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An Eclectic Approach to Promote Teachers' Classroom Management Skills

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Master of Education in Management

By

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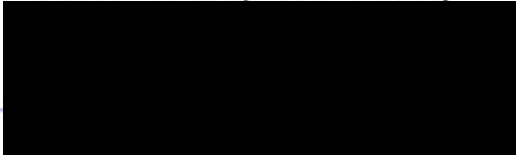
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Abstract

Title: An Eclectic Approach to Promote Teachers' Classroom Management Skills

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This action research project involved implementation of an eclectic approach of prevention, correction and interpersonal skills, to promote teachers' classroom management. The target population was the 17 teachers of 6 Grade I sections in XY3 School. Teachers' problems in classroom management were documented by field notes, behavioral checklists of targeted teachers, videotaped classroom observations, semi-structured interviews with both teachers and students, and teachers' journal entries. A review of solution strategies generated by knowledgeable others and an analysis of the problem context resulted in fostering better teachers' management in the classrooms. Post-intervention data indicated that positive classroom management techniques, coupled with prevention, correction and interpersonal skills promoted better teacher's control in the classroom. The 36 week intervention consisted of 3 workshops and multi post observation conferences that tackled (1) enforcement of classroom rules and procedures; (2) use of appropriate interventions to manage student behavior; and (3) establishment of positive teacher student relationships.

Dedication

*I dedicate this study to my school and
colleagues whose cooperation has made this
study a success.*

Acknowledgments

I would like to thank all my professors in the Education MA. Program from whom I learned a lot during these years.

Special thanks to my advisor Dr. Nabhani who helped me go through this project.

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CHAPTER ONE

Research Context

Introduction

XY3 School is a non-profit making school that was established in 1998 by XY Foundation. Unlike other XY schools, XY3 was founded in a low socioeconomic-status area in Beirut, and its aim was to provide quality education for the surrounding community population, with reduced school fees. The mission of the school aimed at raising a generation of educated, self-organized, free and faithful lifelong learners who are capable of constructive decision making, effective interaction with social values, and conscientious performance of citizenship (XY3 Mission Statement, 1998).

The school considers in its plan the vertical continuity between the curricula of both preschool and elementary school levels. Emergent literacy occupies a major part of the kindergarten curriculum, where all classrooms provide a print-rich environment, which enhances students' readiness to word coding and decoding in Grade I.

The school buildings were equipped with devices that promote and facilitate teaching and learning, such as computers, access to Internet and overhead projectors. Buildings are located in two separate campuses: One for preschool and one for elementary school.

Teachers were recruited from the best universities in the country. Accepted teachers have passed an evaluation test that consisted of planning a lesson and implementing it in class. Currently, the average years of teaching experience among the teachers is 3.2 years, whereas the average years of coordinating experience among the coordinators is 1.8 years. 37% of the teachers have joined XY3 this year, and 13% live in the school community area (XY3 Personnel Record, 2002-2003).

Unfortunately, the school was launched before its philosophy was well publicized. That has resulted in attracting a wrong populace that is different from the one targeted in the school mission. Some people registered their children for the sake of the good reputation that XY schools have in providing good academic standards. Other people were attracted to the low school fees, the remarkable school building and the free offers including books, snacks and uniforms.

This, in fact, has created a dilemma in the school, which was manifested in the heterogeneous classroom atmosphere, the non-continuity between school system and home, and the social gap and non-congruent expectations between teachers and students. All those factors in addition to the limited experience years of XY3 teachers have affected classroom management and student teacher relationships negatively.

The school conducted a survey (See Appendix A) in January 2003 for all the parents of XY3 students, who count seven hundred and fifty. The survey aimed at investigating the parents' practices in disciplining their children and building their sense of autonomy and responsibility. The survey data showed that 69% of the students live in a home atmosphere that lacks consistent disciplinary rules. The survey also revealed the diminished image of the female figure represented by the mother at home, where maternal authority in this community is highly confused by all the family members including the mother herself.

The classroom management system which is in this study will be derived from an eclectic comprehensive approach (Jones & Jones, 2000). This comprehensive approach requires the teacher to possess a theoretical foundation about students' needs and other various skills that allow her to organize instruction, develop effective classroom rules, maximize time on-task, create positive peer relationships, establish positive teacher student relationships and employ behavior modification approaches. This action study focuses on promoting three types of skills: prevention skills, correction skills and interpersonal skills. Therefore, the questions

driving this research paper will tackle the teachers' abilities to implement and maintain classroom rules and routines effectively, to use appropriate interventions to manage students' behaviors, and to establish positive relationships with their students.

Rationale

The purpose of this study is to train XY3 Grade I teachers for better classroom management skills. The rationale behind choosing Grade I teachers as a target for this action research is due to the fact that this class represents the transition period between kindergarten and elementary school levels at the school.

The bulk of structured educational activities in first grade implies that this class "would be a place more for work than for play, as compared with the preschool" (Corsaro & Molinari, 2000, p. 22). This structured nature of Grade I activities recommends supplying students with different prerequisite skills such as sitting for longer periods, paying attention to instructions and lessons (Corsaro & Molinari, 2000), and working in a more independent manner (Curtis, 1998).

Cleave, Jowett and Bate (1982) indicate that unless the transfer between preschool and primary levels is carried out smoothly, children would experience anxiety and stress, which is likely to affect their learning negatively. Likewise, Corsaro and Molinari (2000, p.16) stress that:

Children's entry into elementary school is a critical transition in their lives ...because the attitudes and reputations that may be established at the outset of grade school may follow children through many years of formal schooling.

Considering how critical the transition from Kindergarten to elementary school is, and bearing in mind its substantial influence on students along all the elementary years, the school set a plan for vertical continuity that targeted the curricula, in addition to the systems of student evaluation, behavior management and staff development. Thus, this action research contributes to the school plan of vertical continuity between the kindergarten and

elementary school levels, through setting a compatible classroom management system and providing a positive atmosphere between teachers and students.

Operational Definitions

The eclectic approach to classroom management that will be followed in this action research targets three types of skills:

Prevention skills enable teachers to develop effective classroom rules and procedures.

Correction skills enable teachers to use efficient interventions to manage and modify students' behavior.

Interpersonal skills enable teachers to establish positive teacher- student relationships.

(Jones & Jones, 2000).

Method

This study will rely upon a qualitative methodology. This methodology will be used to execute and monitor the development of teachers' prevention, correction and interpersonal skills. Instruments for gathering qualitative data will include overt observations of teachers giving lessons, videotaped observations, post observation conferences, recorded interviews with students and teachers, and teachers' journal entries. The participants are the teachers of all six sections of Grade I at XY3 School.

Qualitative data will be collected through field notes and behavioral checklists. Self-structured checklists will be used at the beginning and at the end of the study. Initial data will be compared to terminal data to measure the efficacy of this research.

A conference with each teacher will follow to provide feedback and set plans for improvement. Teachers will be asked to write daily journal entries that will help in reinforcing self-reflection and monitoring teachers' improvement. Journal entries will be categorized and analyzed.

An intervention of three in-service training sessions that aim to improve teachers' classroom management skills and student teacher relationships will be conducted during the year. Workshops will be based on hands-on activities, power-point presentations, role-play and discussion on taped classroom events.

Semi- structured interviews will be conducted with 10 teachers and 6 students who will be selected according to a stratified random technique. Stratified random sampling will be used in order to reduce the degree of sampling error that random sampling might involve, as well as to increase precision without increasing the sample size (Burns, 2000). Interviews will be taped, and collected data will be categorized, coded, and analyzed.

The literature will review the findings from previous descriptive and qualitative research to explain the strategies and effects of implementing and enforcing classroom rules and routines, managing students' behavior, and establishing positive teacher-student relationships.

Expected Results

This action research will promote the teachers' abilities to develop classroom rules and routines, manage and modify students' behavior, and establish positive teacher student relationships. This improvement in teachers' prevention, correction and interpersonal skills will result in fostering better-managed classrooms at the end of this study.

The next chapter includes a revision of relevant literature. Chapter three will present the methodology used to conduct this research. Chapter four presents the data and findings, and chapter five will embody the analysis and discussion, based on a comparison between the findings of this study and other relevant literature. Chapter 6 sums up the data and findings of the study, presents its limitations and suggests recommendations for further research.

CHAPTER TWO

Literature Review

Introduction

The literature review will describe what educators mean by “effective classroom management”, and will suggest an eclectic approach (Jones & Jones, 2000) that provides teachers with skills they need in order to be effective classroom managers. Then, the review of literature will discuss the skills targeted by this eclectic approach and verify their effectiveness. The three kinds of skills that will be tackled by the literature are the prevention skills or the enforcement of rules and routines, the correction skills or the ability to use appropriate interventions to correct misbehavior, and the interpersonal skills or the establishment of positive teacher- student relationships.

Effective Classroom Management

Evertson and Harris (1992) argue that effective classroom management has moved from controlling students’ behavior into creating, implementing, and maintaining a classroom environment that supports learning. Effective classroom management does not only involve responding effectively to problems when they occur, but also preventing problems from occurring by creating an environment that encourages learning and appropriate behavior (Gettinger, 1988). Likewise, Doyle (1986) interprets effective management in terms of “good curricular, instructional, and managerial strategies, which maintains pupils’ work involvement and minimizes the frequency of management problems”. Doyle’s interpretation was acquired from Kounin’s study (1970) which showed that effective classroom managers differed from other teachers by maximizing the time of students’ involvement in academic activities, and by resolving minor inattention incidents before they develop into major disruptions. Jones and Jones (2000) theorize that effective classroom management is a

process that requires the teacher to possess various sub-skills such as prevention, correction, and interpersonal skills.

