Measuring the Beliefs of Student Teachers Enrolled in the Field Training Concerning the Classroom Behavioral Problems

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ABSTRACT

This study aimed to evaluate the beliefs of student-teachers of the eighth level who are enrolled in the field training course. The study utilized the descriptive approach based on collecting data for the purpose of answering the study questions. About (74) student teachers from the eighth level of the English language stream, in the second semester for the academic year (2016-2017) were selected. The author prepared the Beliefs Scale for measuring the beliefs of the student teachers about the classroom behavioral problems.

The results of the study have shown that the beliefs relating to the classroom rules and procedure ranked first in terms of the agreement of the study paragraphs by an average of (3.56 out of 5). Yet, the beliefs relating to organizing the social environment ranked second by an average of (3.55 out of 5), and the beliefs relating to inappropriate behaviors ranked third by an average of (3.05 out of 5).

In the light of the results, the study recommended the importance of holding training courses and workshops to modify the beliefs of teachers relating to classroom management for the purpose of raising the level of professional efficiency of teachers and the level of achievement among students.

Keywords: Beliefs, Student Teachers and Field Training.

INTRODUCTION

Many educators believe that the beliefs are the best indicators for the decisions taken by teachers to confront inappropriate behavior in the classrooms. So, it is necessary to examine the beliefs of a teacher as there is a relationship between a teacher's sense of competence and his/her beliefs about the methods that should be used for the treatment of behavioral problems.

A number of authors and educational thinkers have drawn attention to the topic of beliefs and the important role they play in the teaching behavior of a teacher and that there are individual experiences which vary from one teacher to another. Each teacher has a set of educational beliefs that affect his/her teaching choices or decisions.

Nespor (1989) argues that the beliefs have a great impact on the emotional and evaluation aspects that emulate the impact of knowledge. The strong correlation between the beliefs of the teacher and his/her educational practices has made a lot of those who are interested in education take more interest in it.

Pajares (1992) reports that it is necessary to focus on teacher preparation programs to make the educational beliefs of a teacher in line with the effective teaching practices because the beliefs are chaotic. Therefore, they should be regulated and reconstructed correctly.

Many authors study the position of the teacher and his/her beliefs and their impact on his/her efficiency and performance and the quality of school life (Lunenburg & Schmidt, 1989). Also, some studies indicate that the beliefs of a teacher may lead to the development or decline of the educational process as the beliefs and teaching practices work together. The classrooms that focus on the student according to the beliefs of the teacher are marked by unconditional positivity, mutual respect between the teacher and his/her students and appropriately overcoming the inappropriate behavior,
while in other classrooms that focus on the teacher according to his/her beliefs that s/he should have the authority, his/her approach to students is strict, unlike the requirements of the learning process (Joao & Santos, 2013; Muijs & Reynolds, 2015).

Statement of the problem

The need to care for the study of beliefs among student-teachers of the eighth level and enrolled in the field training course arose according to a number of reasons. Perhaps the most prominent of which are the following:

1. A lot of foreign and Arab Studies show that the teacher's beliefs may lead to the development or decline of the educational process (Joao & Santos, 2013; Zaiton, 1988).

2. Some studies conclude that the beliefs of the teacher and his/her teaching situations have an impact on his/her efficiency and performance and the quality of school life. Such beliefs and the teaching practices work alongside. While the classrooms that focus on the student are characterized by positivity and achievement, in those classrooms that focus on the teacher according to his/her beliefs, his/her approach to students is strict, creating less productive students (Lunenbur & Schmidt, 1989).

3. Some studies show that there is a relationship between a teacher's sense of competence and his/her beliefs about the methods that should be used in classroom management and raising the level of students' achievement. The higher the sense of the teacher with self-efficiency is, the more humane the methods used to adjust the classroom are. As a result, students' self-confidence increases. Additionally, the more the teacher's methods tend to accuracy and complexity, the less efficient the educational process is, especially among new or pre-service teachers (Rosas & West, 2012).

4. In organizing and managing the classroom, students report that severity is the most appropriate strategy for the treatment of intense varying behaviors inside the classroom when proposing educational issues for the female teachers who faced behavioral problems during the class.

5. Some pilot studies on the beliefs of students in the various levels (Level 5 & 7) report that the student-teachers believe in the need to use force and strictness when dealing with behavioral problems. However, this is not a reassuring indicator as it has negative effects on the educational process.

6. The supervisory visits, during field training, show that some student-teachers use methods that tend to the negative rather than positive reinforcement and intimidation rather than wishfulness when treating inappropriate behaviors.

Significance

The present study is significant it tackles an important issue which is directly related to the development or decline of the educational process through:

1. Evaluating the beliefs of student-teachers in the field training.

2. Giving a clear picture of the beliefs of student-teachers enrolled in the field training.

3. Building upon literature which calls for the study of beliefs to change the teachers’ practices.

4. Giving feedback to those who are responsible for the field training and professional development programs to change these programs to serve the educational process, raise the teacher’s efficiency and modify his/her negative beliefs into positive ones to configure a safe classroom environment.

5. Providing a positive environment for both the student and the teacher in order to ensure a high level of a student’s productivity and the teacher’s teaching skills.

Questions

• What are the beliefs of student-teachers in the eighth level about classroom problems?
• What is the impact of these beliefs on the student and the teacher?

