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Reasons of the problems that academicians experience in management of teaching and learning process

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Article Info	Abstract
	The present research aims to examine the problems that academicians experience in management of teaching-learning process, to reveal the reasons of the problems and to develop solution suggestions. Case study design of qualitative research methods was used in this research and it includes 41 volunteer academicians. Structured interview form was used in data collection and the data were analyzed with content analysis. It was found that most of the problems academicians experience in management of teaching-learning process were related to students. They also had problems with classroom/course management. In management of teaching-learning processes of the academicians, problems were related to students, physical infrastructure, educational system and society/environment. It can be asserted that most of the problems can be solved if their reasons are determined and handled. Also it is suggested that incoming academicians who are new to academic life need to follow the regulations that includes student discipline regulations and the students need to be informed about the negative behaviors and their consequences at the beginning of the term.

1. Introduction

Education is defined as the process in which individual develops himself/herself cognitively, emotionally, socially and structures necessary information, attitude, skills and habits. It is assumed that educational process actualizes primarily in teaching-learning environments effectively, efficiently and qualitatively. Teaching-learning environments are the settings where educational activities are performed and targeted behaviors are brought to the students. The most important human resource of educational environments is the student. The second most important person is the educator who shapes the educational activities, leads and counsels. Academicians play a great role in organizing the educational environment, relationships, structures, communication and climate.

According to Yalın (2003), there are two substantial decisions that a teacher should make in the process of teaching-learning: What to teach, how to teach and why to teach? What to teach is determined by choosing and arranging the teaching content, determining the teaching material and analyzing their usefulness. How to teach the information, skills and habits includes many aspects such as teaching environments, evaluation ways, needed methods, techniques and materials and the points to be highlighted. The teacher's way of teaching in a teaching-learning environment is forthrightly related to his/her classroom management competency. In classical sense, the main aim of management is to gather individuals around shared purposes and values and accordingly to increase their motivation and to have them competent (Acat, 2006). Nowadays

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in education, the question of "what to teach to individuals" is replaced by the question of "how individuals learn" (Özden, 2006).

General definition of management of educational environment is governing the material and human resources in a planned, organized, coordinated, controlled way in order to achieve targeted aims and acquisitions. According to this definition, educators, academicians or teachers who teach in classrooms, lecture halls, laboratories should have necessary scientific knowledge, skills, attitudes and habits and should possess necessary competences to transfer these aspects. These teaching skills and other aspects are regarded as obligation for teachers (Aydın, 1991; Başar, 1999; Bursalıoğlu, 1994; Erdoğan, 2000; Göksoy, 2014).

An educator and a group of students gather under a particular program and plan in an educational environment for some time. During this period, many positive and negative behaviors and situations occur. Problems experienced in educational environments may stem from many aspects such as student, educator, educational programs, educational period, teaching method and techniques, educational technology, time, physical infrastructure, Problems experienced during the lesson affects the quality of education. Therefore, they need to be managed in line with a student-centered democratic approach (Cangelosi, 2016; Celep, 2000; Demirdağ, 2016; Kaya, 2006: Taşdemir, 2000).

Educational quality, school productiveness and student success are directly related to the quality and roles of the teachers (Militello, Rallis, & Goldring, 2013). However, teaching requires leadership (Schlechty, 2005). Teacher is primarily exposed to the managerial situations experienced in teaching-learning environments. The relationship between teacher and student constitutes the basis of teaching and learning process. Researches have demonstrated that there is a strong relation between the high scores of students and the quality of teachers (Muller, Katz, & Dance, 1999). The areas in which teachers may be the most effective are improvements and academic success of students (Göksoy & Arıcan, 2014; Wright, Horn, & Sanders, 1997). Research conducted on student behaviors have demonstrated that teacher behaviors have created differences in student success in terms of specific teaching principles and methods (Lunenburg, & Ornstein, 2013). Teacher also has a manager role. A teacher who completes the teaching task attends to the process of planning, managing and implementing a teaching program (Özdemir, Yalın & Sezgin, 2004).

The person who is primarily affected by the managerial situations occurred in educational environments is the educator. The current research aims to determine the problems that academicians experience in management of educational process with the purpose of increasing academic success and accordingly to develop suggestions. Therefore, it is assumed that improvement of teaching quality will be facilitated with the determination and elimination of the problems.