Prevention Skills

Prevention skills are proactive skills (McGinnis et al., 1995) which enable teachers to act in advance, anticipate and prepare an action plan to achieve control over a certain situation (Swick, 1985). In his observational study of 80 elementary classrooms, Kounin (1970) emphasized the importance of prevention strategies to prevent misbehavior from occurring, rather than intervention strategies for handling misbehavior. Other subsequent studies (Gettinger, 1988; Mc Ginnis et al., 1995) indicate that preventive or proactive methods are the most successful among all other classroom management techniques. McGinnis et al. (1995) state that proactive classroom management relies heavily on the establishment of rules and procedures as a means of preventing problem behavior.

Classroom Rules and Procedures

Rules are “general behavioral standards or expectations that are to be followed in the classroom” (Burden & Byrd, 1999, p. 182). Rules aim to regulate students’ misbehavior that may disrupt classroom activities (Gettinger, 1988).

Procedures are “approved tasks to achieve specific tasks in the classroom” (Burden & Byrd, 1999, p. 184). Good and Brophy (1991) describe procedures as routine methods for accomplishing specific activities that frequently reccur such as handling academic work or transitions in and out of the room. This interprets Shalaway’s (1989, p.40) description of procedures as “the backbone of daily classroom life”.

Establishing Rules and Procedures

Doyle (1986) theorizes in his study a strategy model of three phases. The first phase is planning before the school begins. According to Doyle (1986), planning should attend to both rules and procedures, as well as to positive and negative consequences for appropriate

or inappropriate student behavior. The study “enhancing classroom management through proactive rules and procedures” (McGinnis et al., 1995) stresses that the average number of rules or procedures should not exceed five for students to recall them. Moreover, the authors of this study assert that “the behavior described by each rule should be observable and measurable...and rules should also be stated in a positive manner” (McGinnis et al., 1995, p. 221).

The second phase is implementing rules and procedures at the beginning of the year. Jones and Jones (1981, p. 69) suggest that teachers who spend good time early in the year in listening to their students and explaining the rationales underlying the rules and procedures are making a “wise investment”, because this enables students to assume responsibility for their own behavior. Evertson (1989) believes that teachers have four tasks to perform at this stage; explain and communicate behavior expectations to students clearly, provide opportunities for students to rehearse those expectations consistently, provide prompt feedback to students’ performance, and re-teach rules and procedures when necessary. In their action research, Ellis and others (1996) emphasize that rules and procedures were taught and practiced in the same way as subject- area content. Likewise, Muijs and Reynolds (2001, p. 40) stress that rules and procedures need rehearsing and routinizing until they become “an automatic part of student behavior”. Practicing situations allows students to internalize them and perform them smoothly (Muijs and Reynolds, 2001).

The third phase is maintaining students’ compliance with rules and procedures.

Doyle (1986) emphasizes that teachers’ monitoring should incorporate three dimensions: first monitoring groups, second monitoring student’s deviant behavior within the group context and third monitoring the pace and timing of classroom activities. In fact, these skills correspond to Kounin’s monitoring techniques (1970): With-it-ness, overlapping, momentum and smoothness. According to Kounin (1970), withitness means being aware of what is going

on in class through regular monitoring and continuous scanning of the room. Overlapping is the teacher's ability to deal with more than one activity together by using nonverbal signals to minimize distraction (Kounin, 1970). Momentum refers to teacher's appropriate pacing of lessons, and awareness of student behavior that indicates pace is appropriate (Kounin, 1970). Smoothness corresponds to teacher's ability in smoothly initiating, sustaining and terminating activities (Kounin, 1970).

Thus, "classroom rules must be integrated within a behavioral management plan...rules alone had only a marginal effect" (McGinnis et al., 1995, p. 221). Although rules and procedures set the base for behavior management, they are only part of the behavioral plan. Teachers should be able to act when rules are broken (Gettinger, 1988), otherwise, the plan will not be efficient.

Correction skills

The review of literature reflects a convergence of educators' opinions in defining teacher's correction skills. Many educators emphasize the principle of least intervention (McDaniel, 1986) by which teachers should "manage behavior as unobtrusively and smoothly as possible, avoiding reactive confrontations with disruptive students" (Gettinger, 1988, p. 238). By using the least intervention principle, teachers can prevent transforming their classrooms into battlefields. The main goal of the "least intervention" principle is to handle misbehavior effectively without causing unnecessary disruption to the lesson (Burden & Byrd, 1999).

Ellis and others (1996) state that "teachers must respond consistently with a flexible range of consequences". This range of consequences represent a continuum from low teacher control to high teacher control (Sokal et al., 2003). Consequences that recommend low teacher control correspond to Burden and Byrd's (1999) phases of situational assistance and mild interventions. These two phases represent the first two steps in a four- step response

plan developed by Burden and Byrd (1999), and aims at managing student behavior. Simultaneously, Burden and Byrd (1999, p. 208) describe situational assistance as “the starting point when dealing with off-task behavior”. At this phase, the teacher takes actions to help students stay on task or to prevent problem behavior from escalating and involving other students (Burden & Byrd, 1999).

The second phase described by Burden and Byrd (1999) is the use of mild interventions such as using proximity control, touching, cueing, or other techniques that require a minimum use of verbiage, emotion, and disruption (Ellis et al., 1996). According to Brophy and McCaslin (1992), teachers who used minimally intrusive techniques have achieved the best results in coping with misbehavior.

The third phase of the four-step plan is the use of moderate interventions that are “punitive ways to deal with misbehavior” (Burden & Byrd, 1999, p. 217) when situational assistance and mild interventions fail to do this. Moderate interventions aim at removing desired stimuli to lower the occurrence of inappropriate behavior. Furthermore, moderate interventions represent an interactionist model of classroom management (Sokal et al., 2003), because they involve more directive teacher control (Burden & Byrd, 1999). Zabel and Zabel (1996) indicate that moderate interventions should not only be oriented towards externally controlling student behavior, but they should encourage and teach “self- awareness, self- management, and self- control” skills that are “essential for lifelong learning” (Strother, 1985, p. 728). Learning self-control allows students to monitor their own behavior and assume responsibility for what they do (Burden & Byrd, 1999). Curwin and Mendler (1988, p. 32) confirm that “the goal of any behavior program is to have students behave because they know they should, not because they fear punishment”. Students should learn how to set limits for their behavior as well as develop a commitment for responsibility (Ellis et al., 1996). Likewise, Bluestein (1988) explains that punitive ways lead to externally motivated

obedience, whereas self- knowledge leads to internally motivated responsible cooperation. Examples of interventions that undergo this category are conflict resolution techniques (Good & Brophy, 1991), logical consequences, behavior modification techniques including token economy, appraisal and punishment systems, contingency conferencing, contingency contracting, and mediation essays (Zabel & Zabel, 1996; Burden & Byrd, 1999).

The last step in the four- step plan is using severe Interventions. These are “punitive methods of dealing with misbehavior by adding aversive stimuli for the purpose of decreasing the occurrence of inappropriate behavior and restoring order” (Burden & Byrd, 1999, p. 221). As interventionist models, responses that undergo this category involve high levels of teacher control (Sokal et al., 2003). Corporal punishment such as spanking, slapping or pinching undergoes this category (Burden & Byrd, 1999). Hyman (1990) notifies that using physical consequences or corporal punishment elicits many disadvantages. Some negative behaviors that might result from corporal punishment are, escape, lying, stealing, cheating, anxiety, tension, stress, fear, poor self-concept, withdrawal, resistance, and counter-aggression (Burden & Byrd, 1999). According to Evertson and Harris (1992), punishment neither teaches desirable behavior nor motivates students to behave. Sprick (1985) states that punishment can not teach self-discipline because it is the teacher who controls the behavior and not the student. Lewis (2001) indicates in his study that students who are treated coercively are more likely to be less responsible and distracted from their work. Admiraal and others (2000, p. 49) argue that teachers who use coercive interventions can get themselves and their students into “a vicious cycle in which each side reinforces the other’s behavior”. This means that the aggressive behavior caused by one side becomes an excuse for the other side to respond with more aggression. Moreover, teacher’s use of physical consequences signifies that she is not able to deal with the problem (Good & Brophy, 1991).

Hence, most educators conclude that physical consequences should not be used as punishment (Good & Brophy, 1991; Burden & Byrd, 1999).

Burden and Byrd (1999) assume that those four kinds of interventions: situational assistance, mild interventions, moderate interventions, and severe interventions can help teachers deal with student misbehavior and maintain classroom control. No matter what kind of interventions teachers may use to handle misbehavior, it is important to note that successful management should not occur at the expense of a pleasant relaxed classroom atmosphere, and a relaxed teacher student relationship (Evertson et al., 1983). Aiming at positive teacher student relationship recommends teacher's ownership of good interpersonal skills.

Interpersonal skills

Effective classroom managers possess good interpersonal skills (Valentine, 1992). Effective interpersonal skills set a good foundation for classroom management (Jones & Jones, 2000). Wilson and Cameron (1996) theorize that teachers should not ignore the links between management and interpersonal skills, but should look at these two variables in a holistic view. "Oftentimes behavior problems stem from a breakdown in communication between teachers and students" (Ellis et al., 1996, p. 34), where teachers' language takes the form of commands and judgmental messages. Pamela Cooper (1995) argues that teachers should possess good interpersonal communication skills that allow them to establish and maintain positive relationships with their students.

Interpersonal communication skills are divided into two categories: sending skills and receiving skills (Jones & Jones, 1981; Burden & Byrd, 1999; Trenholm & Jensen, 2000).

Sending skills

Sending skills may take many forms, such as providing feedback, presenting expectations, or confronting students with certain misbehavior (Burden & Byrd, 1999). Cangelosi (1997)

recommends teachers to use descriptive language or “I messages” (Ellis et al., 1996) when sending information. Unlike judgmental messages, “I messages” spread an atmosphere of mutual respect between teachers and students (Ellis et al., 1996).