Definintion of Terms

Beliefs
Zaiton (1988) reports that the beliefs are qualitative responses that express an individual’s behavior towards a certain topic that includes a judgement with acceptance or refusal.

Student-teacher
A student-teacher is the student enrolled in the English language stream, Curriculum and Instruction Department, College of Education (level 8) and who was included in the field training to be trained in one of the cooperating schools in Riyadh during that period.

Method and procedures

The study sample
The study population was made up of all student-teachers in the English language stream, Curriculum and Instruction Department, College of Education and enrolled in the field training course in the second semester for the academic year (1436/1437 H). They were (307) students, but a random sample of (74) student-teachers, (approximately 25%) was selected.

Statistical Analysis
For the purposes of statistical analysis, the author converted the degree of beliefs scale in the Five-type likert scale, as follows:
Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). The statistical analysis was carried out using (SPSS).

Literature Review

This study aimed to show the impact of the differences in the self-efficiency on the management of classroom behavior. The study sample comprised (54) teachers who had less than three-year experience and (25) student-teachers who were about to graduate. The results of the study showed that there was a positive relationship between the management of classroom behavior, the classroom experiences and self-efficiency.

2. Joao & Santos (2013)
This study aimed to explore the relationship between the beliefs of teachers and their actual practices in the classroom. The study sample included (279) primary school teachers. The classrooms were classified into three categories: Classrooms focusing on the teacher, others focusing on the student and other classrooms contrasting as they had two different aspects. The study illustrated that about 25% of the participants did not have correspondence between their beliefs, educational objectives and classroom practices. In other words, they were hesitated in their classroom practices.

This study examined the beliefs of secondary school science teachers and more than 100 teachers, over 5 years of organized meetings. Over this period, the development of science teachers was evaluated. The study showed that it was very important to understand the beliefs of teachers for the purpose of developing the programs and raising the professional efficiency of the teacher because these beliefs were related to the teachers’ practices in the classroom.

This study aimed to examine the importance of the teacher’s expectations about the interaction between the student and the teacher in the classroom and the importance of personal qualities as an indicator of teacher's efficiency. Also, it aimed to explore the views of teachers about the meaning of the interaction between the student and the teacher in classrooms and the beliefs of teachers about classroom interactions. A plan was made to evaluate two of the teachers’ aspects: verbal and non-verbal communication through a notecard.

Interviews were done and the results showed that there was need for the teachers who had good trends and beliefs, matching the results of Hare (1993). Hare showed the importance of this factor in the educational process because it creates a positive change in the teachers’ attitudes and the success of classrooms. This kind of
training had an effect on the decisions and behavior of teachers inside the classrooms.

5. **Buyck (2003)**

This study sought to provide a philosophical explanation of the concept of beliefs. The author believed that each teacher who joins his classroom will be successful, so it is his duty to help students realize their potential abilities and acquire the knowledge and skills that they will use in their daily lives. He should be a role model for students in showing respect, compassion, responsibility and a desire to learn. The author believed that a safe environment in which students could express their ideas should be provided. He also believed that everyone deserves excellence in education.


This study described the changes in the beliefs of four teachers and their classroom practices in the field of literacy at the level of a long experience in post-graduate studies. The sample comprised (4) university teachers in literacy clinic. While (2) of them were teaching primary school students in public schools, one was serving in the field of reading and the last was teaching secondary school students in public schools. The results of the study indicated that the teachers’ beliefs were not in line with the philosophy of the school, causing stresses on the teacher. This motivated them to change the educational practices to match their own beliefs.

7. **Rosas & West (2012)**

This study aimed to collect data about the beliefs and perceptions of teachers whether the fresh in-service teachers or those with long experience concerning the management of behavior in the classrooms. The population of the study comprised (5306) fresh teachers and (1159) in-service teachers who volunteered to participate in the study. The study found out that the beliefs of the beginner teachers and the in-service ones about the management of classroom were positive, although there were some differences between them. So, the programs of preparing teachers, effective strategies to manage the classroom and effective guidance for dealing with the students who had inappropriate behavior should be available.

8. **Karagac & Threfall (2004)**

This paper has provided part of a project about the beliefs of teachers and their practices in public schools in Turkey. This paper examines how the beliefs of teachers are in line with their classroom practices by depending on social psychology, social points of view and transparency. Interviews with the teachers have been performed and video classes have been recorded for them. The results of the study have shown that there is a clear contrast between the teachers' beliefs and their practices.


This study described the beliefs of (34) African American teachers related to their sympathy for a group of students from different cultures, including the emotional and cultural sympathy. These teachers participated in a multicultural professional development program aiming to promote the practices with different cultures. They joined a seminar about cultures for the purpose of developing their professionalism to deal effectively with the cultural diversity of students and improving the quality of teaching and learning in urban schools. They emphasized that cultural immersion was the most important aspect of these programs because they helped sympathize effectively with a group of students from different cultures. The study ensured the necessity of holding programs for professional development to all the categories of teachers as they have a great role in building a classroom environment which supports teaching.

Commentation on the pieces of literature review:

The current study has benefited from the pieces of literature review in:

1. Clarifying the impact of beliefs on the teacher and the learner, and on developing or declining the educational process.
2. Clarifying the impact of modifying negative beliefs on the treatment of the inappropriate behavior of the students.
3. Benefiting from the procedures of some previous
studies in building the study’s beliefs scale.
4. Benefitting from some previous studies by identifying their procedures and the statistical techniques used.
5. Clarifying the impact of beliefs of teachers on the quality of the learning environment in the classroom.

