HITCHES ENCOUNTERED BY THE INSTRUCTIONAL STAFF: AN ASSESSMENT

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ABSTRACT: *One of the fundamental human rights that a person should possess is the right to education which is considered as a factor for economic growth and human development (Okumu et al. 2008). Education aims to maintain and develop social well-being of individuals and society in general. Education is not solely about the content of the subject that you learnt but instead many-sided and complex and involve much more than those factors which may come to mind when talked about. The importance of education in national growth as well as individual improvement is undeniable. An educated person contributes maximally to national progress in various aspects. This study aimed to determine the problems experienced by the Public-school teachers of A fusing National High School. This undertaking was guided by the lone hypothesis that there is no significant difference in the problems experienced by the teachers when grouped according to profile variables. This study utilized the descriptive research design. A revised questionnaire from Salem-Al Amarat was used as the main data gathering tool from the respondents consisting of two parts that includes the profile of the respondents and the main question of this study. This study used the public teachers of the A fusing National High School as the main source of the data. In the treatment of the profile of the respondents, the simple frequency count, percentage, and the academic performance of the respondents, the weighted mean had been used .In the light of the findings of the study, the respondents are generally young in the service and the profile variable do not affect the problems the teachers meet in Behavioral Domain, Academic Domain, Learning Environment, and Performance of Other Tasks. In view of the findings of this study, the researcher strongly recommends that the teachers should provide activities that will keep the students busy while employing rewards and punishment system and must use strategies to hold students' attention like games, stories and other activities which they are interested in. A regular teachers and administrators partnership must be increased in cooperation with the parents to support school projects.*

KEYWORDS: *hitches, human rights, right to education, learners' behavior, performance, academic domain, learning environment*

INTRODUCTION

One of the fundamental human rights that a person should possess is the right to education which is considered as a factor for economic growth and human development (Okumu et al. 2008). Education aims to maintain and develop social wellbeing of individuals and society in general. Education is not solely about the content of the subject that you learnt but instead many-sided and complex and involve much more than those factors which may come to mind when talked about. The importance of education in national growth as well as individual improvement is undeniable. An educated person contributes maximally to national progress in various aspects. According to Niguana (2011), people have employed education as a ladder to climb to desired social economic levels. The government spends fortunes to develop the education process and improve academic performance of students. Education is necessary for the development of the society and the more educated the people of a society are, the more civilized and well-disciplined the society might be. Kapunga (1992) also states that education liberates society from socio-political forces that affect and influence his personality at global level. The quality of education employed by a certain school, college or university is assessed on the basis of learners' academic achievement.

Academic achievement has a great impact on a student's self-esteem, motivation, and perseverance in higher education and sees themselves achieving their future goals. They select a field of specialization and then spend years in order to pursue their goals. Without students, university has no meaning. Students are the most essential asset of any university. Student's academic performance has been the area of interest for higher education institutions. Analysis of factors associated to the academic performance of students becomes a subject of growing interest in higher education. Many studies were carried out to search for factors that have a great impact on student's academic performance.

The most essential factor affecting the quality of education is the quality of the teacher in the classroom. There is an apparent proof that a teacher's talent, ability, efficiency and effectiveness are the most significant determinants of student accomplishment and success. The main source of learning for the students are the teachers regardless of the resources that are provided, rules that are adopted and curriculum that is revised. A study conducted

by Okoye (1998) confirms that, the quality of the learning environment at the school depends to a large extent on the quality of the teacher available. Okoye, (1998) on the other hand states that the quality of teachers in any educational system determines, to a great extent, the quality of the system itself. According to Whitaker (2005), the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves. These teachers recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible. Teachers are then considered as the most important human resource and remain the backbone of any educational system (UNDP, 2003).

There are many behavioral patterns practiced by the students within the class room environment, some of it is positive behavior and some negative behavior. The starting point for successful behavior management and, dealing with the problems of classroom management efficiently and with professionalism, depends on the ability of the teacher to judge that the behavior that carries out into the classroom can be described as a problem and must be dealt with through a number of criteria which teacher can determine.

Several studies were conducted in the field of behavioral problems faced by teachers in schools. Students of the sample responded in their class to the questionnaire developed. Data regarding student school achievements were obtaining from official records. The result indicates that quarrels, beating other students, cheating in exams and reports, and morning school delay were the most frequently mentioned behavioral problems. The most frequently used procedure to control students was beating by the teacher.