Receiving skills

Receiving or listening skills are equally substantial, because by effectively listening to students, teachers can help them feel accepted, respected, and able to take responsibility for their own behavior (Jones & Jones, 1981). Teachers can help students express their feelings clearly and resolve their conflicts (Burden & Byrd, 1999). Jones and Jones (1981) suggest two basic approaches of empathic non-evaluative listening: using verbal responses while looking at the speaker and paraphrasing students’ ideas. These two techniques reflect teacher’s concern and interest in what the student is saying (Burden & Byrd, 1999).

Sending and receiving skills can either be verbal or nonverbal such as eye contact, facial expressions, touch, posture, proximity and physical appearance (Cooper, 1995; Trenholm & Jensen, 2000). Studies show that “65% of the meaning we get from a given message is communicated non-verbally” (Cooper, 1995). This implies that non-verbal communication plays a crucial and powerful role in complementing, substituting or contradicting the verbal message (Cooper, 1995; Trenholm & Jensen, 2000). Therefore, Neill (1991) confirms that teachers should make their nonverbal gestures consistent with their verbal messages, in order to make their messages more powerful and intense, noting that nonverbal communication techniques were found to be more effective and dignified in managing classrooms rather than verbal reprimands (Ellis et al., 1996). Trenholm and Jensen (2000) conclude that teachers can communicate ideas, skills, emotions and attitudes by using their verbal and nonverbal interpersonal skills. Hence, teachers should consider various elements that help them establish positive relationships with their students and consequently achieve better-managed classrooms. Teachers should consider knowing their students well, treating students with

respect and affection, being consistent and fair, setting positive expectations, using humor, allowing for reciprocity, and providing opportunities for feedback and choice.

Teachers should make efforts to know their students personally (Burden & Byrd, 1999). Addressing students by their names is a basic element in creating a good relationship between the teacher and her students, because it reflects teacher's care and concern (Muijs & Reynolds, 2001). Furthermore, teachers who are aware of their students' needs and interests are more capable of developing a preventive classroom environment (Jones & Jones, 1981).

Teachers' verbal and nonverbal behaviors that show respect and concern towards the students make students more willing towards pleasing their teachers (Zabel & Zabel, 1996; Burden & Byrd, 1999). Ellis and others (1996) recommend that teachers should be kind and respectful to students' dignity and privacy when they use interventions. "When teachers are sarcastic towards students, yell in anger, keep classes in,...students feel more distracted from their work" (Lewis, 2001). Thus, teachers should respond to student's misbehavior with corrective interventions rather than with threat and criticism (Brophy, 1983), "Teachers who offend students in class...are less liked by their students" (Wanzer & McCroskey, 1998, p. 46). Teachers should teach with their hearts and their heads because they do not know what part of their lesson will have a lasting impact on any one of their students' lives (Little, 2001). One student wrote to his teacher "The most important thing I learned from you would have to be the ability to be nice to people even if you feel like screaming..." (Little, 2001).

Teachers who do not respond consistently to misbehavior, convey to their students that misbehavior is not always met with a consequence and that disruption is acceptable from time to time (Ellis et al., 1996). Inconsistency of teachers' interventions to misbehavior is seen by students as arbitrary, which makes them more resistant (Muijs & Reynolds, 2001). Moreover, Brookfield (1990) states that teachers should be aware not to let their nonverbal

gestures communicate their personal likes and dislikes towards their students because playing favorites destroys the trust bond between both parties.

Through the expectations they convey to their students, teachers greatly influence the quality of relationship they embed in their classrooms (Jones & Jones, 1981). Foster and others (1997, p. 45) commend that “teachers should believe in their students’ ability to display appropriate behavior”. Teachers’ low expectations for students who disrupt routines or emit inappropriate behavior heightens the problem (Gottfredson et al., 1993). Maribeth Gettinger (1988) recommends that it is not enough for teachers to clarify their expectations for classroom behavior, but they should follow up on these expectations carefully.

Using humor in classrooms helps teachers to “build rapport and solidarity with their students” (Zabel & Zabel, 1996, p. 63). Teachers can enjoy making silly statements or share funny experiences; however, they should be cautious not to demean any student (Burden & Byrd, 1999).

Reciprocity means a relation which is based on mutual respect, freedom, and support between the two sides (Pianta, 1999). Pianta (1999) explains that reciprocity emerges from teacher’s belief that students should receive unconditional care, support, and respect for own autonomy. This in fact converges with what Foster and others (1997) describe as collaborative approach. The collaborative approach between teacher and students focuses on providing students with choice and feedback to their behaviors (Foster et al., 1997). Choice eliminates students’ defensive feelings when confronted with their misbehavior (Burden & Byrd, 1999) and fosters feelings of responsibility and ownership to behaviors resolving the problem (Foster et al., 1997). Evertson et al. (1983) state that providing feedback regulates the appropriateness of students’ behavior. Effective feedback allows students to understand where they are from their goals and what they need to improve their progress (Burden & Byrd, 1999). Brophy (1986, p. 1069) points out that low SES. children may need positive

feedback and praise much more than those coming from a higher socioeconomic status, because of their generally low self-confidence. In their study, Foster and others (Foster et al., 1997, p. 70) found out that “Student choices and opportunities for feedback promoted a better student/teacher rapport”. In other words, providing students with opportunities for choice and feedback fosters better teacher student understanding.

Authenticity refers to teachers ability in showing the realness of her character (Brookfield, 1990). Brookfield (1990) describes authentic teachers as people whose words and actions are congruent. “No written word nor spoken plea can teach young hearts what they should be, nor all the books upon the shelves, but what the teachers are themselves” (Little, 2001). Hence, teachers would be more effective when they disclose themselves (Brookfield, 1990; Cooper, 1995), and reveal to their students’ personality aspects that are outside their role as teachers. Teachers should not forget themselves as role models for their students, where they need to practice what they preach (Gettinger, 1988).

Finally, though establishing positive relationships with students is a basic element for achieving good classroom management, effective teachers know that no matter how positive their relationships with their students are, this does not prevent misbehavior problems totally (Ellis et al., 1996). Thus, successful classroom managers are those who are capable of coordinating the three elements of the eclectic approach targeted by this project, in their classrooms.

After reviewing various literature on teacher’s prevention, correction and interpersonal skills, the following chapter will discuss the research design that will help in answering the research questions.

(Table 2.1): Study Objectives and Correspondent Questions

Study Objectives	Research Questions
Promoting teachers' prevention skills	Are teachers able to enforce classroom rules and procedures effectively?
Promoting teachers' correction skills	Are teachers able to use appropriate interventions in managing student behavior?
Promoting teachers' interpersonal skills	Are teachers able to establish positive relationships with their students?

CHAPTER THREE

Methodology

Introduction

This project was designed to improve the classroom management skills of Grade I teachers at XY3 School. This chapter discusses the method and procedures used in diagnosing teachers' problems in managing their classrooms, implementing a remedial plan, and monitoring teachers' progress. The chapter also includes a description of the targeted population, the methods used for collecting data, and the research instruments employed in this study.

Qualitative Research Methods

The study employs a qualitative methodology. Unlike quantitative methodology which aims at drawing generalizations, the qualitative approach aims at investigating, understanding and finding a solution for a specific problem, which in fact serves more the topic and purpose of my study (Burns, 2000).

An action research was used to execute and monitor the development of teachers' prevention, correction and interpersonal skills. "The principal justification for the use of action research in the context of the school is improvement of practice" (Cohen & Manion, 1997, p. 192). Hence, action research was used because it is concerned with diagnosing a situational problem and solving it in its context (Cohen & Manion, 1994).

Ethical Considerations

The initial stage of this research involved submitting a project plan, and a written request for the administration of XY3 School in order to gain an official consent for conducting the action plan in the school context (Foster, 1996, Cohen & Manion, 1994). Grade I teachers were informed of the objectives of the project, its benefits and the steps to achieve it (Foster, 1996). Permission for conducting student interviews was obtained from parents. School administration, teachers and students were assured of their anonymity, as well as the

confidentiality of data collected by observations, interviews and teachers' journal entries. Teachers were promised to have access to the final report of the project (Foster, 1996).

Validity

Reviewing the internal and external validity types, this action research could only possess internal validity because its findings, results and recommendations could only be relevant to the unique setting of XY3 (Burns, 2000). Hence, the results and findings could not be generalized beyond the situation studied, and therefore, this study could not be externally valid (Cohen & Manion, 1994). To judge the internal validity of this study, the problem was analyzed and the action steps undertaken were evaluated (Burns, 2000). Since problem analysis and action evaluation demonstrated improvement in teachers' classroom management skills, then this study was judged as internally valid (Burns, 2000). Furthermore, in order to facilitate and increase the validity of this action study, methodological triangulation was used (Cohen & Manion, 1994).

Triangulation

Methodological triangulation or triangulation between methods "involves the use of more than one method in the pursuit of a given objective" (Cohen & Manion, 1994). Thus, overt-observation, and semi-structured interviews of both teachers and students, in addition to teachers' journal entries, enabled me to investigate multiple data sources for both confirming and disconfirming evidence (Salisbury et al., 1995). Moreover, using multiple methods for data recording enhanced the research validity and strengthened the methods of triangulation (Robinson, 1994; Foster, 1996).

Participants

The participants in this study were all the teachers of four English and two French sections of Grade I at XY3 School. The teachers involved in this study were seventeen, seven teachers for teaching language studies: English, French, and Arabic, two for mathematics,

three for science and technology, and five for teaching the various arts, including music, drama, and dance.