The study tool

The beliefs scale was prepared and developed with the help of the beliefs scale prepared by Al-Jasser (2000), as well as the related educational literature. The study also benefited from the results of the pilot study on the female students of the fifth and seventh levels in the previous classrooms and the author's experience during teaching and discussing the issues related to the beliefs of female students in treating the behavioral problems inside the classroom. The scale included (48) items distributed on three domains:
- Beliefs related to the classroom rules and procedures.
- Beliefs related to organizing the social environment.
- Beliefs related to adjusting the inappropriate behavior.

Validity

To test its validity, tool was displayed to a number of specialists in order to obtain their views and comments. Also, it was modified in the light of their comments. The study tool, after modification, consisted of (48) items.

The criterion to evaluate the results of the study

To facilitate the interpretation of the results, the author used the following method to determine the level of answer to scale alternatives, by giving a weight of alternatives: (Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1), as shown in table No. (2). Then, the author classified them into five equal levels according to the following equation:

\[ \text{Category length} = \frac{\text{the largest value} - \text{the lowest value}}{\text{the number of scale alternatives}} = \frac{5-1}{5} = (0.80). \]

Reliability

The author calculated the reliability of study tool by Cronbach's Alfa equation, as shown in table No.1. It is a reliability scale considered by Al-Qahtani et al. (1431 H) as "one of the most popular scales used to measure internal reliability" by calculating the reliability degree of each domain of the study, as well as calculating the value of the overall reliability of the study tool.

<table>
<thead>
<tr>
<th>Reliability</th>
<th>Number of paragraphs</th>
<th>Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.215</td>
<td>7</td>
<td>Some beliefs relating to classroom rules and procedures.</td>
</tr>
<tr>
<td>0.529</td>
<td>15</td>
<td>Some beliefs relating to organizing social environment.</td>
</tr>
<tr>
<td>0.523</td>
<td>26</td>
<td>Some beliefs relating to adjusting the inappropriate behaviors.</td>
</tr>
<tr>
<td>0.665</td>
<td>48</td>
<td>General reliability</td>
</tr>
</tbody>
</table>

Table (1) shows that the reliability coefficients of the study domains ranged between (0.22- 0.53), which are weak. The general reliability coefficient (0.67) is acceptable, indicating that the questionnaire is highly reliable.
Table (2)

Categories of study results scale and its limits according to Five-type Likert scale

<table>
<thead>
<tr>
<th>Degree</th>
<th>Judgement criterion</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>4.21</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>3.41</td>
<td>4.20</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>2.61</td>
<td>3.40</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>1.81</td>
<td>2.60</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.80</td>
</tr>
</tbody>
</table>

Analysis and Discussion

The study attempts to answer the following question: "What are the beliefs of female student-teachers enrolled in the practical education for the treatment of behavioral problems and their impact on the educational process?"

Therefore, there the arithmetic averages, standard deviations and ranks for the participants’ answers to the domains of beliefs scale, as shown in table (3):

Table (3)

Arithmetic averages and standard deviations of the answers of female student-teachers enrolled in practical education for the treatment of behavioral problems and their impact on educational process

<table>
<thead>
<tr>
<th>No.</th>
<th>Domains</th>
<th>Arithmetic Average</th>
<th>Standard Deviation</th>
<th>Arrangement in Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some beliefs relating to classroom rules and procedures</td>
<td>3.56</td>
<td>0.435</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Some beliefs relating to organizing social environment</td>
<td>3.55</td>
<td>0.315</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Some beliefs relating to adjusting the inappropriate behaviors</td>
<td>3.05</td>
<td>0.253</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Beliefs of female student-teachers enrolled in practical education for the treatment of behavioral problems</td>
<td>3.39</td>
<td>2.44</td>
<td></td>
</tr>
</tbody>
</table>

Table (3) shows that the most important beliefs of female student-teachers enrolled in practical education for the treatment of behavioral problems and their impact on the educational process are those relating to classroom rules and procedures. These beliefs were ranked first in terms of the agreement of study paragraphs by an average of (3.56 out of 5). Yet, the beliefs relating to organizing the social environment were ranked second by an average of (3.55 out of 5), and the beliefs relating to adjusting the inappropriate behavior were ranked third by an average of (3.05 out of 5).

First, some beliefs relating to classroom rules and
To recognize the beliefs relating to classroom rules and procedures, frequencies, percentages, arithmetic averages and standard deviations for the answers of the study paragraphs of beliefs domain relating to classroom rules and procedures, as shown in table (4).

Table (4) illustrates that the participants “agreed” on the beliefs relating to the classroom rules and procedures by an average of (3.56 out of 5.00), in the fourth category of the five-type likert scale (from 3.41 to 4.20), indicating “Agree”.

The results show that there are differences in their agreement on the beliefs relating to the classroom rules and procedures, with an averages that ranged between (2.56 to 4.34), in the second and fifth categories of the scale referring to “Disagree/ Strongly Agree”. Clearly, the participants "strongly agreed” on only one belief relating to the classroom rules and procedures, paragraph No. (6), stating that "I always explain the causes which I make the rules for” with an average of (4.34 out of 5).