Hamasha's (2000) study aimed to find out the administrative problems that face newly appointed teachers of the first three grades at Irbid schools and define the problems in terms of sex and qualification. The results of the study revealed: there were significant at a=0.05 for the degree to which administrative problems exist, which face 1-3 grades newly appointed teachers. There were a number of administrative problems that face 1-3 grades newly appointed teachers due to gender, and there were no significant at a=0.05 for the

degree to which administrative problems exist, that face 1-3 grades newly appointed teachers due to qualification.

In the study by Hamdallah (2005) which aimed to recognize problems in classroom management and their causes and recognized student behavioral problems, which hinder learning process in UNRWA schools in Jordan in the school year 2004-2005. The results of the study show that the extent to which teachers faced general problems was low. Major general problems which face teachers of the first three classes were: to maintain students' attention and involvement in learning process, the ability of the teacher to prevent and stop unwanted behavior, and the cooperation of teachers and school administration to develop a number of school rules which control students' behaviors in the classroom and the school and to find the physical environment which is suitable forlearning to take place, and developing positive relationship between teachers and school administration. The most important reasons which take part in the occurrence of problems from the teachers' point of view are: the large numbers of students in the classroom, the effect of economic and social circumstances of students on pursuing their school work, and the large number of family members and its negative effect on the ability of parents to bring up their children.

Clunies-Rossel et al. (2008) also investigated the relationship between primary school teachers' self-reported and actual use of classroom management strategies. The sample consisted of 97teachers from primary schools within Melbourne. The information was collected by questionnaire. The findings indicated that teacher self-reports accurately reflect actual practice, that relatively minor forms of student misbehaviors are a common concern for teachers, and that teachers are spending a considerable amount of time on behaviors management issues. Also, the findings revealed that the use of predominantly reactive management strategies has a significant relationship with elevated teacher stress and decreased student on-task behavior.

The study by Leblanc et al. (2008) aimed to investigate the relationship between anti-social behavior during adolescence and high school social climate and a longitudinal and multilevel approach was used. The data was taken from a longitudinal study of 1,233 boys and girls who attended 217 public and private high schools. Students' disruptive behaviors were assessed yearly from 6 to 12 years of age. High school social climate was assessed by

teachers, and students reported on their violent and nonviolent antisocial behavior while in high school. The multilevel analyses revealed (1) a large difference between the percentages of variance explained within schools, 97% compared with between schools 3%, (2) teachers' reports of classroom behavior problems explain between school differences in student reported antisocial behavior, after controlling for students' family adversity and history of behavior problems during elementary school.

In the same manner, Hararsh and Kawaldh's (2009) study aimed to identify patterns of control implemented bythe classroom teachers in order to maintain discipline in the classroom in Al- Mafraq District of Education. The study sample consisted of 210 teachers and researcher used questionnaire consisted of 35 items to collect data. The results indicated that the patterns of classroom settings were arranged as follows: proactive type style, insulting, and authoritarian.

The study by Dube and Orpinas (2009) examined behavioral reinforcement profiles of school refusal behavior. The data collected by the school social workers on school refusal behavior for 99 upper-elementary and middle school students. The result of the study showed that: 17.2 % missed school to avoid fear or anxiety-producing situations, escape from adverse social or evaluative situations, 60.6 % missed school to gain parental attention and 22.2 % had no profile.

A study by Filter and Horner (2009) investigated the relationship between problem behaviors and academic variables in classrooms. Functional behavioral assessments conducted with two fourth grades. Two behavior support interventions were developed for each participant. One intervention was designed using a competing pathways model that combined behavioral and academic supports, and linked the intervention components to the functional assessment results. A second intervention was drawn from the literature. Results of the study indicated that the function based academic interventions resulted in significantly fewer problem behaviors than were observed during non-function-based interventions. The results lend support to the idea that interventions for problem behaviors that occur in the classroom context will be most successful if based on functional behavioral assessments. The researcher took advantage from all the reviewed studies to build the instrument, and to support the statistical analysis.

Misconduct in elementary schoolers is an inescapable issue. Mostly students are naive learners, so the teachers have to go through a lot of hardships to make them understand primary concepts.