To conduct interviews with teachers, a stratified random sampling technique was used, in order to ensure that the teachers of all Grade I classes and all subjects were being represented (Burns, 2000). The population of teachers was first divided into ten strata, according to a combination of section (French or English) and subject being taught (English/ French, Arabic, mathematics, science, & arts). Then one teacher was randomly selected from each stratum to sit for an interview. Random sampling was used here to give each member of the population an equal chance of being selected (Burns, 2000).

Students' sample was also drawn from a stratified sampling technique in order to ensure that students being interviewed were representative of all six Grade I sections. Hence, the population of students was divided into six strata according to class section (Grade I A, Grade I B, Grade I C, Grade I D, CP. A & CP. B). A simple random technique followed, where a teacher drew a slip of one of students' names, in each class in order to be selected for an interview (Burns, 2000).

The purpose of using a stratified random sampling technique in drawing my samples was to reduce the degree of sampling error that random sampling might involve as well as to increase precision without increasing the sample size (Burns, 2000).

Data Collection Methods

Observation

Overt observation was the primary means for collecting data in this study.

Being a member of XY3 preschool, I had to inform Grade I teachers of the purpose of my project and explain to them the objectives of my interviews and classroom observations. Taking an existing participant role in the school had served me a lot. It facilitated my access to the problem context, and allowed me to know and understand the teachers better (Foster,

1996). On the other hand, overt observation, unlike covert observation, raised participants' reactivity, where teachers' behavior was influenced by my presence.

Procedure

Observations began with the official start of the school day, in September 2002 and spanned through May 2003. Each teacher was observed once during the first week of school, and on three to five other occasions spread across the rest of the year after conducting the workshops. Purposes for observations varied between diagnostic, remedial, and evaluative.

To record my observations, I used three different methods: field notes, behavioral checklists (See Appendix B) and video recording (Foster, 1996).

Field notes. This recording method was used in conjunction with all direct and videotaped observations. Field notes focused mainly on my interpretations of teachers and students' behaviors, referring to examples from their interactions and conversations (Foster, 1996). Though taking notes on the spot is better, because it ensures including all reported data, yet it raises teachers' and students' anxiety and reactivity (Foster, 1996). Thus, to reduce reactivity feelings as well as the amount of missed information, I wrote my field notes outside the class immediately after ending my observations (Robinson, 1994).

Behavioral Checklists. A self-structured checklist was pre-planned before conducting observations, and it constituted of twenty-one variables that targeted the three core categories: teachers' prevention, correction and interpersonal skills, with seven variables for each category (See Appendix B). Variables were rated from 1 to 4, where numbers corresponded to the following criteria respectively: Well accomplished, accomplished, needs work, and not accomplished (Team Group for Statistics, 2000). The checklist was used twice; at the beginning and at the end of the study. Different from unstructured recording methods, this structured tool helped in clarifying the focus of observations (Foster, 1996) and served in reducing the time of "sifting, analyzing, and coding open-ended field notes" (Good &

Brophy, 1991). Looking for predetermined specific behaviors allowed me to conserve a lot of time which I would have spent on reading bulks of unstructured data in order to select what is relevant to my study (Foster, 1996). Moreover, checklists facilitated analysis through facilitating comparisons between teachers' initial and final behaviors (Foster, 1996). Preeminently, using a checklist reduced my bias as an observer because it urged me to pay attention to accurate behaviors, and it barred the use of global and inferential terms for describing those behaviors (Good & Brophy, 1991).

Video-Recording. This method was used twice in each class between before and after intervention. Its aim was mainly to scrutinize and analyze the interaction patterns between teachers and students (Robinson, 1994) because according to Foster (1996), it allows more careful, complex and flexible analysis. Moreover, video recording proved to be a powerful tool for teachers' staff development, because it provided concrete proof that forms of better teachers' performance can be achieved in schools (Darling-Hammond et al., 1998).

Nevertheless, the video- camera could not totally cover the social context of student-teacher interaction, due to the equipment poor flexibility in moving the focus quickly during recording (Foster, 1996). Hence, I had to use my own eyes and ears in order to provide a wider qualitative description of teacher and student behavior through writing field notes (Foster, 1996).

Semi-Structured Interviews

Unlike structured interviews, the semi-structured method allowed for greater flexibility in questioning the subjects (Cohen & Manion, 1994), and provided more valid responses from the informants' perspectives (Kitwood, 1977; Burns, 2000). During one of the students' interviews, when the student was asked why she thought some students did not abide by rules, she answered that they were not afraid of their parents to smack them. So the flexibility

of the semi-structured interview allowed for questioning the interviewee whether her parents smack her, and consequently allowed for better knowledge of the student home background.

Procedure

Towards the end stage of the study, semi- structured interviews (See Appendices C & D) were conducted with 10 teachers and 6 students. Teachers and students were selected by a stratified random sampling technique, where the population of teachers was divided into ten strata, and one teacher was randomly selected from each stratum. Teachers selected represented both English and French sections, as well as all the subjects being taught in Grade I. The 6 students selected, represented all the six Grade I sections in XY3 School.

Teachers' Journal Entries

Journals were used to achieve two outcomes. First, to promote teachers' personal reflection which enhances better skills acquisition (Newman, 1991). Second, to understand and monitor teachers' perception of preventive, corrective and interpersonal skills, across the various stages of the plan.

Procedure

Teachers were asked to write daily journal entries, which involved their reflections and evaluations of their classroom performance in the targeted skills, using the information of the post- observation conferences and workshops as a reference. Teachers could either write about an incident that occurred in class or a certain attitude or response they adopted or about their feelings and reflections concerning their performance in enforcing rules and procedures, using interventions to correct student behavior and establishing relationships with their students.

Data Analysis

The "Grounded Theory" (Richardson, 1996) was applied to analyze the unstructured data collected by field notes, semi- structured interviews and journal entries. This theory aimed at

building comprehensive theoretical systems from small samples of relevant cases (Richardson, 1996).

Data drawn from field notes were first organized into three core categories (Robson, 1997): Prevention skills, correction skills, and interpersonal skills. Then, an indexing or coding system was developed. Indexing passed through three stages: first, photocopying data, second, cutting similar data, and third, pasting data under their category labels (Richardson, 1996). The final stage of data analysis aimed at integrating categories in the light of their theoretical relevance (Richardson, 1996). Core categories were integrated by creating links or subcategories between them (Richardson, 1996; Robson, 1993).

Data collected by semi-structured interviews were transcribed, categorized, and analyzed according to the "Grounded Method" (Richardson, 1996) that was used in analyzing all unstructured data. To make interviews more valid, taping each interview took between 30 and 45 minutes (Robson, 1993), whereas transcribing each tape took around four hours. Data collected by this method was compared with other kinds of data. Video recording allowed me to revisit certain parts of the behavior record (Erickson & Wilson, 1982), and consequently crosscheck (Denzin & Lincoln, 1994) my interpretations and coding (Foster, 1996).

Semi structured interviews: Like other previously collected data, data collected by this method were also transcribed, categorized and analyzed according to the three core categories that were developed by the "Grounded Theory" (Richardson, 1996) in this study: teachers' prevention skills, correction skills and interpersonal skills. Interviews were taped and collected data were categorized. In order to check the "convergent validity" of the study, or in other words, to ensure that the used measures agree (Cohen & Manion, 1994), categorized data collected by interviews were compared to the data collected by the other triangulation methods that were used in this research.

Similar to other unstructured data, the “Grounded Theory” applied previously in analysis stages, was also employed in analyzing journal entries, allowing for data to be compared with the data collected by the other methods.

Conclusion

Data collected by observations, semi-structured interviews and journal entries showed harmony in the results of the three research areas: teachers’ effective enforcement of rules and procedures, use of appropriate interventions, and establishment of positive teacher student relationships. Data of research questions will be presented in chapter four.

CHAPTER FOUR

Presenting the Data

This chapter will present the initial and terminal results of this action study. Initial results represent the diagnostic data collected before employing the study interventions, whereas terminal results represent the post-intervention data. The collected data answered three questions about teachers' abilities in implementing and maintaining classroom rules and procedures, using appropriate interventions to manage students' behaviors, and establishing positive relationships with their students.

Prior Intervention DataQuestion 1: Did teachers implement and maintain rules and procedures effectively?

Data collected by field-notes and checklists (Appendix B) during observations revealed that fourteen out of the seventeen teachers were stressing rules as ends in themselves. Only three teachers out of seventeen discussed the rationale to rules with their students. Nine teachers taught rules as commands and the remaining five teachers did not discuss rules at all. According to XY3 School policy, rehearsal for rules primarily occurred during the first week of school. Later on, rehearsals were held occasionally, whenever teachers had time left, after running their subject lessons. Furthermore, observations revealed teachers' variations in their application of rules and procedures, along the various subject sessions, where each teacher developed her own set of procedures. In one class, observations investigated more than three distinct procedures to sharpening pencils, used by the different subject teachers. One teacher allowed her students to use the waste bin to sharpen their pencils whenever they needed to. Another teacher prohibited her students to leave their places to use the bin, and made them sharpen their pencils in their seats. The third teacher provided five minutes at the beginning of the session for students to sharpen their pencils and get their things ready.

Careful scrutiny of videotaped classroom observations demonstrated the absence of teachers' enforcement of rules and procedures during the lesson flow of most subject sessions. Teachers rarely provided prompt feedback to their students' behavior. Three teachers were capable of monitoring groups regularly while other teachers showed incompetence in performing this skill. Parallel to this, only five teachers out of seventeen could monitor students' individual behavior within the context of the group. Moreover, teachers showed inconsistent ability to manage the time and pace of lessons, where discrepancies in teacher's performance were indicated during the different times of observation.

Question 2: Did teachers use appropriate interventions to manage student behavior?