2. Method

2.1. Research Design

Case study method was conducted in the research. The aim of the case study is to reveal results related to a particular situation. The primary feature of qualitative case study is that one situation or more situations are examined meticulously. That is to say, factors in a particular situation is researched holistically (Yıldırım & Şimşek, 2011; Yin, 2003). Situation handled and researched holistically in the research is the problems that academicians experience in management of educational process and the reasons of them.

2.2. Study Group

The study group was formed using maximum variation sampling method. It includes 41 volunteer academicians from a university in the western region of Turkey. Position titles of the academicians in the study group are lecturer, assistant professor and associate professor. The fields of the academicians are Faculty of Medicine, Health Faculty, Vocational School of Higher Education,

Faculty of Theology, Faculty of Engineering, Faculty of Technology, Faculty of Agriculture and Natural Sciences, Faculty of Management, Faculty of Forestry, Faculty of Education, Faculty of Arts and Sciences, Faculty of Sports Sciences, Faculty of Art, Design and Architecture.

2.3. Data Collection and Analysis

Structured interview form including open ended questions was used for data collection. To this aim, the participants were given blank papers and asked to write down the problems they have experienced in classroom management with their probable reasons. Data collected were analyzed using content analysis and categorized. Then the frequency values of the data were determined and interpreted.

3. Results

The findings of the study have been presented in two sections. The first section presents the problems academicians experience during the management of educational processes while the second section includes the reasons of these problems.

3.1. Problems that academicians experience in management of educational process

The problems that academicians experience in management of educational process are demonstrated in Table 1.

Table 1

Experienced problems

Problems Experienced in Management of Educational Process	f
Students usually concern about their mobile phones	16
Students have difficulty in directing their attention to the lesson	15
Students do not bring their course materials, they do not make preparations	14
Students do no take notes during the lesson, they cannot express in oral and written ways, they tend to memorize.	10
Students come late to the lesson (with transportation excuses)	10
Students sleep during the lesson, they are passive, they do not participate in the lesson and they are always tired	10
Students are reluctant to learn, study and practice	10
Students do not get prepared to the lesson, they do not read and repeat, they do not complete their assignments	9
They chat with one another and make noises	6
Students lack motivation	6
Students do not abide by the classroom rules (keeping silent, attending on time, possessing materials, asking for permission to speak) even after they are reminded	5
Silence is not provided in the classroom especially in lecture halls, students are warned continuously	4
Students have exam anxiety rather that willingness to learn	4
Students are mainly focused on exam results	4
Course subjects are not completed on time	3
Students cannot express themselves comfortably	3
Students forget already taught subjects	3
Students sign on attendance list on behalf of one another	3
Students take voice records rather than taking notes	3
Students are absent from the lessons, they come late	3
Students attend the lesson only for attendance	3
Students exhibit behaviors such as using beads, chewing a gum	2

As is seen in Table 1, academicians encounter with many problems in management of educational process. By sorting the problems by their redundancy, it is obvious that the most important ones are as follows: Students usually concern about their mobile phones, they have difficulty in directing their attention to the lesson, they do not bring their course materials, they do not make preparations, they do not take notes during the lesson, they cannot express in oral and written ways, they tend to memorize, they come late to the lesson, they sleep during the lesson, they are passive, they do not participate in the lesson and they are always tired, they are reluctant to learn, study and practice, students do not get prepared to the lesson, they do not read and repeat, they do not complete their assignments.

The fact that the students concern about their mobile phones most of the time was stated as the most common educational problem by the academicians. It is necessary that students should be provided with educational and cultural seminars about using mobile phones effectively.

Problems that academicians experience in management of educational environments include other aspects as follows: students have difficulty in directing their attention to the lesson, they do not listen to the lesson, they do not make preparations, they sleep during the lesson, they are passive, they do not participate in the lesson and they are always tired, they are reluctant to learn, study and practice, they do not attend the lesson, they do not come on time and they attend only for the attendance. These problems are related to lack of motivation among students. In order to reduce these problems, conferences and workshops about motivation, leadership, counselling should be arranged for both academicians and students. Besides, a university based system can be formed with the aim of popularizing good examples.