Table (4)

Answers of the participants to the paragraphs of “some beliefs relating to classroom rules and procedures” arranged in descending order according to the averages of agreement

<table>
<thead>
<tr>
<th>No.</th>
<th>Paragraph</th>
<th>Frequency</th>
<th>Agreement Degree</th>
<th>Arithmetic Average</th>
<th>Standard Deviation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
<td>Agreed</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I always explain the reasons Which I put the rules for.</td>
<td>Freq. 37</td>
<td>26</td>
<td>8</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 50.7</td>
<td>35.6</td>
<td>11.0</td>
<td>2.7</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>I believe that classroom must be quiet so that students can learn.</td>
<td>Freq. 29</td>
<td>31</td>
<td>9</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 39.7</td>
<td>42.5</td>
<td>12.3</td>
<td>5.5</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>I think it's better not to interrupt me while I am explaining.</td>
<td>Freq. 19</td>
<td>23</td>
<td>24</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 26.0</td>
<td>31.5</td>
<td>32.9</td>
<td>9.6</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>It is necessary to impose classroom rules on students.</td>
<td>Freq. 21</td>
<td>25</td>
<td>12</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 28.8</td>
<td>34.2</td>
<td>16.4</td>
<td>19.2</td>
<td>1.4</td>
</tr>
<tr>
<td>1</td>
<td>I believe that it is better to teach students the subject before teaching them classroom rules</td>
<td>Freq. 23</td>
<td>13</td>
<td>10</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 31.5</td>
<td>17.8</td>
<td>13.7</td>
<td>35.6</td>
<td>1.4</td>
</tr>
<tr>
<td>2</td>
<td>I think it is difficult to apply classroom rules</td>
<td>Freq. 4</td>
<td>22</td>
<td>21</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 5.5</td>
<td>30.1</td>
<td>28.8</td>
<td>28.8</td>
<td>6.8</td>
</tr>
</tbody>
</table>
The table shows that the participants “agreed” on the beliefs relating to classroom rules and procedures. Additionally, there are four beliefs related to the classroom rules and procedures represented in paragraphs No.(1,7,4 &3), which were arranged in a descending order according to their agreement, as follows:

1. Paragraph No (3), "I believe that the classroom must be quiet so that students can learn", was ranked first in terms of the agreement of the participants, with an average of (4.16 out of 5).

2. Paragraph No (4), "I think it's very suitable not to interrupt me while I am explaining", was ranked second in terms of the agreement of the participants, with an average of (3.74 out of 5).

3. Paragraph No (7), "It is necessary to impose classroom rules on students", was ranked third in terms of the agreement of the participants, with an average of (3.70 out of 5).

4. Paragraph No (1), "I believe it is better to teach students a school subject before teaching them classroom rules", was ranked fourth in terms of the agreement of the participants, with an average of (3.42 out of 5). Teachers’ care for their students is a good indicator and it contributes to developing the educational process as these classes focus on the student and are marked by positivity and building student’s personality. (Lunenburg & Schmidt, 1989; Giallo & Little, 2003; Luft & Roehrig, 2007).

Clearly, the participants are "Neutral" about only one belief related to the classroom rules and procedures, namely paragraph No.(2) stating that "I think it is difficult to apply classroom rules on all students ", with an average of (2.99 out of 5).

While, they "disagreed" on one of the beliefs related to the classroom rules and procedures, namely paragraph No.(5) stating that "students must learn to follow instructions without discussion", with an average of (2.56 out of 5). This result is inconvenient to find the classroom atmosphere and the teaching environment which motivates accomplishment and raises the level of motivation of students because the classroom environment doesn’t create interaction between the student and the teacher if the teacher’s beliefs are negative (Luft & Roehrig, 2007; Rosas & West, 2012).

Clearly, the most prominent beliefs related to the classroom rules and procedures prevailing among the student-teachers enrolled in the practical education for the treatment of the behavioral problems and affect the educational process are represented in explaining the causes for which rules are issued. These results match those of (Giallo & Little, 2003; Luft & Roehrig, 2007; Rosas & West, 2012 and Joao & Santos, 2013).

In general, the participants responses are in line with some of the studies that report that the teacher’ beliefs
help build classrooms that are marked by positivity, appropriately overcoming the inappropriate behavior and creating an environment which motivates and supports knowledge and learning (Lunenburg & Schmidt, 1989; Buyck, 2003).

Secondly, some of the beliefs related to organizing the social environment:

To recognize the beliefs related to organizing social environment, frequencies, percentages, arithmetic averages, standard deviations and ranks for the participants’ answers on the paragraphs of some beliefs’ paragraphs relating to organizing the social environment, as shown in table (5).

Table (5) shows that the participants “agreed” on the beliefs related to organizing social environment with an average of (3.55 out of 5.00), in the fourth category of the scale (from 3.41 to 4.20), taking "Agree" category.