Data collected during initial observations detected many incidents of teachers' use of inappropriate interventions to students' misbehavior. All teachers were basically using reactive measures to misbehavior, whereas prevention measures were rarely noticed. The video record revealed many students' attempts to misbehavior that could have been stopped if teachers used minimum interventions. Data collected by checklists showed that more than half of the teachers used their non-verbal skills ineffectively. Also, data revealed teachers' use of negative reprimands and even sometimes yelling at students. However, teachers were not observed using corporal punishment as mentioned before, yet few of them yelled at their students or talked to them sarcastically. One teacher addressed her student saying: "Is this the way we sit in class? Where do you think you are sitting? In a café?"

Question 3: Did teachers establish positive relationships with their students?

Initial observations of classrooms detected many patterns of interactions between teachers and students that reflected constraint and tension. Data collected by field-notes and checklists (See Appendix B) pointed at various incidents where teachers used judgmental messages and negative reprimands with their students. (See table 4.1)

(Table 4.1): Use of Judgmental Messages and Negative Reprimands

“How many times I told you to sharpen your pencil before you write on your copybook. This is really very dirty Jad. I can’t bear your dirtiness anymore.”
“Don’t you understand that it’s not your turn now?”
“Did I call your name? Where are your ears?”
“You’re being so irresponsible Mira, you don’t need to wait for your mom to tidy up your bag, you should remember to tidy up alone all what you need the next day.”
“You’re behaving like KG.I students. You are absolutely silly today.”

Observations also detected teachers’ incompetence in using non-verbal skills, as mentioned in the previous section of chapter four. Both direct observations and video record revealed teachers’ non-conformity between their verbal and non-verbal messages. The teachers who were capable of using proximity, facial expressions and other non-verbal skills did not exceed four out of seventeen.

Furthermore, the art, religion, and computer teachers who visit the classes once a week showed difficulty in remembering all their students’ names. They either pointed at the students or called them with their second name.

Besides, data indicated some teachers’ inconsistency in reacting to students’ misbehavior, where those teachers tended to overlook some of their students’ actions at one time, and blame or punish them for the same actions at other times. On the other hand, apparent teachers’ favoritism to students was rarely noticed.

Three teachers were observed using humor in class with their students. Observed interactions showed that teachers who used humor were more liked by their students.

In some classes, the percentage of teachers’ talk was greater than that of students’ talk. In those classes, students had scarce opportunities to choose or contribute in decision making.

In spite of the positive relationship that few teachers had with their students, none of them could be considered a perfect role- model, because none of them really practiced what the rules and procedures said hundred percent.

Plan and Implementation

Based on an my assessment of teachers' needs in classroom management, the intervention plan to improve teachers' classroom management skills constituted of three separate workshops that targeted the following topics respectively: the effective enforcement of classroom rules and procedures, the use of appropriate interventions to behavior management, and the establishment of positive teacher-student relationships. Workshops were conducted respectively in November, December, and February. All the targeted population of 17 teachers participated in all of the three workshops. The duration of each workshop was three hours including a twenty minutes break. Methods employed in the workshops included: hands on activities, power-point presentations, role-play, and critiques on filmed classes. Teachers who attended the workshops were informed of the follow up classroom observations that will take place after intervention.

Post Intervention Data

Question 1: Did teachers implement and maintain rules and procedures effectively?

Observing classes after running the first workshop on enforcing rules and procedures showed improvement in teachers' prevention skills. Teachers started using identical procedures for the same class. No more contradiction in the use of procedures was reported. Moreover, teachers frequently provided feedback to their students' behavior although many were still judgmental and unspecific in the messages they conveyed to their students.

4.3.1.1 Teachers' interviews. (See Appendix C) Teachers' semi-structured interviews constituted of sixteen questions to collect data about teachers' prevention, correction and interpersonal skills. Interviewees' responses to the first question about what teachers do to

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Teachers' interviews. (See Appendix C) Teachers' semi-structured interviews constituted of sixteen questions to collect data about teachers' prevention, correction and interpersonal skills. Interviewees' responses to the first question about what teachers do to enforce rules,

enforce rules, revealed that all teachers discussed rules and routines in their classrooms, yet, differences in the clarity and thoroughness of discussion were obvious. Art, PE and computer teachers explained that they did not have enough time to invest in discussing the importance of classroom rules and procedures since they have only one session a week. Thus they enforced rules through stressing the positive and negative consequences to students' behavior, rather than emphasizing the real rationale behind setting those rules. One teacher said:

The best way to make them follow rules is to let them pay for their non-compliance one of their collected green tags every time they break a rule, or receive one red tag if they do not have green. It's the best way and it's working with them, because I tried to explain why we are applying the rules, but nobody really cared. What they care for is to collect green tags in order to get a certificate.

The five language teachers included rules and procedures in their weekly plan, where they stretched the discussion of each rule/procedure over one week that ended with an assignment on the issue. Teachers asked students to express their opinions by either drawing or writing about the importance of having a certain rule/procedure in class. The rest of the teachers only reminded the students of the rationales of rules and procedures orally without going into very long discussions.

Answers to the question whether teachers found it difficult to monitor individual behavior and monitor groups at the same time also reflected a common awareness of teachers concerning their monitoring role in class, however, the degree of skillfulness in applying this role varied. One teacher expressed this by saying:

I know I should have eyes on my back, but sometimes you really can't keep an eye on all the students. Always there is someone who succeeds in disrupting the class.

Another teacher declared that she was trying to improve her monitoring skills, however she still had difficulty in that issue.

When I'm explaining a lesson to one group, I like to focus on every student to monitor understanding. This is hard, I can't do it when my mind is busy with someone in the other group whom I know will try to break the rules, leave her place, tease her friends and even tease me.

One of the teachers realized the key to effective monitoring. She said:

I position myself in a place where I can see everybody. Every now and then I scan the room to keep track of what's going on. Now I do this without thinking.

Students' interviews

Six students of the age group 6-7 years old were interviewed separately. All students answered with yes to question 1 about applying the same classroom rules/procedures across all the sessions. One student commented:

Miss X used to let us go to the toilet any time we want, but now she's saying no. Now nobody is allowing us to go to toilet except during toileting time. I don't know why!

Responses to whether rules and procedures are important varied. All students answered with yes, but four related their answers to the rationales underlying rules and procedures, whereas the other two related their answers to the negative consequences that might take place, in case they do not comply with the rules. The following two quotes were taken from two different students who varied in their justifications to applying rules and procedures in class. One student said:

Yah, rules are important because if we all talk together without taking turns, nobody can hear the other. One should listen and talk to understand and not only talk, like my friend Kareem.

The other student who related her answer to consequences said:

Yes, following rules is important because if we do not follow them we get a red tag on the behavior chart. Miss Y gave my friend Rami a red tag yesterday because she heard him saying a bad word to Youssef.

Responses to why students do not abide by rules also varied. Quotations were taken from the six interviewees respectively: (See table 4.2)

(Table 4.2): Responses about Students' Resistance for Rules

Student # 1: "They are not afraid because their parents do not hit them."
Student # 2: "They don't want to listen, they don't care to understand."
Student # 3: "my friend does not like math, he talks in the math session but he does not talk in English session, he likes the English teacher."
Student # 4: "Omar my friend is sitting at the end of the class. He always eats in the x session because the teacher does not see him."
Student # 5: "They do not abide by rules because they don't know they are disturbing others, they think they are alone in class, they want to do whatever they want."
Student # 6: "They don't care to get a certificate. Hadi said his dad can do for him a certificate on the computer."

Journal Entries. In their journal entries, most of the teachers talked about the efficiency of investing time in discussing the rationales of rules and procedures at the beginning of the year. Teachers expressed efficiency of rationale discussion in terms of enhancing student self-control, improving teacher-student relationship and saving classroom time. The following three quotations were selected from journal entries that tackled those issues respectively.

One teacher wrote:

When we were discussing why it's important to have rules, my students came out with brilliant ideas. Now they're being so careful to follow rules. They're even working as guards for each other to ensure that rules are being followed. I'm feeling so empowered because I have more than fifteen guards to assist me in maintaining classroom control instead of doing that alone.

Another teacher wrote about the improvement she experienced in her relationship with her students:

When I presented the rules in the beginning of the year, my main focus was to push the students to adhere to those norms using the power of the reward and punishment systems. At that time, I felt I was an authoritarian whose main aim was to gain students' compliance. Now, and after negotiating the importance of classroom rules/procedures, I feel closer to the kids. I'm no more leading them blindly. They've got the choice and they decide.

The third teacher discussed how procedures and rules helped in time management. She wrote:

When I knew I have to waste a session a week to discuss rules and procedures and review them everyday, I thought it's a waste of time. I was so worried not to be able to manage with the required curriculum. But after two months I realized the

efficiency of this procedure. May be it wasted some time in the beginning of the year, but it saved a lot of time later.

Data collected by journal-entries also tackled the improvement of teachers' monitoring skills. Data reflected teachers' growing awareness of their monitoring role. Nine teachers out of seventeen talked about their use of cues, facial expressions and body gestures. One teacher wrote:

Now, when I teach, I address my students considering that they depend on my facial expressions and body gestures more than they depend on my voice.

Six teachers out of seventeen wrote about their better use of proximity and walk map in class.

One teacher wrote:

Once I started walking all over the room, I felt more in control. With a touch, a look or even just standing near the student, I could cease many misbehavior attempts.

Thus, answers to question 1 showed a discrepancy among the teachers in their skillfulness of explaining the rationales of rules and procedures, as well as in their monitoring role in the classroom.

Question 2: Did teachers use appropriate interventions to manage student behavior?