Academicians also expressed problems as follows: Students do not bring course materials, silence cannot be provided in the classroom especially in lecture halls, students are continuously warned, they sign on the attendance list on behalf of one another, they are absent for the most of the time, they exhibit behaviors such as using beads, chewing a gum, they do not abide by the classroom rules (keeping silent, attending on time, possessing materials, asking for permission to speak) even after they are reminded, they do not make preparations for the lesson, they do not read and do not complete their assignments, they chat with one another, make noises. These problems decrease the quality of the educational environment and affects educational process. Many of these behaviors require disciplinary enforcement on students. Newly assigned academicians should follow the regulations which include student discipline provisions, and also students should be informed about the consequences of these negative behaviors in the first months of the school by their academic counsellors. After all of these applications are carried out, disciplinary provisions of the university should be implemented on negative student behaviors that affect the quality, order and process of educational environment.

3.2. Reasons of the problems that academicians experience in management of educational process

The answers of the academicians about the reasons of the problems in management of educational process are demonstrated in Table 2.

Table 2

Reasons of the Experienced Problems

Reasons of the Problems Experienced in Management of Educational Process	f
The number of the students is high in classrooms	11
Students graduate from secondary school without necessary competences and there is difference in levels	8
Students do not have sense of responsibility	8
Students have anxieties about finding a job in the future	8
Students do not have visions, goals and expectations for the future	8
Students desire to obtain the information without any effort	5

Table 2 continued

There is deficiency in physical infrastructure	5
The fact that students have limited job facilities decreases their motivation	5
Students are not open to new ideas	5
Cultural environment in which students grew up affect them	5
Students accept the information they see on social media directly without pondering	5
Students have limited intellectual freedom, they are not aware that they are university students	4
Students only want to be university graduates and they have no intention to improve themselves in the long term	4
Students think that the subjects are not useful	4
Students have lack of confidence	4
Students come late to the class due to transportation	4

The academicians participated in the research states that the primary reason of the managerial problems that they experience in the management of educational process is excessive number of students in the classrooms. They also state many different reasons: Students graduate from secondary school without necessary competences and there is difference in levels, they do not have sense of responsibility, they have anxieties about finding a job in the future, they do not have visions and expectations for the future etc. It can be inferred that these problems are beyond the capability of academicians and that they stem from upper managerial structures. Therefore these problems should be solved by these units.

Along with the problems stated above, the academicians also indicate other problems as follows: Students have lack of self-confidence, they think that the subjects are not useful, they have limited intellectual freedom, they are not aware that they are university students, they accept the information they see on social media directly without pondering, they are not open to new ideas and they desire to obtain the information without any effort. On these problems, academicians have important roles and responsibilities. It can be stated that academicians can impress and lead students in order to reduce the reasons of these problems in the management of teaching-learning process. Therefore, as the reasons of the negativity experienced in the classroom environment, the quality of teaching-learning process will be enhanced.

While the problems that academicians encounter with are mostly stem from students, there are problems related to classroom management and transportation. The problems experienced in managements of teaching-learning process can be listed as follows:

a) Problems related to students:
   ✓ Students usually concern about their mobile phones
   ✓ Students do not bring their course materials, they do not make preparations
   ✓ Students do no take notes during the lesson, they cannot express in oral and written ways, they tend to memorize.
   ✓ Students sleep during the lesson, they are passive, they do not participate in the lesson and they are always tired
   ✓ Students do not get prepared to the lesson, they do not read and repeat, they do not complete their assignments
   ✓ Students cannot express themselves comfortably
   ✓ Students forget already taught subjects
   ✓ Students sign on attendance list on behalf of one another
   ✓ Students take voice records rather than taking notes
   ✓ Students are mainly focused on exam results
b) Problems related to classroom management:
   ✓ Students are reluctant to learn, study and practice

✓ Students have difficulty in directing their attention to the lesson
✓ Students chat with one another and make noises
✓ Students have lack of motivation
✓ Students do not abide by the classroom rules (keeping silent, attending on time, possessing materials, asking for permission to speak) even after they are reminded
✓ Silence is not provided in the classroom especially in lecture halls, students are warned continuously
✓ Students have exam anxiety rather that willingness to learn
✓ Course subjects are not completed on time

c) Problems related to transportation:
✓ Students come late to the lesson (with transportation excuses).

