



The Use of Laissez-Faire 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 laissez-faire 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 use of laissez-faire style due to the gender variable based on the calculated (t) value of (4.14), and the differences were in favor of males, as evidenced by their high mean score. The mean score for the responses of males teachers was (2.14), and for female teachers (1.83).

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 classroom management methods of 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 laissez-faire 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 laissez-faire 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 laissez-faire 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.

Literature Review

The laissez-faire management method is one that leaves the students free to work with complete freedom in the classroom. The teacher directs and guides the learners without putting pressure on them. This method allows the learners to practice activities without any restrictions, which leads to a looseness in the organization.

One of the most prominent behavioral practices identified by Harun (2003), which reflects this method, is the weak production of students and the lack of the need for the laissez-faire teacher. Students feel lost, stressed, unable to act, and rely on themselves as a result of their realization that they are engaging in an activity that is not directed by the teacher. Students disrespect the personality of the teacher who uses this style because they feel that he does not make any effort and wastes their time. Students lack the ability to make plans for their work due to the lack of realization of their needs in the form of clear goals that utilize their effort and time.

The atmosphere of this method is characterized by undirected activity, and severe negativity by the teacher. This method is based on giving freedom to students, lack of diligence in evaluating students, and poor productivity for work in the classroom. This management style does not care much about students' misbehavior or even their lack of freedom in carrying out class activities. The teachers who use this style do not like imposing rules and do not want to hurt students' feelings by any form of punishment. Such teachers respect students and focus on this aspect more than the academic aspect. This method of classroom management does not help students learn social discipline, and does not stimulate high academic achievement (Al-Sawai, 2005).

Al-Ta'ani (2004) pointed out the most prominent features of the laissez-faire style. These features include leaving complete freedom to students and not making any effort to evaluate students' behavior. The teacher does the minimum number of initiatives and suggestions and demonstrates readiness to provide assistance to students. He maintains friendly relations with students rather than encouraging them. The activity of this method is not directed and randomness and confusion in the performance of work within the class. Human relations are the main motivator and purpose of the work in the classroom.

There is no doubt that this method has negative effects that are reflected in the education process. Mansi (1996) argued that this style leads to poor productivity on the part of the teacher and the student and leads to the emergence of many hidden leaders within the class. Students feel frustrated and dissatisfied with their work. Students hate the system that is led by a group without having a single person in charge.

It is clear from the foregoing that the laissez-faire management style prevails among teachers with weak personalities, and negligent people who are unable to attract the attention of students. We find students move between seats and act according to their whims in the classroom without feeling that there are controls for their actions, and thus the productivity of the educational process is weak and low.

It is clear that the methods used by teachers in classroom management focus on the teacher's personality, academic level, and experiences. All of this may determine the teacher's management of his class, so we note that teachers differ among themselves, and this difference generates different methods of classroom management. It should be noted that these methods do not have separate boundaries between them, because it is not easy to classify teachers into specific administrative styles or methods. These types may overlap, and the teacher may combine more than one style, but with this, a specific style is prevalent.

Previous Studies

Al-Abdullah & 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 & 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

Methods

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.

Results and Discussion

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

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

Style	Gender	No.	Mean score	Standard deviation	T-value	Sig.
Laissez-faire style	Male	134	2,14	0.72	*4.14	0.001
	Female	246	1,83	0.68		
	Total	205	2,75	0.32		

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

The results indicated that there are statistically significant differences for the laissez-faire method attributed to the gender variable based on the calculated (t) value, which is (4.14). The differences were in favor of males, as evidenced by the increase in their mean scores, where the mean score for males teachers was (2.14), and for females teachers (1, 83).

Results related to the second question: Are there any statistically significant differences in the use of the laissez-faire style among teachers of LDs in English language in Irbid governorate due to the experience variable?

To answer the third question, the mean scores and standard deviations of the instrument domains were extracted in the light of the practical experience variable as shown in Table (2).

Table 2. Mean scores and standard deviations of the laissez-faire style among teachers of LDs in English language due to the experience variable

Style	Categories of the independent variable	Mean score	Standard deviation
Laissez-faire stiler	1-5 years	2,14	0.52
	6-10 years	1,88	0.52
	More than 11 years	1,86	0.57

Table (2) indicates that there are differences between the mean scores of the estimates of teachers of the basic stage of classroom management methods due to the variable of experience.

Results related to the third question: Are there any statistically significant differences in the use of the laissez-faire style among teachers of LDs in English language in Irbid governorate due to the academic qualification variable?

To answer this question, the mean scores and standard deviations of the instrument's domains and the instrument as a whole were extracted in light of the academic qualification, and Table (3) illustrates the results.

Table 3. Mean scores and standard deviations of the laissez-faire style among teachers of LDs in English language due to the academic qualification variable.

Style	Categories of the independent variable	Mean score	Standard deviation
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Laissez-faire styler	BA	2,49	0.65
	Diploma	1,89	0.64
	Masters	1,88	0.63

Table (3) indicates that there are differences between the mean scores of the estimates of teachers of learning disabilities in English language for the effectiveness of using the laissez-faire method in classroom management due to the variable of academic qualification.

Recommendations

In light of the findings of the study, the researcher presents a set of recommendations related to these results, as follows; (1) The Ministry of Education should hold training courses and educational meetings to introduce the new English language difficulties teacher to classroom management methods; (2) The researcher recommends conducting studies of classroom management methods in other educational stages.

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