Data collected during observations reflected a higher frequency of teachers' use of prevention techniques in managing students' misbehavior. Teachers started including in their daily plans extra tasks to be achieved by early finishers. The arrangement of students' seats was changed in all six sections. Instead of sitting in parallel seats, students have been arranged to sit in two u-shape groups. Half of the teachers showed better use of least interventions. Video-recorded observations exhibited better teacher awareness of the use of non-verbal skills such as using facial expressions, body gestures, proximity control, walk map and touch, yet two teachers were observed shouting at students and reprimanding them. A token economy system was developed in each class. Positive and negative consequences to students' behavior were presented together with the classroom rules and procedures.

Teachers' Interviews. Transcribed data collected during interviews reflected more appropriate use of teachers' interventions to students' behavior. Eleven teachers out of seventeen related their way of reacting to misbehavior to the degree of student's misbehavior. Half of the teachers reported their frequent use of moderate interventions such as logical consequences, contingency conferencing and contingency contracting. Teachers reported that among the logical consequences, the token economy system proved to be the most effective with their students. Nevertheless, all teachers reported that there were few students who showed indifference to all mild and moderate interventions that were used. Teachers' responses reflected more systematic use of punishment. One teacher said:

Jad was suspended for one day after collecting three red tags and two warnings. It was a big lesson to all those disrupters in class. Now they all know that if they keep on misbehaving, there are serious consequences to be taken.

Ten interviewees out of seventeen reported more use of specific praise with their students. The rest commented that they were forgetting to use praise because they were still tending to focus on inappropriate rather than appropriate behavior.

Students' Interviews. (See Appendix D) Answers to questions about the kinds of punishment and reward used in school focused mainly on teachers' use of token economy system, or what children referred to as behavior chart and green and red tags. One student said:

I like this way of green and red tags. Now I have two green tags. I'm always following the rules. I don't want to lose any tag. When they become three, I will take a certificate.

Answers also reflected students' understanding of logical consequences to misbehavior.

One student said:

One of my friends, the teacher did not let him come to school the next day because he got three red tags.

No one reported incidents of corporal punishment, whereas few incidents were reported about teachers' use of negative reprimands. One student said:

When Mazen forgot to do his homework last time, Miss Y shouted at him...she told him she doesn't want lazy students in her class. She shouted a lot at him.

Two students emphasized teachers' rare use of verbal praise. One student mentioned:

Every time I follow the rules, the teacher doesn't look at me, but whenever I do something bad, the teacher directly mentions my name.

Journal Entries.

In their journal entries, teachers emphasized their use of the token economy system and logical consequences in managing their students' behavior. One teacher wrote:

The most important thing about using the behavior chart is that I'm not getting lost in choosing the measure I should take. Consequences are clear to me and to my students.

Nine teachers wrote about their use of mild interventions, such as their use of facial expressions and touch. One teacher wrote:

I'm using all my senses with my students these days, in order to maintain classroom control. My look and my touch are helping me a lot in this issue, especially when I want to attract someone's attention without interrupting my explanation.

Six other teachers wrote about using least interventions as situational assistance. One wrote:

The day I changed the seating position of Rami and Jad, I got rid of 80% of the distracting problems in my classroom.

Another teacher wrote:

I'm responding to students' cues more. Whenever I feel they started to get bored, I directly change the activity. By using this, both of us are experiencing less frustration than before.

Two teachers expressed their feelings of incompetence to use least, mild and moderate interventions. One teacher wrote:

Frankly, I do still sometimes shout at my kids. I think shouting has become a habit to me, it has become an automatic response to student misbehavior. Directly after I shout I always regret what I did. I think I need more time and practice to control my responses better.

Question 3: Did teachers establish positive relationships with their students?

Final observations of classrooms detected a remarkable progress in student – teacher relationships. Teachers were observed and filmed using descriptive language and I-messages more frequently. One teacher addressed her student saying:

You know Sara. When I see you talking to your friend during explanation, I do feel worried you might miss what is being said.

Another teacher said: “I will be very happy and proud of you, if you keep your copybook clean.”

Observations also reflected a notable improvement in teachers’ listening skills. Data collected by checklists showed that more than half of the teachers started using verbal responses while looking at the speaker. Furthermore, seven out of seventeen teachers were observed paraphrasing students’ ideas. Teachers also exhibited better use of their non-verbal skills. Video record showed more conformity between teachers’ verbal and non-verbal messages.

Moreover, teachers showed more concern about memorizing their students’ names where they asked students to say their names every time before they talk.

Teachers also sounded more respectful of students’ feelings and dignities. Many teachers were observed discussing misbehavior in private with their students. Likewise, teachers’ sarcastic comments towards students were rarely heard, except for two teachers who still used a sarcastic tone in their talk. In general, classroom atmospheres turned to be more affectionate and positive. Teachers were observed joking with their students, telling them about some personal experiences, and listening to their personal stories too. Five teachers out of seventeen made a notable progress in providing choice opportunities for their students to participate in decision making and practice self-organization.

Teachers' Interviews.

(See Appendix C) Interviewees emphasized the importance of understanding the various aspects of their students' personalities, because that helped them in choosing the appropriate interventions and modifying students' behavior. One teacher said: "When I knew what my kids like and dislike, I could modify their misbehavior better." Another teacher stated: "Knowing the students help me in predicting their reactions and misbehaviors sometimes. So, I can adapt my planning accordingly."

Interviewees suggested various ways by which they could know their students better. The following table shows some of the teachers' answers: (See table 4.3)

(Table 4.3): Ways for Knowing Students

"I chat with students during playground duty. I could discover many personal aspects of my students that I could not realize in class, because classroom conversation is most of the time confined to academics."
"Sometimes we share some personal experiences in class which helps a lot in understanding students' backgrounds."
"I ask parents to know more about the personalities of my students. But most of the time, parents reflect their own view of their child and not what their child really is. That's why I do not depend on what parents' say hundred percent, I try to discover the student on my own."

What is important in interacting with students in the classroom? The answers to this question were very comprehensive. Various teachers emphasized various issues. Some teachers stressed respect and modeling. Others stressed fairness and consistency while others focused on teachers' listening skills. The following table exhibits some of teachers' responses. (See table 4.4)

(Table 4.4): Important Issues in Teacher- Student Interaction

“Respect should be mutual between both teachers and students. I mean even when students misbehave, teachers should act as role models and treat them respectfully.”
“It’s very important that the teacher be fair with all students. Even if she feels she likes some kids more than others, she should not show it.”
“Students are smart! They keep on testing their teacher. So the teacher should be consistent in her responses and attitude, otherwise students either lose their trust in her or take advantage.”

Eight teachers talked about the conformity between verbal and non-verbal messages. One teacher said:

I think non-verbal messages are more honest than verbal. If the teacher praises a child just to encourage him, without really showing admiration on her face, the effect will be negative, and the child will feel degraded.

More than half of the teachers described their relationships with their students as enjoyable and improved. One teacher was nearly into tears when she was saying:

I never thought I could enjoy my relationship with my students that much. Sometimes I feel they are my friends. We share and discuss many personal issues. Now I know them more. I love them and I will be so sad to miss them at the end of the year.

Another teacher described her new way of perceiving her teaching role as well as her relationship with her students. She said:

I like my role more. I used to care for academics only. Now we are still serious about academics, but we talk, we joke, we have fun together. I’m more myself and they like me more this way.

On the other hand, some teachers showed dissatisfaction with their relationships with their students because those relations were rigid and boring. Those teachers expressed their worries about losing control if they used humor in the classroom. Simultaneously, these teachers expressed their will in having more enjoyable classroom atmosphere and closer relationships with their students. One teacher said:

I want to learn how to mingle between humor and seriousness in dealing with my students. Normally, I’m not that Hitler as you see me in class, but this is my first

year, and I still don't trust myself in holding classroom control after joking or using humor with children.

Likewise, another teacher said that there were many other charming sides of her personality that her students did not know about, but she was afraid if she showed them, she would lose control. Some teachers showed more frankness in their confessions. One teacher said:

Sometimes I feel tensed because my students think I do not do mistakes. They don't know I am also learning. They put me in this frame and I am afraid to break the picture. But I think I should make them understand that it's ok if I do mistakes. It's just normal. But frankly, I don't know how, I don't have the courage.

Most interviewees believed that they did still need more experience and practice to become better classroom managers. One teacher suggested that teachers should observe each other in order to exchange their experience in managing classrooms. Other teachers stressed that they learned a lot this year, yet they felt they needed more practice in order to internalize what they learned. One of those teachers said:

When I remember how I started the year and how I used to manage my class, I laugh. I was so naive. Now I'm a different person. I do still need to control my responses towards misbehavior. I want them to become automatic. I should practice automatic responding to misbehavior, because there are many situations that demand a quick response.

Students' Interviews

(See Appendix D) Students' answers about whether their teachers listen to them varied.

Some answers were positive. One student said:

Yah, she always listens to me because when I'm talking she's always looking at me and asking me questions.

Other students had negative opinions. One student said:

Miss D does not listen to us when we talk. Last time she took from me a green tag, because she thought I'm talking. I wanted to tell her it's not me but she did not listen.

The next question about the compatibility between what teachers say and what they mean also got contradicting answers. The following quotations show this discrepancy: (See table 4.5).

(Table 4.5): Teachers' Compatibility between Saying and Meaning

"Not always. Sometimes when we make noise in class, our teacher tells us that she will take us to KGII, but we know she will not, because she always says this, and she never took us there."
"Last time, when we went to the farm with Mrs. B and we listened to her and asked good questions, she hugged us and told all the other teachers she's proud of us. She was very happy, her eyes were very happy."

Other reactions reflected teachers' use of non-verbal messages. One student answered:

"When our teacher is angry, she doesn't talk. We know from her face."

Students' opinions converged towards describing most of their teachers as consistent and fair except for four teachers whom students described as the following: (See table 4.6)

(Table 4.6): Teachers' Inconsistency

"Sometimes, when we joke she laughs and other times she frowns."
"She does not give us green tags always. Yesterday, my friend helped me, she gave him a green tag. Today I helped my friend, she did not give me."
"I like her when she's smiling and happy and I feel afraid when she shouts at all of us. It's not my mistake."