<table>
<thead>
<tr>
<th>No.</th>
<th>Paragraph</th>
<th>Frequency</th>
<th>Agreement Deg</th>
<th>Arithmetic Average</th>
<th>Standard Deviation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>I should be positive in organizing learning so that my students can indulge in the activities effectively.</td>
<td>Freq. 50 23 - - -</td>
<td>% 68.5 31.5 - - -</td>
<td>4.68 0.468</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I think it is necessary to show patience, and insight in dealing with my students.</td>
<td>Freq. 29 31 9 4 -</td>
<td>% 65.8 27.4 6.8 -</td>
<td>4.59 0.620</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I think that my interest in the individual needs of students increase their academic achievement.</td>
<td>Freq. 30 37 4 2 -</td>
<td>% 65.8 27.4 6.8 -</td>
<td>4.30 0.701</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I think that the irony of a disorderly student is not a deterrent means.</td>
<td>Freq. 36 24 10 3 -</td>
<td>% 65.8 27.4 6.8 -</td>
<td>4.27 0.854</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I prefer the activities that require cooperation between students in groups.</td>
<td>Freq. 28 36 6 3 -</td>
<td>% 38.4 49.3 8.2 4.1</td>
<td>4.22 0.768</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I think that the gradation in punishment is better than using beating directly.</td>
<td>Freq. 33 28 6 4 2</td>
<td>% 45.2 38.4 8.2 2.7 2.7</td>
<td>4.18 0.991</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I think that using physical punishment saves the teacher's time and effort if it is compared with other methods.</td>
<td>Freq. 30 28 11 2 2</td>
<td>% 41.1 38.4 15.1 2.7 2.7</td>
<td>4.12 0.957</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Caring for what students get have the same importance as keeping discipline inside the classroom.</td>
<td>Freq. 25 35 9 3 1</td>
<td>% 34.2 47.9 12.3 4.1 1.4</td>
<td>4.10 0.869</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I think that the psychological health of my students is more important than controlling the classroom.</td>
<td>Freq. 20 24 24 5 -</td>
<td>% 27.4 32.9 32.9 6.8 -</td>
<td>3.81 0.923</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I should give the disturbing female student more attention because she must express herself.</td>
<td>Freq. 16 26 18 11 2</td>
<td>% 21.9 35.6 24.7 15.1 2.7</td>
<td>3.59 1.078</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Caring for what students get have the same importance as keeping discipline inside the</td>
<td>Freq. 18 25 12 10 8</td>
<td>% 21.9 35.6 24.7 15.1 2.7</td>
<td>3.48 1.303</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Table (5) shows that there are differences in the agreement of the participants on the beliefs related to organizing social environment, with an average that ranged between (1.07 to 4.68) in the first and fifth categories of the scale, namely "Disagree/ Strongly Agree" on the study tool. This illustrates the variation in the agreement of the study paragraphs on the beliefs relating to organizing the social environment.

The participants "strongly agreed" that there are “five beliefs” related to organizing social environment, i.e. (7, 4, 6, 9 and 10), arranged in a descending order according to their agreement, as follows:

1. **Paragraph No (10)** stating that "I should be positive in organizing learning so that my students can indulge in the activities effectively" was ranked first in terms of “strong agreement” of the participants, with an average of (4.68 out of 5).

2. **Paragraph No (9)** stating that "I think it is necessary to show patience, and insight in dealing with my students” was ranked second in terms of “strong agreement” of the participants, with an average of (4.59 out of 5).

3. **Paragraph No (6)** stating that "I think that my interest in the individual needs of students increases their academic achievement" was ranked third in terms of “strong agreement” of the study paragraphs by an average of (4.30 out of 5).

4. **Paragraph No (4)** stating that "I think that the irony of a disorderly student is not a deterrent means” was ranked fourth in terms of “strong agreement” of the participants, with an average of (4.27 out of 5).

5. **Paragraph No (7)** stating that "I prefer the activities that require the cooperation between the students in groups" came in the fifth rank in terms of “strong agreement” of the participants, with an average of (4.22 out of 5).

Yet, It is clear that there are “six beliefs” relating to organizing social environment, namely No. (14, 3, 15, 11, 3 & 1) arranged in a descending order according to the “agreement” of the participants, as follows:

1. **Paragraph No (14)** stating that "I think that the gradation in punishment is better than using beating directly” was ranked first in terms of “agreement” of the participants, with an average of (4.18 out of 5).
2. **Paragraph No (3)** stating that "I think that using physical punishment saves the teacher's time and effort if it is compared with other methods" was ranked second in terms of "agreement" of the participants, with an average of (4.12 out of 5).

3. **Paragraph No (15)** Stating that "Caring for what students get have the same importance a keeping discipline inside the classroom" was ranked third in terms of "agreement" of the participants, with an average of (4.10 out of 5).

4. **Paragraph No (11)** stating that "I think that the psychological health of my students is more important than controlling the classroom" was ranked fourth in terms of "agreement" of the participants, with an average of (3.81 out of 5).

5. **Paragraph No (12)** stating that "I should give the disturbing student more attention because she must express herself" came in the fifth rank in terms of "agreement" of the participants, with an average of (3.59 out of 5).

6. **Paragraph No (1)** stating that "Caring for what students get have the same importance a keeping discipline inside the classroom" came in the sixth rank in terms of "agreement" of the participants, with an average of (3.48 out of 5).

The "strongly agree" of the participants proved that the positive beliefs of teachers contributing to finding teaching environment to motivate learning and the importance of a teacher’s showing his respect to his students and sympathizing with them in all conditions to provide a safe study atmosphere (Buyck, 2003; McAllister & Lvine, 2000; Rosas & West, 2012).

