

Reasons of Problems in Writing class in the tertiary level of Bangladesh

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ABSTRACT : *It is important to note that many ESL tertiary students face a lot of problems in writing. Their inability to write well not only affects their grade in their English proficiency class, but their overall course grade as well. In light of this issue, Writing is the most focused but the least developed English language skill among the learners in Bangladesh. At tertiary level the situation is not different teaching writing is the timely need to alter the poor standard in English writing of tertiary level students. Cognition or belief related literature suggests what teachers think and believe has a great impact on classroom practices. it is important to analyze the students' writing problems and needs in order to provide a suitable writing module which can enhance their writing ability. The study aimed to identify the classroom problems that faced teachers in public university in Bangladesh province and the proposed solutions. The samples of the study were 10 teachers from the public university in Bangladesh province. By using questionnaire to collect the data, the results of the study show that the mean of the behavioral problems was 2.66, and the mean of the academic problems was 3.08. Also, the researcher found that statistical significant differences refer to interaction between gender, level of university, and teaching experience in the behavioral problems for male in the basic university, those with work experience less than 5 years. Also, there are no statistical significant differences between gender, level of university, education degree, and teaching experience in the academic problems. The study did give some recommendations.*

I. INTRODUCTION

Writing is very essential to be taught since ignoring the skills to write means not only ignoring writing skills themselves but also ignoring the contribution of writing skills toward the development of other skills. Compared to the other three skills, writing is considered to be the most difficult skill to master. Therefore, teaching writing is not an easy job because teachers might face several problems in the process of teaching writing in the classroom the significance of this study was to reveal that problems in writing were not only faced by the students but also by the teachers. This study was also intended to find out how the teachers coped and managed their problems in order to help the students to write better. By doing so, it was hoped that the findings of this study can give recommendations for English junior high university teachers so that they can have teaching practice better. This study was a descriptive-qualitative research which was aimed at describing the problems faced by English teachers in teaching writing for grade. More specifically, it was conducted to find out and analyze (1) the teachers' problems in relation to the teaching preparation, (2) the teachers' problems in relation to the teaching techniques, (3) the teachers' problems in relation to the textbooks used, and (4) the teachers' strategies to overcome the problems faced in the teaching of writing. The instruments to collect the data were questionnaires, observation sheet, interview guide, and field notes. The data obtained from questionnaires, observation, interview, and field notes was classified then tallied. All the data were analyzed descriptively. This study revealed that problems faced by the teachers in teaching writing were various. The teachers face problems in relation to teaching preparation, teaching techniques, and the textbook used. However, they had strategies to overcome the problems faced. Both teachers made teaching preparation before they taught. However, they only made lesson plans and a semester program for one year in the early semester.

Traditionally, teachers are encouraged to believe that the learning environment must be or-dearly and quiet. For some principals, a quiet classroom means effective teaching. With the growing movement toward cooperative learning, however, more teachers are using activities in which students take an active role. Sharing ideas and information with various activities occurring at the same time can make for noisy classrooms. The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements. They are considered the basic problems which face the teacher since teachers complain about mastering the order inside the class-room, and it consumes much effort and time, and they are considered as sensitive, important and critical factors for the teacher's success or failure in his tasks. There is no instruction without any problems, as long the classroom has different achievement factors, and different personality. The reasons of academic and behavioral problems could be classified as follows.

The Purpose of the Study : *The purpose of this study was aimed to investigate the classroom problems faced university's Teachers in Bangladesh province, and the proposed solutions addressed for the academic year 2012-2013*

The Importance of the Study : The researcher hopes that this study will serve university principals to identify the behavioral and academic problems that faced teachers in the classroom, in order to find solutions to decrease the effect of these problems on the level of teacher participation and student achievement. It also serves the educational administrations to make decision to face the classroom problems through teacher training programs.

II. REVIEW OF LITERATURE

What is writing?

Writing can be defined by series of contrasts-

- It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. Whether it is hieroglyphics inked onto parchment or an e mail message typed into a computer On the other hand, writing is the mental work of inventing ideas, think about how to express them into statements and paragraphs that will be clear to a reader.
- Its purpose is both express and impress. Writers typically serve two masters; themselves and their own desires to express and idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways, writers must then choose the best form for their writing – a shopping list, notes from a meeting, a scholarly article, a novel, or poetry are only a few of the choices. Each of these types of writing has a different level of complexity, depending on its purpose.
- It is both a process and a product, the writer imagines, organizes, drafts, edits, reads and rereads. This process of writing is often cyclical and sometimes disorderly. Ultimately, what the audience sees. Whether it is an instructor or a wider audience, is a product an essay, letter, paragraph, story or research report.