Transcribed data of students' interviews showed that more than half of the teachers was using humor in their classrooms, and students were happy and relaxed about that.

Students justified their answers about choosing their teacher role models by various reasons. (See table 4.7).

(Table 4.7): Teachers as Role Models

"I like to become a teacher like Miss H. because I like her clothes. She always looks nice."
"I want to be like Miss C. because she's funny. She jokes with us and she tells us funny stories."
"I want to be like Mr. A. He throws the ball in the basket all the time."
"I like to be like Miss J. because she lets us talk about ourselves and get things from home to show."

Journal Entries Data collected by teachers' journal-entries highlighted many aspects in the teacher-student relationship. Some focused on the affectionate part of the relationship that they did not consider before. One teacher wrote:

Knowing my students' personalities and backgrounds made me more understanding and affectionate towards them. Sometimes students misbehave because they want to attract attention or they need affiliation. So if the teacher punishes them, she will add to the problem and not eliminate it.

Other teachers emphasized the role that humor played in strengthening their relation with their kids. One teacher wrote that using little humor everyday made them both, she and her students enjoy the class more.

Teachers also discussed in their entries their new perception of their teaching role as well as its influence on their relationship with their students. One teacher wrote: "It's more fun and much easier to be yourself in class. Now I like my work and students like me better."

Another teacher wrote: "I'm more aware of my duty as a role model. Before I ask my students to do anything, I check first if I'm doing it myself."

The entries which teachers wrote also included data about the nature of feedback they were offering to their students. Seven teachers wrote that they were offering feedback to their students more frequently and four mentioned that they were more aware about using descriptive comments rather than judgmental messages.

Moreover, half of the teachers wrote about harmonizing their verbal and nonverbal messages. Those teachers explained that the conformity between the two kinds of messages made communication more beneficial and students more responsive.

On the other hand, some teachers stressed some of their weak points in their journals. One teacher talked about her inconsistency:

I know it's wrong to show acceptance for a certain behavior one time and reject it the other time, but this needs patience and time. Sometimes when I'm in a hurry and I want to gain time, I avoid making comments on misbehavior, but I never thought this would have a counter effect later.

Another teacher wrote about her lack of confidence in letting students choose. She explained that she allowed her students to choose once, but it was a pure mess. She did not feel she could give her students the opportunity to choose frequently, because she was not sure she could control the consequences.

Finally, the results of the study reflected different rates of improvement in teachers' prevention, correction and interpersonal skills. The study has succeeded in building a classroom management system among Grade I teachers, that is based on constant rules and procedures. Teachers differed in their progress of their monitoring and intervening competencies, as well as they differed in their communication and interpersonal skills. The results presented in this chapter will be compared to the results from other relevant studies in chapter 5.

CHAPTER FIVE

Discussion of Findings

Relating and comparing the findings of this research to data presented by other enunciated relevant studies has shown the contribution of this study in developing the classroom management skills of the Grade I teachers at XY3 School.

By tracing the change in teachers' classroom performance, through comparing prior and post intervention data, improvement has been detected in the following three aspects of their classroom management skills.

Effective Enforcement of Classroom Rules and Procedures

In agreement with Petty's (2001) view of teachers' teamwork in dealing with discipline problems, teachers have applied identical classroom norms as well as identical responses to positive and negative behaviors across their various subject sessions. Hence, dealing with students was no more fragmented. Students have realized that they were dealing with a system rather than dealing with individuals (Chapter 4, p. 36).

Referring to Petty's (2001) findings, this consistency in action among teachers has diminished students' odds and helped in maintaining better classroom control. Furthermore, Jones and Jones' (1981) "wise investment" has been verified in the study, by a number of Grade I teachers who have experienced less clashes and better relationships with their students, after they have spent good time in careful explanation of rationales underlying the expected classroom norms. This investment has paved the way for what Ellis and others (1996) called "commitment to responsibility", or in other words "self- management" as referred to by Zabel and Zabel (1996) and by one of XY3 teacher (Chapter 4, p. 36).

Similar to Zabel and Zabel (1996) and to Strother (1985), my data indicates that teachers who have disregarded explaining rationales in their teaching of rules, and focused only on

consequences of reward and punishment, have been externally controlling students' behaviors rather than teaching them lifelong learning skills.

Use of Appropriate Interventions

Data collected about teachers' monitoring skills have coincided with Doyle's (1986) dimensions of monitoring groups, deviant behavior in context, and pace and time of activities. According to the data, a correlation has emerged between teachers' good monitoring skills and their ability to apply the principle of least intervention generated by McDaniel (1986) (Chapter 4, p. 36).

Nevertheless, the various methods used indicated teachers' incompetence in applying their monitoring skills could not offer situational assistance consistently to their students, and therefore they were unable to prevent problem behaviors from escalating as Burden and Byrd (1999) theorized. Students' responses to teachers' inconsistency in reacting to misbehavior, have confirmed what Ellis and others (1996) described as conveying a message to students that disruption is being accepted to occur from time to time.

Based on Ellis and others' (1996) findings that "teachers must respond consistently with a flexible range of consequences", participant teachers have been trained to use various interventions that range from low teacher control to high teacher control as it was recommended by Sokal and others (2003). However, as it was shown by data, not all teachers could use those interventions appropriately (Chapter 4, p. 38).

It has been obvious throughout the study that teachers' use of appropriate interventions in their behavior management plan was closely related to their skillfulness in establishing positive relationships with their students. One teacher stated: "Knowing the students help me in predicting their reactions and misbehaviors sometimes. So, I can adapt my planning accordingly." (Chapter 4, p. 45).

Establishment of Positive Teacher Student Relationships

Based on the study findings of Wanzer and McCroskey (1998), it has been detected through the data collected by observations, interviews and journals that students liked less their teachers who offended them or treated them disrespectfully. On the contrary, and similar to findings from other literature (Burden & Byrd, 1999; Zabel & Zabel, 1996), students have been more responsive to teachers who were respectful and considerate for their feelings and dignities. Similar to the findings of Ellis and others (1996), this study found proofs on the negative effects of teachers' judgmental language, and sarcasm on their relationship with their students (Chapter 4, p. 33).

In fact, teacher's communication skills have played a substantial role in teacher's appropriate choice for interventions as Cooper (1995) argues. In harmony with Jones and Jones (1981), the current study has shown that teachers who have developed better sending and receiving skills in the classroom, could establish better relationships with their students. However, communication skills such as employing non verbal techniques as suggested by Trenholm and Jensen (2000) and Cooper (1995), using descriptive language (Ellis et al., 1996), paraphrasing spoken ideas, and using verbal responses (Jones & Jones, 1981) were addressed in the intervention workshops, yet, these skills could not be acquired fully by all participant teachers. The study shortage in the interpersonal domain can be attributed to different reasons, such as teachers' novelty, need for more workshops on the issue, more practice or other factors.

Being aware of those interpersonal deficiencies, one can interpret teachers' incompetence in applying interventions to misbehavior, especially the low profile techniques that depend basically on teacher's non- verbal skills (Chapter 4, p.) as found by Brophy and McCaslin (1992).

Contrary to Brookfield's (1990) study that teachers would be more effective when they disclose themselves, data have indicated that some participant teachers were hesitant to use humor or show other parts of their personality to their students, for the sake of gaining control over their classrooms (Chapter 4, p. 44).

Based on findings by Wilson and Cameron (1996), the attitude of participants has resembled that of most novice teachers who consider control a fundamental characteristic of effective management.

In conclusion, the three research questions about teachers' effectiveness in enforcing rules and procedures, using appropriate interventions and establishing positive relationships with their students, were answered in this chapter by comparing the data of this study to data from other relevant studies.

CHAPTER SIX

Conclusion

Summary

The eclectic approach that was implemented by this action research has contributed to promoting teachers' classroom management through improving their prevention, correction and interpersonal skills. Grade I teachers who participated in the study have shown improvement in their enforcement of classroom rules and procedures, use of appropriate interventions in managing student behavior, and establishment of positive relationships with their students, after setting study interventions.

Limitations of the study

This study was confined to a specific problem at XY3 School. Hence, its lack of comparability with other contexts reduces its usefulness and empiricism (Burns, 2000). Besides that, only one child was interviewed in each classroom, therefore, the variation across children in a classroom, in terms of their experience, was not captured.

Implications of the study

The three research questions about teachers' abilities to enforce classroom rules and procedures effectively, use appropriate interventions to manage student behavior and establish positive relationships with students addressed XY3 teachers' professional needs, and were of great benefit to the school. Knowing teachers' strengths and weaknesses makes the plan for staff development easier in the future. In fact, this project has been an inspiration to a reform plan of staff development that will target the teachers in all the school levels and that will take place during the coming years. This In-service training program will help the school in achieving its mission in raising a generation of educated, self-organized, free and faithful lifelong learners who are capable of constructive decision making, effective interaction with social values, and conscientious performance of citizenship.

Suggestions for Further Research

More focused action research needs to be conducted later. Future studies need to be less general and more focused towards individual teachers who have shown the will to improve, but they just lacked the experience and orientation.

Based on the findings of this study, future studies need to emphasize on topics as communication skills, conflict resolution and problem solving strategies, use of humor and effective praise, and behavior modification techniques.