Moreover, the teachers get obstructed while teaching due to their mischievousness. A majority of students show lack of interest in class. They intervene during an ongoing class by speaking out of turn. As a result, the teacher spends more than estimated time for the lesson completion.

Glavin (2002) states that the behavioral problems may appear as a result of in appropriate skills which students learn, choosing inappropriate time for learning, and the restricted learning opportunities offered to students. Teachers do not generally want to give control to their students. They are instructed that the mark of a good teacher is the teacher who controls the class (Taylor1987).

STATEMENT OF THE PROBLEM

This study aimed to determine the problems experienced by the Public-school teachers of A fusing National High School. Specifically, it sought to answers to the following questions:

1. What is the profile of the respondents in terms of:

    1.1. Year level handled

    1.2. Educational attainment

    1.3. Length of the service

    1.4. Position/Rank

2. What are the problems faced by the teachers in terms of:

    2.1. Learners behavior

    2.2. Learner's academic performance

    2.3. Physical environment

2.4. Performing of another task

3. Is there a significant difference in the problems experienced by the teachers when grouped according to their profile variables?

4. What are the proposed solutions to solve the problems?

RESEARCH HYPOTHESIS

This undertaking was guided by the lone hypothesis that there is no significant difference in the problems experienced by the teachers when grouped according to profile variables.

RESEARCH DESIGN, INSTRUMENT AND RESPONDENTS

This study utilized the descriptive research design. A revised questionnaire from Salem-Al Amarat was used as the main data gathering tool from the respondents consisting of two parts that includes the profile of the respondents and the main question of this study. This study used the public teachers of the A fusing National High School as the main source of the data.

DATA ANALYSIS AND TREATMENT

In the treatment of the profile of the respondents, the simple frequency count, percentage, and the academic performance of the respondents, the weighted mean had been used.

Scale	Descriptive Value
4.2 – 5.00	Very Evident
3.4 - 3.39	Evident
2.6 - 3.39	Sometimes Evident
1.8 - 2.59	Rarely Evident
1 - 1.79	Never Evident

RESULTS AND DISCUSSIONS

Table 1: Frequency and Percentage Distribution of Respondents as to their profile

Year level handled	Frequency	Percentage
First year	6	20.00
Second year	6	20.00
Third year	6	20.00
Fourth year	6	20.00
Senior year	6	20.00
TOTAL	**30**	**100.00**
Educational Attainment		
Bachelor's Degree	20	66.67

With Master units	4	13.33
Master's degree	6	20.00
TOTAL	**30**	**100.00**
Length of Service		
0-5	14	46.67
6-10	8	26.66
11-15	2	6.67
16-20	1	3.33
21-25	3	10.00
26-30	2	6.67
TOTAL	**30**	**100.00**
Position		
Teacher 1	15	50.00
Teacher 2	5	16.67
Teacher 3	4	13.33
Master Teacher 1	3	10.00
Master Teacher 2	2	6.67
Master Teacher 3	1	3.33
TOTAL	**30**	**100.00**

Table 1 shows the profile of the respondents according to year level handled, educational attainment, length of service and teaching position. It can be seen that 6 or 20.00 percent are in each year level. As to educational attainment of the teachers, the table shows that 20 or 66.67 percent are Bachelor's degree holder while 6 or 20 percent are Masters' degree holder. The data imply that majority of the respondents have not obtained their post graduate courses which may hinder their professional development as teachers.

As to the length of service of the respondents, it can be seen on the table that 14 or 46.66 percent have 0-5 years in teaching. This data imply that the teachers are still very young and still in the early stage of their teaching profession. As to respondents teaching position it can be seen on the table that the respondents are mostly holding a teacher I position with a frequency of 15 or 50 percent which imply that majority of the respondents have not obtained yet their post graduate degree which is a qualification of promotion in a higher rank.

Table2. Item Mean Distribution of the Problems experienced by the Teachers in

Terms of students' Behavioral Problems.