2.2. Writing competence: Toward a definition: The word ‘competence’ suggests a state of sufficiency or capability, or an ability that a person might have. Krashen defined writing competence as “the abstract knowledge the proficient writer has about writing” (1984. p. 20). However, the notion of competence is not absolute; there is degree of competence. Therefore, a competent writer is someone who has achieved a given level of ability and is able to communicate effectively and convincingly. A competent writer might also be called a “Good writer”.

III. METHODOLOGY

The Community of the Study The community of the study is all the teachers working in the Directorate of Education in Bangladesh province in Bangladesh for the second semester of the academic year 2012/2013, and they are 10 male and female teachers according to the statistics of the Directorate of Education in Bangladeshi University province.

The Sample of the Study : The sample of the study consisted of 24male and female teachers, which formed about 10% of the total number community. The sample selected as a simple random manner from all the schools in the School Directorate 14 Universities. Referring to the Planning Section in the Directorate of Education in the University and access to lists of names of teachers and school personnel. After that, the researcher gave each questionnaire coming back from the teacher a serial number, and entered the data into the computer, the number of returned questionnaires were 25, and when checked 4 were expelled from the sample, because the questionnaire did not meet the required information, 19 questionnaires were analyzed (Table 1).

The Research Questions

Q-1- What are the behavioral problems facing school teachers in Bangladesh province ranked in descending order?

Q-2- What are the academic problems facing teachers in Bangladesh province ranked in descending order?

Q-3-What are the proposed solutions that address the behavioral and academic classroom problems facing university teachers in province?

Q-4- Are there any significant differences attributed to the variables of the study (gender, level of school, education degree, and teaching experience) in the field of behavior problems, and if there is interaction between them?

Q-5- Are there any significant differences attributed to the variables of the study (gender, level of school, education degree, and teaching experience) in the field of academic problems, and if there is interaction between them?

Table 1: Distributed members of the sample according to the dependent variables of the study

Dependent variable	Value label	N
Gender	Male	8
	Female	5
School level	Basic	6
	Secondary	4
Education degree	BA	6
	Above BA	4
Teaching experience	Less than 5	7
	Above 5	5

Study Instrument : The research design instrument consisted of two parts: the first part dealing with classroom problems consisted of 15 items, the second part dealt with the suggested solutions consisted of 10 items.

Instrument Validity : The instrument was submitted to a panel of referees from faculties of education in Jordanian Universities to revise it and report their remarks about it. After meeting the required modifications, the final version of the instrument consisted of 25 items: 19 items for behavioral problems, 16 items for academic problems, and 20 items for solution problems.

Reliability : The Cronbach Alpha showed that the reliability of the scale was 0.84, and the Cronbach Alpha for the domain was as 0.93, 0.90, and 0.91 which is fit suitable for this study.

Variables of Study

The Independent variables:

- Gender: Male and Female.
- School level: Basic and Secondary
- Education Degree: B.A (Hons.)and M.A
- Teaching Experience: less than 5 and above 5 years.

Dependent Variables : The estimate sample of the study: classroom problems faced teachers in the public university in the Bangladesh province and proposed solutions.

NMStatistical Analysis

Descriptive statistics were used to answer the questions of the study by computing:

- Means and standard deviations.
- The analysis of variance (ANOVA). Statistics were used to determine if there are significant differences between study variables.

Description of mean values was base on the following classifications as follows:

- 1.5 - 2.49 weak.
- 2.50 - 2.99 moderate value.
- 3- 4 strong value.

IV. RESULTS AND DISCUSSION

The purpose of this study is to investigate the classroom problems faced by teachers in University province and the proposed solutions that addressed for the academic year 2012-2013. To make it convenient to show the result of the study, the results were categorized, by research questions of the study:

The First Question: What are the behavioral problems facing teachers in University province?

Research question (1) was about determining the level of the behavioral problems faced by schools teachers in University province. Means and standard deviations were used to accomplish this objective.