Yet, the results show that the participants "disagreed" on three of the beliefs relating to organizing social environment in paragraphs No. (2, 5 & 8) arranged in a descending order, as follows:

1. **Paragraph No (8)** stating that "I think it is better for the teacher not to waste her time in the problem of disturbance and leave that for the school management" was ranked first in terms of the disagreement of the participants, with an average of (2.59 out of 5).

2. **Paragraph No (5)** stating that "It is not my business to solve the personal arguments for the students as it is the specialization of a student's guide" was ranked second in terms of the disagreement of the participants, with an average of (2.33 out of 5).

3. **Paragraph No (2)** stating that "I think that leaving students evaluate themselves is a waste of time" was ranked third in terms of the disagreement of the participants, with an average of (1.95 out of 5).

The results show that the participants "strongly agreed" on one of the beliefs relating to organizing social environment, namely paragraphs No.(8), stating that "I prefer punishing the student physically to show the strength of my personality", with an average of (1.07 out of 5).

The results showed that the most prominent beliefs relating to organizing social environment prevailing among female student-teachers enrolled in the practical education for the treatment of behavioral problems and which have an impact on the educational process are represented in the positivity of organizing learning so that students can indulge in the activities effectively. These results match those of other studies (e.g., McAllister & Lvine, 2000; Buyck, 2003; Dogare & Neto, 1997; Giallo & Little, 2003 and Joao & Satos, 2013).

**Third, some of the beliefs relating to adjusting inappropriate behaviors**

To recognize the beliefs relating to adjusting inappropriate behavior, frequencies, percentages, arithmetic averages, standard deviations, and ranks were calculated for the answers of the participants to the paragraphs of some beliefs relating to adjusting the inappropriate behaviors, as shown in table (6).

Table (6) illustrates that the participants are “neutral” about the beliefs related to adjusting the
inappropriate behaviors with an average of (3.05 out of 5.00) in the third category of the scale (from 2.61 to 3.40), referring to the “neutral” option.

Table (6)
Answers of the participants in terms of the paragraphs of some beliefs’ relating to adjusting the inappropriate behaviors arranged in a descending order according to the averages of agreement

<table>
<thead>
<tr>
<th>No.</th>
<th>Paragraph</th>
<th>Frequency</th>
<th>Agreement Degree</th>
<th>Arithmetic Average</th>
<th>Standard Deviation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ratio</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I think that physical punishment is not adequate to the primary schoolgirls.</td>
<td>Freq. 59</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>4.71</td>
</tr>
<tr>
<td>1</td>
<td>I don't prefer relying on physical punishment to control the discipline of schoolgirls.</td>
<td>Freq. 55</td>
<td>14</td>
<td></td>
<td>4</td>
<td>4.59</td>
</tr>
<tr>
<td>22</td>
<td>I think that the application of discipline depends on the positive relationship between me and the schoolgirls.</td>
<td>Freq. 36</td>
<td>34</td>
<td>2</td>
<td>1</td>
<td>4.44</td>
</tr>
<tr>
<td>8</td>
<td>I prefer appropriately punishing the troublemaking schoolgirl instead of sending her to the school administration.</td>
<td>Freq. 36</td>
<td>34</td>
<td>2</td>
<td>1</td>
<td>4.42</td>
</tr>
<tr>
<td>18</td>
<td>I prefer praising the good behavior of a troublemaking schoolgirl as soon as it appears to motivate her.</td>
<td>Freq. 41</td>
<td>23</td>
<td>5</td>
<td>4</td>
<td>4.38</td>
</tr>
<tr>
<td>4</td>
<td>I think that the irony of a troublemaking schoolgirl is not considered a deterrent means.</td>
<td>Freq. 38</td>
<td>17</td>
<td>11</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>I prefer minimizing blaming and reproaching schoolgirls</td>
<td>Freq. 17</td>
<td>45</td>
<td>10</td>
<td>1</td>
<td>4.07</td>
</tr>
<tr>
<td>15</td>
<td>I think it is necessary to put restrictions on using physical punishment in the classroom.</td>
<td>Freq. 22</td>
<td>33</td>
<td>5</td>
<td>7</td>
<td>3.79</td>
</tr>
<tr>
<td>12</td>
<td>I believe that depriving the troublemaking schoolgirl from attending class a few days is not appropriate to adhere to discipline.</td>
<td>Freq. 26</td>
<td>26</td>
<td>4</td>
<td>13</td>
<td>3.78</td>
</tr>
<tr>
<td>16</td>
<td>Depriving a schoolgirl from participating in classroom activities is the best way to modify inappropriate behavior.</td>
<td>Freq. 14</td>
<td>31</td>
<td>19</td>
<td>8</td>
<td>3.67</td>
</tr>
<tr>
<td>11</td>
<td>I don't prefer to scold the troublemaking schoolgirl in front of her classmates to save time.</td>
<td>Freq. 8</td>
<td>19</td>
<td>29</td>
<td>17</td>
<td>3.25</td>
</tr>
<tr>
<td>17</td>
<td>I think that a teacher's praise for the behavior of the troublemaking schoolgirl may be interpreted as preventing her evil.</td>
<td>Freq. 3</td>
<td>13</td>
<td>30</td>
<td>22</td>
<td>2.82</td>
</tr>
<tr>
<td>19</td>
<td>I believe that school administration can punish the troublemaking schoolgirl instead of me.</td>
<td>Freq. 3</td>
<td>11</td>
<td>33</td>
<td>21</td>
<td>2.81</td>
</tr>
</tbody>
</table>
The results show that there are differences in the agreement of the study paragraphs on the beliefs related to adjusting the inappropriate behaviors, where averages of their agreement on these beliefs ranged between (1.32
to 4.71), in the first and fifth categories of the scale, refer to the \"Disagree/ Strongly Agree\". This illustrates the variation in the agreement of the participants on the beliefs related to adjusting the inappropriate behaviors. They \"strongly agreed\" and that there are five beliefs relating to adjusting the inappropriate behaviors, namely paragraphs No. (2, 1, 22, 8 and 18), arranged in a descending order, as follows:

1. **Paragraph No. (2)** stating that \"I think that physical punishment is not adequate to the primary schoolgirls\" was ranked first in terms of the \"strong agreement\" of the participants, with an average of (4.71 out of 5).

2. **Paragraph No (1)** stating that \"I don't prefer relying on physical punishment to control the discipline of schoolgirls\" was ranked second in terms of the \"strong agreement\" of the participants, with an average of (4.59 out of 5).

3. **Paragraph No (22)** stating that \"I think that the application of discipline depends on the positive relationship between me and the schoolgirls\" was ranked third in terms of the \"strong agreement\" of the participants, with an average of (4.44 out of 5).

4. **Paragraph No (8)** stating that \"I prefer appropriately punishing the troublemaking schoolgirl instead of sending her to the school administration\" was ranked fourth in terms of the \"strong agreement\" of the participants, with an average of (4.42 out of 5).

5. **Paragraph No (18)** stating that \"I prefer praising the good behavior of a troublemaking schoolgirl as soon as it appears to motivate her\" was ranked fifth in terms of the \"strong agreement\" of the participants, with an average of (4.38 out of 5).

These response match the results of other studies that there is a strong connection between the teacher’s beliefs and his/her teaching practices. The behavioral problems end in an appropriate way in the classes that are marked by alternate respect and unconditional positivity (Nespor, 1989; Lunenburg & Schmidt, 1989; Muijs & Reynolds, 2015).

The participants \"agreed\" and that there are five beliefs relating to adjusting the inappropriate behaviors, namely paragraphs No. (4, 23, 15, 12, 16), which are arranged in descending order according to the agreement of the participants, as follows:

1. **Paragraph No (4)** stating that \"I think that the irony of a troublemaking schoolgirl is not considered a deterrent means\" was ranked first in terms of the agreement of the participants, with an average of (4.12 out of 5).

2. **Paragraph No (23)** stating that \"I prefer minimizing blaming and reproaching schoolgirls\" was ranked second in terms of the agreement of the participants, with an average of (4.07 out of 5).

3. **Paragraph No (15)** stating that \"I think it is necessary to put restrictions on using physical punishment in the classroom\" was ranked third in terms of the agreement of the participants, with an average of (3.79 out of 5).

4. **Paragraph No (12)** stating that \"I believe that depriving the troublemaking schoolgirl from attending a few days is not appropriate so that she adheres to discipline\" was ranked fourth in terms of the agreement of the participants, with an average of (3.78 out of 5).

5. **Paragraph No (16)** stating that \"depriving a schoolgirl from participating in the classroom activities is the best way to modify the inappropriate behavior\" was ranked fifth in terms of the agreement of participants, with an average of (3.67 out of 5). The results illustrate that the study participants are \"neutral\" about six beliefs relating to adjusting the inappropriate behaviors, namely paragraphs No.(11, 17, 19, 6, 25 and 5), which are arranged in descending order according to the neutrality of the participants, as follows:

6. **Paragraph No (11)** stating that \"I don't prefer to scold the troublemaking schoolgirl in front of her classmates to save time\" was ranked first in terms of the neutrality of the participants, with an average of
7. **Paragraph No (17)** stating that "I think that the teacher's praise for the behavior of the troublemaking schoolgirl may be interpreted as preventing her evil" was ranked second in terms of the neutrality of the participants, with an average of (2.82 out of 5).

8. **Paragraph No (19)** stating that "I believe that school administration can punish the troublemaking schoolgirl instead of me" was ranked third in terms of the neutrality of the participants, with an average of (2.81 out of 5).

9. **Paragraph No (6)** stating that "I prefer delaying the troublemaking schoolgirl from going out with her classmates instead of holding her out during the class" was ranked fourth in terms of the neutrality of the participants, with an average of (2.81 out of 5).

10. **Paragraph No (25)** stating that "I don't accept excuses to bad behavior, such as disinterest or not doing homework" was ranked fifth in terms of the neutrality of the participants, with an average of (3.79 out of 5).

11. **Paragraph No (5)** stating that "I prefer that the schoolgirls don’t do any movement in the classroom so that I can control them" was ranked sixth in terms of the neutrality of the participants, with an average of (2.77 out of 5). It is possible to interpret this neutrality that the participants know well the most effective style to encounter the inappropriate behaviors and the importance of training teachers. This matched the results of other studies, such as (Pajares, 1992; Dogare & Nito, 1997; Karagac & Threlfall, 2004; luft & Roehrig, 2007)

The results show that the participants "disagreed" on seven of the beliefs relating to adjusting the inappropriate behaviors, namely paragraphs No. (13, 9, 20, 26, 10, 7 and 24), which are arranged in a descending order according to the disagreement of the study participants, as follows:

1. **Paragraph No (24)** stating that "the offending schoolgirl should be punished immediately without discussion" was ranked first in terms of the disagreement of the participants, with an average of (2.51 out of 5).

