gender	No.	Mean score	St. Dev	T-value	Sig.
Democratic style	male	134	3,99	0.65	*3.99	t0.001
	Female	246	4,24	0.53		

* Statistically significant at ($\alpha \geq 0.05$)

The results presented in Table (1) indicated that there were statistically significant differences for the democratic style attributed to the gender variable based on the calculated (t) value of (3.99). The differences were in favor of females, as evidenced by their high mean score, where the mean score for female teachers was (4.24) and (3.99) for male teachers.

Results of the second question:

To answer the second question of the study, the mean scores and standard deviations of the domains of the instrument were extracted in light of the educational experience variable, and Table (2) illustrates the results.

Table 2. The mean scores and standard deviations of the use of the democratic method in classroom management for teachers of LDs in English language according to the variable of experience

Style	Years of experience	Mean score	Standard deviation
Democratic style	1-5 years	4,01	0.62
	6-10 years	4,14	0.57
	More than 11 years	4,28	0.55

Table (2) indicates that there are differences between the mean scores of the teachers' estimates toward using the democratic classroom management method due to the variable of educational experience. To identify the existence of differences, the Scheffe analysis was conducted as shown in Table (3).

Table 3. Scheffe test results for comparisons between mean scores of the democratic style according to the variable of experience

Experience	Mean score	1-5 years	6-10 years	More than 11 years
1-5 years	4,01	-	-	*0.27
6-10 years	4,14	-	-	-
More than 11 years	4,28	-	-	-

Table (3) shows that there are differences between the mean scores of the study members with experience (11 years and over) and the mean scores of the first category (less than 5 years). The mean score for the third category (11 years and over) was (4.28), while for the first category (less than 5 years) it was (4,01). The differences were in favor of the experienced teachers (11 years and over).

Results of the third question:

To answer the second question of the study, the mean scores and standard deviations of the domains of the instrument were extracted in light of the academic qualification variable, and Table (4) illustrates the results.

Table 4. The mean scores and standard deviations of the use of the democratic method in classroom management for teachers of LDs in English language according to the variable of academic qualification

Style	Academic qualification	Mean score	Standard deviation
	BA	4,01	0.52

Democratic style	Diploma	4,15	0.67
	Masters	4,37	0.55

Table (4) indicates that there are differences between the mean scores of the primary stage teachers' estimates of the effectiveness of the democratic style due to the variable of academic qualification. To identify the significance of the differences between the mean scores, the Scheffe analysis was conducted as shown in Table (5).

Table 5. Scheffe test results for comparisons between the mean scores of the democratic method according to the educational qualification variable

Academic qualification	Mean score	BA	Diploma	Masters
BA	4,01	-	-	*0.36
Diploma	4,15	-	-	-
Masters	4,37	-	-	-

Table (5) shows that there are differences between the average answers of the study members with a scientific qualification (Master) and the first category (Bachelor). The mean score for the third category (Master) was (4.37) while for the first category (Bachelor) was (4.01). The difference was in favor of those with Master's degrees.

5. RECOMMENDATIONS

In light of the findings of the study, the researcher presents a set of recommendations related to these results, as follows:

- The Ministry of Education should hold training courses and educational meetings to introduce the new English language difficulties teacher to classroom management methods.
- The researcher recommends conducting studies of classroom management methods in other educational stages.

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