Table 2 presents means and standard deviations for each item arranged successively from the highest mean value to the lowest value of the behavioral problems domain. Higher mean values indicate a higher level of behavioral problems, whereas lower means indicate lower level of behavioral problems. The results of table 2 showed that the mean scores were between 3.41-1.84 and the standard deviations were between 1.84- 1.06. In reference to table 2, the highest three items in the domain of behavioral problems were: item number 10 which states "Show adulthood and draw attention to some students" was ranked first with mean of 3.41. This is probably because some students demonstrated their knowledge. It may lead to the lack of love and attention, and the large amount of criticism to students which may cause pushing them to certain behaviors of violence towards others to confirm their presence in the classroom or as a result of the instability of emotional situation, anxiety experienced by the students reflected in the form of acts of hostility. Some gifted students correct the teachers 'answers, this behavior may lead to a teachers' embarrassment, and undermine confidence of his students, this result agrees with study. Item number 5 which states "Speak loud during the collective answer to the question "has a mean of 3.37 was the second to the higher-level.

This may be due to the lack of knowledge of the student rules, regulations and instructions of the classroom or the student has a sense of jealousy of the superiority of a fellow in the school or insocial status. In addition to the conflict of laws in the classroom, the contradiction between teachers, the types of family education of some students, play a role in the behavior problems. Some of the family members used to talk and address each other by loud cursing or reviling. This kind of behavior transfers to the classroom.

Table 2: Means and std. deviations for the behavioral problems domain

Number of item as listed in the questionnaire	Paragraphs	Mean	Std. deviaton
9	Show adulthood and draw attention to some students	3.41	1.06
5	Speak loud during the collective answer to the questions	3.37	1.06
4	Overcrowded classrooms with students.	3.23	1.43
3	Lack of concern in the performance of educational activities	2.98	1.24
1	Releasing of sounds during preoccupation in teaching and explanation of the lesson.	2.92	1.22
7	The high reaction of the teacher to preserve his dignity	2.90	1.26
2	Not participating in the corporate learning groups during the respond to the class questions	2.81	1.24

They found out that 55% of school problems are related to making noise and talking to others. Also, 17% from them read without teacher permit ion, maybe it is related to the influence of all violence forms presented and viewed on TV and all mass media. In addition, it goes with Morse's study (1994) which refers to the curriculum as not suitable for some students. The third item, number 14 in ranking which states " Overcrowded classrooms with students" with mean of 3.23. It may refer to the overcrowding in classrooms, which may prevent the implementation of classroom management strategies. The classroom is a social organization with a meaningful social location varies depending on many factors. When classroom is congested with students, it leads teacher to follow a traditional way of teaching their students. It also leads to exhaustion of the students, and contributes to the disintegration collapse, and increases the probability of disciplinary problems in the classroom. Some teachers insist on a classroom environment with quietness and activity by keeping the students busy ,active and working all the time without recreation or diversification of activities resulting in the suppression of the motives of action and activity at student and this increases probability of classroom problems. The lowest three items in the domain of behavioral problems were: item number11, which states " Teachers use violence when dealing with students" was ranked first with mean of 2.18, which was the low score. This may be this due to the teachers' perception of the harmful side effects of the use of violence with the students, especially physical punishment. Punishment produces fear of learning; it generates external control of student behavior, and prevents the emergence of various creative and innovative students. Teachers believe that education, which is built on punishment, might lead students to hate education, themselves and their country.

The atmosphere of violence leads to un-free learners and the consequences of physical punishment by teachers in front of children always leave bad memories. Item number 16 which states “Teacher bias when dealing with students” have a mean of 2.15 was a second, which was a low score. The researcher believes that it is not easy for mankind to be neutral in his educational interactions. This may be due to the teachers’ belief that the bias leads to the lack of objectivity and fairness. So he believes that a successful institution is where all members are equal. Without bias behavior, there will be friendship, love, trust, and increases the students interaction with the teacher, and with each other. It will create an environment of supportive climate in the classroom. All of this due to the values held by the teacher whether it is physical or positive values, a society without double standards, free of ethnicity, linguistic or religious impact on it. This result goes with the study who stated that, student alienation from school is a major cause of dropping out of high school and poor teacher-student relationships are often cited in describing student alienation. An under-studied aspect of poor teacher-student relationships is the student perception of teachers treating some students differently according to their ethnicity.

The Second Question: What are the academic problems facing teachers in Bangladeshi province?