2. **Paragraph No (7)** stating that "I believe that punishment by threat is more effective than hinting to the schoolgirl to stop her troublemaking behavior" was ranked second in terms of the disagreement of the participants, with an average of (2.47 out of 5).

3. **Paragraph No (10)** stating that "I don’t like to make any discussions out of the class with the schoolgirls in order to preserve my prestige" was ranked third in terms of the disagreement of the participants, with an average of (2.34 out of 5).

4. **Paragraph No (26)** stating that "I rarely punish my schoolgirls when they delay in providing their homework, considering that it isn’t my problem" was ranked fourth in terms of the disagreement of the participants, with an average of (2.30 out of 5).

5. **Paragraph No (20)** stating that "I believe that the threat of the schoolgirls in the classroom is the most successful way to keep discipline" was ranked fifth in terms of the disagreement of the participants, with an average of (2.29 out of 5).

6. **Paragraph No (9)** stating that "I think that dismissing the troublemaking schoolgirl immediately from the classroom is the best way to save time" was ranked sixth in terms of the disagreement of the participants, with an average of (2.07 out of ).

7. **Paragraph No (13)** stating that "I prefer scolding the troublemaking schoolgirl in public in order to preserve my personality" was ranked seventh in terms of the disagreement of the participants, with an average of (1.85 out of 5).

The results show that the participants "strongly disagreed" on three of the beliefs relating to adjusting the inappropriate behaviors, namely paragraphs No.(14, 3 and 21), which are arranged in a descending order according to the disagreement of the participants, as follows:

1. **Paragraph No (21)** stating that "I think that humor helps keep discipline" was ranked first in terms of the
“strong disagreement” of the participants, with an average of (1.42 out of 5).

2. **Paragraph No (3)** stating that "I think that using physical punishment saves the time and effort of the teacher if it is compared with other methods" was ranked second in terms of the “strong disagreement” of the participants, with an average of (1.41 out of 5).

3. **Paragraph No (14)** stating that "I expect that giving the teacher freedom in using physical punishment helps keep discipline" was ranked third in terms of the “strong disagreement” of the participants, with an average of (1.32 out of 5).

These results illustrate that the most prominent beliefs relating to adjusting the inappropriate behaviors are the ones prevailing among the student-teachers enrolled in practical education for the treatment of behavioral problems and which affect the educational process. They show that physical punishment isn't appropriate to the primary school schoolgirls. They match the results of other studies, including (Luft & Roehrig, 2007; Muijs & Reynolds; Dogare & Neto, 1997; Rosas & West, 2012 and Lunenburg& Schmidt, 1989).

Based on the results, the following recommendations were made:

1. Holding training courses and workshops about the beliefs of a teacher and their impact on the educational process.

2. Providing a course through which the beliefs and their impact on the efficiency, performance and work quality of a teacher inside the classroom are taught.

3. Providing training courses and workshops for the teachers to modify and develop their beliefs in order to contribute to raising the level of professionalism and job satisfaction and the level of students' achievement.

4. Providing a course relating to the beliefs of a teacher before the student-teachers go out for field views or field training so that a student-teacher can link theory and practice.

**REFERENCES**


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قياس احتياجات الطالبات المعلمتين في التدريب الميداني بشأن المشكلات السلوكية الصفية

ملخص

هدفت هذه الدراسة إلى رصد احتياجات الطالبات المعلمتين من ذوات المستوى الثامن المسجلات في مقرر التدريب الميداني. استخدمت الدراسة النهج الوصفي الذي يقوم على جمع البيانات بهدف الإجابة عن سؤال الدراسة. واختير عدد (74) طالبة معلمة من طالبات المستوى الثامن مسار اللغة الإنجليزية والمسجلات في مقرر التدريب الميداني الفصل الدراسي الثاني من العام الجامعي (1436-1437). أعدت الدراسة مقياس احتياجات اقتراحات الطالبات المعلمتين حول المشكلات الصفية. بناءً على الدراسة أن الاعتقادات المتعلقة بالوقائع والأعمال الصحفية جاءت بالمرتبة الأولى من حيث مواجهة مفردات عينة عليها بمتوسط (3.56) من (5). أما الاعتقادات المتعلقة بتنظيم البيئة الاجتماعية بالمرتبة الثانية بمتوسط (3.55) من (5). وجدت الاعتقادات المتعلقة بحماية ضبط السلوكية غير المرغوب فيها (حفظ النظام) بالمرتبة الثالثة ونسبة مواجهة أقل بمتوسط بلغ (3.05) من (5). وفقاً النتائج توصي الدراسة بضرورة عدد دورات تدريبية وورش عمل لتعديل احتياجات المعلمين حول الإدارة الصفية بما يساهم في رفع مستوى الكفاءة المهنية لدى المعلم، وتسمح بمستقبل لدى الطلاب.

الكلمات الدالة: الأفكار، الاعتقادات، التدريب الميداني.