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Appendix A

الرقم التسلسلي :

التعامل مع الأولاد أثناء إنجاز الفروض المدرسية

- ١- الاسم:
- ٢- اسم التلميذ/ة:
- ٣- صلة القرابة:
- ٤- الصف:
- ٥- مينة الأب:
- ٦- ساعة عودته إلى المنزل:
- ٧- مينة الأم:
- ٨- ساعة عودتها إلى المنزل:

٩- الأشخاص الذين يعيشون في المنزل:

الإسم	صلة القرابة بالتلميذ	هل يعمل	ساعة عودته إلى المنزل

١٠- من يهتم بتدريس ولدكم ؟

١١- الواجب المنزلي هو عبارة عن (يمكنكم إعطاء أكثر من جواب):

- أ. تمارين تساعد التلميذ على تركيز وتطبيق الدرس المشروح في الصف
- ب. مهمة تدفعه لتحمل المسؤولية والاستقلالية
- ج. عمل كان يجب إنجازه في الصف
- د. مضيق للوقت وعامل ضغط يمنعه من اللهو
- هـ. غيره، حدّد

١٢- من يستقبل ولدكم عند عودته من المدرسة ؟

١٣- في أية ساعة يبدأ ولدكم عادة بالدرس؟ ومتى ينتهي؟

١٤- ماذا يفعل ولدكم في معظم الأحيان قبل بداية الدرس ؟ (يمكنكم إعطاء أكثر من جواب)

أ. يتناول طعام الغداءب. يلعب قليلاًج. يجلس ليرتاح معكم (محادثة، نوم، سماع موسيقى ...)د. غيره، حدّد

١٥- هل تستعينون بأحد لمساعدته في الدرس ؟

أ. نعم، حدّدب. لا

١٦- هل تعطون لولدتكم وقتاً للراحة بين واجب وآخر؟

- أ. نعم، حدّد
- ب. لا

١٧- هل يشاهد ولدتكم برامج التّلفاز أو يستمع إلى الموسيقى أثناء إنجاز الواجبات؟

- أ. نعم، حدّد
- ب. لا

١٨- هل تحدّثون وقتاً تتزّمون به (أنتم وولدتكم) للترس؟

- أ. نعم
- ب. لا

١٩- هل هناك تدابير متّخذة إذا لم ينجح صله في الوقت المحدّد؟

- أ. نعم، حدّد
- ب. لا

٢٠- هل ينتظركم ولدتكم كي تطلبوا منه الاستعداد للترس؟

- أ. نعم
- ب. لا

٢١- في وقت التّرس وإنجاز الواجبات:

- أ. يجلس في غرفة معيئة بعيداً عن الآخرين
- ب. يجلس في غرفة الجلوس ولا ينزعج من وجود الآخرين
- ج. يجلس في غرفة أخرى ويترك الباب مفتوحاً لكي يستمع لما يحدث
- د. يجلس مع الآخرين ويذكر أنه ينزعج من ذلك (زوار، إخوة ...)
- هـ. غيره، حدّد

٢٢- خلال إنجاز الفروض (يكنتم إعطاء أكثر من جواب)

- أ. يضيّع وقته قدر الإمكان (يفتس عن أفلامه، يقوم ويجلس ...)
- ب. يتدبّر من كثرة التّروس
- ج. يطلب مساعدة الآخرين
- د. لا صعوبات ملحوظة
- هـ. غيره، حدّد

٢٣- عند إنجاز التّروس والفروض:

- أ. تجلسون بجانبه وتساعدونه
- ب. تراقبون صله من بعيد ثمّ تعيدون النّظر بالتّرس
- ج. تدعونه ينجّزها بمفرده ولا تتدخلون بتاتاً
- د. غيره، حدّد

٢٤- في حال عدم فهم الولد ما عليه فعله (يسكنكم إعطاء أكثر من جواب)

- أ. تتدخلون بطريقة شرح المعلّمة وتعيدون الشرح له
 ب. تتجزون العمل عنه
 ج. تؤخونه
 د. تطلبون منه حلّ تمارين إضافية
 هـ. تدعونه يفكر ليقوم بإنجازه بمفرده وعندما يخطئ تشرحون له
 و. غيره، حدّد

٢٥- عندما ينجح الولد بإنجاز فرضه بدون أخطاء هل تكافئونه؟

أ. نعم

ب. لا

ج. أحياناً، حدّد

٢٦- إذا كان جوابكم نعم أو أحياناً، ما نوع المكافآت التي تعطونها في معظم الأحيان لولادكم؟

أ. مادية (لعبة، سكاكر، ...)

ب. معنوية (الخروج للعب مع الأصدقاء، نزهة، ...)

ج. تشجيعية (بالكلام والتأييد والحنان، ...)

د. الدافع الذاتي (الامتنان من الذات)

٢٧- إذا طلب منكم تفسيراً حول موضوع معيّن:

أ. تجيبون باختصار

ب. تأخذون وقتكم معه وتستعملون وسائل التقييم والتجارب لكي يفهم جيداً

ج. تتجاهلونه وتطلبون منه أن يسأل المعلّمة

د. تتقدونه لأنه لم يكن منتهيماً في الصفّ وتجيّبون بتوتر

هـ. غيره، حدّد

٢٨- أنتم تعانون دائماً من (يسكنكم إعطاء أكثر من جواب):

أ. عدم انتهاء الفروض في الوقت المحدّد (ينتهيها في الليل أو في الصباح)

ب. عدم البدء بالفروض في الوقت المحدّد

ج. تعب الولد خلال إنجاز الفروض وقلة تركيزه

د. عدم فهم الولد تقيمة الفروض ولواجهه

هـ. عدم فهم الولد ما عليه فعله

و. إرادته أن تكونوا دائماً بجانبه

ز. غيره، حدّد

٢٩- هل تعطون ذات الأهمية لجميع المواد وجميع الفروض؟

أ. نعم

ب. لا

٣٠- إذا لا؟ لماذا وفي أية مواد؟

٣١- كيف تتعاون مع ولدك خلال النرس وتبجّاز الفروض؟

أ. يتساهل ولا مهابة

ب. بعصبيّة وتوتّر

ج. بجديّة وحزم

د. بعصبيّة تتحول إلى عنف

هـ. غيره، حتّد

٣٢- هل تشعر أنكم عاجزون عن مساعدة أولادكم بفروضهم ودروسهم؟

أ. نعم

ب. لا

٣٣- إذا نعم، ما هي الأسباب؟

٣٤- ما هو برك دور الأهل بالنسبة للفروض المنزليّة والنرس؟ (يمكنكم إعطاء أكثر من جواب)

أ. مساعدة الولد ودعه في حل الحاجة

ب. إعادة النّظر بما فعل في المدرسة ومراجعة ذلك معه من خلال الفروض

ج. ليس لديهم أي دور

د. يحلّون مكان المعلّمة ويعيدون له كلّ شيء من جديد

هـ. غيره، حتّد

٣٥- ما هي المواضيع التي تحبون مناقشتها؟ الرجاء وضع رقم في الخانة بحسب أهمية كلّ موضوع بالنسبة إليكم

(من ١ للأكثر أهمية إلى ٤ للأقل أهمية)

المتيطرة على الضنغظ النفسي والتعامل الجيد مع الأولاد

الأمومة: حقوق الأم وواجباتها

دور الأب في الأسرة

النموّ النفسي السليم لأولادكم

Appendix B

Classroom Observation Checklist

Teacher: _____ Class: _____

Time: _____ Date: _____

1 Not Accomplished	2 Needs Work	3 Accomplished	4 Well Accomplished
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	1	2	3	4
Enforces classroom rules/procedures firmly and fairly				
Manages the different groups well and synchronizes their activities				
Prepares all the necessary materials ahead of time				
Gets the class started quickly				
Uses intonation to vary emphasis				
Maintains eye contact with students				
Listens to student questions and comments				
Projects nonverbal gestures consistent with intentions				
Uses humor appropriately to strengthen retention & interest				
Responds to nonverbal cues of confusion, boredom, & curiosity				
Maintains student attention and interest				
Moves around in the classroom				
Maintains a high level of student time on task				
Knows every child well				
Establishes an affective relation with students				
Treats students with courtesy and respect				
Models positive behavior				
Communicates high expectations				
Communicates well and at different levels with students (academic, personal, moral, etc)				
Gives satisfactory answers to student questions				
Offers specific and appropriate praise				

Appendix C

Pre-planned semi-structured questions of teachers' interviews

1. What do you do to enforce rules and procedures in your class?
2. Do you find it difficult to monitor individual behavior and monitor groups at the same time?
3. How do you react when a student breaks a rule or a routine?
4. Have you ever punished a student? How and why? Was it effective?
5. How do you react when a student abides by rules and routines? How often do you praise or reward your students?
6. What role does knowing the children play in your teaching? Describe how you learn to know the children in your class?
7. What do you think is important in interacting with children in the classroom?
8. Which do you emphasize more in your communication, verbal or nonverbal interaction? Why?
9. What is important to you in communicating with the children non-verbally?
10. How do you describe the relationship between you and your students?
11. How serious are you with your students?
12. Do you think you are at the same distant from all children? How?
13. Are there aspects of interaction in your classroom that you would like to change? How could you change them?

14. Which parts of your personality your students do not know about?
15. Do you care for how your students think about you?
16. How do you perceive and evaluate yourself as a classroom manager?

Appendix D

Pre-planned semi-structured questions of students' interviews

17. Do you apply the same classroom rules/procedures across all the sessions?
 18. Do you think rules and procedures are important? Why?
 19. Why do you think some students do not abide by rules and procedures?
 20. Have any of your teachers ever punished anybody? If yes, how & why?
 21. Have you ever been praised by any of your teachers? If no, why not? If yes, what for?
 22. Do your teachers listen to you when you talk? How can you tell?
 23. Do you think your teachers always mean what they say?
 24. Do you think that your teachers are consistent and fair? Can you give examples?
 25. How serious are your teachers with you? Have you ever joked together?
 26. Is there any teacher whom you feel you like to be like her/him when you grow up?
Whom? Why?
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