ITEMS	WEIGHTED MEAN	DESCRIPTIVE
1. Seeking attention in class	3.93	Evident
2. Speaking loudly in answering questions	3.37	Sometimes evident
3. Releasing of sounds during pre-occupation in teaching activities and homework	3.13	Sometimes Evident
4. The frequent attempt of cheating during examination	1.83	Rarely Evident
5.Ignoring the teachers' instruction, order and their comment	2.57	Rarely Evident
6. Quarreling with other students	3.03	Sometimes Evident
7. Lack of concern in the performance of educational activities and home works	1.97	Rarely Evident
8. Playing and using mobiles during class	1.27	Never Evident
Over all Weighted Mean	2.64	Sometimes Evident

Table 2 reflects the problems faced by the teachers in terms of students behavioral problems. It can be seen on the table that the number one problem of the teachers when it comes to this domain is "seeking attention in class" with a weighted mean of 3.93 or "evident". This result is congruent to the findings of Homdall as(2005) study in which students drawing attention in class maybe because of two reasons: First, students may demonstrate knowledge, but are not being recognized, or second, students lack of love, affection and attention at home and they hope to get all of these in school from their teachers or from their classmates on the other hand the teachers "never" had problems on "playing and using mobile phones during class as a problem. This is because there is a policy in class that no children should be allowed to use cell phones during class. Also, only few of the students have cell phones. If they do, they do not bring their cell phones in school. The overall weighted mean of 2.64 shows that the teachers "sometimes" meet most of the problems in behavioral domains included in the study.

Table 3: Item Mean Distribution of the Problems experienced by the Teachers in

Terms of Academic Problem

ITEMS	Weighted Mean	Descriptive Value
1. Low level of academic achievement of students.	3	Sometimes evident
2. Lack of attention during the explanation.	3.03	Sometimes evident
3. Weakness and capacity to express themselves.	3	Sometimes evident

4. Failure to do homework.	2.73	Sometimes evident
5. Lack of interest and excitement in education activities	1.97	Rarely evident
6. Low self-esteem among students	2.33	Rarely evident
7. Inability to perform reading and writing competencies	2.2	Rarely evident
Over all Weighted Mean	2.61	Sometimes evident

Table 3 shows the problems met by teachers along the student academic domain. It can beseen on the table that the "low level of academic achievement of students" and "weakness and capacity to express them" topped the problems met by teachers in this domain with a weighted mean of 3 or "sometimes evident" According to the teachers, generally speaking, students now seen to have a decreasing levelof competence and understanding of lesson. This could be attributed to bad study habits andIncreasing destructive activities like playing computer games, watching television, and engaging in social media without the proper of guidance of the parents. On the other hand, the table reflects that the least problem faced by the teachers is the" lackof interest and excitement in education activities" with a weighted mean of 1.97 or "rarely evident".This shows that students are mostly have an interest and excitement in education activities.

Table 4: Item Mean Distribution of the Problems experienced by the Teachers in

Terms of Learning Environment

ITEMS	Weighted Mean	Descriptive Value
1. Overcrowded class room	1.87	Rarely evident
2. Old dilapidated class rooms	2.3	Rarely evident
3. Uncomfortable chairs/ class room	1.7	Never evident
3. Uncomfortable chairs/ class room	1.9	Rarely evident
5. Undersize classroom	1.83	Rarely evident
6. Lack of tools in teaching (TV, computer, printer, etc.)	1.83	Rarely evident
7. Lack of available instructional materials (models, book, 3D objects, etc.) in teaching.	1.77	Never evident
Over all Weighted Mean	**1.89**	**Rarely evident**

Table shows the problem faced by teachers in terms of learning environment. It can be seen on the table that "Lack of available instruction materials" (1.77) the number one problem faced by the teachers in this domain. The table also reflects that the teachers "never" met

problems on "uncomfortable chairs or classroom". This means that classrooms in the school where this study was conducted are in good condition. According to the teachers, this is the largely attributed to the supportive parents who are willing to support the infrastructure projects of the school. The overall mean of 1.89 or rarely evident suggest that the teachers do not have so much problem in the Learning Environment Domain included in the study.

Table 5: Item Mean Distribution of the Problems experienced by the Teachers in the Performance of their Other Task.

ITEMS	Weighted Mean	Descriptive Value
1. Lack of communication between superior and teachers	1.93	Rarely Evident
2. Lack of good working relationship with co-teachers	1.87	Rarely Evident
3. Too many papers work to accomplish	4.67	Very Evident
4. Lack of time to accomplish other task/ assignments	3.77	Evident
5. Lack of skill to perform other task/ assignments	1.97	Rarely Evident
Over all Weighted Mean	**2.84**	**Sometimes Evident**

It can be seen on the table that the top most problems faced by the teachers in this domain is the "too many paper accomplish "with the mean of 4.6 or "very evident" It can be attested by the numerous, social media post and comments of the teachers all around the country regarding the many paper works they needed to do. The researchers also hear these complaints from their cooperating teachers and from their relatives who are teachers. On the other hand, the least problems met by teachers is "Lack of skills to perform other task or assignment" with a mean of 1.97 or "rarely evident". This means that the teachers can perform other assignment given to them. It's just that they are too many, that spend more time in this paper works rather than preparing for their lesson.