Question number 2 was about determining the level of the academic problems faced by teachers in University province. Means and standard deviation were used to accomplish this objective. Table 3 presents means and standard deviations for each item arranged successively from the highest mean value to the lowest value of the academic problems domain, higher mean values indicate a higher level of academic problems, whereas lower mean indicate lower level of academic problems. The results of table 3 showed that the mean scores were between 3.55-2.39 and the standard deviation were between 1.40- 1.12 .In reference to table 3, the highest three items in the domain of academic problems were: item number 5, which states “Weakness incorporation the prerequisites classes” was ranked first with mean of 3.55 highest score. This may be due to the slow hiring system in the ministry of education in Jordan. Some schools will reflect shortage in accomplishing the objectives of the curriculum, therefore there is some educational competency the student miss it. In some classroom or study stage, all these competencies are not taken care of in later stages from the teachers side, due to the overload or some belief that it is not his responsibility. Item Number 9 “low level of academic achievement of students” has a mean of 3.52. It was second to higher-level. This result goes with research studies which show that pre-learning comes as a result of learning non-relevant skills or experience or as result of choosing incorrectly for learning which leads to behavioral problems among students . Perhaps the weak foundation is due to missing school, educational competence of students in the previous stages, there were no qualified teachers who were capable of teaching students, and sometimes curriculum was difficult and also, instability of the teachers in the teaching profession.

Table 3: Means and standard deviations for the academic problems domain

Number of item as listed in the questionnaire	Paragraphs	Mean	Std. deviaton
2	The weakness incorporation in prerequisites classes.	3.55	1.27
5	Low level of academic achievement of students.	3.52	1.19
3	The quantity of the educational material presenting to students.	3.45	1.20
7	The lack of preparation prior to the class	3.39	1.40
6	Lack of attention during the explanation.	3.13	1.18
1	Weakness and capacity to express themselves.	3.33	1.15
4	Failure to do homework	3.31	1.18
8	Learning difficulties among some of the students	3.20	1.15
9	Lack of appropriate subjects to levels of students.	3.09	1.18

The third item, number 3 in ranking which states “Quantity of the educational material given to students”, with mean of 3.45. This may be due to the procedures undertaken by the Ministry of Education that has developed the curriculum, to be appropriate to the economy knowledge. The curriculum included a number of educational activities, which require the student implementation based on the existing educational facilities in the school such as: computers, Internet, the school library resources, and the local environment. Since most schools do not have such facilities, this will make teaching profession complicated, and difficult. Teachers feel that curriculum is filled with activities, which require additional effort to implement.

The Third Question: What are the proposed solutions that address the behavioral and academic classroom problems facing teachers in University province?

Question number 3 which was determining the proposed solutions that address the behavioral And academic classroom problems facing schools teachers in University province. Means and standard Deviations were used to accomplish this objective. Table 4 presents means and standard deviations for each arranged successively from the highest mean value to the lowest mean value of the proposed solutions domain. The results of table 4 show that the mean scores were between 4.54-3.13 and the standard deviations were between 1.49- 0.81. In reference to table 4, the highest three items in the domain of proposed solutions were: item 16 which states: “The rehabilitation of the student’s attention from time to time”, as the most important item with mean of 4.54, item, number 5 which states “Cooperation with parents in solving behavioral problems of their children” has a mean of 4.44 was a second in importance, the third item in ranking was number 20 which talk about “Involvement of students in recreational activities at the school” with mean of 4.44.

Probably this is due to the fact that the change in the classroom environment from time to time and the requirement of educational technology that will help the teacher to activate the classroom and the involvement of students in recreational activities in the school. All of these variables will contribute to increase the motivation.

Table 4: Means and standard deviation for the proposed solutions

Number of item as listed in the questionnaire	Paragraphs	Mean	Std. deviaton
6	The rehabilitation of the student’s attention from time to time	4.45	0.75
5	Cooperation with parents in solving behavioral problems of their children	4.44	0.82
2	Involvement of students in recreational activities at schools	4.44	0.81
1	The requirement of educational technology that will help the teacher to activate the classroom	4.43	0.82
4	Teacher training to employ of modern educational techniques.	4.43	0.84
3	Trust and confidence relationship between teachers and students	4.43	0.79
7	Satisfy the various needs of students (Cognitive, Emotional, Skills).	4.32	0.91
9	Training teachers to use modern educational technologies in teaching.	4.30	0.81
5	Reduce the number of students in class	4.29	0.88

of the learner and helps the learner into positive interaction and active with the learning material, it helps to develop the thinking skills of learners. All of these behaviors will reduce the behavioral problems in the classroom. The lowest items in the domain of proposed solutions were: Item number 11 which states “The intensification of class visits by the supervisors with mean of 3.54, and item number 7 which states“ The use of physical punishment to control students’ behavior”, with mean of 3.13. It could be as result of the punishment leads to fear, and worry to the learner, from the teacher and learning material, other educational materials, and school atmosphere in general. The imposition of punishment sometimes has presented little effect, when the punishment is absent, the punished student will return to his first behavior, perhaps in stubbornness or a reaction act of his punishment. Finally, the atmospheres full of punishment, rarely educates free learners and if there is no freedom for learners, it is difficult to expect from them creativity, innovation, open thinking, critical thinking, pursuit of change, and achievement. The intensification of class visits by the supervisors lead to outside control for the student behavior, when it does not treat the student behavior problems.