2) Academicians experience problems related to students, physical infrastructure, educational system and society/environment in management of educational process. In the event of eliminating the reasons, many problems can be solved in the short term. The reasons of the problems that occur in management of teaching-process can be listed as follows:

a) Problems related to students:
✓ Students do not have visions, goals and expectations for the future
✓ Students do not have sense of responsibility
✓ Students desire to obtain information without any effort
✓ Students are not open to new ideas
✓ Students have limited intellectual freedom for university students
✓ Students only want to be university graduates and they have no intention to improve themselves in the long term
✓ Students have lack of self confidence
✓ Students think that the course topics are not useful

b) Problems related to physical infrastructure
✓ The number of students in classrooms is high
✓ There are deficiencies in physical infrastructure in classrooms
✓ Students come late to the class due to transportation

c) Problems related to educational system
✓ Students graduate from secondary school without necessary competences and there is difference in levels
✓ Students have anxieties about finding a job in the future
✓ The fact that students have limited job facilities decreases their motivation

d) Problems related to society/environment
✓ Cultural environment in which students grew up affect them
✓ Students accept the information they see on social media directly without pondering.

4. Discussion and Conclusion

According to the research results, after the in-class behaviors of effective teachers were evaluated, it can be concluded that they demonstrate leadership features in terms of management and they care about students' problems in and out of the classroom in terms of emotional aspects. On the other hand, it is stated that school personality, which is determined by institutional aspects such as student, teacher and school management, is situated on a straight line from authoritarian aspect to the democratic aspect (Hepburn & Radz, 1983). Fontana (1985) defines the basic rules for being an effective classroom management as follows: Be punctual, be well-prepared, start the lesson quickly, be persistent on the participation of all classrooms, use your voice effectively, have clear strategies to cope with complications, avoid making comparisons, be careful about keeping your promises, organize the classroom according to your purposes and deal with the problems of your students. Therefore, it can be concluded that the points indicated above should be taken into

consideration in order to diminish or reduce the problems that academicians experience in the management of teaching-learning process.

The current research was conducted to determine and reduce the reasons of problems that academicians experience in the management of teaching-learning process. At the end of the research, the following suggestions were developed for academicians/teachers: Effective academicians/teachers are realistic about the students who perform high or low. A teacher who develops strict and certain attitude towards the students causes the worst damage to them. A teacher, who understands the presence of differences, applies realistic methods and chooses suitable content can create positive impact on the students (Lunenburg & Ornstein, 2013; Rosenthal & Jacobson, 1968). As it has been emphasized in literature, the assumption that all students can learn and all academicians/teachers can teach underlies in the basis of effective education understanding. In other words, it has been accepted that effective schools can make a difference in students' learning levels. Also, the role of the students has been defined as the one who accomplishes in high levels (Balcı, 2013). Academicians/teachers need to possess a certain number of competencies as the manager of the classroom. According to Charles et al. (1996), a teacher act as the leader of the students; considers guiding them, encouraging them and teaching them how to share responsibilities. Features of such teacher include creating reciprocal trust with the students, leading the students to cooperate with one another and clearly declaring expectations from the students. According to Bursalıoğlu (1994), teachers should monitor students' biological improvements which are highly effective on their learning and adaptation skills. They should follow and interpret the relationships of the students with one another, have information about the cognitive skills, special interests, requirements and accomplishments of each student.

Analytical suggestions based on research findings are as follows: Lessons should be started and finished according to purpose and learning order, individual and group learning techniques should be used in line with the lesson subjects, teachers and students should continuously be in interaction throughout the learning process, sub-structural and environmental problems should be reduced, students should be motivated to learn, students' attention and motivation should be maintained, the teacher should care for the problems both in and out of the classroom effectively, the teacher should monitor and evaluate students' improvements, students should be supported to express themselves comfortably, academicians should try to understand the reasons of problematic behaviors and state their expectations clearly, student behavior should be focused on, there should be reliable communication between the academician and the students, they should form the classroom rules together, the academician should act consistently and help students about their individual responsibilities.

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