The overall weighted mean of 2.84 suggest that the respondents just need these problem" sometimes".

Table6.Test of Difference on the Problems experienced by Teachers in terms of Learners' Behavior When grouped according to Profile Variables

Profile	F-value	Probability Value .05 Significance	Decision
Year level Handed	.533	.749	Accept Ho
Educational attainment	.638	.536	Accept Ho
Length of service	1.095	.389	Accept Ho
Position	.689	.637	Accept Ho

Table 6 reflects the test on the difference of the problems experienced by the teachers in terms of learners' behavior when grouped according to profile variables. It can be seen from the table that there is no significant difference on the problem encountered by the respondents in terms of year level handled, educational attainment, length of service and position held. This means that, the respondents, regardless of their profile, met the same problems in learner's behavior. This further means that the respondents meet all problems included in the study at the same levels. Hence, the hypothesis in the study is accepted.

Table7. Test of Difference on the Problems experienced by Teachers in terms of Learners' Academic Performance grouped according to Profile Variables

Profile	F-value	Probability Value .05 Significance	Decision
Year level Handled	1.585	.202	Accept Ho
Educational Attainment	.540	.589	Accept Ho
Length of position	.294	.912	Accept Ho
Position	.755	.591	Accept Ho

Table 7 reflects the test of difference of the problem sexperienced by the teachers in terms of learner's academic performance when grouped according to profile variables. It can be seen from one table that there is no significant difference on the problem encountered by the respondents in terms of year level handled, educational attainment, length of service and position held. This means that regardless of the profile of the respondents, they encounter similar problems in terms of the academic performance of their pupils. This further means that the respondents included in the study at the same levels. Hence, the hypothesis in the study is accepted.

Table8.Test of Difference on the Problems experienced by Teachers in terms of Teaching Environment When grouped by Profile Variables

Profile	F-value	Probability Value	Decision

		.05 Significance	
Year level Handled	0.542	0.742	Accept Ho
Educational Attainment	1.408	0.262	Accept Ho
Length of position	0.351	0.876	Accept Ho
Position	1.014	0.431	Accept Ho

Table 8 reflects the test of difference on the problems experienced by the teachers in terms ofteaching environment when grouped according to profile variables. It can be seen from one table that there is no significant difference on the problem encountered by the respondents in terms of year level handled, educational attainment, length of service and position held. This means that, the respondents, regardless of their profile, met the same problems in teaching environment. This further means that the respondents meet all problems included in the study at the same levels. Hence, the hypothesis in the study is accepted.

Table 9:Test of Difference on the Problems experienced by Teachers in terms of performing Other Task When grouped by Profile Variables

Profile	F-value	Probability Value .05 Significance	Decision
Year level Handled	0.387	0.853	Accept Ho
Educational Attainment	0.603	0.554	Accept Ho
Length of position	0.660	0.657	Accept Ho
Position	0.273	0.923	Accept Ho

Table 9 reflects the test of difference on the problems experienced by the teachers in terms of performing of other task when grouped according to profile variables. It can be seen from one table that there is no significant difference on the problem encountered by the respondents in terms of made level handled, educational attainment, length of service and position held. This means that, the respondents, regardless of their profile, met the same problems in performing of other task. This further means that the respondents meet all problems included in the study at the same. Hence, the hypothesis in the study is accepted.

CONCLUSIONS

In the light of the findings of the study, the respondents are generally young in the service and the profile variable do not affect the problems the teachers meet in Behavioral Domain, Academic Domain, Learning Environment, and Performance of Other Tasks.

RECOMMENDATIONS

In view of the findings of this study, the researcher strongly recommends that the teachers should provide activities that will keep the students busy while employing rewards and punishment system and must use strategies to hold students' attention like games, stories and other activities which they are interested in. A regular teachers and administrators partnership must be increased in cooperation with the parents to support school projects.

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