The Fourth Question: Are there any significant differences attributed to the variables of the study (gender, level of school, education degree, and teaching experience) in the domain of behavior problems, and if there is interaction between them? The results from table 5 showed that there are no significant differences among gender, level of school, education degree and teaching experience, but there are significant differences among interaction gender, school level, and teaching experience in the behavior problems, that faced teachers in schools of University province, in the domain of behavior problems. To find out who benefits of the significant difference, the mean square and Standard Deviation, as showin table 6.In table 6, the results indicate that the difference came in favor of males in Basic schools for those who had less than five-year experience. This may be attributed to the quiet nature of the female students over that of male students. Besides, the primary stage witnesses’ physical developmental for both males and females, e.g. selfesteem, love to show up, constructing common groups and adolescence .However, the above features seem to prevail among males rather than females. In addition, the teachers who have less experience and poor training find it difficult to deal with the above cases effectively.

Table 5: Analysis different for the first domain behavior problem

Source	Type III sum of squares	df	Mean square	F	Sig.
Gender	1.409	1	1.409	2.458	0.119
School level	0.105	1	0.105	0.183	0.669
Education degree	0.285	1	0.285	0.498	0.481
Teaching experience	1.130	1	1.130	1.972	0.162
Gender * Degree	0.004	1	0.004	0.008	0.930
Gender * Teaching experience	0.113	1	0.113	0.196	0.658
Education degree*Teaching experience	0.836	1	0.836	1.459	0.229
School level * Education degree * Teaching experience	0.656	1	0.656	1.145	0.286
Gender * School level * Education degree * Teaching experience	0.037	1	0.037	0.065	0.799

The Fifth Question: Are there any significant differences attributed to the variables of the study (Gender, level of school, education degree, and teaching experience) in the domain of academic Problems, and if there is interaction between them?

The results show from table 6 that there are no significant differences between gender, level of school, education degree, teaching experience, and the interaction between them in the problems that faced classroom teachers in schools of University province, in the domain of academic problems. May be this is due to the similarity of the academic problems, which are faced by teachers in University province, such as failure to do home work, lack of attention during the explanation, low level of academic achievement of students, and the weakness incorporation of the prerequisites classes.

Table 6: Analysis mean and std. deviation for the behavior problems interaction variable study (gender, school level, and experience)

Experience Gende	School level	Mean	S td. deviation	Mean	S td. deviation
Male	Basic	2.86	0.77	2.51	0.83
	Secondary	2.72	0.74	2.82	0.85
Female	Basic	2.44	0.73	2.48	0.65
	Secondary	2.8	0.75	2.46	0.75

V. LIST OF PROBLEMS

Teachers may have to face a lot of distractions in classroom daily. They may have to deal with uninterested students or they may suffer from burden in absence of parents support. But good teachers always remain committed to their profession and try solving these problems. The most common problems faced by teachers in classroom include the following:

- [1] Students become overly dependent on teacher
- [2] Persistent use of first-language in the classroom
- [3] Student is defiant, rowdy, or distracting of others
- [4] Students "hijack lesson" - The lesson doesn't go where you want it to
- [5] Personalities between students clash
- [6] Students unclear what do to, or do the wrong thing
- [7] Students are bored, inattentive, or unmotivated
- [8] Strong student dominance
- [9] Students are unprepared
- [10] Tardiness

VI. CONCLUSION

The problems in the classroom, and universities in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, supervisors, also vandalism, theft, destruction of property failure in the university, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and students. All these issues could threaten the whole educational process. The results of this

study show that the level of the classroom problems of the Education District of Bangladesh province was medium, from the teacher's point of view, there was no statistically significant difference, in the academic problems domain, while there was a statistically significant difference, in the behavioral problems, due to the interaction variables, gender, and university level and experience.

VII. RECOMMENDATIONS

In the light of the results of this study the researcher recommends the following:

- To increase cooperation between university teachers, administrations and the departments of education to reduce the academic problems that face teachers in the classroom.
- To train teachers on how to deal with student behavioral problems, especially in adolescence and cooperation between university administrators and teachers to develop a number of university rules to discipline student behavior in the classroom, and in the university in order to find a comfortable physical environment for teaching and learning and, developing a positive relationship between teachers and students and university administration.
- Perform similar studies in the future to identify the problems in the classroom from the students' point of view.

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